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Welcome to the Mount Sinai School of Medicine Master of Public Health Program and congratulations on choosing to pursue this important course of study. You will be joining nearly 100 other active students in our Program from diverse backgrounds who are making a difference in the health of communities around the world. Over the past year there have been many exciting developments. One of the most important has been the launch of our specialty tracks which has been an overwhelming success. It is allowing our students to focus on specific areas of public health and gain competencies that will help them to accomplish their long term career goals. We added several new courses last year that worked well for our students and we will add several new ones for the coming year. Students have responded very positively to changes in academic advisement and we will continue having track specific academic advisors for the coming year. Finally, the MPH Program makes full use of its truly unique setting. It is housed in one of the most prestigious academic medical centers in the world and located between two socioeconomic extremes: the Upper East Side of Manhattan and East Harlem. The opportunities for learning in this environment are truly endless. We look forward to mentoring you and helping you find and hone your own interests and skills as you embark on this new chapter in your professional life.

Wishing you much success in the Program and beyond,

Emily Senay, MD, MPH
Director, Master of Public Health Program
Assistant Professor, Department of Community & Preventive Medicine
Mount Sinai School of Medicine
2008-2009 Academic Year

N.B. Out of respect for our environment and doing whatever we can to reduce our carbon footprint, the Master of Public Health Program will not routinely print copies of the Student Handbook. We would like our students to refer to it online whenever possible. We will always be sure to notify you by email of substantive changes to the information contained herein.

Disclaimer This handbook is meant to guide potential and current students in the Master of Public Health Program of Mount Sinai School of Medicine. The Program reserves the right to make amendments to the contents without notice. The content of this handbook is not intended to be nor should it be regarded as a contract between the Program and any student or other person.
PROGRAM ADMINISTRATION

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17 East 102 Street, between Madison and Fifth Avenues
Dr. Senay’s office D5-110
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THE MOUNT SINAI MASTER OF PUBLIC HEALTH PROGRAM

The Master of Public Health Program is a two-year course of study with classes conveniently offered in the evening, generally from 4 PM to 8 PM Monday through Thursday on a term basis—Autumn, Winter and Spring. We prepare students to promote health, prevent disease, and protect the environment with the understanding that, as health professionals, we work in partnership with a wider community.

The Master of Public Health Program was first accredited in 2005 by the Council on Education for Public Health. In October 2008, the Program was reaccredited through 2015. Prior to 2003, our Program awarded graduates with a Master of Science Degree in Community Medicine.

This Handbook will help orient you to the Program and provide contact and general Program information. Please see the Curriculum Guide for information on specific courses.

MISSION STATEMENT

The mission of the Master of Public Health Program of the Mount Sinai School of Medicine of New York University is to educate our graduates to prevent disease, protect the environment, and promote good health in partnership with the populations they serve.

GOALS AND OBJECTIVES

Goals for Instruction

- To educate our students to enhance the health of populations.

  Objectives:
  - Provide instruction in how to assess the health status of populations, design appropriate interventions and evaluate the success of such interventions.
  - Evaluate students’ mastery of these skills within the curriculum by examination and through their participation in small group discussions.

- To educate our students to consider the health of individuals within the context of community and environmental influences.

  Objectives:
  - Provide training in community health, preventive medicine, and environmental health that allows our students to identify and recognize a variety of avenues and mechanisms through which community, cultural, and environmental factors can influence health.
  - Evaluate students’ understanding of these issues by examination and through their participation in small group discussions.
• To educate our students to work in an interdisciplinary milieu.

**Objectives:**

- Provide small group participatory activities with our courses that involve interaction among students and faculty from multiple disciplines.
- Include faculty and guest lecturers throughout the curriculum from a variety of disciplines.

• To educate our students to critically evaluate published research.

**Objectives:**

- Evaluate students’ abilities to critically evaluate published literature within the epidemiology curriculum through written examinations and student participation in small group discussions.
- Provide students with opportunities to practice critical evaluation of research through regularly convened journal clubs and grand rounds.
- Evaluate students’ abilities to critically appraise the literature related to their thesis topic through critical, mentored assessment of the introductory sections of the thesis.

• To graduate students who are competent public health practitioners.

**Objectives:**

- Provide a competency-based curriculum that evolves from an in-depth iterative process involving all major stakeholders including students, faculty, alumni and employers.
- Evaluate students’ competencies in each specialty track through examination, practicum, and master’s thesis work.

**Goal for Research**

• To equip students with the appropriate tools to conduct community-based research that will provide a scientific basis for health promotion and disease prevention.

**Objectives:**

- Evaluate students’ mastery of the principles of epidemiology and biostatistics within those courses in the curriculum, by examination, through their participation in small group discussions, and/or master’s thesis.
- Provide each student with an academic advisor who will assist in identifying one or more thesis advisors to provide strong mentorship throughout the student’s research activities. These advisors will mentor, advise and support each student through their time in the MPH Program and especially in the process of developing the student’s thesis.
Goals for Service

- To collaborate with communities in initiatives to improve health and prevent disease.

Objective:
- Conduct an annual faculty survey and maintain a database that documents the service activities of our program faculty and students in community-based activities. This database will serve as a resource for students seeking mentors and advisors on particular topics.

- To provide students with opportunities to apply their public health knowledge in the public and private sectors.

Objectives:
- Create partnerships with the public health community in New York and nationally to develop and maintain a set of field practicum offerings for students.
- Create stated, written learning objectives, competencies and, when appropriate, for each field practicum experience to ensure that each student has guidelines that they can follow in the practicum.
- Evaluate each student’s fulfillment of the stated learning objectives, competencies and, when appropriate, service objectives for each practicum experience through formal written evaluation by the practicum preceptors.

STATEMENT OF VALUES OF MOUNT SINAI MASTER OF PUBLIC HEALTH PROGRAM

Statement of Values
The Master of Public Health Program, of Mount Sinai School of Medicine, is dedicated to improving the health of communities and individuals. The Program is based on the following core values:

Community: We value joint program-community participation in identifying and improving the health status of communities by enabling them to identify and address their unique public health problems.

Sound Science: We value the use of the scientific method to identify the basic conditions necessary for optimum public health, to protect the public health and to promote good health practices for populations and individuals.

Diversity: We value the recognition of the cultural context of individuals and populations and work to educate a public health professional workforce with the cultural competencies necessary to understand, respect and serve diverse populations.
**Social Justice**: We value fostering and advocating for public health resources and policies that reduce or eliminate health disparities.

**Engagement**: We value working with others through cooperation and collaboration using interdisciplinary, multidisciplinary and trans-disciplinary teams in education, research and service delivery.

**The Mount Sinai School of Medicine Master of Public Health Programs adheres to the Code of Ethics of the American Public Health Association and to the beliefs and values that underlie this code**

[HTTP://WWW.APHA.ORG/PROGRAMS/EDUCATION/PROGEDUETHICALGUIDELINES.HTM](http://WWW.APHA.ORG/PROGRAMS/EDUCATION/PROGEDUETHICALGUIDELINES.HTM)
**Program Competencies**

As required by the accrediting body, the Council on Education for Public Health, the Master of Public Health Program uses competencies to guide overall program learning objectives, overall curriculum development, and course specific learning objectives. These competencies shall be the primary measure against which student achievement in the Program is measured.

Students will be expected to achieve these competencies in the course of class work, the Practicum experience, seminars, and through the Master’s Thesis.

**Competency Survey**

All matriculated students complete the web-based Competency Survey on line twice during the Program: once at the end of the first academic year and again prior to graduation from the Program. It is a requirement for graduation that students return to the Program Administration, a signed Competency Form for year one and year two. Attached to the Competency Survey Completion Form should be the completed competency survey.

As adult learners who are autonomous, self-directed, and goal oriented, students are encouraged to use the results of their competency surveys to monitor their own progress through the Program. However, students must meet with their Specialty Track Advisors and/or other academic advisors after completing the Competency Survey at the end of the first year to review progress toward achieving competencies and to discuss corrections or changes to plan for the second year regarding course work and other learning opportunities that would provide specific unmet competencies. Students will affirm competencies at the end of their second year through the web-based competency survey and will have their Specialty Track Academic Advisor sign off on their progress prior to graduation. Again, the Competency Survey Completion Form must be signed and returned to Program Administration for Director to sign off and placed in student file.

Aggregate data from the competency surveys are useful to the Program by providing an assessment of how well course, practicum and masters thesis competencies are transmitted to the students, and whether there is a need for revision of a current courses or creation of new courses or experiences to enhance student achievement of the determined competencies.

**Core Competencies**

Core competencies are those that all students regardless of specialty track are required to achieve while in the Program.
Core Competencies are integrated into discipline-specific sets within eight domains with skills in each of those domains defined as follows. As the Program moves forward each of these skills/attitudes will be critically evaluated for applicability to our students:

Domain 1: Analytic/Assessment Skills
- Defines a problem
- Determines appropriate uses and limitations of both quantitative and qualitative data
- Selects and defines variables relevant to defined public health problems
- Identifies relevant and appropriate data and information sources
- Evaluates integrity and comparability of data and identifies gaps in data sources
- Applies ethical principles to the collection, maintenance, use and dissemination of data and information
- Obtains and interprets information regarding risks and benefits to the community
- Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies
- Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues

Domain 2: Program Development/Program Planning Skills
- Collects, summarizes and interprets information relevant to an issue
- Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- Decides on the appropriate course of action
- Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps
- Translates policy into organizational plans, structures, and programs

Domain 3: Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Leads and participates in groups to address specific issues
- Uses the media, advanced technologies, and community networks to communicate information
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Attitudes: Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives

Domain 4: Cultural Competency Skills
- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyles preferences
Identifies the role of culture, social, and behavioral factors in determining the delivery of public health services
Develops and adapts approaches to problems that take into account cultural differences
Attitudes: Understands the dynamic forces contributing to cultural diversity
Understands the importance of a diverse public health workforce

Domain 5: Community Dimensions of Practice Skills
- Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships
- Identifies how public and private organizations operate within a community
- Identifies community assets and available resources
- Develops, implements, and evaluates a community public health assessment

Domain 6: Basic Public Health Sciences Skills
- Identifies the individual's and organization's responsibilities within the context of the essential Public Health Services and core functions
- Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
- Understands the historical development, structure, and interaction of public health and health care systems
- Identifies and applies basic research methods used in public health
- Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
- Identifies and retrieves current relevant scientific evidence
- Identifies the limitations of research and the importance of observations and interrelationships
- Attitudes: Develops a lifelong commitment to rigorous critical thinking

Domain 7: Financial Planning and Management Skills
- Develops strategies for determining budget priorities
- Applies basic human relations skills to the management of organizations, motivation of personnel and resolution of conflicts
- Manages information systems for collection, retrieval, and use of data for decision-making
- Negotiates and develops contracts and other documents for the provision of population-based services

Domain 8: Leadership and Systems Thinking Skills
- Creates a culture of ethical standards within organizations and communities
- Helps create key values and shared vision and uses these principles to guide action
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Facilitates collaboration with internal and external groups to ensure participation of key stakeholders
• Promotes team and organizational learning
• Contributes to development, implementation, and monitoring of organizational performance standards

**SPECIALTY TRACK SPECIFIC COMPETENCIES**

**Health Promotion & Disease Prevention Track**
• Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies
• Develop interventions and programs to effect change at multiple levels, including individual, community, organization, and policy
• Design and implement strategies to promote health and prevent disease
• Describe the health, economic, administrative, legal, social and political implications of policy options, and provide strategic policy advice on health promotion and disease prevention issues

**Outcomes Research Track**
• Identify, analyze and interpret major clinical and public health problems and relevant clinical epidemiology, outcomes and health services research questions
• Identify, interpret and critique the state of knowledge regarding clinical epidemiology, outcomes, health services research questions and public health policy
• Explain the relative advantages and disadvantages of observational and experimental methods and study design used in clinical epidemiology, outcomes and health services research
• Specify the measurement of structure, process, and outcome in health and health care research and implications for improving outcomes
• Discuss the relative advantages and disadvantages between efficacy and effectiveness research

**Global Health Track**
• Explain the global context in which public health problems occur and the need to respond to the health consequences of international emergencies
• Describe how globalization, rising infectious and chronic diseases, and natural and manmade disasters make the health and wellbeing of people of the world increasingly interdependent
• Describe the increasing influence of determinants arising in foreign countries to any country’s health and safety
• Acquire skills to address practical global health problems and become agents of lasting positive change
• Identify the leadership and management skills needed to effectively lead local, national, and global public health systems and affect public health policies

Environmental & Occupational Health Specialty Track
• Assess environmental and occupational exposures
• Prevent and control environmental and occupational hazards
• Identify the adverse effects of chemical, biological, and physical exposures on human health
• Interpret epidemiologic and other research findings related to environmental risks, and assist in designing and conducting research
• Synthesize relevant information in order to analyze EOH policy implications, participate in policy development, and assess and manage occupational risks
• Engage in public health communication and risk communication activities

*Students will be asked to self-evaluate competencies using the following measures.

**Aware:**
Basic level of mastery of the competency. Individuals may be able to identify the concept or skill but have limited ability to perform the skill.

**Knowledgeable:**
Intermediate level of mastery of the competency. Individuals are able to apply and describe the skill.

**Advanced:**
Advanced level of mastery of the competency. Individuals are able to synthesize, critique or teach the skill. *(Formerly used "proficient.")*

**PROGRAM GUIDELINES**

The MPH Program adheres to guidelines set forth by the Mount Sinai School of Medicine, Graduate School of Biological Sciences, and Human Resources policies regarding fair and ethical dealings to ensure non-discrimination, harassment-free and equal opportunities with respect to education, research, patient services and employment. The Program adheres to all institutional policies on affirmative action, alcohol and drugs, HIV/AIDS non-discrimination, acts of sexual and other forms of harassment and unacceptable behaviors, retaliation, family and medical leave, rules of conduct, student behavior, and faculty, staff, and student relations. These policies are described on pages 112-128 of the Graduate School of Biological Sciences Student Handbook found at [http://www.mssm.edu/students/gradhandbook](http://www.mssm.edu/students/gradhandbook)
DIVERSITY

The MPH Program’s commitment to diversity is aligned with the policies described on page 9 of the Student Handbook for Mount Sinai School of Medicine found at http://www.mssm.edu/students/handbook/

Mount Sinai is committed to promoting and supporting diversity at all levels in the working and learning environments and to meeting the needs of the diverse body of students, faculty, staff, and communities we serve. Diversity in the health professions workforce benefits every aspect of health care. Addressing the needs of our increasingly multicultural and ethnically diverse patient population at Mount Sinai, makes it essential that patients have increased access to physicians who share their ethnic heritage. Further, interacting with a diverse peer group is important for students, house staff, and faculty for effectively managing cross-cultural patient presentations and impacting on health outcomes.

AFFIRMATIVE ACTION

The MPH Program subscribes to the affirmative action policy of the Mount Sinai School of Medicine.

Applicants to the Master of Public Health Program are considered on the basis of their total merit. The Program does not discriminate on the basis of sex, race, color, creed, religion, age, national origin, disability, veteran status, marital status, sexual orientation, or citizenship status, in accordance with institutional policy and in compliance with the requirements of the Civil Rights Act, the Education Amendments, the Rehabilitation Act, the Age Discrimination Act, and the Americans with Disabilities Act.

ACADEMIC CONDUCT

The MPH Program adheres to all the tenets, rules and regulations that govern academic integrity and conduct as set forth by the Mount Sinai School of Medicine and the Graduate School of Biological Sciences. Issues related to academic misconduct include but are not limited to: cheating, plagiarism, breaches of confidentiality, unprofessional behavior toward program staff, faculty, patients/study subjects and colleagues, use and abuse of illicit drugs, abuse or inappropriate use of alcohol, and dishonesty in the practicum setting as well as failure to complete administrative, medical, and financial responsibilities. It is the responsibility of students to act at all times in accordance with the highest standards of integrity. Failure to do so may result in dismissal from the Program. All issues related to academic conduct are presented initially to the MPH Program Academic Advisory Committee which has the authority to discipline students up to an including expulsion. More information is available at the following websites:

http://www.mssm.edu/students/handbook/
http://www.mssm.edu/students/gradhandbook
It is understood that students pursuing the MPH graduate program of study will exhibit mature and responsible behavior toward other students, faculty, staff and all support personnel. Students will take responsibility for their actions and words and will behave in a manner that is respectful of the dignity of others and will treat others with civility and understanding. Respect for others will be reflected in all communication both in person and by email. Conduct that is considered to be disruptive to the academic enterprise or the routine working of the program may be subject to censure through the Academic Advisory Committee of the MPH Program.
### Date

<table>
<thead>
<tr>
<th>Date</th>
<th>Autumn Term 2008</th>
</tr>
</thead>
</table>
| Monday, September 8 | Program Orientation  
Autumn Term begins |
| Friday, September 19 | Last day for Registration changes |
| Thursday, November 27-Friday, November 28 | Thanksgiving Break - no classes |
| Thursday, December 4 | Autumn Term ends |

### Winter Term 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Winter Term 2009</th>
</tr>
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<tbody>
<tr>
<td>Monday, January 5</td>
<td>Winter Term Begins</td>
</tr>
<tr>
<td>Friday, January 16</td>
<td>Last day for Registration changes</td>
</tr>
<tr>
<td>Monday, January 19</td>
<td>Martin Luther King Day - no classes</td>
</tr>
<tr>
<td>Monday, February 16</td>
<td>Presidents’ Day - no classes</td>
</tr>
<tr>
<td>Thursday, March 26</td>
<td>Winter Term ends</td>
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### Spring Term 2009

<table>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Monday, April 6</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td>Friday, April 17</td>
<td>Last day for Registration changes</td>
</tr>
<tr>
<td>Friday, May 15</td>
<td>Commencement</td>
</tr>
<tr>
<td>Thursday, June 25</td>
<td>Spring Term ends</td>
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</table>

**Please note:** The Mount Sinai School of Medicine is a secular institution, drawing on and respecting all traditions. Our student body is comprised of individuals from diverse backgrounds and religious beliefs. We are sensitive to commitments to all religious observances, but do not build our yearly academic calendar around them. If students need to miss classes for religious or other reasons, it is their responsibility to notify their professors and ensure that they fulfill their academic responsibilities.
PROGRAM ELIGIBILITY

Our Program presumes that students enter with a working knowledge of basic medical terminology and major concepts of health and illness. People with degrees in medicine, nursing, or the allied health professions, or simultaneously in training, ordinarily meet this requirement. The Admissions Committee will carefully review the applications from those without formal training but with work experience in the health professions and/or suitable undergraduate studies.

Applicants must possess a Bachelor’s Degree from an accredited college or university. While there are no specific prerequisites, an applicant’s transcript will be reviewed for demonstration of satisfactory performance in quantitative and qualitative methods and in social and biological sciences. Students are selected on the basis of demonstrated past academic achievement.

DUAL MD-MPH STUDENT/ MOUNT SINAI APPLICATION INFORMATION

Medical students accepted to Mount Sinai School of Medicine are automatically accepted into the Dual MD-MPH program after they have notified the MPH Program Administrator of their desire to complete both degrees. Accepted medical students do not need to submit a separate MPH application and do not need to fill out the MPH Program on-line application form. Following acceptance to Mount Sinai School of Medicine, applicants should notify the Medical School’s Office of Admissions via e-mail or letter stating their interest in the dual degree program. This provides the MPH Admissions Committee with the consent necessary to obtain a copy the original medical school application for MPH Program files.

Students who have applied to the Mount Sinai School of Medicine and wish to be considered for admission to the MPH Program even if they are not admitted to the medical school may need to fill out an on-line application form and should contact the Program Administrator for more information. Other healthcare workers or physicians who are interns, residents or fellows at Mount Sinai School of Medicine or working in the Mount Sinai Hospital should contact the Program Administrator for details on how they should proceed.

APPLICATION PROCESS

Applications and supporting documentation are reviewed throughout the year for admission to the upcoming Autumn Term. Applicants should submit all materials in the checklist below. The Application Process should be completed online at the Program’s website. The following documents are required:

- Completed online Application Form.
- Official transcripts from all institutions of higher learning attended. These documents must be sent directly to the Master of Public Health Program.
- Two signed original letters of recommendation. The authors of your recommendation letters must send their letters directly to the Master of Public
- GRE or MCAT scores should be sent to Mount Sinai School of Medicine. (For the GRE, the code for Mount Sinai School of Medicine is 2464.)
- Applicants for whom English is a second language may be requested to provide evidence of English language competency, such as scores from the TOEFL exam.
- A non-refundable application fee of $65 payable by check to the Master of Public Health Program.

All applicants must have a Bachelor's Degree from a recognized university or college, show evidence of satisfactory preparation in quantitative subject areas, and have an acceptable academic record.

International Students - graduates of foreign colleges or universities who have completed an academic program equivalent to an American bachelor's degree are eligible to apply for admission. Applicants are required to submit with their application official certified transcript(s) in English. In addition, the Test of English as a Foreign Language (TOEFL) is required of all applicants (1) whose native language is not English and/or (2) whose education was not conducted in English. A computer test score of 250 or higher is expected. Applicants who received their first university degree in an English-speaking country may request an exemption from TOEFL.

Arrangements to take the Test of English as a Foreign Language should be made in writing directly to TOEFL, Box 6151, Princeton, NJ 08541-6151, USA, or to their web site at www.toefl.org or faxed to 609.771.7500. We must have test results in order to make a decision on your application.

All international students must contact the International Personnel Office after they have been accepted in the program to get information on getting appropriate visa. The office is located at 320 East 94th Street, 5th floor, between 1st and 2nd Avenue, New York, NY. They can be reached at 212-731-7744.
NON-MATRICULATING STUDENTS (NON-DEGREE STUDENTS)

Non-matriculating students may take up to 16 credits without matriculating for the full degree. If you are interested in taking courses in the MPH Program as a non-matriculating student, please do the following:

1. Students must complete the “Registration for Non-matriculation” application found through the “How to Apply” tab under the “Non-matriculating Students” link on our website.

2. Contact the Course Director or Program Director to verify that your background and skills assure eligibility for the course and to receive permission to enroll. To contact a Course Director, please contact the Program’s Administrator or Program Director. Please note: Courses may require that students have fulfilled certain pre-requisites. **Students will not be eligible to take a course if they lack the required pre-requisites.**

3. Following the approval required in the step above, register on-line at the Program’s website to ensure that you are listed with the Mount Sinai School of Medicine Registrar’s Office.

4. Register for the course on the Program’s website: [www.mssm.edu/cpm/mph/](http://www.mssm.edu/cpm/mph/) (via through the “How to apply” Tab and “MPH Course Enrollment”)

5. Before the Registration Deadline, notify the Program’s Administrative Assistant if you have decided to add or drop a course after your initial Registration by changing your course selections on the Program’s website.

6. After the Registration Deadline, Mount Sinai School of Medicine Bursar’s office will send you a tuition bill based on the total number of credits per course for which you have registered. Please pay the appropriate tuition according to the instructions on the invoice. If the tuition is not paid, the Bursar’s office will start charging late fees. Non-matriculating students may only receive academic credit for the courses they take if all balances due to Mount Sinai have been paid.

7. As for all students, check your e-mail regularly as well as the MPH Program’s announcements page on the web and the course’s WebEd site for up-to-date news and information.

DEGREE REQUIREMENTS

To complete the Master of Public Health Degree students are required to obtain a minimum of 42 credits, complete a 150-hour practicum and write a Masters Thesis. Please refer to the Curriculum Guide for descriptive information on individual courses offered during a specific terms.
EXPLANATION OF COURSE NUMBERING SYSTEM

The course numbering system has been designed to permit easy identification of a course and to accommodate growth within the Master of Public Health Program. As the Program continues to grow, this system will help faculty and students to better understand where particular courses “fit” within the Program.

All Master of Public Health Program courses have a prefix of “MPH.”

The first number denotes the area:

0  GENERAL PUBLIC HEALTH  
1  HEALTH POLICY, MANAGEMENT & ECONOMICS  
2  SOCIO-BEHAVIORAL HEALTH  
3  QUANTITATIVE & QUALITATIVE RESEARCH METHODS  
4  EPIDEMIOLOGY  
5  ENVIRONMENTAL & OCCUPATIONAL HEALTH  
6  OUTCOMES RESEARCH  
7  GLOBAL HEALTH

The second number denotes the level:

0  Introductory  
1  Intermediate  
2  Advanced

The third number is the number for the actual course.

COURSE PRE-REQUISITES

Please note: some courses require that students have taken certain pre-requisites. Oftentimes these pre-requisites are fulfilled when the student takes the core introductory level courses. Students will not be eligible to take a course if they lack the required pre-requisites. Please refer to the course description in the Curriculum Guide for information on a course’s pre-requisites.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Introduction to Public Health</td>
<td>Autumn</td>
</tr>
<tr>
<td>002</td>
<td>Disease Prevention &amp; Health Promotion for Non-Health Professionals</td>
<td>Autumn</td>
</tr>
<tr>
<td>003</td>
<td>Current Topics In Clinical Preventive Medicine</td>
<td>Spring (next offered 2009)</td>
</tr>
<tr>
<td>005</td>
<td>Global Information Systems (GIS) for Public Health</td>
<td>Spring</td>
</tr>
<tr>
<td>008</td>
<td>Introduction to Public Health Nutrition</td>
<td>Spring</td>
</tr>
<tr>
<td>010</td>
<td>Zoonoses: An Emerging Public Health Issue</td>
<td>Spring</td>
</tr>
<tr>
<td>012</td>
<td>Flood, Pestilence &amp; Plague: Communicating in Complex Emergencies</td>
<td>Autumn (next offered 2009)</td>
</tr>
<tr>
<td>021</td>
<td>Seminar in Applied Preventive Medicine</td>
<td>Year long</td>
</tr>
<tr>
<td>090</td>
<td>Practicum</td>
<td>Any</td>
</tr>
<tr>
<td>095</td>
<td>Independent Study</td>
<td>Any</td>
</tr>
<tr>
<td>096</td>
<td>Elective offered in another Program or Institution</td>
<td>Any</td>
</tr>
<tr>
<td>098</td>
<td>Master’s Thesis Research (for MD-MPH students only)</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>Any</td>
</tr>
<tr>
<td>103</td>
<td>Strategic &amp; Program Management</td>
<td>Winter</td>
</tr>
<tr>
<td>104</td>
<td>Healthcare in Communities &amp; the Public Sector</td>
<td>Spring</td>
</tr>
<tr>
<td>105</td>
<td>Health Policy &amp; Economics</td>
<td>Winter</td>
</tr>
<tr>
<td>110</td>
<td>Pharmacoeconomics</td>
<td>Winter</td>
</tr>
<tr>
<td>111</td>
<td>Patient Safety &amp; Process Improvement</td>
<td>Winter</td>
</tr>
<tr>
<td>120</td>
<td>Complex Healthcare Problems</td>
<td>Winter</td>
</tr>
<tr>
<td>201</td>
<td>Introduction to Socio-Behavioral Health</td>
<td>Winter</td>
</tr>
<tr>
<td>203</td>
<td>Introduction to Medical Anthropology</td>
<td>Spring</td>
</tr>
<tr>
<td>207</td>
<td>Culture, Illness &amp; Community Health (MSCR)</td>
<td>Spring</td>
</tr>
<tr>
<td>210</td>
<td>Health Literacy: Can The Public Be Healthy Without It?</td>
<td>Spring</td>
</tr>
<tr>
<td>211</td>
<td>Addiction Medicine</td>
<td>Autumn (next offered 2009)</td>
</tr>
<tr>
<td>212</td>
<td>Life Cycle of Violence: Implications for Public Health</td>
<td>Winter</td>
</tr>
<tr>
<td>213</td>
<td>Health &amp; Human Rights: Abuses, Torture &amp; It’s Consequences</td>
<td>Autumn</td>
</tr>
<tr>
<td>215</td>
<td>What’s Sex Got To Do With It? Teen Pregnancy Prevention &amp; Intervention</td>
<td>Autumn</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>Autumn</td>
</tr>
<tr>
<td>305</td>
<td>Introduction to Qualitative Research Methods</td>
<td>Autumn</td>
</tr>
<tr>
<td>311</td>
<td>Multivariable Methods</td>
<td>Winter</td>
</tr>
<tr>
<td>312</td>
<td>Research Ethics (MSCR)</td>
<td>Autumn</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Term</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>Winter</td>
</tr>
<tr>
<td>323 (MSCR)</td>
<td>Designing Clinical and Public Health Research</td>
<td>Autumn</td>
</tr>
</tbody>
</table>

**Epidemiology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>Winter</td>
</tr>
<tr>
<td>401</td>
<td>Introductory Journal Club</td>
<td>Year long</td>
</tr>
<tr>
<td>410</td>
<td>Epidemiology of Infectious Diseases</td>
<td>Spring</td>
</tr>
<tr>
<td>411</td>
<td>Journal Club for Health Professionals</td>
<td>Year long</td>
</tr>
<tr>
<td>415</td>
<td>Case Studies in Epidemiology: Environmental &amp; Occupational Health</td>
<td>Spring (next offered 2010)</td>
</tr>
</tbody>
</table>

**Environmental & Occupational Health**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td><em>Introduction to Environmental &amp; Occupational Health</em>&lt;br&gt;No offered EVERY year.</td>
<td>Winter (next offered 2009)</td>
</tr>
<tr>
<td>506</td>
<td>Topics on Safety and Ergonomics</td>
<td>Spring (next offered 2009)</td>
</tr>
<tr>
<td>515</td>
<td>Toxicology</td>
<td>Spring</td>
</tr>
<tr>
<td>522</td>
<td>Basics of Clinical Environmental &amp; Occupational Medicine</td>
<td>Summer</td>
</tr>
<tr>
<td>523</td>
<td>Advanced Occupational &amp; Environmental Pulmonary Disease</td>
<td>Autumn (next offered 2008)</td>
</tr>
<tr>
<td>525</td>
<td>Pediatric Environmental Health</td>
<td>Spring</td>
</tr>
<tr>
<td>526</td>
<td>A Site Tour: Historical Perspectives of Environmental and Occupational Health and Safety: NY/NJ ERC Waste Site Tour</td>
<td>Summer</td>
</tr>
<tr>
<td>527</td>
<td>Interdisciplinary Seminar on Occupational Safety and Health</td>
<td>Autumn</td>
</tr>
<tr>
<td>528</td>
<td>Industrial Processes and Plant Visits</td>
<td>Winter &amp; Spring</td>
</tr>
<tr>
<td>529</td>
<td>Industrial Hygiene</td>
<td>Spring</td>
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</table>

**Outcomes Research**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>621</td>
<td>Seminar in Applied Clinical Epidemiology &amp; Health Services Research</td>
<td>Year long</td>
</tr>
<tr>
<td>623</td>
<td>Applied Analysis of Epidemiologic and Outcomes Research Data</td>
<td>Spring</td>
</tr>
<tr>
<td>620 (MSCR)</td>
<td>Basic Science for the Clinical Investigator</td>
<td>Winter</td>
</tr>
<tr>
<td>MSCR</td>
<td>Advanced Topics in Clinical Research</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Global Health**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>700</td>
<td>Introduction to Global Health</td>
<td>Autumn</td>
</tr>
<tr>
<td>705</td>
<td>Underserved Populations in the U.S.</td>
<td>Spring</td>
</tr>
<tr>
<td>707</td>
<td>Refugee Health</td>
<td>Spring</td>
</tr>
<tr>
<td>709</td>
<td>Careers in Global Health</td>
<td>Once a month, year long</td>
</tr>
<tr>
<td>710</td>
<td>Global Environmental Change</td>
<td>Autumn</td>
</tr>
<tr>
<td>717</td>
<td>Maternal &amp; Child Health in Developing Countries</td>
<td>Winter</td>
</tr>
<tr>
<td>720</td>
<td>Global Health for Physicians</td>
<td>10 months, Sept. - June</td>
</tr>
<tr>
<td>795</td>
<td>Global Health Conference</td>
<td>Winter</td>
</tr>
</tbody>
</table>
SPECIALTY TRACKS

In addition to the General Public Health Track, which gives students a solid foundation in the five core areas of public health (biostatistics, epidemiology, environmental health, health policy & management, and socio-behavioral health) Mount Sinai School of Medicine Master of Public Health Program provides students with an opportunity to specialize in a specific public health concentration. All students who wish to pursue one of the four Specialty Tracks will be required to take the core courses listed for that specialty track. The total number of credits accrued toward the total 42 required for Program completion from core required courses would vary for each specialty track. The Specialty Tracks are:

- Health Promotion & Disease Prevention
- Environmental & Occupational Medicine
- Global Health
- Outcomes Research

SPECIALTY TRACK DESCRIPTIONS

HEALTH PROMOTION & DISEASE PREVENTION

The Health Promotion & Disease Prevention track builds on the long and rich tradition of Mount Sinai’s collaboration with the East Harlem community in the promotion of health and the prevention of disease. Students who pursue the MPH Program Health Promotion & Disease Prevention Specialty Track will learn how to improve the public’s health by working with individuals and their communities. This track emphasizes community level interventions through a curriculum developed to reflect the World Health Organization’s 1986 Ottawa Charter for Health Promotion: “Health promotion is the process of enabling people to increase control over, and to improve, their health.” Students in this track achieve the competencies necessary to assist communities in effective action in setting priorities, making decisions, planning strategies and implementing them to achieve better health. At the heart of this process is the empowerment of communities, their ownership and control of their own endeavours and destinies.

Additionally this track looks at individual behavior as a major determinant of health and helps students develop into public health practitioners capable of influencing social norms that provide a framework for health promotion and disease prevention across life stages. Students in this track learn how to collaborate with agencies, institutions and community-based organizations that influence the social determinants of health to foster the development and implementation of policy and environmental strategies that enable healthy individual behaviors. Topics addressed include nutrition and physical activity, chronic disease prevention and control, health literacy, health communications, injury control and prevention, aging/health and disabilities, men's health and women's health, as well as children’s health. Particular emphasis is placed on the elimination of disparities in health outcomes.

Examples of projects undertaken in this track over the past few years include: working on accurately recording all pediatric vaccinations given in New York City through collaboration with the New York City Department of Health and Mental Hygiene; creating educational tools and evaluating effectiveness of those tools in a population of HIV/hepatitis C infected substance abusers; working to establish an Arab-American clinic at Mount Sinai; developing an obesity education program for the East Harlem community.
ENVIRONMENTAL & OCCUPATIONAL HEALTH

The Environmental & Occupational Health Specialty Track takes advantage of the world-renowned academic talent at Mount Sinai in the environmental and occupational health fields. From the Children’s Health Study to the World Trade Center Medical Monitoring and Treatment Program, Mount Sinai offers many opportunities for students interested in environmental and occupational health. Environmental factors are the predominant determinants of health in individuals and communities: providing a safe and clean water supply, cleaning the air, and getting the lead out of gasoline are all public health success stories. Still for many people around the world these advances are not yet a reality in their communities or even in their countries in general. In addition, new threats such as global climate change, new infectious agents and environmental pollutants that act as hormones and can disrupt normal human development, present new challenges for tomorrow’s public health practitioners.

The Environmental & Occupational Health Specialty Track focuses on environmental factors including biological, physical and chemical factors that affect the health of individuals and communities. Students in this track will learn to recognize the major environmental and occupational health threats such as organic solvents, heavy metals, pesticides, dusts, and physical hazards that can occur in all settings with special emphasis on the workplace, where such exposures are often the heaviest. The track teaches students to recognize these threats, understand their effects on health, and develop competencies in assessing and mitigating these threats through direct intervention and eventually through policy change. The track takes a special interest in social and environmental justice.

Examples of projects undertaken in this track over the past few years include: upper airway health effects of dust produced when the World Trade Center collapsed after the terrorist attacks on September 11, 2001; working in a major medical center employee health center; working in a private occupational medicine office; participating in surveillance for asbestos exposure at worksites; investigating deaths related to metal objects and oxygen canisters exploding in MRI scanner rooms; examining policy implications of OSHA regulations; working in the NYC Department of Health and Mental Hygiene Office of Radiological health.

GLOBAL HEALTH

The MPH Global Health Track is designed for students interested in acquiring the competencies necessary to bring practical solutions to the health problems of underserved and neglected populations in resource poor settings worldwide. Many of the greatest challenges in public health are global. Experts in global health and individuals with a sense of responsibility towards populations lacking adequate access to health care are needed to help solve the many health problems these populations face. The MPH Global Health Specialty Track fosters the acquisition of the competencies necessary to bring positive, lasting change to challenged populations around the world.

The Global Health Specialty Track includes both didactic and practical experience designed to allow students to accomplish the competencies determined necessary to be global health practitioners. Classes feature many world-renowned lecturers from the fields of medicine, public health, social sciences, health economics and health management, as well as experts from NGOs and government policy makers. The courses are designed to give students a
thorough understanding of the principles of public health, with special emphasis on globalization and human rights, and the arguments surrounding the interrelation of these fields of study.

In addition to the core course work an MPH with a global health emphasis includes coursework that covers a wide variety of topics such as equitable distribution of life-saving drugs, the health impact of asylum seekers, global communicable diseases, global trade, humanitarian aid and the public health impact of military intervention. Students acquire practical skills that enable them to work successfully in a wide variety of settings with diverse populations both domestically and abroad. With constant interaction between students and instructors, discussion and debate are important features of this course of study. Students are encouraged to pursue locations and study topics that are of particular interest to them. Examples of projects undertaken in this track over the past few years include: working to improve the health of villagers in India through child health nutrition programs and community education; examining the role of alternative and complementary medicine in villagers in rural outpatient settings in India; designing and teaching a basic public health curriculum in a local college in the Spirit Lake Nation of the Native American Dakota Tribe; performing targeted needs assessments in rural Kenya through collaboration with the International Rescue Committee which serves refugees affected by violent conflict.

OUTCOMES RESEARCH

The MPH Outcomes Research Specialty Track gives students the necessary tools to contribute to the body of knowledge that determines how health care practices and interventions affect end results. End results include effects that people experience and care about, such as change in the ability to function. In particular, for individuals with chronic conditions—where cure is not always possible—end results include quality of life as well as mortality. By linking the care people get to the outcomes they experience, outcomes research has become the key to developing better ways to monitor and improve the quality of care.

Time and again, studies have shown that medical practices as commonplace as hysterectomy and hernia repair were performed much more frequently in some areas than in others, even when there were no differences in the underlying rates of disease. Furthermore, there was often no information about the end results for the patients who received a particular procedure, and few comparative studies to show which interventions were most effective. These findings challenged researchers, clinicians, and health systems leaders to develop new tools to assess the impact of health care services. The Outcomes Research Specialty Track gives students the competencies necessary to develop new evidence about benefits, risks, and results of treatments so that patients, physicians, public health practitioners and policy makers can make more informed decisions.

Examples of projects undertaken in this track over the past few years include: evaluating role of persistent depression in adherence to secondary prevention behaviors after acute coronary syndromes; evaluating differences in preventive services offered by gynecologists and generalists; food allergy as a risk factor for asthma morbidity in adults; determining factors associated with adherence to influenza vaccine among inner city adults with persistent asthma; association between minor and major surgical complications after carotid endarterectomy.
GENERAL PUBLIC HEALTH TRACK

Specialization is not required and students are free to pursue a general program of study consisting of an amalgamation of courses across all specialty tracks. General Track students, however, must still complete a set of required courses from each of the five areas of basic public health knowledge: biostatistics, epidemiology, environmental health sciences, health services administration, and social/behavioral sciences.

STUDENTS SHOULD NOTIFY THE PROGRAM ADMINISTRATION AND THE SPECIALTY TRACK ACADEMIC ADVISOR BY EMAIL AS SOON AS POSSIBLE AFTER THE FIRST TERM IDENTIFYING WHICH SPECIALTY TRACK THEY ARE PURSUING OR WHETHER THEY HAVE DECIDED TO FOLLOW THE GENERAL PUBLIC HEALTH TRACK.

ACADEMIC ADVISORS

GENERAL PUBLIC HEALTH TRACK ACADEMIC ADVISOR

Students who choose to pursue a General Track should meet with the General Track Advisor early on to ensure they plan appropriately for completion of the 42 required credits. The General Public Health Track Advisor is:

Emily Senay, MD, MPH
Director, Master of Public Health Program
Assistant Professor
Mount Sinai School of Medicine
One Gustave L. Levy Place-Box 1043
New York, New York 10029
tel: (212) 824-7290
fax:(212) 824-2327
email: emily.senay@mssm.edu

SPECIALTY TRACK ACADEMIC ADVISORS

Each Specialty Track has an Advisor who will serve as an important resource providing information and advice on selecting a Master’s Thesis Advisor, elective courses, Practicum development, competencies, and opportunities for research, as well as information on the public health profession. The student’s Specialty Track Advisor can be a source of insight and suggestions for the identification of a Master’s Thesis Advisor. It is recommended that students interested in pursuing a specialty track contact the Specialty Track Advisor early on to help chart a course of action and plan for the coming two years.

Health Promotion & Disease Prevention Specialty Track Advisor

Elizabeth J. Garland, MD, MS
Email: elizabeth.garland@mssm.edu
Tel: (212) 824-7056
Fax: (212) 241-4487
Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029
Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-148
Environmental & Occupational Medicine Specialty Track Advisor
Jacqueline M. Moline, MD, MSc
Email: jacqueline.moline@mssm.edu
Tel: (212) 824-7052
Fax: (212) 996-0407
Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029
Office Location: CAM Building, 17 E. 102 St., West Tower, 3rd floor - room D3-112

Global Health Specialty Track Advisor
Nils Hennig, MD, PhD
Email: mailto:nils.hennig@mssm.edu
Tel: (212) 824-7033
Fax: (212) 996-0407
Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029
Office Location: CAM Building, 17 E. 102 St., West Tower, 3rd floor - room D3-125

Outcomes Research Specialty Track Advisor
Juan P. Wisnivesky, MD, MPH
Email: juan.wisnivesky@mssm.edu
Tel: (212) 824-7567
Fax: (212) 824-2317
Mailing Address: One Gustave L. Levy Place, Box 1087, New York, NY 10029
Office Location: CAM Building, 17 E. 102 St., West Tower, 6th floor - room 6W-110
RESIDENT PHYSICIANS IN THE DEPARTMENT OF COMMUNITY & PREVENTIVE MEDICINE

General Preventive Medicine Residents and Occupational Medicine Residents must pursue coursework that meets requirements for their residency over and above that required by the MPH Program. They are therefore advised on MPH requirements by their Residency Directors. Physicians in these residencies should meet early on with the residency directors to plan well in advance for completion of these requirements.

Occupational Medicine Residency Director
Debra Milek, MD, PhD, MPH
Email: debra.milek@mssm.edu
Tel: (212) 824-7057
Fax: (212) 996-0407
Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029
Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-147

General Preventive Medicine Residency Director
Elizabeth J. Garland, MD, MS
Email: elizabeth.garland@mssm.edu
Tel: (212) 824-7056
Fax: (212) 241-4487
Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029
Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-148

DUAL DEGREE MD-MPH STUDENTS
Mount Sinai School of Medicine and the Master of Public Health Program offer a Dual MD-MPH Program that is completed over the 4 years of medical school. Dual degree students take courses in the MPH Program beginning at 4 pm after medical school classes have ended. Typically Dual degree students complete all coursework and the practicum during the first two years of medical school and then complete the Masters Thesis during the last two years.

Students who are pursuing a medical degree and a Master of Public Health degree must meet with the MD-MPH Academic Advisor at the beginning of the first year to plan for the next two years. Students pursuing both degrees have special demands that require careful attention to planning MPH courses along with medical school curricula. In addition, MD-MPH students receive credit and exemptions for the following activities:

- **Ambulatory Care Clerkship**: 4 credits. This course is taken by medical students during Year 3 and has an emphasis on Clinical Preventive medicine as well as population medicine. Students incorporate population-based medicine and evidence based medicine into direct patient care by analyzing and applying USPSTF Guidelines; socio-behavioral models of health and illness; and culturally sensitive models of care giving.

- **Exemption from Year 1 Medical School Epidemiology**: MD-MPH students are not required to take the Year 1 Epidemiology during medical school. Frequently MD-MPH students will function as peer preceptors for this course.
• **Receive 4 weeks of elective credit in the medical school for MPH activities during Years 3 & 4 of medical school.** Students should plan well ahead of time to ensure that they have ample time to finish MPH Practicum activities and master’s thesis requirements prior to graduation from the medical school.

• **Global Health Specialty Track Dual Degree Students.** Dual students who choose to pursue Global Health specialization are exempted from MPH 705 Underserved Populations as a choice of elective courses. They should therefore choose 3 out of 4 of the offered electives. (Please see page 34.) Students who wish to take this course over and above the requirements are certainly welcome to take it.

**Dual MD-MPH Academic Advisor**

Dual MD-MPH students must meet with the dual MD-MPH Academic Advisor as early as possible during or prior to matriculating at Mount Sinai School of Medicine. If an MD-MPH student chooses to pursue a specialty track, they must meet with the Specialty Track Advisor as well. The Dual MD-MPH Academic Advisor will offer insight in managing the demands of both degrees and ensuring that students complete all necessary requirements for both programs.

**Elizabeth J. Garland, MD, MS**  
Email: elizabeth.garland@mssm.edu  
Tel: (212) 824-7056  
Fax: (212) 241-4487  
Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029  
Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-148

**Master’s Thesis Advisors**

Students should work early on with their Specialty Track Academic Advisor to identify a Master’s Thesis Advisor. In some cases the Specialty Track Advisor and the Master’s Thesis Advisor will be one and the same.

Once a student has identified a faculty member with whom he/she would like to work, the student asks the faculty member to complete the Statement of Support indicating willingness to serve as a Master’s Thesis Advisor. **Statement of Support**

The Thesis Advisor works with the student to identify a second reader prior to completion of the Thesis. For more on completing the Thesis please see *Guide to Completing the Master’s Thesis.*  
**Guide to Completing Your Masters Thesis**
GENERAL PUBLIC HEALTH TRACK REQUIREMENTS

This track has 22 required credits. Remaining credits are accrued through electives, seminars and independent study. The General Public Health Track Advisor should be consulted early to plan ahead to ensure completion of a total of 42 credits.

Course Requirements
The course requirements for the Master of Public Health Degree with a specialty in General Public Health include: ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>001</td>
<td>Introduction to Public Health</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>500</td>
<td>Introduction to Environmental &amp; Occupational Health†</td>
<td>3</td>
<td>Winter</td>
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<tr>
<td>090</td>
<td>Practicum</td>
<td>0</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>4</td>
<td>Any</td>
</tr>
</tbody>
</table>

(16 credits)

One course of the following areas:
Health Policy, Management & Economics
- 103 Strategic & Program Management 3 credits Winter
- 104 Healthcare in Communities & Public Sector 3 credits Spring
- 105 Health Policy & Economics 3 credits Winter
Socio-Behavioral Health
- 201 Introduction to Socio-Behavioral Health 3 credits Winter
- 203 Introduction to Medical Anthropology 3 credits Spring
- MSCR 207 Culture, Illness & Community Health 3 credits Spring

(22 CREDITS)

SPECIALTY TRACK COURSE REQUIREMENTS

The course requirements for each Specialty Track are listed on the following four pages.

¹Substitutions & Waivers Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook. †Students who are licensed medical professionals may substitute this course with higher-level courses with permission of Program Director and Course Director.
HEALTH PROMOTION & DISEASE PREVENTION TRACK

This track has 35 required credits. Remaining credits are accrued through electives, seminars and independent study. The Health Promotion & Disease Prevention Specialty Track Advisor should be consulted early to plan ahead to ensure completion of a total of 42 credits.

Course Requirements
The course requirements for the Master of Public Health Degree with a specialty in Health Promotion & Disease Prevention include: \(^2\)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Introduction to Public Health</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>002</td>
<td>Disease Prevention &amp; Health Promotion Non-HP†</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>210</td>
<td>Health Literacy</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>410</td>
<td>Epidemiology of Infectious Disease</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>500</td>
<td>Introduction to Environmental &amp; Occupational Health†</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>705</td>
<td>Underserved Populations</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>090</td>
<td>Practicum</td>
<td>0</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>4</td>
<td>Any</td>
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</table>

\(27\) credits

One course in each of the following areas:

Health Policy, Management & Economics
- 103 Strategic & Program Management 3 credits Winter
- 104 Healthcare in Communities & Public Sector 3 credits Spring
- 105 Health Policy & Economics 3 credits Winter

Socio-Behavioral Health
- 201 Intro to Socio-Behavioral Health 3 credits Winter
- 203 Introduction to Medical Anthropology 3 credits Spring
- MSCR 207 Culture, Illness & Community Health 3 credits Spring

\(35\) credits

Substitutions & Waivers:
Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.

\(^1\) Students who are licensed medical professionals may substitute these courses with higher-level courses with permission of Program Director and Course Director.

\(^2\) Substitutions & Waivers: Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.
ENVIRONMENTAL & OCCUPATIONAL HEALTH TRACK

This track has 34 required credits. Remaining credits are accrued through electives, seminars and independent study. The Environmental & Occupational Specialty Track Advisor should be consulted early to plan ahead to ensure completion of a total of 42 credits.

Course Requirements
The course requirements for the Master of Public Health Degree with a specialty in Environmental & Occupational Medicine include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Introduction to Public Health</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>002</td>
<td>Disease Prevention &amp; Health Promotion Non-HP†</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>415</td>
<td>Case Studies in Epidemiology: Environmental &amp; Occupational Health</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>500</td>
<td>Introduction to Environmental &amp; Occupational Health</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>506</td>
<td>Topics on Safety and Ergonomics</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>525</td>
<td>Pediatric Environmental Health</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>515</td>
<td>Toxicology</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>090</td>
<td>Practicum</td>
<td>0</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>4</td>
<td>Any</td>
</tr>
</tbody>
</table>

(28 credits)

One course in each of the following areas:

Heath Policy, Management and Economics
- 103 Strategic and Program Management                        3 credits Winter
- 104 Healthcare in Communities & Public Sector               3 credits Spring
- 105 Health Policy & Economics                                3 credits Winter

Socio-Behavioral Health
- 201 Intro to Socio-Behavioral Health                         3 credits Winter
- 203 Introduction to Medical Anthropology                     3 credits Spring
- MSCR 207 Culture, Illness & Community Health                3 credits Spring

(34 CREDITS)

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3 Substitutions & Waivers: Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.

† Students who are licensed medical professionals may substitute this course with a higher-level course with permission of Program Director and Course Director.
**GLOBAL HEALTH TRACK**

This track has 37-39 required credits. Remaining credits are accrued through electives, seminars and independent study. The Global Health Specialty Track Advisor should be consulted early to plan ahead to ensure completion of a total of 42 credits.

**Course Requirements**

The course requirements for the Master of Public Health Degree with a specialty in Global Health include:

<table>
<thead>
<tr>
<th>Course Required</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>203 Introduction to Medical Anthropology</td>
<td>3 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>300 Introduction to Biostatistics</td>
<td>3 credits</td>
<td>Autumn</td>
</tr>
<tr>
<td>320 Research Methods</td>
<td>1 credit</td>
<td>Winter</td>
</tr>
<tr>
<td>400 Introduction to Epidemiology</td>
<td>3 credits</td>
<td>Winter</td>
</tr>
<tr>
<td>410 Epidemiology of Infectious Diseases</td>
<td>3 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>700 Introduction to Global Health</td>
<td>3 credits</td>
<td>Autumn</td>
</tr>
<tr>
<td>795 Global Health Conference (Two Years/1 credit each)</td>
<td>2 credits</td>
<td>TBD</td>
</tr>
<tr>
<td>090 Global Health Practicum</td>
<td>0 credits</td>
<td>Any</td>
</tr>
<tr>
<td>099 Global Health Master’s Thesis</td>
<td>4 credits</td>
<td>Any</td>
</tr>
</tbody>
</table>

Must choose four out of the five following courses:

- 213 Health and Human Rights: Human Rights Abuse, Torture and Its Consequences 2 credits Autumn
- 705 Underserved Populations in the US* 3 credits Spring
- 707 Refugee Health 2 credits Spring
- 717 Maternal and Child Health in Developing Countries 3 credits Winter
- 010 Zoonoses: An Emerging Public Health Issue 3 credits Spring

(22 credits)

One course from each of the following areas:

**Health Policy, Management & Economics**

- 103 Strategic & Program Management 3 credits Winter
- 104 Healthcare in Communities & Public Sector 3 credits Spring
- 105 Health Policy & Economics 3 credits Winter

**Environmental & Occupational Health**

- 500 Introduction to Environmental & Occupational Health† 3 credits Winter
- 710 Global Environmental Change 2 credits Autumn

(32/33 credits)

(37/39 CREDITS)

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*Substitutions & Waivers: Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.

†Students who are licensed medical professionals may substitute these courses with higher-level courses with permission of Program Director and Course Director. *Dual MD-MPH students are exempted from this course and should therefore choose 3 out of the 4 remaining courses.
OUTCOMES RESEARCH TRACK

This track has 37 required credits. Remaining credits are accrued through electives, seminars and independent study. The Outcomes Research Specialty Track Advisor should be consulted early to plan ahead to ensure completion of a total of 42 credits.

Course Requirements
The course requirements for the Master of Public Health Degree with a specialty in Outcomes Research include: 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Introduction to Public Health</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>311</td>
<td>Multivariable Analysis</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>323</td>
<td>MSCR Designing Clinical &amp; Public Health Research</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>500</td>
<td>Introduction to Environmental &amp; Occupational Health†</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>621</td>
<td>Seminar in Applied Clinical Epidemiology and Health Services Research</td>
<td>3</td>
<td>Year Long</td>
</tr>
<tr>
<td>623</td>
<td>Applied Analysis of Epidemiologic and Outcomes Research Data</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>TBD</td>
<td>MSCR Advance Topics in Clinical Research</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>090</td>
<td>Practicum</td>
<td>0</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>4</td>
<td>Any</td>
</tr>
</tbody>
</table>

(31 credits)

One course from each of the following areas:

Health Policy, Management & Economics
- 103 Strategic & Program Management            3 credits Winter
- 104 Healthcare in Communities & Public Sector 3 credits Spring
- 105 Health Policy & Economics                3 credits Winter

Socio-Behavioral Health
- 201 Intro to Socio-Behavioral Health          3 credits Winter
- 203 Introduction to Medical Anthropology      3 credits Spring
- MSCR 207 Culture, Illness & Community Health  3 credits Spring

(37 CREDITS)

1Substitutions & Waivers:  Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.
2Students who are licensed medical professionals may substitute these courses with higher-level courses with permission of Program Director and Course Director.
CHECKLISTS FOR SPECIALTY TRACKS

General Public Health Checklist

Health Promotion & Disease Prevention Checklist

Environmental & Occupational Health Checklist

Global Health Checklist

Outcomes Research Checklist
OCCUPATIONAL MEDICINE RESIDENTS MPH COURSE REQUIREMENTS

Occupational Medicine Residents must complete 43-44 required credits as described below unless comparable coursework has been taken previously and/or are excused by the Residency Director. Residents must meet early on with the Residency Director to plan for completion of all requirements.

Course Requirements
The course requirements for the Master of Public Health Degree for Occupational Medicine Residents include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Introduction to Public Health</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>103</td>
<td>Strategic &amp; Program Management</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>411</td>
<td>Journal Club for Health Professionals</td>
<td>1</td>
<td>Year Long</td>
</tr>
<tr>
<td>415</td>
<td>Case Studies in Epidemiology: Environmental and Occupational Health</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>506</td>
<td>Topics on Safety and Ergonomics</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>515</td>
<td>Toxicology</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>522</td>
<td>Basics of Clinical Environmental and Occupational Medicine</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>523</td>
<td>Advanced Occupational and Environmental Pulmonary Disease</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>526</td>
<td>A Site Tour: Historical Perspectives of Environmental and Occupational Health And Safety</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>527</td>
<td>Interdisciplinary Seminar on Occupational Safety and Health</td>
<td>1</td>
<td>Autumn</td>
</tr>
<tr>
<td>528</td>
<td>Industrial Processes and Plant Visits</td>
<td>2</td>
<td>Winter, Spring</td>
</tr>
<tr>
<td>529</td>
<td>Industrial Hygiene</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>090</td>
<td>Practicum</td>
<td>0</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>4</td>
<td>Any</td>
</tr>
</tbody>
</table>

One course in each of the following areas:

Socio-Behavioral Health
- 201 Intro to Socio-Behavioral Health
- 203 Introduction to Medical Anthropology
- MSCR 207 Culture, Illness & Community Health

Preventive Medicine
- 021 Seminar in Applied Preventive Med.

Strongly Recommended Courses
- 311 Multivariable Methods
- 525 Pediatric Environmental Health

(38 credits)

Substitutions & Waivers: Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.
**GENERAL PREVENTIVE MEDICINE RESIDENTS MPH COURSE REQUIREMENTS**

General Preventive Medicine residents must complete 39-40 required credits. The remaining credit is accrued through electives, seminars, and independent study. Residents must meet early on with the Residency Director to plan for completion of a total of 42 credits.

**Course Requirements**
The course requirements for the Master of Public Health Degree for General Preventive Medicine Residents include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>003</td>
<td>Current Topics in Clinical Preventive Medicine</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>021</td>
<td>Seminar in Applied Preventive Medicine</td>
<td>2</td>
<td>Year Long</td>
</tr>
<tr>
<td>103</td>
<td>Strategic &amp; Program Management</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>104</td>
<td>Healthcare in Communities &amp; Public Sector</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
<td>Autumn</td>
</tr>
<tr>
<td>311</td>
<td>Multivariable Methods</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>320</td>
<td>Research Methods</td>
<td>1</td>
<td>Winter</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
<td>Winter</td>
</tr>
<tr>
<td>410</td>
<td>Epidemiology of Infectious Diseases</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>411</td>
<td>Journal Club for Health Professionals</td>
<td>1</td>
<td>Year Long</td>
</tr>
<tr>
<td>522</td>
<td>Basics of Clinical Environmental &amp; Occupational Medicine</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>523</td>
<td>Advanced Occupational and Environmental Pulmonary Disease</td>
<td>2</td>
<td>Autumn</td>
</tr>
<tr>
<td>090</td>
<td>Practicum</td>
<td>0</td>
<td>Any</td>
</tr>
<tr>
<td>099</td>
<td>Master’s Thesis</td>
<td>4</td>
<td>Any</td>
</tr>
</tbody>
</table>

(34 credits)

One course from below:

**Socio-Behavioral Health**
- 201 Intro to Socio-Behavioral Health 3 credits Winter
- MSCR 207 Culture, Illness & Community Health 3 credits Spring

One course from below:

**Socio-Behavioral Health**
- 203 Introduction to Medical Anthropology 3 credits Spring
- 210 Health Literacy 3 credits Spring
- 211 Addiction Medicine 2 credits Autumn
- 212 Life Cycle of Violence: Implications for Public Health 2 credits Winter
- 215 What’s Sex Got To Do With It? Teen Pregnancy Prevention and Intervention 2 credits Spring
- 415 Case Studies in Epidemiology: Environmental and Occupational Health 3 credits Spring

(39/40 CREDITS)

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7Substitutions & Waivers: Students are required to discuss any issues or questions regarding possible course substitutions or waivers with the Program Director. Please refer to the section on “Transferring Credits” in the Student Handbook.
**PRACTICUM**

The Practicum experience provides the student with an opportunity to implement and practice lessons learned in the classroom, offering the possibility to integrate knowledge and expose the student to new and exciting prospects for future professional development. The Practicum experience offers students an opportunity to achieve many of the competencies necessary to be successful public health practitioners. In addition, in many cases the Practicum provides students with the opportunity to serve a community. The Practicum experience is a planned, supervised, and evaluated practical experience that can take place at a variety of agencies and organizations.

Clearly, there are abundant opportunities for the student to meet the goals and objectives of this requirement. The only limit is the student’s ability to be creative, while, of course, ensuring applicability to the field of Public Health. In the past, students have met this requirement by working at the community level, for example, in East Harlem; at the city level, working with the NYC Department of Health and Mental Hygiene; on a national level, and on an international level, working on a disaster relief project in a foreign setting. Whatever the student’s choice, the focus is on immersion into the community selected.

In order to assist the student in planning his/her Practicum, the Program requires that the project encompass a minimum time commitment of 150-hours. There are a variety of ways that this commitment can be designed: i.e., five days a week for several weeks, a few hours a week for several months, a concentrated block etc. What is important is that the commitment be configured and achieved according to the proposed outlined goals, objectives and competencies established between the student, the Specialty Track Advisor, the Practicum Preceptor, and when applicable the Thesis Advisor and Program Director.

Generally, the student is advised to begin thinking about areas of interest as early as the first term of the first year. Steps toward formalizing the Practicum usually occur in the second or third term. It is strongly suggested (though not required) that the student consider the Practicum experience as laying the groundwork for his/her Master’s Thesis. Discussing ideas with the Specialty Track Advisors and when possible Master’s Thesis Advisor is encouraged.

All MPH students are required to complete a Practicum and must obtain approval from the Preceptor and the Track Academic Advisor prior to initiating the project to ensure the relevancy to Public Health and to assure that the student is able to maximize his/her learning opportunities, address competencies, and when appropriate provide a service to a community. Completion of all forms for the Practicum experience is required. **We do not grant waivers of the Practicum experience.**

Steps towards formalizing and completing the Practicum:

1. Meet with Specialty Track Advisor to discuss and plan the Practicum.
2. Complete and submit the Practicum Proposal Form. [Practicum Proposal Form](#)
3. Ensure Proposal is approved before embarking on the Practicum.
4. Fulfill the Practicum experience.
5. Complete and submit the Practicum Postscript Report. [Practicum Postscript Report](#)
6. Have the Practicum Preceptor complete the Evaluation Form [Practicum Preceptor Evaluation Form](#)

The course number for the Practicum is MPH 090.
**MASTER’S THESIS**

Experience researching and writing a Thesis provides the student with an opportunity to explore and further develop ideas from lessons learned in the classroom and during the Practicum. While not obligatory, it is strongly suggested that the student consider the Practicum as a foundation for a Master’s Thesis.

The goal of the Thesis is a cumulative one, demonstrating the student’s mastery of the essence of Public Health within a particular area of interest. This experience enables the student to integrate the knowledge learned in the classroom and Practicum settings with the current literature, oftentimes exposing the student to new and exciting opportunities for future professional development.

Clearly, there are abundant research topics for the student to meet the goals and objectives of this requirement. The only limit is the student’s ability to be creative. Specific attention is given to the topic’s applicability to Public Health and the quality of the student’s work. Students should discuss with their Specialty Track Academic Advisor potential topics and work to identify a Thesis Advisor best suited to help bring the project to fruition.

All MPH students are required to complete a Master’s Thesis and must obtain approval of their topic and plan from their Specialty Track Advisor or the General Track Advisor prior to initiating the research to ensure relevancy to Public Health.

Generally, the student is advised to think about areas of interest as early as the first term and embark upon formalizing the project in the second or third term. Because creating the Master’s Thesis extends over a long period of time, certain procedures have been adopted to ensure that steady progress is maintained. Students take the Research Methods course in the Winter Term of their first year to help initiate the process of thesis development.

Once a student has identified a faculty member with whom he/she would like to work, the student asks the faculty member to complete the Statement of Support indicating willingness to serve as a Master’s Thesis Advisor. Statement of Support

At the completion of the Master’s Thesis an evaluation form is required to be filled out. Thesis Evaluation Report

When a final draft is ready for submission to the Program a Thesis Deposit form is required to be filled out. Thesis Deposit Form

The course number for the Master’s Thesis is MPH 099.

Students have three years to finish the Master’s Thesis after completion of all course work; if it is not finished within that timeframe the student will be withdrawn from the Program.

Please see the GUIDE TO COMPLETING THE MASTER’S THESIS for complete details. Guide to Completing Your Masters Thesis
REGISTRATION PROCESS

COURSE REGISTRATION & ENROLLMENT

Registration for each Term must be completed before classes begin.

Students enroll for courses on the Student Portal, registration system:
http://gsevals.mssm.edu/courseevals/portal/

The Registration Deadline is the final date for students to make changes to their selection of classes. Prior to this deadline, students are permitted to add or drop courses. The Registration Deadline is always the second Friday of every Term.

After deciding to add or drop a course, any student who fails to change his/her initial Registration on the Program’s website before the Registration Deadline will not be eligible to take a course (if not enrolled) or to receive a tuition refund (if not withdrawn) for that Term.

Students will not be able to take a particular course if they lack the required pre-requisites. Please refer to the course description in the Curriculum Guide for information on a course’s pre-requisites.

REGISTRATION DEADLINE

The Registration Deadline for the Program is the second Friday of every term. In Academic Year 2008-2009 these dates are:

- Autumn Term: September 19
- Winter Term: January 16
- Spring Term: April 17

INDEPENDENT STUDY

Three credits are the maximum number of credits that may be awarded to any Independent Study. Please note that while the total hours committed to the pursuit of the Independent Study may be sufficient for more than three credits or more than one elective, students will not receive any more than three credits for one project/course of study. Each student may complete no more than two independent study projects.

An Independent Study must be a unique experience. Material covered during an independent study project should be highly targeted and not simply a review of the regularly offered coursework. It is important to note that generally speaking independent study projects should not be attempts to take MPH courses that are offered routinely during the academic year at times that are more convenient for the student. Students should not expect independent study projects to exempt them from core course requirements without approval by the Track Academic Advisor and the Program Director.

Steps towards formalizing an Independent Study:
1. Meet with your Academic Advisor to discuss and plan the Independent Study.
2. Complete the Independent Study Proposal Form.
3. Meet with the Program Director to discuss your Independent Study.
4. Complete the project/course of study once approved.
6. Request that your Faculty Sponsor complete the Independent Study Evaluation Form and submit it to the Program Coordinator.

**Electives offered in other Programs or at other Institutions**

A student may decide to enroll in a course offered by another Program here at Mount Sinai or elsewhere. If a student wishes to take a course for elective credit from Mount Sinai School of Medicine or Mount Sinai Graduate School of Biological Sciences, please consult the appropriate School’s Course Catalogue. (The Course Catalogues for the Medical School and the Graduate School of Biological Sciences are available online.)

Please submit a course description and a syllabus from the Institution offering the elective course, together with a completed Elective Approval Form, to the Program Director of the Master of Public Health Program.

**Approval must be given from the Master of Public Health Program Director prior to enrolling in a course in another Program or Institution.** The student’s request should be submitted on the Elective Approval Form and he/she must receive approval before the course begins.

Elective Approval Form

An official transcript must be sent from the sponsoring institution upon the completion of the elective in order for it to appear on a student’s MPH transcript. Official transcripts must be sent directly from the institution to the Program’s Administrative Assistant.

**Auditing**

A full-time matriculated student may audit a course with the permission of the Course Director. Students auditing a course do not write examinations or papers and do not necessarily participate in class discussion sections. However, auditors should clarify expectations at the start of the course with the Course Director and may be required to fully participate in the class. An audited course will appear on the student’s transcript with the designation "AU". Credits for a course being audited will not be counted for determining full-time status (international students) or financial aid status.

Non-matriculated students, or employees, who wish to audit a course and have the audited course appear on a transcript as "AU" will be billed at the same rate as for courses taken for credit.

Unofficial courtesy auditing is permitted for both matriculated and non-matriculated students with the permission of the Course Director. No tuition will be charged and a transcript will not be provided for unofficial auditing. The number of audit slots varies by course. Please contact the Program’s Administrative Assistant for further information.
**GRADES**

Grades awarded in the Program are A, A-, B+, B, B-, C+, C, C-, or F.

Pass-Fail grades are permitted only for certain electives and are not used to calculate a student’s grade point average (GPA).

A GPA of 3.0 is necessary to remain a matriculating student.

**INCOMPLETES & FAILURES**

Students are expected to take exams when they are scheduled and submit assignments on time. If the student is unable to complete the course requirements on time, the Course Director may decide to allow the student to take an “Incomplete” and grant an extension of no more than two terms to give the student time to complete all assignments.

The extension option is entirely at the discretion of the Course Director. Until the requirements are fulfilled, a grade of Incomplete will appear on the student’s transcript. If the requirements are not completed by the extended deadline the course grade is changed from an incomplete (I) to failure (F).

If the course requirements are not completed, work is not turned in, and no extension has been authorized, a failing grade (F) will be recorded for the course.

When a course failure is attributed to having failed a final exam, the student may retake the final exam when it is next administered or at a specially scheduled time, at the discretion of the Course Director. If the score on the re-examination leads to a passing grade, the transcript will be annotated. If the re-examination results in yet another failing grade, the entire course must be repeated.

**RETA KING COURSES**

Students seeking to improve their grade point average (GPA) may retake a course, with permission of the Program Director. If a course is retaken, the original grade remains on the transcript but only the second (retake) grade will be counted in the determination of the student’s GPA. A student who has earned credit for a course may repeat it once, but will not receive additional credit.

**ACADEMIC PROBATION**

Students are required to maintain a 3.0 Grade Point Average (GPA). Anytime a student’s GPA falls below 3.0, the Academic Advisory Committee will be consulted and a plan for remediation developed. In most cases the student will meet with the Program Director or another member of the Academic Advisory Committee, develop an individual plan of remediation, and sign a statement of understanding that he/she is on academic probation.

The Academic Advisory Committee meets at the end of each term and reviews the progress of each student on probation. If the GPA has not improved in the subsequent term, the student will continue to meet with the Program Director or another Academic Advisory Committee.
member revising the remediation plan, as needed. If the student’s GPA has not reached 3.0 within two terms of having been placed on probation, the student will be asked to withdraw from the program. Notices of withdrawal are sent by certified mail.

**ACADEMIC ADVISORY COMMITTEE**

The Academic Advisory Committee consists of the Specialty Track Advisors, the Program Director and other faculty members with the goal of monitoring the academic progress of students in the program. The Committee meets a minimum of three times each year to review the academic standing of all students.

The Academic Advisory Committee has the authority to discipline students up to and including expulsion for academic misconduct. (Please see page 15 under Academic Conduct).

The Academic Advisory Committee reviews the academic performance of any student with a GPA below 3.0. The Committee makes the final recommendation to the Program Director regarding a student’s ability to remain in the Program should a student fail to bring his/her GPA to 3.0 or higher within two terms of having been placed on academic probation.

**WITHDRAWAL & LEAVE OF ABSENCE**

A student may withdraw from the Program at any time, but will not receive a tuition refund if the withdrawal takes place after the Term’s Registration Deadline. If a student is considering a Withdrawal or Leave of Absence, he/she is encouraged to meet with his/her Advisor before finalizing his/her decision.

All students who are granted time off for personal or medical reasons are on Leave of Absence Status. A leave of absence is a period of non-enrollment. Students on leave are not considered to be working toward the degree. LOA status is granted for a maximum of one year with the possibility of a second year's renewal if the applicant reapplies before the first year of leave ends. Students who do not return to full time status at the end of their requested leave and who have not applied for renewal of LOA status are considered to have withdrawn from MSSM and would need to reapply if they wish to return at a later date. In terms of their official status, students are considered, by law, "Out of School" after 180 days.

If the decision is made to withdraw, a letter stating this decision should be written and sent to the student’s Advisor and the Director.

In the event of unforeseen illness, family emergencies, or career conflicts, resulting in a student being unable to complete the Program, the student must submit a letter formally requesting a Leave of Absence. Students will be eligible for re-entry into the Program only if they have taken a formal Leave. The letter requesting a Leave of Absence should be written and sent to the student’s Track Advisor and the Program Director.

Upon returning from a Leave of Absence, the student must meet with his/her Advisor and the Program Director to determine a plan for completing the remaining requirements. If a student is in the Thesis development stage, he/she may be requested to submit a revised Thesis Proposal.

Students returning following a Leave of Absence will need to consult with the Program’s Administrative Assistant to ensure that all contact information is up-to-date.
COURSE EVALUATIONS

Before the end of every term the Program’s Administrative Assistant will send an e-mail to students notifying them that Course Evaluations have been posted on WebEd for each course. Evaluations are confidential, anonymous, and important tools for course development. While the comments are strictly anonymous, the Program’s Administrative Assistant can identify which student has not completed his/her evaluation.

Any student who does not complete a Course Evaluation will not receive a grade for the course and will be unable to register for subsequent terms.

TRANSFERRING CREDITS

Students may transfer up to 10 credits from courses taken at other institutions as long as they were not counted towards another degree. Students may be exempted from taking required courses in the MPH Program on the basis of having successfully taken equivalent courses elsewhere.

If the student successfully completed an equivalent course to one required by the MPH Program and that course was used towards the attainment of another degree, students may be exempted from having to take the course in our Program but the student will not receive credit towards the Mount Sinai School of Medicine Master of Public Health degree. The exemption from taking our required course will free the student to take an elective course in order to achieve the necessary 42-credit minimum required for the MPH degree.

Credit transfers must be approved by the Director of the Program.

GRADUATION

To ensure that all academic requirements are met in time for participation in the May graduation ceremony, students will be advised at the beginning of the Academic Year of the year they expect to graduate as to when they must have all their credits, their Master’s Thesis completed and all appropriate forms signed and turned into the Program Administration. Students who do not expect to make the May graduation deadline should speak to the Program Coordinator and Program Director as soon as possible to make plans to finish the degree requirements in a timely fashion.

It is important to note that Diplomas are produced only once per year by Mount Sinai School of Medicine and students who do not meet deadlines for a May graduation will not receive a diploma until the following May after they have completed all degree requirements. The Master of Public Health Degree itself can be conferred on two other occasions, September 30th, and January 31st following completion of all degree requirements. If necessary, prior to receipt of the actual diploma, students can request a letter from Mount Sinai School of Medicine Registrar’s office verifying that they have completed the degree requirements and confirming that the degree has been conferred.
GRADUATION APPLICATION FORM

Any student (whether MPH student or Dual Degree student) intending to graduate in May must submit a Graduation Application Form no later than February 1st of the year that corresponds to their intended graduation. This form ensures that students have adequate time to attend to any outstanding issues. Additionally, it ensures that the Master of Public Health Program has a record of how many students wish to participate in the Graduation ceremonies diploma. [Graduation Application Form](#)

OTHER REQUIREMENTS PRECEDING CONFERRAL OF DEGREE

The Master of Public Health Degree cannot be awarded until all of the student’s outstanding accounts have been cleared. These may include the Library, Real Estate Office (for students living in Mount Sinai housing), Student Health Services, the Financial Aid Office, Registrar’s Office and any other service provided or account outstanding at Mount Sinai.

Upon satisfactory completion of the above-mentioned requirements, payment of all outstanding fees, and submission of the Student Exit Form, the degree is awarded on the conferral date following the final Thesis deposit. [Student Exit Form](#)

TUITION

Tuition for incoming students in the 2008-2009 Academic Year will be $772.50 per credit.

Students are billed each Term by Mount Sinai School of Medicine Bursar’s office based upon the courses for which they register.

If a student has applied for financial aid, and has applied for enough to cover tuition and medical insurance, he/she should coordinate payment of the tuition due with the Bursar’s office.

If a student has not applied for financial aid, the tuition must be paid upon receipt of the invoice from the Bursar’s office. If the tuition is not paid promptly, the Bursar’s office will start charging the student late fees. Students may only receive academic credit for the courses they take if all balances due to Mount Sinai have been paid. Otherwise, Mount Sinai will put a hold on the student’s account and withhold the diploma or certification for completion of the degree until the outstanding amount is received.

*If a student decides to add or drop a course, but fails to change his/her initial Registration on the Program’s website before the Registration Deadline, he/she will not be eligible to take a course (if not enrolled) or to receive a tuition refund (if not withdrawn) for that Term.*

Note: Costs for books and materials required in the various courses are not included in the tuition rate quoted above.
STUDENT GRIEVANCE POLICY

Students of the MPH Program are encouraged to bring forward grievances. Grievances are defined as dissatisfaction occurring when a student feels or thinks that an event or a condition affects him/her is unjust, inequitable, or creates unnecessary hardships. Grievances include, but are not limited to: academic problems that cannot be readily resolved with Course Directors (including but not exclusive: grading, coursework or degree requirement decisions); mistreatment by employees; wrongful assessment or processing of fees; records or registration errors; and discrimination because of race, national origin, sex, marital status, religion, age or handicap. The grievance procedures described here do not apply to actions of professional misconduct (dishonest, unethical or irresponsible behavior), sexual harassment, suspension and dismissal for cause.

Please see page 60 on Student Behavior [http://www.mssm.edu/students/handbook/pdf/handbook_08.pdf](http://www.mssm.edu/students/handbook/pdf/handbook_08.pdf) and page 69 for policies and procedures relating to sexual harassment and academic misconduct.

GRIEVANCE PROCEDURE

All students and faculty are encouraged to resolve issues in an amiable and equitable manner as soon as they arise. Recognizing that this does not always happen, the following procedures are set forth for students to follow to seek resolution to grievances. All students enrolled in the MPH Program with grievances should follow these guidelines:

1. The initial step of the student grievance procedure is for the student to first try to seek an informal resolution or redress through discussions with the person(s) alleged to have caused the grievance. This meeting should be held as soon as the student first becomes aware of the act or conditions that are the basis for the grievance.

2. If the student feels that a satisfactory solution or relief has not been provided, the student should discuss the grievance with their Track Advisor, Program Director or Department Chairman.

3. If the grievance is still not resolved, the student should proceed to write up the nature of the grievance, note when it occurred and what steps have already been taken in an attempt to resolve the issue. This should be given to the Program Director as soon as possible. The Program Director is required to track all formal grievances and make every effort to resolve them in a timely manner. The Program Director will review, investigate, forward and/or respond to complaints and will put forth a best effort to adjudicate the issue(s), in conjunction with any staff. Depending on the nature of the grievance an effort will initially be made to resolve issues within the Program, including consultation with the MPH Program Academic Advisory Committee, however, if necessary formal grievances may need to be presented to the Chairman of the Department or to the Mount Sinai School of Medicine Harassment Grievance Board.
STUDENT HEALTH

The Student Health Center (SHC) provides many services for all students.

Please complete and return the forms below to the SHC office by September 1, 2008. It is important for us to have this information as soon as possible, as your records must be processed and a medical chart activated prior to registration at the start of the academic year. You must submit a copy of your immunization record by the first day of school. You cannot matriculate until your paperwork is complete.

- **Student Health Form**
- **Meningococcal Vaccination Response Form**

Physical examinations, screening laboratory tests, and TB testing are required of all incoming students. This may be accomplished either by setting up an appointment to be seen at the SHC, which is free, or by going to your primary care provider. If you wish to use your primary care provider, you may use our **Physical Exam Form**. This portion can be done after your arrival at Mount Sinai but must be completed by October 15.

You are required to complete a toxicology screening through **LabCorp**. If you have not yet received this screening information in the mail, please contact our office at 212-824-7292.

STUDENT HEALTH CENTER

Elizabeth J. Garland, M.D., M.S.
Director, Student Health Center
CAM Building, 17 E. 102 St., East Tower, 5th floor - room 241
Tel: (212) 241-6023
Fax:(212) 241-8008
The SHC is open Monday through Thursday from 8:30 A.M. to 4:30 P.M. and on Friday until 3:30 P.M.
If you have any questions, please feel free to contact Jeanine Burrell, R.N.C. at the above number or you may e-mail her at jeanine.burrell@mssm.edu.

ADDITIONAL HEALTH INFORMATION

Two Mount Sinai physicians, Jennifer Kent, M.D., and Vinisha Patel, M.D., have agreed to serve as primary care doctors for students who want to see a personal physician here at Mount Sinai. They are located at 5 East 98th Street, 10th floor, tel: (212) 241-6585. Both doctors accept United Healthcare insurance. For after-hours emergencies, students may be seen in the Emergency Room of the hospital and may indicate one of these two physicians as their doctor.

MENTAL HEALTH SERVICES

The Director of Student Mental Health is a health psychologist and a licensed clinical psychologist.

The Director of Student Mental Health will personally provide care for students who have short-term needs and will perform initial assessments and make affordable referrals for those
with long-term needs. There is a multi-disciplinary referral base to provide additional student mental health services. A Senior Consulting Psychiatrist will work the Director of Student Mental Health to assist in these referrals and in other matters. Services provided to students by the Director of Student Mental Health will not incur a bill to the student or the insurance company. Any referral for long-term care will require payment according to the insurance plan or a negotiated fee (e.g. Sinai faculty).

Dr. Anne Fatone, Director of Student Mental Health, can be reached confidentially:
Phone: 212-427-9163
Email: anne.fatone@mountsinai.org

Her services are available at two offsite locations:
1160 Fifth Avenue, Suite 112 (E. 97th St.)
280 Park Ave. South, Suite 17L (E. 22nd St.)

Mental health services provided by the Director of Student Mental Health will be treated with the same level of confidentiality as required for all patients by New York State Law and the ethics of the American Psychological Association. The only instances of information provided to school administration would be the administrative assessments which the school may request; these are always requested after discussion with the student so that it is clear beforehand what information, if any, would be shared.

Emergency psychiatric services can be initiated by contacting the psychiatrist on-call through the page operator (212) 241-5581, or by calling the Psychiatric Emergency Service at (212) 241-7147, or by direct unscheduled presentation to the emergency room; it is never necessary to call in advance.

For students preferring to seek their own Mental Health Care and if the student intends to utilize the United Healthcare (UHC) benefit, regardless of setting, provider, pathway into care, “in-network” or “out-of-network” designation, then insurance pre-approval is necessary.

Under the terms of the policy it is the responsibility of the student to contact UHC and obtain pre-approval. The pre-approval dialogue is strictly between the student and the insurance company. No records of such correspondence are ever made available to the school.

To obtain pre-approval, student enrollees in the UHC plan must call: (866) 936-6007 (toll free)
To address questions and concerns pertaining to the management of insurance, the following resources are available:

- United HealthCare at (866) 936-6007 [toll free] or www.uhc.com/
- MSSM Human Resources, (212) 731-7731
- Director of Student Services (212) 241-2801

**Administrative Psychiatric Evaluation**

The School of Medicine reserves the right to request an administrative psychiatric evaluation at any time for any reason. The evaluation request will be discussed with the student. Specific questions will be sent to the Director of Student Mental Health or the Senior Consulting Psychiatrist for assessment by him or his designee. The Office for Student Affairs will receive
a written response from the psychiatrist regarding the student. This response is filed in the student’s file in a sealed envelope labeled: “to be opened only by a Students Affairs Dean.” The purpose of the evaluation always stems from concern for the student and a request for information to help in academic counseling. Specific recommendations may be forwarded to the School administration, which can then impose certain requirements on the student. Examples (not all inclusive) might include required intervals for psychotherapy, mandated drug testing, or repeat administrative evaluations. Refusal to comply with an administrative evaluation or with recommendations stemming from an administrative evaluation is grounds for dismissal.

**MEDICAL INSURANCE**

All students must have comprehensive medical insurance. They may choose the Mount Sinai subsidized United Health Care plan or show proof of other coverage. The current cost to medical students for this coverage (subject to change) is as follows:

<table>
<thead>
<tr>
<th>ANNUAL STUDENT COST</th>
<th>ANNUAL EMPLOYER COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITED</td>
<td>UNITED</td>
<td>UNITED</td>
</tr>
<tr>
<td>Single</td>
<td>N/A</td>
<td>$3,079.80</td>
</tr>
<tr>
<td>EE+1</td>
<td>N/A</td>
<td>$5,946.48</td>
</tr>
<tr>
<td>EE+2</td>
<td>N/A</td>
<td>$9,322.20</td>
</tr>
</tbody>
</table>

There is also Dental and Vision coverage available. Please contact the Office of Student Service for more information.

**STUDENT MEDICAL INSURANCE/FORMS**

- [Mount Sinai Medical Students Benefits](#)
- [Provider Directories List](#)
  For those choosing MSSM United insurance, coverage is retroactive to August 1, 2008.
- [Mount Sinai Dental Plan](#)
- [Mount Sinai Vision Care Program](#)

If you plan to continue to be covered by your parents’ medical plan, be sure that there are providers in the NYC area. You must bring proof of coverage with you to Orientation. It is best to bring your insurance id card and a copy of the card.

The Office of Student Services (212) 241-5245, is responsible for billings/payments of medical insurance coverage, and will assist with mid-year insurance coverage changes.

Until a student is here and under coverage, the [www.mssm.edu](http://www.mssm.edu) websites student medical insurance resources (benefits, physician directory) should be able to address most questions.

Call Mount Sinai Benefits Center (ADP) with specific questions concerning coverage/claims, (866) 700-6762.
FINANCIAL AID

For information concerning financial aid at Mount Sinai School of Medicine, or the financial aid process, please contact:

Dale Fuller
Mount Sinai School of Medicine
Office of Student Financial Aid
Tel: (212) 241-5245
E-mail: dale.fuller@mssm.edu

HOUSING

Housing is not available.

THE LIBRARY

The Gustave L. and Janet W. Levy Library is located on the 10th and 11th floors of the Annenberg Building. Entrance and exit are through the passenger elevator lobby on the 11th floor. Mobility impaired persons who wish access to the 10th floor of the Levy Library must make arrangements with the Library Circulation Supervisor (ext 47791).

The Library accommodates over 200 users at tables and carrels and in individual and group study rooms. The Library's extensive online collection includes over 5,000 biomedical periodical titles; thousands of electronic books, including over 600 core health sciences textbooks; and more than 150 electronic databases. The print collection totals over 25,000 textbooks and monographs and more than 500 current journal subscriptions in the fields of biomedicine and health sciences. The Library also houses audiovisual materials, including slides, x-rays, and video and audio cassettes. Computer applications such as Microsoft Office Suite, SPSS, EndNote, Adobe Photoshop and more are available from over 75 Internet enabled workstations throughout the Library. Access to the collection is via online catalog and databases as well as print indexes. Materials not in the collection can be obtained through the various interlibrary loan cooperatives in which the library participates.

Incoming students will be registered to use the library upon presentation of their ID card at the Circulation Desk. A barcode will be affixed to the ID card that must be presented to check out all materials.

Please refer to the Library Web site, http://www.mssm.edu/library, for extensive information on library programs and services.

ELECTRONIC MAIL

Every student should sign up for an e-mail account through the Medical School Computing Help Desk, located in the Levy Library. Mail can be accessed from computers in the Library, the laboratories or from home. E-mail is our primary method of reaching you with important announcements. Whether it is to inform you of Program developments, an exciting guest
speaker in our *Spotlight on Public Health* series, or to notify you in the event of classes having to be cancelled, you must regularly check your e-mail.

The Program Administration will provide information regarding requirements, courses, schedules and any changes, special events, and other relevant information on a regular basis.

Please note that Course Directors often communicate with students enrolled in their classes via the WebEd e-mail system. An e-mail sent through this system must be accessed via the WebEd site; this system is separate and distinct from the general mssm.edu e-mail system.
FACULTY

ABOABA A. A. AFILAKA, JR., MBBS
Assistant Professor, Dept. of Medicine Environmental & Occupational Medicine
Assistant Professor, Dept. of Community & Preventive Medicine
Course Director:
  o A Site Tour: Historical Perspectives of Environmental & Occupational Health and Safety: NY/NJ ERC Waste Site Tour

NATASHA ANUSHRI ANADARAJA WAGNER, MD
Clinical Attending, Department of Pediatrics
Instructor, Global Health Center, Dept. of Medical Education
Mentor/Advisor:
  o International Practicum Experiences
Course Co-Director:
  o Introduction to Global Health
  o Maternal & Child Health in Developing Countries
  o Careers in Global Health
  o Global Health for Physicians

RENEE ARNOLD, PHARM.D
Adjunct Associate Professor, Dept. of Community & Preventive Medicine
Course Director:
  o Pharmacoeconomics

GHOLAMREZA (RAMIN) ASGARY, MD, MPH, MSc
Adjunct Assistant Professor, Dept. of Community & Preventive Medicine
Course Director:
  o Refugee Health
  o Health & Human Rights: Human Rights Abuses, Torture and It’s Consequences

RICHARD BORDOWITZ, MD, MPH
Clinical Instructor, Dept. of Community & Preventive Medicine
Course Co-Director:
  o Disease Prevention & Public Health for non-Health Professionals
  o Current Topics in Clinical Preventive Medicine
Course Director
  o Journal Club for Health Professionals

GARY BUTTS, MD
Associate Dean for Multicultural & Community Affairs, Mount Sinai School of Medicine
Associate Professor, Depts. of Community & Preventive Medicine, Medical Education, and Pediatrics
Course Co-Director:
  o Culture, Illness and Community Health

ENRIQUE CIFUENTES, MD, PHD
Professor, Dept. of Community & Preventive Medicine
Lecturer:
  o Introduction to Public Health
Mentor:
  - Global Health
Course Co-Director:
  - Global Environmental Change

LUZ CLAUDIO, PhD
Associate Professor, Dept. of Community & Preventive Medicine
Advisor/Mentor
  - Global Health

RAFAEL E. DE LA HOZ, MD, MPH, MSc
Assistant Professor, Depts. of Community & Preventive Medicine and Medicine
Mentor:
  - Advanced Occupational Lung Disease

GEORGE DIAZ, MD
Associate Professor, Genetics and Genomic Sciences / Pediatrics
Course Director:
  - Basic Science for the Clinical Investigator

MICHAEL DIEFENBACH, PHD
Associate Professor, Urology / Oncological Sciences
Course Co-director:
  - Introduction to Socio-Behavioral Health

JOHN DOUCETTE, PHD
Deputy Director, Division of Biostatistics & Data Management, Dept. of Community & Preventive Medicine
Assistant Professor, Dept. of Community & Preventive Medicine
Course Director:
  - Multivariable Methods

JONATHAN DROPKIN, MS
Course Co-Director:
  - Topics in Safety and Ergonomics

STEPHANIE FACTOR, MD, MPH
Assistant Professor, Dept. of Medicine / Infectious Diseases
Course Director:
  - Introduction to Epidemiology
  - Zoonoses

ALEX D. FEDERMAN, MD, MPH
Assistant Professor, Depts. of Medicine and General Internal Medicine
Course Director:
  - Seminar in Applied Clinical Epidemiology & Health Services
MARY FOLEY, MS, EdD  
Associate Professor, Dept. of Community & Preventive Medicine  
Course Co-director:  
  o  Culture, Illness and Community Health  
  o  Addiction Medicine  
  o  Introduction to Socio-Behavioral Health  

JOEL FORMAN, MD  
Vice Chair, Education & Residency Program  
Director, Dept. of Pediatrics  
Associate Professor, Dept. of Community & Preventive Medicine  
Course Director:  
  o  Pediatric Environmental Health  

ALICE FREUND, MSPH  
Course Co-Director:  
  o  Topics in Safety and Ergonomics  

MAIDA GALVEZ, MD, MPH  
Assistant Professor, Depts. of Community & Preventive Medicine and Pediatrics / General Pediatrics  
Mentor  
  o  Children’s Environmental Health  

ELIZABETH GARLAND, MD, MS  
Chief, Division of Preventive Medicine  
Director, General Preventive Medicine Residency  
Associate Professor, Depts. of Community & Preventive Medicine and Pediatrics  
Course Co-Director:  
  o  Current Topics in Clinical Preventive Medicine  
  o  Preventive Medicine for Health Professionals  
  o  Addiction Medicine  
Course Director:  
  o  Seminar in Applied Preventive Medicine  

JAMES GODBOLD, MS, PhD  
Director, Division of Biostatistics & Data Management, Dept. of Community & Preventive Medicine  
Research Professor, Dept. of Community & Preventive Medicine  
Course Director:  
  o  Introduction to Biostatistics  

ANNE GOLDEN, MSPH, MPhil, PhD  
Assistant Clinical Professor, Dept. of Community & Preventive Medicine  
Course Director:  
  o  Case Studies in Epidemiology: Environmental & Occupational Health
SIGRID HAHN, MD
Assistant Professor, Emergency Medicine
Course Co-Director:
  o Underserved Populations
  o Careers in Global Health
  o Global Environmental Change
  o Global Health Conference
  o Global Health for Physicians

NILS HENNIG, MD, PhD
Assistant Professor, Depts. of Community & Preventive Medicine and Pediatrics
Course Co-Director:
  o Introduction to Global Health
  o Maternal & Child Health in Developing Countries
  o Global Health for Physicians
  o Global Health Conference
  o Careers in Global Health

G. DERRICK HODGE, PhD
Adjunct Faculty
Course Director:
  o Introduction to Medical Anthropology

DEBBIE S. INDYK, PhD, MS
Associate Professor, Depts. of Community & Preventive Medicine and Medicine
Mentor/Lecturer:
  o Urban and Global Health

NAVNEET KATHURIA, MD
Senior Faculty, Medicine / General Internal Medicine
Course Director:
  o Patient Safety & Process Improvement

PHILIP J. LANDRIGAN, MD, MSc
Chair, Dept. of Community & Preventive Medicine
Ethel H. Wise Professor of Community Medicine
Professor, Dept. of Pediatrics
Director, Center for Children’s Health & the Environment
Course Co-Director:
  o Introduction to Public Health

DANIELLE LARAQUE, MD
Professor, Depts. of Pediatrics/General Pediatrics and Community & Preventive Medicine
Lecturer:
  o Culture, Illness and Community Health
Mentor:
  o MPH Pediatric Environmental Fellows
MELISSA MARX, PHD, MPH
Epidemiologist, Bureau of Communicable Disease,
New York City Dept. of Health & Mental Hygiene & Centers for Disease Control &
Prevention
Adjunct Assistant Professor, Dept. of Community & Preventive Medicine
Course Co-Director:
  o Epidemiology of Infectious Diseases

THOMAS G. MCGINN, MD
Professor, Dept. of Medicine
Mentor:
  o Evidenced-based Medicine

JONATHAN M. METSCH, DR.PH
Clinical Professor, Dept. of Community & Preventive Medicine
Course Director:
  o Complex Healthcare Problems & Evidenced Based Solutions

DEBRA J. MILEK, MD, PHD, MPH
Director, Occupational and Environmental Medicine Residency Program
Assistant Director, Health Effects Treatment Program, Queens Satellite, Center for
Occupational & Environmental Medicine
Co-Director, Dancers' Injury Prevention Program, Dept. of Community & Preventive Medicine
Assistant Professor, Dept. of Community & Preventive Medicine

JACQUELINE MOLINE, MD, MSC
Vice Chair, Dept. of Community & Preventive Medicine
Director, Education Unit, Dept. of Community & Preventive Medicine
Associate Professor, Depts. of Community & Preventive Medicine and Internal Medicine
Course Director:
  o Basics of Clinical Environmental & Occupational Medicine
  o Introduction to Environmental & Occupational Health

KIMBERLY MORLAND, PHD
Assistant Professor, Dept. of Community & Preventive Medicine
Course Director:
  o Interdisciplinary Seminar on Occupational Safety and Health (EOHS 728, Hunter)

RAMON MURPHY, MD
Clinical Professor, Depts. of Community & Preventive Medicine and Pediatrics
Mentor:
  o Global Health
Course Co-Director:
  o Underserved Populations

ANN-GEL S. PALERMO, MPH
Associate Director of Operations, MSSM Center for Multicultural & Community Affairs
Instructor, Pediatrics / Medical Education
Lecturer/Small Group Leader:
  o Culture, Illness and Community Health
PREETI PATHELA, MPH, DR.PH
Research Scientist, Bureau of Sexually Transmitted Disease Control, New York City Dept. of Health & Mental Hygiene
Adjunct Instructor, Dept. of Community & Preventive Medicine
Course Co-Director:
  o Epidemiology of Infectious Diseases

EDWARD POLIANDRO, PHD
Assistant Clinical Professor, Depts. of Community & Preventive Medicine; Social Work; Behavioral Science and Medical Education
Course Co-Director:
  o Culture, Illness and Community Health

SUSAN RESNICK, MA
NYC Department of Health and Mental Hygiene
Instructor:
  o Geographic Information Systems (GIS) for Public Health

ROSAMOND RHODES, PHD
Professor, Medical Education
Course Director:
  o Research Ethics

LYNNE RICHARDSON, MD
Associate Professor, Emergency Medicine
Course Director:
  o Course is in development

JONATHAN A. RIPP, MD
Assistant Professor, Depts. of Medicine / General Medicine
Course Co-Director:
  o Underserved Populations
  o Global Health for Physicians

GARY ROSENBERG, PHD
Chair, Division of Social Work & Behavioral Science, Dept. of Community & Preventive Medicine
Edith J. Baerwald Professor of Community & Preventive Medicine
Course Director:
  o Strategic & Program Management
  o Healthcare in Communities & The Public Sector

ANDREA ROTHENBERG, MS, LCSW
Director, Dept. of Health Education, Mount Sinai Hospital
Teaching Assistant, Dept. of Community & Preventive Medicine
Course Director:
  o Life Cycle of Violence: Implications for Public Health
  o What’s Sex Got To Do With It? Teen Pregnancy Prevention & Intervention
HENRY SACKS, MD, PhD
Director, Thomas C. Chalmers Clinical Trials Unit
Professor, Depts. of Community & Preventive Medicine, Medicine/Infectious Diseases, Oncological Sciences
Course Co-Director:
  o Designing Clinical & Public Health Research

HUGH A. SAMPSON, MD
Professor, Pediatrics / Allergy and Immunology
Mentor

YVETTE SEALY, PhD
Assistant Professor, Fordham University
Adjunct Assistant Professor, DCPM
Course Director:
  o Introductory Journal Club
  o Developing course work focused on Social Work & Public Health

EMILY SENAY, MD, MPH
Director, Master of Public Health Program
Assistant Professor, Dept. of Community & Preventive Medicine
Course Co-Director:
  o Disease Prevention & Public Health for non-Health Professionals
  o Current Topics in Clinical Preventive Medicine

ALBERT SIU, MD, MSPH
Chair, Dept. of Geriatrics & Adult Development
Professor, Depts. of Health Policy, Geriatrics, and Medicine
Course Co-Director:
  o Designing Clinical & Public Health Research

JAIME SZEINUK, MD
Assistant Professor, Dept. of Community & Preventive Medicine
Course Director:
  o Advanced Occupational & Environmental Pulmonary Disease
Lecturer:
  o Introduction to Environmental & Occupational Medicine

LEONARDO TRASANDE, MD, MPP
Assistant Professor, Depts. of Community & Preventive Medicine and Pediatrics
Assistant Director, Center for Children’s Health & the Environment
Course Co-Director:
  o Introduction to Public Health
  o Global Environmental Change
Course Director:
  o Health Policy & Economics

SUZETTE BAEZ VANDERBEEK, MPH
Study Coordinator/Field Director, Queens Vanguard Center, National Children’s Study
Course Director:
  o Course is in development
JENNY WALKER, MD, MPH, MSW
Assistant Professor, Depts. of Community & Preventive Medicine, Pediatrics, and Medicine
Course Director:
  o Introduction to Public Health Nutrition

ARLENE WEISS, MS, DABT
President & Principal Scientist, PharmTox, Inc.
Course Director:
  o Toxicology

ANDREW WEISSMAN, PHD
Associate Professor, Dept. of Community & Preventive Medicine
Lecturer:
  o Behavioral and Social Science Courses

JUAN WISNIVESKY, MD
Associate Professor, Depts. of Medicine and General Medicine
Course Director:
  o Applied Analysis of Epidemiologic & Outcomes Research Data

CHRISTINA ZARCADOOLAS, PhD
Associate Clinical Professor, Dept. of Community & Preventive Medicine
Course Director:
  o Introduction to Qualitative Research Methods
  o Health Literacy: Can the Public be Healthy without It?
  o Flood, Pestilence & Plague: Communicating Complex Emergencies