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What is Health Behavior/Health Education?

The Department of Health Behavior and Health Education seeks to promote health and prevent and manage disease within populations. A number of societal trends have a significant effect on the teaching, research, and practice within the department. The population is aging; chronic diseases are emerging as primary causes of morbidity and escalating health care costs; increasing empirical evidence indicates a complex set of causes and risk factors (e.g. economic status, environmental exposures, individual behavior, social inequalities) that are associated with a diverse array of diseases; major changes are occurring in the health care system; and the population of the United States is growing in diversity. Therefore, the aim of the department is to prepare students and to conduct research that is relevant and responsive to these trends.
The department includes a multidisciplinary faculty that provide a broad choice of courses to select from, including those that emphasize individual, family, group, social-network, community, and policy approaches to health behavior and health education. In their courses, faculty aim to integrate theory, research, and practice through the use of case studies, small group discussions, community-based field work, and computer technology. In addition, faculty conduct research using multiple research designs and methods to study basic research questions, evaluating interventions, applying research findings to program development, and involving community members in research that is beneficial to them. Some of the issues that faculty study include: the management of chronic disease, child and family health, substance abuse, community-capacity building, stress, environmental advocacy, social support, and promotion of individual health behaviors. Thus, through course work and faculty research, students gain knowledge and skills for working within multiple settings (e.g., communities, schools, hospitals), with multiple constituencies (e.g., women, adolescents, elderly, people of color), aimed at multiple levels of change (e.g., individual, community, social, policy).
The Department of Health Behavior and Health Education offers the Master of Public Health (MPH) through the School of Public Health and the Doctor of Philosophy (PhD) degree through the Horace H. Rackham School of Graduate Studies. In addition, a joint MPH/MSW is available with the School of Social Work. This brochure provides detailed information on these programs.

Social and behavioral factors play a significant role in the etiology and course of today’s pressing health problems. Virtually every effort to promote health, prevent disease, and keep people out of costly medical-care systems in some way entails education and behavioral intervention. Consistent with this view, the Department of Health Behavior and Health Education seeks to improve the health of populations through teaching, research, and service that draw heavily from the social and behavioral sciences and education.

The MPH program offered by the Department of Health Behavior and Health Education is designed to prepare individuals to function in leadership positions in the development and utilization of educational and behavioral science content. Students also learn research methods for the analysis and solution of health problems. Emphasis in the program is on preparing individuals for careers in the application of behavioral science and education principles to health issues, including administrative and consultant positions in local, regional, state, national, and international agencies and institutions.

The department, together with the School of Social Work, offers a dual program leading to the Master in Public Health (MPH) degree and the Master in Social Work (MSW) degree. This dual program provides an opportunity for students to complete both the MPH and MSW degree programs in a shorter amount of time than it would take to complete each separately, by allowing students to apply some of their courses towards the requirements of both degrees. Graduates of the dual-degree program have pursued careers in various health care and social service settings in both the private and public sectors. Recent graduates of the dual degree program are working in the following areas: direct service counseling agencies; hospitals (discharge planning, case management, patient/family education); program development/evaluation in ambulatory care settings; research programs focused on health care interventions.

The PhD program prepares professionals for research, teaching, and other leadership positions related to health and health behavior. Skills involving the application of social and behavioral science principles in conducting independent research on the factors affecting health and health behavior, designing health intervention programs, and evaluating educational strategies for health-behavior and community and organizational change are emphasized.
Programs Offered / Requirements

Master of Public Health Degree
The master’s degree program uses a competency-based format for instruction. As a result of prior experience and through course work and field work taken at the School of Public Health, each student in health behavior and health education is expected to meet minimum requirements for a basic set of competencies. Each graduate should have the ability to:

- Analyze a health-related problem for the factors amenable to planned change
- Plan and implement health-education programs for specific populations in a variety of organizations
- Collaborate with lay people and health workers
- Provide consultation, training, direction, and technical assistance in development, expansion, and improvement of health-education programs and services
- Assist in obtaining and managing resources needed to implement and evaluate programs of health education and planned change
- Identify factors in the policymaking arena that affect the development, improvement, and expansion of health education
- Identify and apply basic principles and techniques of research and evaluation concerning health education
- Relate ethical considerations and values to one’s professional practice

The basic program for students without relevant health education experience or advanced degrees requires 60 credit hours (four to five terms). Students with substantial prior relevant postgraduate work or with substantial relevant experience may be admitted to programs requiring 48 credit hours of study. Prior work experience is assessed by the faculty on an individual basis. Joint programs of study, in which students complete the requirements of the Department of Health Behavior and Health Education and the requirements of another MPH program major offered in the School of Public Health, usually require a minimum of five terms.

Areas of Focus
HBHE offers the possibility of adding an area of curricular focus to guide MPH students who want a specific emphasis within health behavior and health education, such as:

- Health behavior over the life course
- Health disparities: Race, gender, and class
- Gender and health
- Population dynamics and health
- Research methods
- Interventions from individuals to communities to nations
- Health communication

MPH students who do not want to focus their program of study will receive an excellent graduate education by following a more general approach; the broad course offerings in HBHE provide students with maximum flexibility to develop the curriculum that best suits their interests and career goals.

Core Courses
Courses in Foundations of Health Education Practice, Program Development in Health Education, and Psychosocial Factors in Health Related Behavior, are required. Students are also required to take at least one course to develop expertise in behavioral research and evaluation methods for practitioners. Emphasis is also placed on strengthening oral and writing skills essential to effective performance in health education.

In each instance, the course of study is tailored to meet program objectives and career goals of the individual student and to accommodate prior professional preparation and experience.

A field placement experience is required of all students. Arrangements are worked out between the student, the faculty advisor, and the field placement setting. Field experience is typically taken as a two-to-four month block placement during the summer between the first and second years. No course credit is given for field work, but a reduction in the length of program may be obtained.
Students are also required to complete the MPH Breadth, Integrative, and Capstone Requirements in Public Health (BIC). A course requirement in epidemiology, biostatistics, health administration, planning, and policy analysis, and environmental health sciences ensure breadth of exposure to public health topics. To ensure the integration of public health topics, Psychosocial Factors in Health-Related Behaviors is required. The capstone requirement is fulfilled by students participating in a specialized course.

Of the total credit hours required for the MPH degree, a minimum of one-half must be taken in the Department of Health Behavior and Health Education.

**MPH/MSW Dual Degree Program**

The MSW/MPH dual-degree program is a 93-credit program usually requiring two-and-a-half academic years and two summers to complete. Students will enroll in both schools and complete 47 required credits taken in public health and 46 credits in the School of Social Work, including a social work practicum and a public health field placement.

To complete the 93-credit degree program, most students take a total of 16 credits each fall and winter semester, completing the remaining credits during spring terms. Students who wish to integrate their social work practicum and public health internship in the same agency setting should plan this with their advisors early in the program.

Dual-degree students are also required to complete the MPH Breadth, Integrative, and Capstone Requirements in Public Health (BIC). A course requirement in epidemiology, biostatistics, health administration, planning, and policy analysis, and environmental health sciences ensure breadth of exposure to public health topics. To ensure the integration of public health topics, Psychosocial Factors in Health-Related Behaviors is required. The capstone requirement is fulfilled by students participating in a specialized course.

In addition to the BIC requirements, each student in the dual-degree program with HBHE must complete required department courses in Foundations of Health Education Practice, and Program Development in Health Education. Each student is also required to elect at least one course to develop expertise in behavioral research and evaluation methods for practitioners.

The dual degree requires that a minimum of 24 of the 47 required public health credits be taken in the Department of Health Behavior and Health Education.

**Competencies of the Dual Degree Program**

All students will be expected to realize the following exit competencies of both programs:

- Knowledge and skills to analyze health-related problems in social-work settings for the factors amenable to planned change
- Knowledge and skills to plan and implement programs of health promotion, education, and intervention for specific service populations of social work agencies—such as children and youth at risk, teen mothers, the victims of substance abuse, the developmentally disabled, the chronically impaired, and family caregivers
- Ability to collaborate and work with health professionals and lay persons
- Knowledge and skills to provide consultation, training, direction, and technical assistance in development, expansion, and improvement of health-related programs in social work settings
- Ability to assist in obtaining and managing resources needed to implement and evaluate programs of health education and planned change
- Ability to identify factors in the policymaking arena that affect the development, improvement, and expansion of health-related programs in social work settings
• Knowledge and understanding of the particular health and social support needs related to major human problems in our society, including aging, substance abuse, AIDS, teen pregnancy, developmental disability, and chronic impairment

• Knowledge and skills to identify and apply basic principles and techniques of behavioral research and evaluation to health-related programs in social work settings

• Ability to relate ethical considerations and values to one's professional practice

**Doctoral Program**

There are two basic trajectories in the doctoral program. Most students enter the program after having already received a relevant Master of Art (MA) or Master of Public Health (MPH) degree, while others enter the program with only baccalaureate level training. For students on the MA/MPH-to-PhD trajectory, course requirements will usually entail one-and-one-half to two-and-one-half years of full-time course work and study, depending on the student’s background and desired electives. Individual research and dissertation work round out the requirements. The Rackham School of Graduate Studies, which administers all PhD programs at the University of Michigan, requires a minimum of 36 credit hours of fee payment prior to candidacy, or 68 credit hours overall (including registration for dissertation work). These required hours may be reduced to 18 and 50 credit hours, respectively, upon the recommendation of the doctoral committee and approval by the Rackham School of Graduate Studies.

For students on the BA-to-PhD trajectory, completion of the Department’s requirements for the MPH degree (including the field placement component of the standard MPH program) is required. Students should apply for admission to both programs simultaneously. Upon successful completion of the MPH requirements, the MPH degree is conferred and the student continues with doctoral-program requirements. Once admitted, students completing the MPH portion of their programs may dually register (in Rackham and in the School of Public Health) for nine of their usual 15 credit hours per semester. Assuming a traditional 60-credit-hour MPH program, the student could accumulate 36 Rackham fee hours during the MPH program (four semesters, nine hours each semester). Rackham requires 36 credit hours of fee payment before advancement to candidacy. Thus, a student could accumulate the necessary Rackham fees by the completion of his/her MPH program. However, the student is still required to complete the necessary hours of course work for the PhD.

Regardless of which trajectory is taken, all students are required to complete courses at the PhD level in three categories: core curriculum, cognate, and electives. Course work selections are made by students in consultation with their faculty advisor.

**Core Curriculum**

The basic core curriculum of the program consists of:

• a minimum of three substantive courses offered by the department
• two courses in research methods
• two advanced-level courses in statistics
• two terms of supervised research experience
• the doctoral seminar

Students must also achieve a basic level of proficiency in biostatistics and epidemiology.

**HBHE Courses**

The HBHE course work requirement consists of three courses (in addition to courses taken to satisfy the research methods requirement) offered within the department. The selection of specific courses to satisfy this requirement should be made in consultation with the student’s advisor. Students who enter the program with an MPH in health behavior and health education from the department will have taken at least 18 hours of course work in meeting the requirement for their master’s degree. Moreover, these courses are likely to have been drawn from the present offerings of the department (or their equivalent). In this case, prior academic work may
substitute for some of the required HBHE course work listed above. A decision on whether any HBHE courses will be waived will be made by the student’s advisor.

Research Methods and Advanced Statistics
The program requires six hours of research methods and six hours of statistics for all students. This requirement may be satisfied by courses offered outside the department. In the past, students have satisfied these requirements by taking courses offered in HBHE (e.g., Seminar in Behavioral Research Methods, Qualitative Methods and Participatory Action Research), and by the biostatistics, psychology and/or sociology departments which are offered for graduate-level credit (e.g., Applied Data Analysis and Regression Analysis, Applied Multivariate Statistics, Questionnaire Design and Construction, Sampling Design, Event History Analysis, Causal Modeling). No exceptions are made for prior course work in statistics and research methods. All students, regardless of their training and background, are required to take the minimum number of hours in statistics and research methods listed above.

Research Experience
The intent of the research experience requirement is to enable the student to obtain hands-on training in one or more ongoing research projects. Students are expected to participate in supervised research for at least two terms (the equivalent of six credit hours). This research can be conducted under the direction of a faculty member from either inside or outside the department, and should be arranged in consultation with the student’s faculty advisor. If the research experience requirement is to be fulfilled with work under the direction of a faculty member from outside the department, the selection of a mentor should be made with the approval of the student’s advisor.

Doctoral Seminar Requirements:
1. Doctoral students are required to participate in the professional socialization seminar (HBHE 800). Students are required to take it once for credit, and thereafter required to attend, and encouraged to enroll, each time it is offered. For students who enter the BA-to-PhD program, the 800 requirement cannot be satisfied until the MPH is completed.

2. Doctoral students will also be required to take Health Education Models of Practice and Interventions at the Community Level (HBHE 685), which will focus on conceptually- or theory-driven interventions and applications to practice directed at the community level (e.g., development, empowerment, policy, organization, advocacy). This course will have a limited enrollment (e.g., 15) and will also be available to second-year master’s students on a permission-of-instructor basis.

3. The third required course is Theory-Driven Interventions Targeting Individual Behavior Change (HBHE 686). This course will have a limited enrollment (e.g., 15) and will also be available to second-year master’s students on a permission-of-instructor basis.

4. In addition to the three required courses for doctoral students, selected courses in our existing curriculum will be designated for doctoral and master’s students with differing requirements for each level. The following courses are currently offered with differing requirements for doctoral and master’s students. Other courses may be added to the list:

620 Behavioral Research Methods in Public Health
621 Seminar in Behavioral Research Methods in Public Health
633 Social Networks and Social Support in Health Education
636 Qualitative Methods and Participatory Action Research
637 Qualitative Methods and Proposal Writing
644 Readings in Health Behavior and Health Education
670 The Stress Process

5. Doctoral students are also encouraged to select courses from any departmental offerings.

Cognate
The Horace H. Rackham School of Graduate Studies requires that all students select a cognate area to provide the student with more in-depth training in
a specific field of study. The faculty advisor should guide the student in selecting the cognate area. The cognate requirement is fulfilled by nine hours of coursework in the chosen area (usually three courses). Cognate areas chosen by previous students have included epidemiology, social psychology, women’s studies, Native American studies, and business administration.

**Electives**

In addition to fulfilling the core and cognate requirements outlined above, students will take additional coursework selected on the basis of their own backgrounds and interests. For illustrative purposes, three hypothetical trajectories for students with different educational backgrounds and work experience will be presented, showing possible program sequences for each.

**Administration of the Program**

Primary responsibility for the program resides with an HBHE faculty committee. The committee sets up and administers admission procedures, recommends a faculty advisor for each incoming student, sets criteria for the required program of study, appoints ad hoc committees for the development and evaluation of preliminary examinations, serves as an official liaison with the Horace H. Rackham School of Graduate Studies, certifies candidacy, and recommends dissertation committees to Rackham. At least one doctoral student representative participates on the doctoral committee each year.

**Sample Doctoral Curricula**

Examples of three hypothetical student trajectories (A, B, and C) are summarized below in Table 1. No one student is expected to follow exactly any of these programs. They are shown only to illustrate program flexibility depending on one’s prior background and specific career plans within the field.

**Student A** has a strong background in psychology but limited experience in public health. Consequently, the 60-hour program of study for this student includes additional coursework in core areas in public health (e.g., epidemiology, taken here as a cognate field) as well as extra courses in health behavior and health education.

**Student B** has an MS degree in nursing with little background in the behavioral sciences and research methods, but some work experience in a hospital setting. In this instance, the individual’s plan of study includes additional coursework in social psychology (taken as a cognate field) as well as extra courses in health behavior and health education.

**Student C** has an MPH degree in health behavior and health education. The basic core coursework for this individual is reduced by nine hours, reflecting a waiver of classes in health behavior and health education. The electives for this person are taken primarily outside the School of Public Health (e.g., anthropology and education).

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Student A Psych MA</th>
<th>Student B Nursing MS</th>
<th>Student C HBHE MPH</th>
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<tbody>
<tr>
<td><strong>Basic Core</strong></td>
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<tr>
<td>HBHE</td>
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<tr>
<td>Doctoral Seminar</td>
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<td>9</td>
<td>9</td>
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<tr>
<td>Research Methods</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Statistics</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Research Experience</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>36</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td><strong>Cognate</strong></td>
<td></td>
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<tr>
<td>Epidemiology</td>
<td>6</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Environmental Health</td>
<td>6</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Public Health Policy</td>
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</tr>
<tr>
<td>Social Psychology</td>
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<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>15</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>51</td>
<td>42</td>
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</tbody>
</table>
Interdepartmental Concentrations

After admission to one of the five departments in the School, students can also apply for admission to an Interdepartmental Concentration (IC). ICs offer the opportunity to deepen a student’s understanding of public health topics that have major implications for society as a whole today. The curriculum is designed to be accessible to all public health students without extending training time toward the degree. Faculty from all five departments within the School as well as affiliated faculty from other University of Michigan schools and colleges participate in these exciting programs. The School of Public Health offers ICs in Global Health, Public Health Genetics, and Reproductive and Women’s Health. A supplemental application is required for admission to ICs, and spaces in each IC are limited.

IC in Global Health

Designed to provide an opportunity to study public health issues in global health in a multidisciplinary framework, this IC helps students develop knowledge and skills related to problems, programs, policies, and practices that are altering public health risks in the context of expanding globalization. Students in this IC learn about diverse global processes that are affecting public health throughout the world. They also examine environmental, cultural, and economic processes that transcend national and continental boundaries and that affect exposure and behavior risks, and they explore health promotion opportunities. The curriculum consists of 14 credit hours of course work: three core courses, one elective, and a summer externship. Because the course work extends over four semesters of enrollment, students who have been admitted to a program requiring fewer than four semesters will not be able to participate.

IC in Public Health Genetics

The IC in Public Health Genetics provides an opportunity for public health professionals to gain an understanding of the effects of genes on health and disease and to apply genetic information to public health practice. As a student in this IC, you will learn to understand how genes, together with the environment and behavior, influence health. The curriculum is composed of 12 credit hours of course work: three core courses and one elective. The elective will be chosen to emphasize the specific applications of your interests and to supplement the degree requirements of your department.

IC in Reproductive and Women’s Health

The fields of reproductive health and women’s health are challenging and transforming traditional public health approaches to fertility and population change, maternal and child health, and women’s health. As a student in this IC, you will learn to approach reproductive and women’s health from a multidisciplinary perspective and to understand how to apply your departmental training to this content area. You can study public health problems, programs and policies related to contraception, emerging reproductive technologies, social and ethical issues in reproduction, maternal health and pregnancy outcomes, and other aspects of women’s health. The curriculum includes four courses, among them a two-term integrative seminar course taken in the first year of study and one elective course.
Admissions and Financial Aid

As an applicant you should possess: a graduate degree from an accredited institution in a discipline relevant to public health; or a bachelor’s degree from an accredited institution with substantial knowledge in a discipline relevant to public health, either through study or experience; or a combination of these. You should also have a solid background in the natural sciences, particularly biology, but also including physiology and microbiology; or a solid background in the social sciences, including sociology, anthropology, political science, psychology, or economics; or a background that combines both natural and social sciences.

Application Materials
We strongly encourage applicants to apply online at www.sph.umich.edu/admissions/apply.html. Questions and inquiries can be submitted by e-mail, phone, or fax: sph.inquiries@umich.edu

Telephone 734.764.5425  Fax 734.763.5455

Application Fees
Domestic Applicants (U.S. Citizens or U.S. Permanent Residents): $60; International Applicants: $75

Application Deadlines
February 1 for MS and PhD applicants.
February 1 for MPH, MHSA and DrPH applicants.

Credentials Required
Official transcripts documenting all undergraduate and graduate work.

Three letters of recommendation (academic and professional recommendations are desired; personal recommendations are not accepted).

GRE scores taken within the last five (5) years. (Exceptions: MHSA applicants may submit GMAT scores; MPH applicants to all programs except those in Health Management and Policy may submit MCAT scores; applicants to Dental Public Health may submit DAT scores; LSAT scores are not accepted).

GRE information can be obtained by contacting:
The Educational Testing Service
Box 955
Princeton, NJ 08540

Enrollment Deposit
To accept an offer of admission a nonrefundable $200 enrollment deposit is required within one month of notification of admission. The deposit is deducted from your first term of tuition.

Financial Aid
If you wish to be considered for tuition assistantships, fellowships, teaching or research assistantships, contact your department of interest.

If you wish to be considered for loans and/or work study, contact the University of Michigan Central Office of Financial Aid at 734.763.6600 or http://www.finaid.umich.edu.

You must file a Free Application for Federal Student Aid (FAFSA) in order to be considered for loans, work study, and many of the available assistantships. FAFSAs can be obtained from your university or college financial aid office or from your public library.

Tuition and Fees
The tuition structure at the University of Michigan is two-tiered, reflecting resident and non-resident rates. Eligibility to pay resident tuition is determined by the University based on criteria set forth in the University’s Residency Classification Guidelines. For more information, or to request a copy of the guidelines, please contact the Residency Classification Office, 1514 LSA Building, University of Michigan, Ann Arbor MI 48109-1382, telephone 734.764.1400.

Tuition and fees for a term are payable at registration or in installments during the term. The number and dates of the installments are specified in advance for each term. Tuition and fees are subject to change without notice by action of the Regents of the University. The following are the tuition and fees for fall 2005:

Michigan resident, per term $8,020
Michigan non-resident, per term $14,814
PhD candidate (resident and non-resident), per term $4,743
(PhD candidate refers to a student who has been advanced to candidacy)
Courses

516. Global Health: Anthropological Perspectives
Master's level lecture course designed to provide an extensive overview of the major initiatives and issues in global health over the past three decades. Anthropological perspectives on and critiques of international health development programs will be emphasized. Readings will focus on examples of anthropology in global public health, and written reactions to these readings, along with two objective exams, will form the basis for course grading. The course constitutes an elective for students in the developing Global Health IC, and will be cross-listed as an upper-division undergraduate course in the Department of Anthropology (LS&A). Although anthropological perspectives will be emphasized no prior anthropological coursework or competencies are expected of students.

530. Techniques of Survey Research
Techniques of sample interview surveys developed through lecture, research literature, discussion, and experience in design, including sampling considerations; questionnaire construction and interviewing; coding; processing, including adaptation to machine methods; and application, presentation, and evaluation of results. Emphasis on health surveys. A research project is developed as part of the course.

600. Psychosocial Factors in Health-Related Behavior
Psychological and social determinants of health, illness, and sick role behavior, emphasizing the decisional bases for health-related actions. Critical review of models of health behavior. Role of social communication and influence processes in health decisions. Application of concepts from behavioral science to a variety of health problem areas.

601. Health Behavior and Health Promotion
Relationships among each of several risky behaviors and health status, educational and structural approaches to modification of those behaviors, prevention of relapse, ethics of health promotion, sites for health promotion activities, and evaluation of health promotion. Ecological models, empowerment theory and intervention-design issues are considered. Each student prepares one oral and one written report covering some one health promotion topic in depth.

602. Foundations of Health Education Practice
Development of health education as a profession, settings where health educators practice, and current issues of concern to the profession; how concepts of health behavior and education to change behavior are integrated in professional practice. The master's level, professional socialization course for first year health behavior and health education students.

603. Population Change and Public Health
This course provides an introduction to some of the major issues in the field of population change. The interdisciplinary approach stresses the interrelations among political, economic, cultural and health behaviors in the determination and regulation of fertility. Covers the societal consequences of different levels of population growth as well as contemporary thinking on the organization of health and family planning programs.
606. Foundations of Reproductive, Maternal, and Infant Health
Course participants critically examine major problems and issues and related policies and programs associated with fertility, reproduction, birth, and the health status of women of reproductive age and infants. Themes include: historical and present context of health issues, programs and policies; biological, social, cultural, behavioral and environmental influences; social and ethical issues associated with emerging reproductive technologies; content and efficacy of policies and programs. Special topics include AIDS, sexually transmitted diseases, contraception and related services; genetic issues and services; abortion, maternal-fetal treatments; perinatal care, childbirth and perinatal care; pregnancy outcomes and infant mortality; and breastfeeding. Students learn to use common social and health-status measures, synthesize research literature and other data/information, write concise issue analysis papers on selected topics, and participate in group discussion and decision-making regarding recommended actions.

614. Women’s Health and the Timing of Reproduction
Applies a systems perspective to examine the personal, social, and cultural factors that influence the age at which women initiate childbearing and the implications of these factors for the health of women and infants. Topics include teenage childbearing, Black-American fertility patterns, infant mortality, ethnographic and other research methods, and related policy issues. Reviews current, historical, and cross-cultural examples. Students apply course concepts and methodologies to specific research and policy questions.

618. Multiculturalism and Health Education
This course focuses on the meaning of ethnicity and social-group membership as factors that influence one’s identity and effectiveness as a public health professional. The course will give students an overview of the range of theoretical approaches, key practice concepts, and skills used to promote health in a multicultural society. It will include a focus on moving beyond paternalism in community settings. As a result of taking this course, students will be better equipped as professionals to consider self-reflexively their own attitudes about the “other,” and to identify, design, and implement positive strategies for health education in multicultural settings.

615. Mass Communications and Public Health
The purpose of this course is to provide students with an understanding of how mass media can be used as part of an advocacy strategy to promote health and healthful public policy. Students will gain experience in framing issues to garner attention for public health solutions to social problems. Topics to be covered include theories of mass communication, uses and limitations of public health education campaigns, and intended (unintended) consequences of mass communication for health.

619. Behavioral Research Methods in Public Health
Principles of design of behavioral research on public health problems and programs. Objectives, philosophy, and methods of science including causal inference, the role of hypotheses, criteria for establishing adequate hypotheses, research designs and data-collection techniques. Formulation of a research problem within a program setting.

621. Seminar in Behavioral Research Methods in Public Health
Intensive analysis of selected topics; characteristics and advantages of alternative types of studies; purposes of various experimental designs; development of methodology for program evaluation; interviewing, and questionnaire construction; and problems in analysis of data, with particular emphasis on problems of spuriousness.

622. Program Evaluation in Health Education
Examination and application, through a series of exercises, of several program-evaluation models relevant for health education, including the goal attainment, goal-free, systems responsive, and decision-theoretic models, with emphasis on both process and impact analysis. Design options for measuring program effect, with the associated threats and external validity, are discussed, and several basic statistical techniques are reviewed and examined in terms of their applicability to program evaluation, including sampling and sample-size determination for both surveys and experiments.
623. Health and Mental Health of Afro-Americans
This course focuses on how public health has responded to the unique health and mental health problems of Black Americans. The course also focuses on various models of pathology and mental disorder and how those models are operationally defined using survey research methodology, with particular attention paid to cultural differences in psychiatric diagnosis and case-finding in descriptive epidemiology. Emphasis will also be placed on how survey research can be used to identify risk factors such as stress, social support and coping capacity.

624. Need Assessment Methods for Behavioral and Educational Health Programs
This course is for the student who is interested in gaining knowledge and skills about different methodological approaches to doing need assessment for health and human service organizations. The course will focus on the use of both secondary (e.g. agency statistics, census) and primary (survey, forums, informants, focus groups) data. The course emphasizes feasible and inexpensive methods, which can be used by internal evaluators. Students will learn how community epidemiologic surveys (e.g., the National Institute of Mental Health Epidemiologic Catchment Area Program) can be used in conjunction with local secondary data for synthetic estimation of health needs. Need assessment will be conceptualized as a political process as well as a research methodology. Three class sessions will be devoted to an in-depth analysis of a major mental health need assessment conducted by the instructor for the Michigan Department of Corrections. By using this study as a case example, students will be provided with an “inside look” at the social side of need assessment. The case study will also focus on using need information for program development.

625. Research in Health Behavior
Individual work on a problem in the area of health behavior relevant to program effectiveness in public health, under the tutorial guidance of an appropriate staff member. Regular conferences are arranged to discuss research designs, proposed problem solutions, methods for data collection, and analysis. The investigation is reported in a paper, which may be submitted for publication. May be elected more than once.

626. Counseling and the Health Decision Process
The course will examine counseling for health decisions as an interchange between counselor and client, which requires the effective communication of information relevant to the health decision/condition, as well as a recognition of each participant’s differing backgrounds, perspectives, and motivations. Course content covers three broad areas: 1) models, goals and components of the counseling process; 2) values and ethics in counseling for health decisions; and 3) how attributes of the client and the health decision itself affect the nature and course of the counseling experience. Several health conditions/situations will be examined to compare and contrast salient features of different counseling interactions. Students will participate in simulations of counseling situations as observer, client, and counselor. The class format will include lectures and class discussion based on assigned readings, attendance at and participation in presentations made by guest speakers, and small group activities.
627. Health Education Interventions: Infancy to Young Adulthood
This course examines intervention efforts aimed at the self-management of chronic illness from a life-span perspective with a focus on infancy, childhood, adolescence, and young adulthood. Theoretical and conceptual frameworks for viewing chronic illness in the context of individual and family development will be discussed. Specific examples of health education interventions for selected chronic illnesses and school-based approaches to cardiovascular risk reduction will be examined. The appropriate developmental tasks and psychosocial and cognitive stages for individuals, and their implications for the self-management of chronic illness, will be described. The format of the course will rely heavily on structured and informed discussion. A brief overview will be provided each week, followed by exchange generated by discussion questions for each week’s reading assignments as well as small group exercises. Student presentations based on a wide variety of chronic illnesses will be scheduled throughout the course.

628. Chronic Illness Interventions: Midlife to Older Adulthood
This course examines intervention efforts aimed at the self-management of chronic illness from a life-span perspective with a focus on midlife and older adulthood. Theoretical and conceptual frameworks for viewing chronic illness in the context of individual and family development will be discussed. Specific examples of health education interventions for selected chronic illnesses will be examined, including diabetes, arthritis, asthma, health disease, COPD, and HIV/AIDS. The appropriate developmental tasks and psychosocial and cognitive stages for individuals, and their implications for the self-management of chronic illness, will be described. The impact of comorbidity, depression, coping, resilience, social support, and self-efficacy on self-management and the role of family caregivers will be discussed. The format of the course will rely heavily on structured and informed discussion. A brief overview will be provided each week, followed by exchange generated by discussion questions for each week’s reading assignments as well as small group exercises. Student presentations based on a wide variety of chronic illnesses will be scheduled throughout the course.

629. Families and Health
This course will examine families as a primary context for understanding health and health-related behaviors. Major topics include: 1) models and theories of the family; 2) history and current status of family-based practice; 3) the impact of demographic trends and their impact on family structure and functioning; 4) family diversity with respect to social-status groups, ethnicity, and culture and their implications for understanding health phenomena; 5) families as the context for socialization to health beliefs and practices; 6) the provision of family-based care; and 7) health profiles of family members and their family roles.

630. Aging and Health Behavior
This course provides an overview of trends in aging and health, with a particular focus on health behaviors and health promotion. Age-related changes in health and health behavior and the impact of societal and personal attitudes toward aging on health behaviors will be discussed. Successful aging, an emerging paradigm for gerontology, will frame discussion of strategies for facilitating optimal health behaviors among older adults. Current recommendations and practices and multi-level interventions will be presented for physical activity, smoking, obesity, weight management, nutrition education, immunizations, and cancer screenings. Recent evidence of the impact of health behaviors on brain health and the prevention of cognitive decline will be discussed.

631. Budget Practices in Health Education Programs
Series of 14 two-hour class sessions in which program staff from state, local, and community-based organizations assist in providing an introduction to budgeting and other administrative experiences relevant to managing public health education programs and research projects. Students will receive practical experience to assist in understanding the budgeting process, how to research and apply for grant opportunities, and other administrative issues relevant to program management.
633. Social Networks and Social Support in Health Education

636. Qualitative Methods and Participatory Action Research
Examines when and how to use appropriate methods of qualitative data collection (e.g., structured and unstructured interviews, observations, group interviews) and data analysis (e.g., constant comparative method, coding schemes, theme memos). Research-design issues will be discussed along with the use of qualitative data for health education theory building and program planning. Emphasis will be placed on the use of qualitative methods within a participatory action research framework.

637. Qualitative Methods and Proposal Writing
This seminar is designed to provide a comprehensive overview of the qualitative research enterprise from an explicitly anthropological (ethnographic) perspective. The course focuses on ethics and entrée to the research setting, qualitative research design, interview-based and observational data collection methods, and grant-proposal preparation. The course is skill-based, and students will conduct a number of methodological assignments in and out of the classroom. The major written assignment is a grant proposal on a topic chosen by the students, which will incorporate the qualitative research designs and methods discussed in class. The seminar is open to both master’s and doctoral students; doctoral students will carry out additional written work regarding the grant proposal.

640. Community Organization for Health Education
Examines social and structural factors associated with health and illness; concepts and theories regarding planned change and community; and models and principles of community organization practice for health education. Several models of community organization are analyzed along the dimensions of: community diagnosis, needs assessment, selection and implementation of action strategies, evaluation research, role of the professional, and ethical considerations.

641. Materials and Methods in Health Education Programs
The goal of this course is to enable participants to select and use learning materials and methods in health education programs. The course consists of in-class sessions where various materials and media are demonstrated and their utility as enhancements to learning are discussed. Technical and production aspects of materials and media are considered in several lab sessions. Students are required to produce health education materials or develop learning activities through fieldwork in addition to in-class and lab sessions.

644. Readings in Health Behavior and Health Education
Review of literature on selected topics in health behavior, health education, or related areas under guidance of faculty member. Critical analysis; written and oral reports. May be taken more than once for a total not to exceed six credit hours.

646. Education of Patients in the Health Care Delivery System
Analysis of programs and policies in patient and consumer education in hospitals, health maintenance organizations, private practice, and other health care delivery settings. Emphasis on organizational conditions necessary for development of effective education of patients and consumers.
651. Program Development in Health Education
Focuses on design of effective learning programs: specification of objectives, selection and organization of learning activities, and program assessment. Moves between theoretical bases for program development and examination of applications. Initial sessions focus on framework for development of health education. Subsequent sessions center on specific components of program design and particular applications.

652. Group Process in Health Education
Examines concepts, theories, and research in the field of group dynamics with particular application to health education. Emphasis on developing skills for observing, assessing, participating in, facilitating and evaluating small groups.

655. Gender and Health: Ethnographic Approaches
An interdisciplinary, graduate-level seminar designed to explore in an in-depth fashion ethnographic approaches to gender and health issues around the globe. Weekly, student-led seminar discussions will focus on summary, discussion (of theory, content, and methods), and critique of 13 book-length ethnographic studies of women’s health issues in a wide variety of Western and non-Western sites (with a significant focus on the Middle East and North Africa, the professor’s area of regional focus). Additional books will be required for a written comparative review. This course constitutes an elective for students in the developing Global Health and current Reproductive/Women’s Health ICs.

656. Intersectionality and Women’s Health: Ethnographic Approaches to Race, Class, Gender, and “Differences”
This interdisciplinary seminar is designed to examine how the intersections of race, class, gender, and other axes of “differences” (e.g., age, religion, sexual orientation, disability, immigration) affect women’s health in the contemporary United States. In this course, recent feminist approaches to intersectionality and “multiplicity of oppressions” theories will be introduced. Weekly, student-led seminar discussions will focus on summary, discussion (of theory, content, and methods), and critique 13 book-length ethnographic studies, which examine some aspects of intersectionality and women’s health outcomes in the U.S. Additional books will be required for a written comparative review.

660. Theory, Research and Practice in Adolescent Health
Examines educational efforts designed to promote better health outcomes among adolescents. Review developmental theories, research, and interventions to promote health in this population. Addresses various contexts for intervention programs and their implications. Topics covered include, but are not limited to, the effects of peer and family influences on health; resiliency; violence; alcohol and drug use; and sexual behavior.

661. Human Communities and Disasters
This course will examine the public health dimensions of extreme events. It will examine the reasons for the increase in both natural and man-made disasters. The course will be concerned with the human meaning of disasters, their prevention, the assessment of harm from such events, the design of effective interventions, appropriate clinical responses, the joint involvement of both community members and policymakers in responding to disasters, and the education of both lay and professionals in the prevention and intervention of disasters. It will be especially concerned with the phenomena of collective trauma and the selection and application of appropriate theoretical constructs for predicting and changing health behavior in such situations.
663. Media Advocacy in Public Health
Media advocacy is the strategic use of mass media to pressure policymakers to develop and implement healthy public policies. Students will explore how public health workers and communities can employ media campaigns in order to gain greater control over public health decisions. Participants will learn how to gain access to the media and how to achieve agenda setting in order to reshape policy debates. Of central importance will be how to influence the topics journalists cover. The course will emphasize the importance of shifting focus from personal health behavior to the social, cultural, economic and political context of health problems.

664. Developing Mental Health Intervention Programs
This course is designed to provide a theoretical and methodological foundation for the development of mental health intervention programs. Issues the definition, measurement, and epidemiology of mental health and mental disorders are examined. An emphasis is placed on the link between existing theories of mental disorder and the rationale for intervention planning. The efficacy of existing intervention and treatment approaches is examined. Public policy issues involving intervention and treatment are discussed.

665. Media Coverage of Public Health Issues
Public health reporting is becoming an increasingly important field within the mass media, but few journalists who specialize in covering public health issues have any professional training in public health. Moreover, public health professionals often have a limited understanding of the impact of the media coverage of public health on behavior and policy. The field of journalism provides public health specialists with an excellent opportunity to educate and inform the public. This course will introduce students to the field of public health journalism and provide an overview of the media coverage of public health issues. Participants will learn how to critically appraise such coverage, respond to it, and shape it. Students will be provided with techniques and insights on how to influence the coverage of public health in the media in order to use media coverage as one avenue of health education. The perspective of this course will be based primarily on the social sciences. Writing and analytical skills will be stressed.

667. Bioterrorism: Community Preparation and Response
Bioterrorism presents unique challenges to both the public health profession and communities. This course will apply lessons learned from disaster studies and the study of bioterrorism to review such questions as what makes communities and specific populations within a community vulnerable? How can we form responsive partnerships between government and communities? How can we identify and strengthen individuals, organizations, and support networks that can prepare for and respond to such events? How can we utilize pre-existing volunteer networks? How can we develop collaborative disaster educational outreach programs for mental health centers, medical clinics, and service agencies? The focus of our investigation will be based on case studies and research literature. Students will be required to develop final projects in collaboration with surrounding communities. Format of the course is lecture/discussion.

668. Health Communications for Public Health
From one-on-one health counseling to broad-based social marketing campaigns, a vast body of research over the past 20 years has demonstrated that numerous dimensions of health communications, including message format, receiver characteristics, and delivery channel, can affect program impact. This course will address key considerations for constructing effective health communications including the application of behavior change theories and general marketing principles. Selected prior and current health promotion campaigns will be critically reviewed and students will be asked to develop a health communication intervention or social marketing campaign. Occasional guest lecturers, actively involved in development of health communication interventions, will be integrated into the syllabus.
670. The Stress Process
This course examines the definition, measurement, and epidemiology of stressful life events. Consideration is given to the coping strategies and resources used by individuals who are confronted with stressful events (e.g., chronic illness and impairment, death of spouse, financial hardships). An emphasis is placed on the impact of life stressors on alcohol and drug use, mental disorders, physical health problems, and the utilization of health care services. Special topics include gender as well as racial and ethnic differences in the stress process. An emphasis is also placed on linking emerging models of the stress process with efforts to develop intervention programs.

671. Motivational Interviewing in Public Health
In the past few years, there has been increased interest in using motivational interviewing (MI) in public health and medical settings. Originally developed for the treatment of addictive behaviors, MI has recently been used to address chronic disease and other public health conditions, such as smoking, diet, physical activity, diabetes management, and medical adherence. At its core, MI is a method for assisting individuals to work through their ambivalence about behavior change. Deeply rooted in the person-centered philosophy of Carl Rogers, MI counselors are trained to rely heavily on reflective listening, more so than direct questioning, persuasion, or provision of advice. This course will provide participants with an in-depth overview of MI and provide opportunities to practice the core techniques.

680. Youth Violence: Issues and Prevention
This course is designed to provide students with an understanding of intentional injury generally, and adolescent violence-related injury in particular, as a significant public health problem that is amenable to preventive measures in the same way as other public health problems. It will provide students with a comprehensive overview of the many issues associated with youth violence. The course will acquaint students with injury-control theory more generally and cover the epidemiology of major violence-related injuries including disparities, social determinants as well as risk and resiliency factors associated with intentional injury. Topics to be covered include violence in schools, family (e.g., domestic violence) and peer (e.g., dating violence) influences, suicide, alcohol and drug use, firearms, and violence in the media. Students will also learn about conceptual and theoretical models describing the etiology of adolescent violence-related injury and gain an understanding of how such frameworks influence the development of prevention programs. The course presents examples from local communities who are actively involved in youth violence prevention. The course will be linked to activities of the CDC-funded Youth Violence Prevention Center and will include discussions with community partners. The course will be working with the school’s Office of Community Based Public Health (OCPBH) to create student mini projects.

685. Health Education Models of Practice and Interventions at the Community Level
The course is designed as a doctoral seminar for HBHE doctoral students. The course will examine and critique current models of health education and behavior change which intervene at the community level to bring about behavior change. The focus will be on recognized health education interventions/strategies. Major topics will include: 1) methods for behavior change (e.g., community organizing, mass media, etc.); 2) policy activities; 3) organizational change activities; 4) advocacy activities; 5) community planning models. This course will also be available to second-year HBHE master’s students on a permission-of-instructor basis.
686. Advanced Issues in Health-Related Behavior
This course will involve an in-depth examination of models of health behavior with an emphasis on measurement issues and application of health behavior theory in intervention research. Major issues/constructs to be discussed include: gender differences in health, quality of life, value expectancy models, self-efficacy, patient adherence, and the influence of patient-provider relationships. Discussions of research findings and current directions in health education and behavior change will emphasize areas related to women’s health.

690. Environmental Health Education
This class applies health education principles towards understanding and intervening on different environmental hazards. The course will review various kinds of environmental issues, including biochemical toxins, physical hazards, and psychosocial stressors. Students will learn about select datasources from which they may obtain environmental health information. The course will examine the literature on risk perception, risk communication, ethics, and environmental health education and explore how health educators can use resource and conceptual tools to help ameliorate environmental concerns. This course will also examine case studies from individual communities as focal points for discussion. Based on these case studies, students will explore whether extant theories and approaches can help protect vulnerable populations, insure environmental justice, and reduce health disparities. The format of this class is a combination of lecture and discussion.

691. Public Health Issues among Asian and Pacific-Islander Americans
This graduate seminar examines the health of Asian and Pacific-Islander Americans (APIAs) in order to more broadly inform the understanding of health disparities. The class will contrast the health of APIAs to other ethnic groups and also explore the variation in health between APIA subgroups. The class will examine the psychosocial factors that may impact APIA health, including: immigration, acculturation, community, ethnic identity, racism, and intergenerational conflict. Further, students will discuss the methodological and conceptual challenges facing the study of APIAs, especially as related to their highly clustered and numerically small representation in the U.S. Finally, we will examine the challenges and successes related to interventions with APIA communities, families, and individuals.

692. Women’s Health and Reproductive Health
This seminar course, intended primarily for students enrolled in the Interdepartmental Concentration in Reproductive and Women’s Health, provides an overview of the fields of women’s health and reproductive health with particular attention to how the fields relate, emerging issues within these fields from a multidisciplinary perspective, and implications for public health programs, health services, and policy. Topics include: the sociohistorical context of changing conceptions of reproductive health and women’s health in the United States and worldwide; current understandings of gender as social cause of health and illness; an overview of women’s health problems across the lifespan; emerging perspectives on the relationships between women’s reproductive health and overall health; social and ethical issues related to emerging reproductive technologies; and issues in access to care, design of health services and public health programs, and policymaking in reproductive health and women’s health.
693. Seminar on Health and Poverty
Explores dimensions of poverty in terms of the interrelationships of socioeconomic status, racism, minority status, and health. The focus is on the United States, and topics discussed include different conceptualizations of and perspectives on the relationship of poverty to health, issues in child and family health, in urban and rural poverty and health, and issues relevant to improving health services and health policy targeted at socioeconomically disadvantaged populations.

695. Women and Fertility
This course is an examination of the theoretical and programmatic links between women’s status or condition and fertility patterns.

699. Capstone
HBHE 699 is elected by students enrolled in the master’s degree program in health behavior and health education and who are in their final semester of study. Students engage in a synthesis/analysis of their individual program of study and skill and knowledge formation in health behavior and health education. Specific objectives are to: 1) consider how various aspects of their course work informs their summary evaluation of the field placement; and 2) describe how course work, the field placement experience, and other activities relate to explicit competencies for the program, as well as specific career goals and objectives. Information used in this process includes a review of the student’s original statement of purpose, field placement experience, course work within HBHE and SPH, program and course exit competencies, and related additional work, research, or internship experiences. Students write a capstone paper under the guidance and supervision of the faculty advisor.

702. Reducing Racial/Ethnic Health Disparities
This interdisciplinary, graduate-level seminar is designed to: 1) explore in an in-depth fashion racial/ethnic disparities in health in the United States and approaches to reducing those disparities; and 2) support the development of scholars prepared at the doctoral level to pursue research and interventions to address these disparities. Weekly seminar discussions will focus on summary, discussion (of theory, content, and methods), and critique of articles on racial and ethnic health disparities from a variety of disciplinary perspectives (e.g., sociology, political science, health behavior and health education, epidemiology, health management and policy, urban planning, psychology). The seminar will focus on developing a rigorous critical analysis of these disparities and an understanding of the potentials and limitations of various approaches to addressing them (e.g., health care system, behavioral strategies, community change, and policy interventions). As part of the seminar, participants will present and engage in critical discussion of their own emergent research interests. Grades will be given at the end of the second semester of the two-semester course sequence.

710. Special MPH Topics in Health Behavior and Health Education
Master’s level seminar designed to provide an extensive review of a number of substantive and methods and skill areas in health behavior and health education. Readings, discussion, and assignments are organized around issues of mutual interest to faculty and students. Reviews and reports on topics required in the areas selected. May be elected more than once.

800. Seminar in Health Behavior and Health Education
Advanced study of principles of health behavior, educational and motivational approaches to improve health, and research and evaluative issues in health behavior and health education. Includes discussion of behavioral science and health education applications to public health, with special topics selected by students for review and discussion. Designed for doctoral students in health behavior and health education. May be elected more than once.
810. Special Topics in Health Behavior and Health Education
Doctoral seminar designed to provide an extensive review of a number of substantive areas of health behavior and health education. Readings and discussion organized around issues of mutual interest to faculty and students. Reviews and reports on topics required in the areas selected. May be elected more than once.

849. Research in Health Education
Investigation of a selected topic in health education; development of study and plan of operation; conduct of investigation, and preparation of final report. Primarily for students in the department with prior master's or doctoral preparation, others by permission. Emphasis on application of basic research competence in study of problems in health education. May be elected more than once.

850. Psychosocial Factors in Mental Health
Selected advanced topics including problems of diagnosing psychopathology through community surveys, psychosocial predictors of mental illness, primary prevention, and coping with undesirable life events. This seminar brings together a multidisciplinary set of faculty and students from sociology, psychology, health behavior and health education, psychiatry, and epidemiology to present and discuss recent research on the social and psychological sources of mental and physical health. Substantively, the seminar will focus on the role of psychosocial and social structural factors in the etiology and course of health and illness, including the study of life events, chronic role strains, resources for adapting to potential stressors, and the actual process of coping and adaptation. The application of social epidemiology to problems of service utilization may also be considered.

900. Research in Health Behavior and Health Education
Research work undertaken by doctoral students in collaboration with faculty advisers, including participation in ongoing departmental research activities. Open only to doctoral students in health behavior and health education. May be elected more than once.

990. Dissertation/Pre-Candidate
Election for dissertation work by doctoral students in health behavior and health education who are not yet admitted to status as a candidate.

995. Dissertation Research for Doctorate in Philosophy
Election for dissertation work by doctoral students admitted to status as candidate.
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
<th>Email</th>
<th>Research Interests</th>
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</thead>
<tbody>
<tr>
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Prevention and management of chronic disease; complementary and alternative medicine use; behaviors related to diet and nutrition.

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Pregnancy; preterm birth; low birth weight; women’s health; fetal and infant mortality review; complications of pregnancy; racism.

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Diversity in public health workforce; racial and ethnic influences on psychiatric diagnosis and community case-finding of mental disorder; use of informal and professional mental health services by African Americans.

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Design and evaluation of health promotion programs for special populations; understanding the relationship between ethnicity and health behaviors; school-based health programs; substance-use prevention and harm reduction.

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Racial and socioeconomic disparities in health; urban health; women’s health disparities; social determinants of health; community-based participatory research.

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Young drivers; older drivers; substance use; crash and offense risk; adolescent risk factors; problem behavior.

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International family planning and reproductive health policies and programs; scaling up innovations in health service delivery; community perspectives.

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International reproductive health; contraception; HIV/AIDS; policy and planning.

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Behavior change; health promotion; disease prevention and management; computer-tailored interventions; multimedia.

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Health and the visual image; mass communications; participatory and community-based approaches to domestic and international health programs; photovoice methodology.

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Areas of interest include psychosocial measurement; quality of life; gay and lesbian health. Current research projects focus on glaucoma; pelvic floor disorders in women; and breast cancer survivorship.
A Letter from the President

Welcome to the University of Michigan, one of our country’s great public universities. One of the many reasons I am thrilled to be part of this university community is because of its long-standing commitment to diversity. I firmly believe that we can learn some of life’s most important lessons from each other. The more varied the perspectives represented, the richer our education. Our differences—whether they be the academic questions that engage us, age, economic background, gender, or race, to name just a few—bring a buoyancy to our campus community and help create the intellectual vitality that makes Michigan internationally renowned.

Since its founding more than 180 years ago, the university has aspired to provide an outstanding education to a diverse student population. Former President James B. Angell, in his 1879 commencement address, said, “Good learning is always catholic and generous... It frowns on caste and bigotry. It spurns the artificial distinctions of conventional society. It greets all comers whose intellectual gifts entitle them to admission to the goodly fellowship of cultivated minds. It is essentially democratic in the best sense of that term.”

Several years ago, Michigan’s faculty, through the university senate, reaffirmed its commitment “to recruiting and maintaining a culturally and racially diverse student body and faculty that are representative of contemporary society, and to assuring that these diverse influences are respected and incorporated into the structure of the university.”

I am proud to belong to an academic community that historically has embraced diversity and is as committed today to this ideal as it was during the days of President Angell. I invite you to join me in supporting Michigan’s ongoing efforts to promote an appreciation of and openness to the viewpoints and contributions of others.

Sincerely,

Mary Sue Coleman
President
The University of Michigan School of Public Health is fully accredited by the Council on Education in Public Health.

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Materials in this publication are based on information available as of September 2005.

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