DOCTORAL PROGRAM

PhD

2018 - 2019
CONTENTS

I. Overview of the Program ........................................................................................................ 5
   A. Time to Degree .................................................................................................................. 6

II. Admissions Requirements ..................................................................................................... 8

III. Academic Advising / Mentoring ....................................................................................... 9
   A. Guidance Committee ....................................................................................................... 9
   B. PhD Program Progress Report and Advisor Evaluations ................................................ 10

IV. Coursework ....................................................................................................................... 10
   A. PhD and MS Program Competencies ............................................................................ 10
   B. Required Coursework for Program (PhD) ..................................................................... 11
   C. Cognate Requirements .................................................................................................... 13
   D. Additional Program Requirements .............................................................................. 14
   E. Courses in Other Departments ..................................................................................... 15
   F. Independent Studies (HPM 596, 597, and 599) ............................................................. 15
   G. Transferring Credits ....................................................................................................... 16

V. Written Comprehensive Exam ............................................................................................ 16
   A. Description of the Comprehensive Exam ..................................................................... 16
   B. Comprehensive Exam Grading ...................................................................................... 17
   C. Necessary Paperwork for the Comprehensive Exam ...................................................... 18

VI. Dissertation ....................................................................................................................... 18
   A. Dissertation Options ....................................................................................................... 18
   B. Dissertation Committee ................................................................................................. 19
   C. Dissertation Proposal ..................................................................................................... 21
   D. Dissertation Proposal Defense ...................................................................................... 22
   E. Dissertation ...................................................................................................................... 23
   F. Final Oral Examination / Dissertation Defense ............................................................. 24
   G. Filing the Dissertation ..................................................................................................... 26

VII. Financial Support ............................................................................................................. 26
    A. Federally Funded NRSA Training Grants .................................................................... 28
    B. Child and Family Health Program Training Grant ..................................................... 28
    C. Graduate Division Fellowships .................................................................................... 29
    D. FSPH Student Awards ................................................................................................ 29
    E. External funding ............................................................................................................ 30
    F. UCLA Doctoral Student Travel Grants for Conferences, Professional Development and Off-Campus Research (DTG) ............................................................ 30
    G. Special Readers, Teaching Assistants, and Graduate Student Researchers (GSRs) ........ 30
    H. Student Loans & Financial Aid .................................................................................... 32
    I. International Students .................................................................................................. 32

VIII. Other Academic & Professional Enrichment .................................................................. 33
INTRODUCTION & PURPOSE OF HANDBOOK

This handbook describes the PhD program in the Department of Health Policy and Management (HPM), Fielding School of Public Health (FSPH) at the University of California, Los Angeles. The handbook details departmental policies, procedures, requirements and expectations for PhD students. An overview of additional, relevant university-wide policies, procedures, requirements, and expectations is also provided; however, students are responsible for accessing and keeping informed of additional university requirements via information provided on the UCLA Graduate Division website: www.gdnet.ucla.edu. Students should discuss any questions or concerns with the PhD/MS Program Director and the Student Affairs Officer.

PhD/MS Program Director: Emmeline Chuang, PhD (emchuang@ucla.edu)
Student Affairs Officer: Anna Lim (apark@ph.ucla.edu)

The doctoral program consists of a period of rigorous and intense self-development under faculty guidance. This development is guided not only by participation in formal classroom instruction and non-credit seminars but by independent study, research projects, academic apprenticeships, and interaction with faculty, fellow students, and other professionals within and outside of the UCLA campus. Because each student has unique and specific interests, training is individualized to the needs and interests of the particular student. The responsibility of translating program requirements into an individualized program lies with the student and the faculty working with the student, which include the student’s faculty academic advisor, cognate advisor, guidance committee, and/or doctoral committee.

I. Overview of the Program

The Department of Health Policy and Management aims to advance the effectiveness, efficiency, and equity of health services for personal and population health. To achieve these goals, we seek to (1) develop the next generation of leaders in public health and health care; (b) conduct the highest quality research; (3) innovate to solve the complex challenges of health care policy and delivery; (4) educate health policy, management, and public health professionals; and (5) partner with the community to disseminate and apply new knowledge.

The HPM doctoral program trains students to assume the highest level of professional responsibilities. The PhD is an academic research degree emphasizing the in-depth expertise necessary for an academic, research, or management career. It emphasizes the integration of theory and research in a focused substantive area (cognate). This content area is developed by each student in consultation with his or her academic and cognate advisors. Overall, the PhD provides the skills and knowledge necessary for:

• Direct application of information, research, and technology to health problems
• Promoting public and policy-maker awareness of health problems, devising and advocating public policies to address those problems, and monitoring the implementation of policies
• Community organizing and community development to address health problems
• The design, implementation, and evaluation of community-based public health interventions
• Teaching and research at research and other academic institutions
• Research in government and independent agencies and research centers
• Overseeing research and demonstration grants in private foundations and government

The doctoral program encompasses the following major elements and stages:

• Course work in the major and cognate fields
• Written qualifying examination
• Proposal for the dissertation
• Oral qualifying examination on the proposal for the dissertation (advancement to candidacy)
• Dissertation
• Final oral defense of the dissertation

A. Time to Degree

The normative time-to-degree is 18 academic quarters (and one summer term). Maximum allowable time for the attainment of the degree is 24 academic quarters (and one summer term) of enrollment. This limitation includes quarters enrolled in previous graduate study at a UC campus prior to admission to the doctoral degree program.

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>NORMATIVE TIME TO ATC</th>
<th>NORMATIVE TTD</th>
<th>MAXIMUM TTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>10 Quarters (3 yrs &amp; 1 Qtr)</td>
<td>19 Quarters (6 Yrs &amp; 1 Qtr)</td>
<td>25 Quarters (8 Yrs &amp; 1 Qtr)</td>
</tr>
</tbody>
</table>

Figure 1 provides an overview of typical PhD program progress. A list of paperwork and forms required for each step of the degree progress is available in Appendix 1.
Figure 1: Overview of Typical PhD Program Progress

- **Yr 1**: Course work in Major & Cognate Fields
- **Yr 2**: Course work in Major & Cognate Fields, Submit Form 1
- **September before start of Yr 3**: Written Qualifying Exam, Submit Form 2
- **Yr 3 +**: Constitute the Dissertation Committee & Work on the Proposal for the Dissertation
- **Oral Qualifying Examination on the Proposal for the Dissertation, Submit ATC Form**
- **Yr 4 +**: Work on the Dissertation
- **Final Oral Defense of the Dissertation, Submit the Final Oral Exam Form**
- **Revise, Edit, Modify and Format for Dissertation Filing**
- **File your dissertation online**
  1. grad.ucla.edu/etd
  2. Proquest
II. Admissions Requirements

All application materials for the School’s graduate programs are available online for electronic submission at [www.gdnet.ucla.edu](http://www.gdnet.ucla.edu) and at [www.sophas.org](http://www.sophas.org). Students are admitted to the doctoral programs in the Fall Quarter only. For clarifications and questions please contact the department Student Affairs Officer (SAO).

In addition to the University minimum requirements, the Department of Health Policy and Management requires:

- SOPHAS Application ([www.sophas.org](http://www.sophas.org))
- UCLA Application for Graduate Admission ([https://grad.ucla.edu/gasaa/admissions/applicat.htm](https://grad.ucla.edu/gasaa/admissions/applicat.htm))
- A master’s degree in public health or other appropriate graduate degree in a related field with a grade-point average of at least 3.5 for graduate studies is recommended
- Satisfactory performance on the Graduate Record Exam (GRE) taken within the last five years. The department does not have a minimum combined score requirement for the GRE. The average GRE scores are approximately 75th percentile in all three sections.
- A satisfactory score on the Test of English as a Foreign Language (TOEFL) taken within the last three years, for students whose undergraduate degree is from an institution whose primary language of instruction is not English and/or is international is required in some cases. The following scores are the required minimum: 560 paper exam; 220 computer based exam; and 87 on internet based exam; though, the department looks for scores above 100.
- Clear statement of purpose that outlines goals and career objectives as they relate to the focus of the doctoral program. This statement should include all of the following elements:
  - Description of research experience
  - Discussion of current substantive interests in health policy or healthcare management
  - Brief description of a potential research project that might serve as a dissertation
  - Statement of career goals
  - Justification for seeking doctoral training specifically in Health Policy and Management
  - Overall sense of who the applicant is as an individual
- Three letters of recommendation (at least two of the three should be from professors; one may be from an employer) that address past performance and potential as a doctoral student in public health and, when possible, describing potential for doctoral work in health policy or healthcare management
- An example of published or other written work, such as a master’s thesis, journal article, or research paper

Although not required for admission, work experience in the field is viewed favorably when competing applications are judged as it may partially compensate for any application
deficiencies, such as prior academic achievement, examination scores, etc. Students do not need to identify a faculty mentor in order to apply for the program, though we encourage applicants to research faculty interests and reach out to them prior to applying.

III. Academic Advising / Mentoring

A. Guidance Committee

Doctoral program training should be individualized to the needs and interests of the particular student. Students are supported in this process by a guidance committee comprised of multiple faculty, typically the student’s academic advisor, the cognate advisor, and/or the PhD/MS Program Director.

- **Academic advisor.** Upon entering the PhD program, new students are assigned an academic advisor. The advisor is generally recommended by the admissions committee on the basis of shared interests and experiences. Academic advisors are responsible for assisting students with developing their particular career interests and will work with other members of the guidance committee to provide students with input on the selection and sequence of their academic coursework; teaching; research assistantships; and other employment opportunities. Students are able to change their advisors by petition as their interests and pursuits develop over the course of the program. In order to change advisors, students must file a Blue Petition (obtained from FSPH Central Student Affairs in A1-269 CHS) and obtain signatures from both the current and new advisors approving the change. Please note that the academic advisor role is separate from the doctoral committee chair role; students are not required to choose the academic advisor as the dissertation chair.

- **Cognate advisor.** By the end of their first year (and sometimes sooner), students must choose a cognate area to specialize in. Each cognate area is led by one or more faculty who are available to provide additional input regarding cognate requirements and cognate-specific courses the students may wish to take.

- **PhD/MS program director.** The PhD/MS program director is also available as a resource for students for any questions they may have about the PhD program.

The guidance committee will provide advising and mentorship in preparation for the written comprehensive exam and dissertation stages. When appropriate, guidance committee members must all sign off on Form 1 (*Petition for Establishment of Three Member Guidance Committee & Study in Major and Cognate Fields for the PhD Degree in Health Policy and Management*) indicating the student is prepared to complete the written comprehensive exam. [Form 1 is available from the HPM student affairs officer (SAO)].

Upon completion of written comprehensive exams, the guidance committee will continue to work with the student until a doctoral committee is identified. At that time,
the dissertation committee will assume primary responsibility for advising and mentorship of the student. [Please see Handbook Section VI for information about the doctoral committee].

Additional information on academic advising / mentoring is available in Appendix 2.

B. PhD Program Progress Report and Advisor Evaluations

The department requires that all doctoral students complete an annual PhD Student Progress Report and Advisor Evaluation Form. The form is intended to help guide conversations between students and their mentors, assist with development of an individualized development plan, help the PhD program systematically track student progress, and identify areas of improvement for the PhD program.

To complete the Advisor Evaluation form, students should meet with their primary faculty mentor (i.e., academic advisor or committee chair) to discuss and set goals and action items, identify areas that need additional support, and (as appropriate) assess progress over time. The progress report and advisor evaluation form is due by August 31 of each year. Copies of the forms are available in Appendix 3A and Appendix 3B. The forms can be accessed on https://ucla.box.com/v/PhDProgRprtEval.

IV. Coursework

A. PhD and MS Program Competencies

The Department of Health Policy and Management adopted as its competency model for its PhD and MS programs a list of Health Services Research Core Competencies for all doctorally trained health services research professionals that was developed by AcademyHealth and sponsored by the federal Agency for Healthcare Research and Quality (AHRQ). PhD and MS students complete the same core coursework in research design (HPM 225A, HPM225B), statistical analysis of data (BIOSTATS 201A, BISTATS 201B), and introduction to the health and health care services (HPM200A, HPM200B). These courses, taught at a high level, provide a solid grounding in the competencies at the depth reflected in the competency description below for all the competencies except (9) professional development.

The MS and PhD students in these courses meet the same requirements and are held to the same standards. It would be a misrepresentation of the expectations for level of expertise or competency of the MS and PhD students in this core coursework to suggest that the standards are different for the two programs or to adopt different language to describe the expected competency. Where the programs differ is not in the depth of
expertise or competency expected of the students but of the breadth of training and the range of competencies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire knowledge of the context of health and health care systems, institutions, actors, and environment.</td>
</tr>
<tr>
<td>2</td>
<td>Apply or develop theoretical and conceptual models relevant to health services research.</td>
</tr>
<tr>
<td>3</td>
<td>Pose relevant and important research questions, evaluate them, and formulate solutions to health problems, practice and policy.</td>
</tr>
<tr>
<td>4</td>
<td>Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs.</td>
</tr>
<tr>
<td>5</td>
<td>Describe the strengths and weaknesses of study designs to appropriately address specific health services research questions.</td>
</tr>
<tr>
<td>6</td>
<td>Sample and collect primary health and health care data and/or assemble and manage existing data from public and private sources.</td>
</tr>
<tr>
<td>7</td>
<td>Execute and document procedures that ensure the reproducibility of the science, the responsible use of resources, the ethical treatment of research subjects.</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions.</td>
</tr>
<tr>
<td>9</td>
<td>Work collaboratively in teams within disciplines, across disciplines, and/or with stakeholders.</td>
</tr>
<tr>
<td>10</td>
<td>Effectively communicate the process, findings, and implications of health services research through multiple modalities with stakeholders.</td>
</tr>
<tr>
<td>11</td>
<td>Knowledge translation to policy and practice.</td>
</tr>
</tbody>
</table>

B. Required Coursework for Program (PhD)

Students must have a minimum of 17 courses (72 units). All students are required to specialize in a particular area of study, a cognate, which requires additional coursework. Of these, 12-13 courses (48-52 units) are required, 5 or more courses (20+ units) are electives, and remaining units may be fulfilled with additional electives or from the cognate coursework. Courses that apply toward the degree MUST be taken for a letter grade.

Students are expected to take a full course load (12-16 units) each quarter during their first two years in order to make adequate progress towards their degree. However, they must be enrolled in a minimum of 8 units every quarter to retain full-time status, unless they are funded by a Graduate Division fellowship or working as a Teaching Assistant, Special Reader, or Graduate Student Researchers, in which case they must be
enrolled in 12 units. These units may be required/elective courses and/or individual study courses.

Per the Registrar: Graduate courses numbered 200-299 are generally open only to graduate students who have completed basic undergraduate courses in the subject. Courses and seminars in the 200 series can fulfill the minimum graduate course requirement for any advanced degree. Graduate courses numbered 300-399 are highly specialized teacher-training courses that are not applicable toward University minimum requirements for graduate degrees. Graduate courses numbered 400-499 are generally designed for professional programs leading to graduate degrees other than the MA, MS, and PhD (however, a maximum of two 400-level courses can be counted towards the HPM doctoral degree electives). Individual study and research courses (numbered 500-599) are reserved for advanced study and are not open to undergraduate students.

Courses are numbered as follows: 595/596, directed individual study or research; 597, preparation for written and oral doctoral qualifying examinations; and 599, doctoral dissertation research and preparation. Use these courses to register for as many units as needed to maintain the minimum required units. Confer with the instructor whom you register under regarding deliverables for each of these courses.

**REQUIRED COURSES (12-13 courses/48-52 units)**

- HPM 200A Health Systems Organization and Financing, I (4 Units)
- HPM 200B Health Systems Organization and Financing, II (4 Units)
- HPM 225A Health Policy and Management Research Design, (6 Units)
- HPM 225B Health Policy and Management Research Design, (6 Units)
- HPM 423 Practices of Evaluation in Health Policy and Management (4 Units)
- Biostatistics 201A (4 Units)
- Biostatistics 201B (4 Units)
- HPM 237C Issues in Health Policy and Management Methodologies (6 Units)
- HPM 226A Readings in Health Service Research (2 Units)
- HPM 226B Readings in Health Service Research (2 Units)
- One (or more) additional statistics course (200-level or above) **ONLY this additional statistics course may be taken on a S/U basis. All other courses MUST be graded by letter.**
- HPM 227B in the winter quarter. To take this required course for credit, students must present their research (dissertation ideas are acceptable) at this departmental seminar.
- EPIDEM 100 Introduction to Epidemiology (4 units) - Or an equivalent introductory survey course or show proof of an equivalent graduate-level introductory epidemiology course that meets the requirements for an MPH, MS, PhD, or MD program.

**ELECTIVE COURSES (5 OR MORE/20+ UNITS)**

- Students select five or more elective courses
• A maximum of two 400-level courses may be counted towards the five elective courses. These may include 400-level courses that are required for a cognate.

• Only one 500-level course (597 or 599)—individual studies—may be counted towards the degree. These courses are individual studies courses students register for under their academic advisor while preparing to become a doctoral candidate (597) and under their committee chair after they advance to candidacy and begin working on their dissertation (599).

• A maximum of one quarter of HPM 227A (fall) or HPM 227B (winter) may be counted towards the 17 courses. However, students are recommended to attend (audit) every fall and winter quarter they are enrolled in the doctoral program.

Detailed information about the PhD program requirements, including a recommended course sequence, are available in Appendix 4. The recommended course sequence is also posted on the HPM Department web site:
https://hpm.ph.ucla.edu/pages/requirements

C. Cognate Requirements

Cognate studies provide students with depth of knowledge in an additional field relevant to their research interests. All students are required to satisfy the requirements of at least one cognate. The cognate should be chosen in the student’s first or second year of study with assistance from the student’s guidance committee. Cognate-specific coursework is usually completed during the second year of study and should be selected with support from their advisor and relevant cognate coordinator. Students may also choose to design their own cognate (see the HPM SAO for the approval process).

A brief overview of available cognates is provided below. For additional, detailed information about the cognates, please refer to Appendix 5.

<table>
<thead>
<tr>
<th>Cognate</th>
<th>Cognate Coordinator</th>
<th>Required Cognate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology</td>
<td>Dr. Vickie Mays</td>
<td>EPI 200A-C, Biostat M208/Econ M208/Soc M213A/CHS 208, EPI 410, EPI M216 or EHS 215 or CHS 209</td>
</tr>
<tr>
<td>Health Outcomes Research</td>
<td>Dr. Ron Hays</td>
<td>EPI 200A-C, HPM 214, HPM 216 or HPM 239A or HPM 265</td>
</tr>
<tr>
<td>Health Economics</td>
<td>Dr. Tom Rice</td>
<td>Econ “boot camp”, Econ 200, Econ 201A, 2 course 200 level applied course sequence OR HPM 203A-B, 2 course 200 level applied course sequence</td>
</tr>
<tr>
<td>Organizational Behavior and Implementation Science</td>
<td>Dr. Emmeline Chuang Dr. Moira Inkelas</td>
<td>HPM 415 OR HPM 215B and at least 1 additional methods class (improvement science, mixed methods, qualitative research)</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pharmaceutical Economics</td>
<td>Dr. Stuart Schweitzer Dr. William Comanor</td>
<td>HPM 203A-B, 204A-C, 205, M236</td>
</tr>
<tr>
<td>Public Policy</td>
<td>Dr. Gerald Kominski Dr. Arturo Vargas Bustamante</td>
<td>HPM 203A-B, 233, 239A, 2 additional 200 level courses- HPM 241 or M252 or M269</td>
</tr>
<tr>
<td>Psychology- Mental Health Services</td>
<td>Dr. Vickie Mays</td>
<td>Psych 283, 256A or B, 298, 291 or M234 or M277 or 295B &amp; C</td>
</tr>
<tr>
<td>Sociology</td>
<td>Dr. Ninez Ponce (Interim)</td>
<td>Soc 239A, HPM 415, Qualitative &amp; Mixed Methods, Advanced Quantitative Methods, Advanced Quant Methods, Sociology Electives</td>
</tr>
</tbody>
</table>

D. Additional Program Requirements

PhD Professional Development Seminar
HPM and FSPH will offer different Professional Development activities throughout the year. These professional development activities are typically interactive seminars or panels intended to provide students with professional socialization, skills, and career preparation advice not available in formal coursework. All PhD students in Health Policy and Management are welcome to attend. During the Spring quarter of their third year of the PhD program, students are required to enroll in the PhD professional development seminar course for 4 units. The students are required to participate in a minimum of 21 hours of professional development activities over 3 years to receive credit. Students may request attendance at other Professional Development Events (e.g., in School of Medicine, at professional conferences, etc.) to count towards this requirement.

Journal Club
The department seminar, known as the “Journal Club,” meets during the fall and winter quarters each year. During the fall quarter, faculty and students discuss the Academy Health “article of the year” nominees. Generally, two articles are discussed each week with a faculty or student presenter for each (listed as HPM 227A). The course listing is to provide time and location information. It is recommended that students enroll in HPM 227A for credit as an elective course. During the winter quarter (HPM 227B), students and faculty have the opportunity to present their own work in progress to the group. Every student must present their dissertation proposal topic in HPM 227B and should register in the course during the year they plan to present their proposal to their
E. Courses in Other Departments

Public Health Courses

Students are able to take classes in other departments in the Fielding School of Public Health. In most cases, these courses may count towards the elective requirements or the cognate requirements. Students may need the permission of the instructor to enroll if they cannot enroll in the class on MyUCLA. After getting the instructor’s permission, the student will need to get a PTE number from that department. Please see their websites for contact information.

Other UCLA classes

Some classes are open to all graduate students (check the course on MyUCLA or the Registrar’s schedule). Taking classes outside the school sometimes requires instructor consent and a PTE number.

As courses in other departments are updated or changed to fit the curriculum of that department, the content can vary from year to year. Please be sure to check the syllabus or with the course instructor prior to enrolling in the course. Also, be aware that courses with similar titles could vary considerably in both content and difficulty from department to department.

Statistics courses

There are a number of departments that offer advanced statistical courses: The Graduate School of Education and Information Sciences, Department of Psychology, Department of Political Science, Anderson School of Management, Department of Sociology, Department of Statistics, the Luskin School of Public Affairs, etc.

A listing of additional applied statistical seminars available here: https://stats.idre.ucla.edu/other/mult-pkg/seminars/.

F. Independent Studies (HPM 596, 597, and 599)

HPM 596 (Directed Individual Study or Research): Students who are interested in independent study or research in an area not available within current course offerings should discuss doing an independent study with a faculty member. Your guidance committee can provide insight into whether an independent study may be appropriate for you. A specific faculty member must agree to supervise the independent study and assign a grade for successful completion of study. Use MyUCLA to sign up for individual studies courses. [Please note: Students only enroll in HPM 596 if engaged in independent study or research not directly related to their dissertation].
**HPM 597 (Preparing for Qualifying Exams and Proposal):** After completing coursework required to establish eligibility for written qualifying exams, students should enroll in HPM 597 (from 2 to 12 units) under their academic advisor every quarter until they advance to candidacy (i.e., successfully defend their dissertation proposal).

**HPM 599 (Dissertation):** Once they have advanced to candidacy (i.e., successfully defended their dissertation proposal), students should enroll in HPM 599 (2 to 12 units) under their committee chair until they file their dissertation.

### G. Transferring Credits

The doctoral curriculum includes a **minimum** of 17 courses. Students who have taken some of the course requirements previously are expected to substitute other courses to maintain the 17-course requirement. There are three exceptions to this:

1. Students who have taken required courses or their equivalent as PhD students at another university can petition the Director of the PhD program to have such courses waived.
2. Students who have a Master’s degree in Health Policy and Management or an equivalent degree at another accredited university can petition the Director of the PhD program to have HPM 200A-B waived by providing evidence of course content equivalency and a grade of A- or higher. If this is approved, the students are required to take 15 rather than 17 courses.
3. Students who have received an MS from the UCLA Department of Health Policy and Management may waive HPM 200A-B, HPM 225A, 225B, and 237C, reducing the course load to 11.

*Under no circumstances, except those noted above, will courses taken as a Masters student be used towards such a waiver.*

### V. Written Comprehensive Exam

#### A. Description of the Comprehensive Exam

The purpose of the Written Comprehensive Exam is to prepare and evaluate students’ knowledge and application of the areas listed below, and to assess students’ readiness to undertake independent research. Specifically, the exam covers:

- The organization, financing, and history of health services and public health in the United States.
- Disciplinary theories and methodological approaches to frame and address analysis of health service issues.
- The design and execution of health services research.
• Identifying and assessing research and policy literature.
• Basic and intermediate analytical methods, including statistical methods.
• Current issues and policies affecting the organization and delivery of health services in the United States
• Written communication in English.

Students generally take the comprehensive exam after the completion of all course work, usually in the beginning of their third year of doctoral studies. The exam is administered during early September each year. Students have five days to complete the take-home exam, which is comprised of five sections. The exam has four sections that all students must answer, and one section that is specific to the student’s cognate. Students should review material from their departmental and cognate course work to prepare for the exam. Past cohorts of students have found it helpful to begin assembling study materials as early as the first year of classes. For example, reading lists from HPM 226A and 226B, as well as class handouts and examples from HPM 225A, 225B, and 237C are all excellent resources for exam preparation. Furthermore, in order to prepare for the exam, many students form study groups with other examinees to share the preparation workload, as well as insights into previous coursework relevant to the exam. Copies of previous years’ exams are available from the HPM Student Affairs Officer upon request.

B. Comprehensive Exam Grading

Students are expected to demonstrate mastery over the coursework concerning both substantive content and methods to approaches in the field of health policy and management. The written comprehensive exam will be graded as follows:

• Two readers grade each section of the exam, separately assigning a grade to each section from the following scale: satisfactory pass, minimal pass, and not acceptable.
• Each reader may make comments on the student’s answer.
• If either reader gives the student a grade of “not acceptable” for a section of the exam, the student does not pass that section.
• If a student does not pass the comprehensive exam, he/she has a five-day rewrite period to revise their answers to address reader concerns. Each of the original readers will re-grade the response. At that time, if readers disagree regarding whether a student has passed, a third reader will grade the section to determine if he/she has passed or failed.
• If a student does not pass a section of the exam after rewrites, then the entire exam must be taken a second time the following September.
• If a student fails to pass the exam after two attempts, this is a serious matter, and could result in the student being recommended for dismissal from the doctoral program. At that time, the PhD/MS Program Director will convene a meeting of the PhD Program Committee and the student’s academic advisor to reach a consensus on the next steps for the student. Following this meeting, the academic advisor, the
HPM Department Chair, and the PhD/MS Program Director will meet with the student to discuss the next steps.

C. Necessary Paperwork for the Comprehensive Exam

- The Form 1, Petition for Establishment of Three Member Guidance Committee & Study in Major and Cognate Fields for the PhD Degree in Health Policy and Management must be signed by the academic advisor and cognate advisor, then submitted to the HPM SAO to obtain the Program Director’s and Department Chair’s signatures.
- Students must notify the SAO at least one quarter prior to the intended exam date. Typically, the SAO sends a call out in the Spring Quarter to generate a list of students interested in taking the exam the next September.
- Students must submit a Form 2, Report on the Qualifying Examination for the PhD, (from the SAO), after they have passed the exam. This must be on file with Central Student Affairs before the doctoral dissertation committee can be approved.

VI. Dissertation

A. Dissertation Options

Refer to Appendix 6 for department policy on dissertation. HPM doctoral students can, with the consent of their dissertation committee, choose to write either a traditional dissertation or a three-paper dissertation. Regardless of the format chosen, the dissertation must still fulfill all of the requirements for a doctoral dissertation specified in this Handbook. Specifically, you must:

- Establish a doctoral committee.
- Write a dissertation proposal that outlines your proposed research question(s), the scientific merit and substantive importance of the proposed work, and demonstrates to your committee members that the proposed dissertation is feasible and appropriate, and that you have mastered the content and methods needed to complete the proposed work.
- Successfully defend your proposal (oral qualifying exam) in front of the committee. Your committee chair will provide guidance about the format of the defense, but in general it entails a brief presentation of your proposal and opportunity for Q&A from the committee. Your committee may require changes before they sign off on the defense.
- Prepare a final draft of the dissertation. For a traditional dissertation, the draft typically includes introduction, theoretical background, methods, results, and conclusion. For the three-paper option, this typically includes an introductory chapter that links the topics addressed in the three papers, the three papers, and a concluding chapter. The specific format of your dissertation must be agreed to by all members of your committee.
• Defend your dissertation in front of your committee (final oral exam). Your committee may require changes in any part of the dissertation before they agree to sign off on it.
• Turn in the completed dissertation in the format specified by UCLA to the Graduate Division.

Additional information about each of these requirements is provided below.

B. Dissertation Committee

The doctoral dissertation committee is established after the written comprehensive examination has been successfully passed. It is advised that students establish the doctoral committee at least three months prior to the dissertation proposal defense. The official committee nomination form – Nomination of Doctoral Committee – and regulations are available from the Graduate Division’s website. The composition of the committee must be approved by the Department Chair, and, then, the nomination form is returned to the HPM SAO for processing by Central Student Affairs. They will deliver it to the Dean of the Graduate Division, who makes the final committee appointments. Please check with the Graduate Division for the most up-to-date information and nomination form.

For PhD committees, there must be at least four members—three with appointments in Health Policy and Management and one outside member who is a UCLA faculty member but does not have an appointment in Health Policy and Management. (Note: Faculty who hold multiple appointments count as "inside" members if one of those appointments is in Health Policy and Management.) Several additional criteria are outlined below:

• The committee members must have one of the following ranks: Professor (any rank), Professor or Associate Professor Emeritus, Professor-in-Residence (any rank), Acting Professor or Acting Associate Professor.
• The Chair of the doctoral committee must hold a UCLA appointment in Health Policy and Management. If there are two co-Chairs, only one needs to hold an appointment in HPM.
• Two of the four doctoral committee members must hold the rank of Professor or Associate Professor (regular or in-Residence series).
• Additional members (above the minimum number of four) may be nominated and, if appointed, have the same voting rights and responsibilities as the other committee members.
• Faculty members holding the titles of Adjunct Professor and Adjunct Associate Professor, Professor of Clinical X, and Visiting Professor or Visiting Associate Professor may only serve as additional members (above the minimum of four) and may also serve as Co-Chair of the committee.
By petition, one of the minimum four members may be a faculty member from another UC campus who holds an appropriate appointment. Committee Chairs are usually selected based on their ability to offer expertise on the topic of interest to the Chair. Students may also opt to have a co-Chair.

Starting in Fall 2016, PhD students may petition to form a committee that is something other than three HPM faculty and one outside faculty member outlined above. The petition can be obtained from the HPM Student Affairs Officer, and it requires a compelling justification for deviating from departmental policy on committee constitution. The Chair of the committee must still be HPM faculty and any other members must hold Senate faculty appointments, however more than one member can be from outside the HPM department. The petition will be reviewed and discussed by the PhD Program Committee and the student informed of the decision within a week after the meeting. Due to the timing of committee meetings, students should submit the petitions one quarter before they plan to schedule their oral qualifying exams (or final dissertation defense, in the case of committee reconstitution).

Please see page 10 of the Graduate Division’s Doctoral Committee Regulations for detailed policy and information.

### Current HPM Faculty Eligible to Serve on Doctoral Committees

<table>
<thead>
<tr>
<th>Assistant</th>
<th>Senate Faculty with Primary Appointment in HPM</th>
<th>Senate Faculty with Joint Appointment in HPM</th>
<th>Adjunct Faculty on Exception List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrina Moucheraud</td>
<td></td>
<td></td>
<td>Burton Cowgill *</td>
</tr>
<tr>
<td>Arturo Bustamante</td>
<td>Emmeline Chuang</td>
<td></td>
<td>Yvonne Flores *</td>
</tr>
<tr>
<td>Moira Inkelas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professor</th>
<th>Senate Faculty with Primary Appointment in HPM</th>
<th>Senate Faculty with Joint Appointment in HPM</th>
<th>Adjunct Faculty on Exception List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roshan Bastani</td>
<td></td>
<td>Kathryn Atchison</td>
<td>Barbara Berman (Emeritus)</td>
</tr>
<tr>
<td>Jonathan Fielding</td>
<td>Patricia Ganz</td>
<td>Robert Brook (Emeritus)</td>
<td>Aram Dobalian</td>
</tr>
<tr>
<td>Beth Glenn</td>
<td>Jose Escarce</td>
<td>William Cunningham</td>
<td>Alice Kuo</td>
</tr>
<tr>
<td>Jody Heymann</td>
<td>Susan Ettner</td>
<td>Jose Escarce</td>
<td>William McCarthy *</td>
</tr>
<tr>
<td>Gerald Kominski</td>
<td>Lillian Gelberg</td>
<td>Jose Escarce</td>
<td>Annette Maxwell *</td>
</tr>
<tr>
<td>James Macinko</td>
<td>Neal Halfon</td>
<td>Jose Escarce</td>
<td>Steven Teutsch</td>
</tr>
<tr>
<td>Jack Needleman</td>
<td>David Hays-Bautista</td>
<td>Jose Escarce</td>
<td>Elizabeth Yano</td>
</tr>
<tr>
<td>Ninez Ponce</td>
<td>Ronald Hays</td>
<td>Jose Escarce</td>
<td></td>
</tr>
<tr>
<td>Naderen Pourat</td>
<td>Felicia Hodge</td>
<td>Jose Escarce</td>
<td></td>
</tr>
<tr>
<td>Thomas Rice</td>
<td>Clifford Ko</td>
<td>Jose Escarce</td>
<td></td>
</tr>
<tr>
<td>Linda Rosenstock</td>
<td>Mark Litwin</td>
<td>Jose Escarce</td>
<td></td>
</tr>
<tr>
<td>Stuart Schweitzer</td>
<td>Carol Mangione</td>
<td>Jose Escarce</td>
<td></td>
</tr>
<tr>
<td>(Emeritus)</td>
<td>Vickie Mays</td>
<td>Jose Escarce</td>
<td></td>
</tr>
<tr>
<td>Frederick Zimmerman</td>
<td></td>
<td>Jose Escarce</td>
<td></td>
</tr>
</tbody>
</table>

* Full-time primary appointment in HPM
C. Dissertation Proposal

The dissertation proposal describes the student’s desired area of research, the methods that will be used to examine relevant data and how it will support the dissertation findings, and explains the dissertation’s contribution to the field. The proposal should demonstrate that the work has scientific merit and substantive importance. In addition, the student should demonstrate that he or she has mastered the substantive content and methods required to conduct the research.

Format
The format and length of the proposal is determined through consultation with the committee chair. All proposals should include the following elements:

- A statement of the problem and its significance
- A review and critique of the literature (theory and research)
- A description of the research questions and hypotheses of the proposed research
- A discussion of the methods to be used to collect and analyze data
- An evaluation of the strengths and limitations of the proposed research
- Substantive contribution to the Health Policy and Management field
- Clear indication of whether the dissertation will be one substantial study or three research papers

Process & Paperwork
Process: The student develops the proposal in consultation with the chair of his/her doctoral committee and any other committee members, as suggested by the chair. The chair will work with the student in a consultative manner to decide upon the makeup of the committee members, as well as how to work with those members. Committee chairs can vary as to how much or how little students will work with the other committee members during proposal preparation. The chair of the doctoral committee approves the proposal when it is substantially developed enough to set a date for the oral qualifying exam. The proposal should be distributed to the committee well enough in advance (two weeks minimum) to allow the committee time to read it and provide feedback that can be reviewed and incorporated into the student’s upcoming oral qualifying exam (discussed more below).

Dissertation research must be approved or exempted by the UCLA Institutional Review Board (IRB). IRB and human subjects training is a part of HPM 225A. IRB applications can be completed online using webIRB. It is not necessary to have IRB approval before the oral qualifying exams unless data has been accessed that requires approval before using it.
Paperwork: Nominate the doctoral committee using the Graduate Division’s Nomination of Doctoral Committee form. Forms should be submitted to the department SAO at least four weeks before the dissertation proposal defense to ensure Graduate Division approval of the committee prior to the defense date.

D. Dissertation Proposal Defense

Purpose & Content
The purpose of the dissertation proposal defense (also known as the oral qualifying examination) is twofold: 1) to evaluate the research being proposed for the dissertation and 2) to assess the student’s ability to conduct this research. The defense focuses on the proposal for the dissertation. It also includes the following as appropriate: theory and background research relevant to the proposed research beyond that reviewed in the proposal; methodological and analytic considerations pertinent to the proposed research, irrespective of whether these issues have been covered in the proposal; and feasibility. The proposed research must make an original contribution of merit to the field.

Format
The exam is administered by the student’s doctoral committee. The student presents a brief overview of the research, describing its significance, the contribution that the work will make to the field, the methods that will be used to collect and analyze data, and the strengths and limitations of the work. Students may also address any comments made on the proposal by the committee members, if not asked to address them prior to the meeting. This presentation is followed by an extended question-and-answer period. The exam typically lasts two hours.

All committee members must make a concerted effort to be physically present at the defense. Under extenuating circumstances (and not out of convenience), one member, who is not the committee chair, may participate via videoconferencing. The member must be able to hear and see what the other committee members are experiencing, and they must be able to comment during the defense. Contact the department SAO at least three weeks prior to exam date to set this up properly and to notify Graduate Division.

Only the student and committee members may attend this examination. Students are not allowed to purchase food or drink for the proposal defense.

The examination is evaluated on a Pass/Fail basis; at least three members of the committee must approve the proposal. If the student fails, the defense may be repeated once, if a majority of the committee so recommends. See section below regarding required signatures at the conclusion of the defense.
If the student’s topic changes significantly during or after the dissertation proposal defense, the student should speak to his/her committee chair and the PhD Program Director for further guidance. This conversation should occur as early as possible, and may include the entire committee.

**Preparation, Process & Paperwork**

Students are advised to plan in advance as it may be difficult to arrange a time when all committee members can be physically present. Students generally defend their dissertation proposal before the middle of the fourth year and some fellowships require students’ to have defended before the end of their fourth year.

**Paperwork:** Request the *Report on the Oral Qualifying Examination and Request for Advancement to Doctoral Candidacy* form from the Department SAO at least 48 hours prior to your defense. All committee members must sign this form *at the time of the exam*. Submit the form to the Department SAO after the proposal defense is complete.

**ATC Fee:** Once students advance to candidacy, they will be assessed a candidacy fee that the student is responsible for paying – training grants and departmental/university fellowships will not cover this fee. See the fee schedule on the Registrar’s web site under Miscellaneous Fees: [http://www.registrar.ucla.edu/fees/](http://www.registrar.ucla.edu/fees/).

---

**Students officially advance to candidacy after passing the Oral Qualifying Exam**

E. Dissertation

**Purpose**

The dissertation reports the results of the research conducted based on the proposal. The dissertation should demonstrate the scientific merit of the work itself and the student’s mastery over its substance and methods. It must demonstrate that the student is qualified to conduct independent research.

**Formatting**

The Graduate Council prescribes details for the physical appearance of the dissertation. The official UCLA manuscript preparation guide is available [here](http://www.registrar.ucla.edu/fees/). All Doctoral Theses are filed electronically and the main thesis or dissertation document must be submitted as an Adobe PDF file. The file should not be compressed or password protected. It should not include or require a digital signature. Instructions for electronic submission are available [here](http://www.registrar.ucla.edu/fees/). Staff from the
UCLA Graduate Division presents information on University regulations governing manuscript preparation and completion of degree requirements in Thesis and Dissertation Meetings.

**Typical structure(s)**
The structure of the dissertation is determined through consultation with the dissertation chair and committee members and should be determined prior to the proposal defense. The “three-paper option” generally consists of an introduction chapter, three separate chapters that each contains a complete project, and a concluding chapter (see Appendix 4). The “traditional” option generally contains four to six chapters about a single project. Hybrid structures are also possible.

**Process & Enrollment**
**Process:** The student develops the dissertation in consultation with the chair of his or her doctoral committee, with assistance from other committee members as fitting to the experience needed for completion of the dissertation. The draft of the dissertation is circulated to the members of the committee after the committee chair has approved it. Students should be sensitive to the length and complexity of the dissertation and allow sufficient time for the committee to read and comment on the document – at least three to four weeks. The dissertation is revised according to the recommendations made by the committee members. Members of the committee should have a final draft, including all recommended changes, prior to the final defense date. All members of the doctoral committee must read and certify that the dissertation satisfies the degree requirements.

The time required to conduct the research and prepare the dissertation depends upon the nature of the research, but it is not unusual for students to take one to two years after the proposal defense.

**Enrollment:** Students may be eligible to pay a filing fee rather than register in the quarter in which they submit their dissertation. Please see the [graduate thesis regulations](#) on the Graduate Division’s web site for the most up-to-date version of these criteria. The Doctoral Filing Fee application is available from the Graduate Division [here](#), and may be submitted to the Departmental SAO after all coursework has been completed and formal degree requirements have been met but before the final oral examination (dissertation defense).

F. **Final Oral Examination / Dissertation Defense**

**Purpose and Content**
The final oral examination is a defense of the dissertation. The purpose of this examination is twofold: 1) to evaluate the research conducted for the
dissertation 2) to assess the student’s ability to conduct independent research. The exam focuses on the dissertation.

**Format**

The student’s doctoral committee administers the exam. The student presents a brief overview of the research, describing its significance, contribution to the field, methods used to collect and analyze data, substantive findings, and the strengths and limitations of the work. This presentation is followed by an extended question-and-answer period. The exam typically lasts two hours.

All committee members must make a concerted effort to be physically present at the final defense. Under extenuating circumstances (and not out of convenience), one member, who is **not** the committee chair, may participate via videoconferencing. The member must be able to hear and see what the other committee members are experiencing, and they must be able to comment during the defense. Contact the department SAO at least three weeks in advance to set this up properly and to notify Graduate Division.

The examination is evaluated on a Pass/Fail basis. It may be repeated once if the majority of the committee so recommends. The final defense may be either closed or open to the public, at the determination of the dissertation committee. **Students should get permission from the committee before inviting non-members to attend.**

**Preparation, Process & Paperwork**

The defense of the dissertation occurs when the dissertation is completed and approved by the chair of the dissertation committee. Sufficient time must be allocated for committee members to read the document. Students are advised to allow sufficient time prior to the oral examination to obtain feedback from committee members, in order to prepare and do well during the final oral examination. The minimum time required by most faculty is three to four weeks prior to the examination; however, some faculty may need more time. Students are advised to plan in advance as it may be difficult to schedule a time that is suitable for all members.

Students usually undergo the final oral exam by the end of the fourth or fifth year. Students are highly advised to allow a minimum of several weeks between the dissertation defense and the filing deadline to complete any final changes, revisions, and formatting.

**Paperwork:** Request the *Report on the Final Oral Examination* form from the Department SAO at least 48 hours prior to your defense. All committee members must sign this form at the time of the exam. Submit the signed form to the Department SAO after the final defense is complete.
Filing the dissertation completes the doctoral degree. Information about electronic filing is available from the Graduate Division in the Thesis and Dissertation Filing Requirements. Filing deadlines are available here. The faculty approval process is electronic and is initiated by the student from this website.

Students must complete all requirements before the Fielding School of Public Health’s deadline (generally June 1) to be able to participate in the commencement ceremony. Check with the FSPH Central Student Affairs Office for the exact date of the event.

For a change in committee (reconstitution of certifying members), students should complete the Reconstitution of Doctoral Committee, Certifying Members, or Change in Final Oral Exam Requirements form available from the Graduate Division here and return to the HPM Student Affairs Office.

G. Filing the Dissertation

There are many steps to filing the dissertation. Students should familiarize themselves with the Thesis and Dissertation Filing Requirements well in advance of filing.

**Filing Fee Application**

Graduate students (who meet the criteria) can apply for a Filing Fee and pay a nominal fee in lieu of standard tuition and registration fees. Filing Fee is intended for students who are in good academic standing and who have completed all degree requirements except for filing their dissertation or thesis, submitting their capstone project, or taking their comprehensive exam. Effective Fall 2018, graduate students who are approved to use a Filing Fee will have the entire academic term to complete their degree requirements. While on Filing Fee status, a student may no longer: take courses, be employed by UCLA, receive financial support, or access certain campus services. If the student paid the filing fee and did not meet this deadline, the student must withdraw the filing fee and pay tuition for the entire quarter, plus they are no longer eligible to submit a filing fee in the future. See the Graduate Division web site for details on the updated policy on filing fees. [https://grad.ucla.edu/academics/graduate-study/filing-fee-application/](https://grad.ucla.edu/academics/graduate-study/filing-fee-application/).

VII. Financial Support

Student support funds at UCLA are provided to graduate students in the form of grants, fellowships, traineeships, teaching assistantships, graduate student researcher appointments, loans, and work-study awards. For more information on these funds, please visit the Graduate Division website.
Students pursuing the PhD in the Department of Health Policy and Management are supported in their education in a variety of ways. The Department receives funds from the University for student support and has two federally funded National Research Service Award (NRSA) pre-doctoral training grants, described below. Additional university support for merit awards or non-resident supplemental tuition may also be available through the Graduate Division. All admitted students are considered for all available funding, and the Department can apply for University awards, such as the Eugene V. Cota-Robles Fellowship, for eligible students. International students have limited opportunities for certain funding sources and are not guaranteed funding from year to year; thus, they should thoroughly research and apply to all available opportunities.

For PhD students who are U.S. citizens or permanent residents, the Department historically has been able to provide tuition support and a stipend from University-provided funds and/or federal training grants for the first two years of the PhD program. Students in their third, fourth and subsequent years, and in some cases in their second year, can receive salary earnings, as well as full or partial tuition support through Graduate Student Researcher appointments, Special Readerships or Teaching Assistantships, and UCLA Fellowships such as the Graduate Research Mentorship and Dissertation Year Fellowship. Many HPM students obtain such funding. Students have also successfully applied for external funding such as National Institutes of Health (NIH) or Agency for Healthcare Research and Quality (AHRQ) dissertation fellowships.

International students are not eligible for federal funding (NIH/AHRQ/CTSI training grants, government student loans, or other federal grants), but can be considered for Graduate Student Researcher, Special Reader, or Teaching Assistantship positions, as well as some departmental and university funding sources. However, they need to be prepared to finance their studies from other sources, as funding cannot be guaranteed from year to year (or quarter to quarter).

Please note that the Graduate Council has established a policy of Maximum Limit on the total amount of support a graduate student may receive. It includes special fellowships, stipends, and ASE/GSR earning. The maximum limit will vary for each student (i.e. spouse, number of dependents, professional school enrollment, tuition support). Summer funding is also included in the calculations of total funding received. For details, visit Graduate Division Funding page: https://grad.ucla.edu/funding/financial-aid/maximum-limit-of-merit-based-support/
A. Federally Funded NRSA Training Grants

Incoming, domestic PhD students will be considered for two federally funded NRSA pre-doctoral fellowships (international students not eligible):

**Agency for Healthcare Research and Quality (AHRQ) Pre-doctoral Fellowship.** The [program](#) is designed to provide fellows with training and experience in the field of Health Policy and Management research. This award provides full tuition funding, a stipend, and support for travel to the NRSA Fellows Annual Meeting for two years. After the first quarter, students are expected to work 10 hours/week with a particular faculty member on research, which provides an early entry into mentored research and exposure to faculty research for the student. Two to three fellowships are available per year. Second-year funding is contingent on meeting program requirements and making satisfactory progress towards completion of the degree.

**UCLA Clinical and Translational Science Institute (CTSI) TL1 Fellowship.** The Department of Health Policy and Management co-administers a pre-doctoral TL1 fellowship program [funded through the Research Education, Training and Career Development Program](#) of the UCLA Clinical and Translational Science Institute. The purpose of the fellowship program is to provide trainees with the skills required to create new knowledge about health services, including intensive training in the basics of medicine and healthcare, an understanding of the theory and methods of community-partnered research, and practical experience in the development of public policy. Fellowships (including tuition, stipend and travel) will be awarded on a competitive basis to incoming doctoral students and may be renewed for up to four years, contingent on meeting the program requirements, making satisfactory progress towards completion of the degree, and the funding status of the fellowship program.

B. Child and Family Health Program Training Grant

The [UCLA Child and Family Health Program](#) provides interdisciplinary training in maternal and child health practice, research, and policy analysis for health professionals.

The Program offers a training grant for MS, MPH, and PhD students in the Departments of Health Policy and Management, Community Health Sciences, and Epidemiology. Students’ focus should be on domestic child and family health. Usually, three to five fellowships are awarded per year, and generally provide tuition and fees, as well as a stipend for the first two years for MPH students and up to three years for PhD students (prior to advancing to candidacy).

Contact the HPM SAO for more information on applying to this training program.
C. Graduate Division Fellowships

UCLA has several funding options for entering students and continuing students. Some of the most popular fellowships include the Graduate Research Mentorship (GRM), Graduate Summer Research Mentorship (GSRM), and Dissertation Year Fellowship (DYF). Descriptions of other common fellowships are available on the Graduate Division web site.

- The GRM is designed to assist students in acquiring and developing advanced research skills under faculty mentorship before they have advanced to candidacy. Students need to have completed at least one, but no more than three years of graduate study. The GRM provides one year of stipend, tuition and support, and a travel award for a conference presentation.
- The GSRM covers a summer stipend and a travel award for a conference presentation.
- Both the GRM and GSRM may be applied for multiple times by the same student, although priority is given to students who are in their first or second years of study, who have not previously received an award from Graduate Division, and have not advanced to candidacy.
- The Dissertation Year Fellowship (DYF) provides one year of stipend and tuition support during the last year of study. Students must complete all degree requirements within 12 months of beginning their DYF.

Requirements
The fellowships vary in their requirements, but the list of requirements can be found here. Most Graduate Division fellowships require an online application, a research plan from the student, and one to two faculty recommendations.

Deadlines
Some of the deadlines are as posted on the Graduate Division’s website (see the above links) but many of them, including the GRM, GSRM, and DYF, have departmental deadlines. See the Department SAO for details.

D. FSPH Student Awards

The Fielding School of Public Health offers a wide variety of scholarships, fellowships, training programs, as well as employment opportunities to students and post-doctoral candidates. For more information about these financial opportunities click on the program link or contact the FSPH Student Affairs office. http://ph.ucla.edu/current-students/fsph-financial-opportunities
E. External funding

UCLA maintains a database of extramural funding resources, the Graduate & Post-doctoral Extramural Support (GRAPES) Database. Funding announcements are also often emailed to students by the SAO. Students should discuss external funding opportunities with their academic advisor or doctoral committee chair.

F. UCLA Doctoral Student Travel Grants for Conferences, Professional Development and Off-Campus Research (DTG)

Graduate Division will provide travel grants up to $1,000 to each eligible new and continuing UCLA doctoral student to encourage eligible UCLA doctoral students to present their work and network at conferences in their field, to support travel associated with off-campus research and to enable students to take advantage of off-campus professional development opportunities. For eligibility requirements, terms and conditions, list of allowable expenses, process, and FAQ, visit: https://grad.ucla.edu/funding/financial-aid/funding-for-continuing-students/doctoral-student-travel-grants/

G. Special Readers, Teaching Assistants, and Graduate Student Researchers (GSRs)

"Academic Apprentice Personnel" is the term applied to registered graduate students who have fulfilled the University's established criteria for appointment (generally not more than 50% time) to teaching or research assistantships and for which they are compensated at rates approved annually by the Regents of the University of California. These apprenticeships are intended to provide qualified students with relevant training experience for academic and academic-related careers in teaching and research and to augment limited resources from within the University for graduate student support. As a matter of University policy, apprentice personnel in both the teaching and research series are considered primarily as students being professionally trained.

Graduate students who are recipients of teaching and research assistantships must meet all registration and enrollment criteria established by the Graduate Council and the Department. They must also maintain satisfactory degree progress throughout their appointments and be enrolled in a minimum of 12 units during the quarter for which they are employed in one of these positions.

What are Special Reader, TA, and GSR positions?
Special Readers and TAs assist faculty in graduate courses. There are several Health Policy and Management classes that have Special Readers or TAs. Special readers must have taken and received at least a B+ in the course for which they are reading/grading.
TAs must have taken and received at least an A- in the course for which they are assisting. Graduate Student Researchers (GSRs) assist faculty with research projects.

**How to obtain the positions**
Announcements for HPM Special Reader/TA positions are made by the SAO in the spring and possibly other times of the year, as positions become available. Any GSR announcements sent to the SAO are emailed to the students. However, asking faculty members directly is the most common way to obtain GSRs.

**Compensation**
Eligible graduate students who serve in Graduate Student Researcher and Special Reader or Teaching Assistant titles for at least 25% time for an entire academic quarter receive tuition, fees, and an hourly wage and are generally eligible to receive paid medical insurance coverage. Non-Resident Supplemental Tuition (NRST) is only paid with GSR positions at 45% time or higher. More information is available in the Academic Personnel Manual. There are many exceptions to these guidelines, especially for students who hold multiple positions. Please check with the Department SAO and MSO for more information. The hourly pay rate for special readers is available from the Graduate Division here. Pay rates for GSRs are determined based partly on experience and are available here (see the Academic Personnel Manual for information about the steps).

**Training for Teaching Assistantship (375 and 495 series)**
Graduate Students who are or will be appointed as teaching assistant will need to take 375 and 495 courses. Students will enroll in HLT POL 375 for units that commensurate with the percent time of their employment. Students will receive guidance in preparing lessons, discussing teaching strategies, and best practices for examination, under the guidance of the instructor the student will be working for. This practicum course does not count toward the minimum number of units of graduate courses required for masters’ degrees. Students must have an active TA appointment to enroll and must enroll each quarter they TA.

Students will enroll in PUB HLT 495 or equivalent once in their time at UCLA to prepare for teaching and provide professional development. This course discusses practical and theoretical issues about teaching in a specific discipline. 495 courses do not apply toward minimum graduate course requirements, and are usually approved for 2 units, S/U grading only.

Those who are interested in TA positions for the first time or in learning about teaching pedagogy of Public Health are welcome to enroll in 495.
H. Student Loans & Financial Aid

**FAFSA**
The Free Application for Federal Student Aid (FAFSA) should be filled out each winter by March 2 (preferably after filing your taxes) to determine whether or not you qualify for any educational loans from the federal government. UCLA also uses information from your FAFSA to determine whether or not you qualify for certain types of aid, so it is important to complete this form even if you do not plan on taking out loans.

**Financial Aid Office**
Funding based on financial need is available only to U.S. citizens and permanent residents. Financial aid includes loans and work-study awards. For more information on these programs, visit the Financial Aid Office.

A student may receive both a Departmental and Graduate Division award and funding based solely on financial need if the need-based criteria are met.

I. International Students

Since the University cannot assume financial responsibility for its international students, U.S. government regulations require that the University be satisfied that entering international students have sufficient funds to meet all expenses while at UCLA. To meet this requirement, all international applicants must complete and return the Confidential Financial Statement. Be advised that all fees and expenses are subject to change; it is best to plan to have additional funding well beyond the minimum.

Unless you have been officially notified in writing of an award from the Department or the Graduate Division, you should not expect any financial support from UCLA. Teaching and research assistantships, fellowships and stipends, as well as tuition fellowships, are not guaranteed for the full academic year or for subsequent years of study, unless stated in writing.

International students are not eligible for most Departmental funding (but can be considered for Graduate Student Researcher or Special Readership/Teaching Assistantship positions) and need to be prepared to finance their studies from other sources.

For more information, see the Dashew Center for International Students and Scholars (http://www.internationalcenter.ucla.edu/).
VIII. Other Academic & Professional Enrichment

A. Research Seminars

UCLA offers an incredibly rich academic environment. The following seminar series listed below may be of interest to PhD students in Health Policy and Management. (Note: This is not a complete list of all seminars available on campus, but a reasonable starting point).

<table>
<thead>
<tr>
<th>Seminar Sponsor</th>
<th>Location and Timing</th>
<th>For Additional Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services Research seminar series in the UCLA Division of General Internal Medicine and Health Services Research</td>
<td>Fridays from 12-1pm at 911 Broxton in Westwood</td>
<td><a href="http://gim.med.ucla.edu/pages_research/seminar.php">http://gim.med.ucla.edu/pages_research/seminar.php</a></td>
</tr>
<tr>
<td>UCLA Center for Maximizing Outcomes and Research on Effectiveness</td>
<td>3rd Tuesday of each month from 12:00-1:00 PM</td>
<td><a href="http://cmore.med.ucla.edu/present/default.html">http://cmore.med.ucla.edu/present/default.html</a></td>
</tr>
<tr>
<td>Anderson School</td>
<td>varies</td>
<td><a href="http://www.anderson.ucla.edu/x3681.xml">http://www.anderson.ucla.edu/x3681.xml</a></td>
</tr>
<tr>
<td>UCLA Seminar on Pharmaceutical Economics and Policy</td>
<td>Every other Thursday evening in Fall and Winter</td>
<td>Announcements are sent out by the HPM office. Contact Dr. William S. Comanor <a href="mailto:comanor@ucla.edu">comanor@ucla.edu</a> for details. This is also part of the HLT POL 204A/B/C course.</td>
</tr>
<tr>
<td>UCLA Center for Health Policy Research</td>
<td>varies</td>
<td><a href="https://healthpolicy.ucla.edu/Pages/home.aspx">https://healthpolicy.ucla.edu/Pages/home.aspx</a></td>
</tr>
<tr>
<td>California Center for Population Research</td>
<td>Wednesday from 12:00 - 1:30 PM</td>
<td><a href="http://www.ccpr.ucla.edu/events/ccpr-seminars-2011-2012-academic-year">http://www.ccpr.ucla.edu/events/ccpr-seminars-2011-2012-academic-year</a></td>
</tr>
<tr>
<td>RAND</td>
<td>varies</td>
<td><a href="http://www.rand.org/health/seminars.html">http://www.rand.org/health/seminars.html</a></td>
</tr>
<tr>
<td>UCLA Center for Healthier Children, Families and Communities</td>
<td>varies</td>
<td><a href="http://www.healthychild.ucla.edu/DownMenu/StaffDirectory/Rotheram.asp">http://www.healthychild.ucla.edu/DownMenu/StaffDirectory/Rotheram.asp</a> Announcements are sent out via the listserv (see site).</td>
</tr>
<tr>
<td>UCLA-Kaiser Permanente Center for Health Equity</td>
<td>varies</td>
<td><a href="http://healthequity.ucla.edu/upcoming-events">http://healthequity.ucla.edu/upcoming-events</a></td>
</tr>
<tr>
<td>UCLA Health Psychology Lecture Series</td>
<td>varies</td>
<td><a href="http://health.psych.ucla.edu/LSS.php">http://health.psych.ucla.edu/LSS.php</a></td>
</tr>
</tbody>
</table>

B. UCLA Research Centers

There are many research centers and research institutes that are affiliated with UCLA either formally or by sharing personnel with UCLA departments. The list below is not
exhaustive but contains the research centers and institutes that are most likely to be of interest to students in Health Policy and Management.

California Center for Population Research  
California Census Research Data Center  
California NanoSystems Institute  
Center for Adolescent Health Promotion  
Center for Environmental Genomics  
Centers for Environmental Quality and Health (listing)  
Center for Global and Immigrant Health  
Center for Health Policy Research  
Center for Healthier Children, Families, and Communities  
Center for HIV Identification, Prevention, and Treatment Services  
Center for Human Nutrition  
Center for Metabolic Diseases Prevention  
Center for Occupational and Environmental Health  
Center for Policy Research on Aging  
Center for Public Health and Disasters  
Collaborative Centers for Integrative Medicine  
Division of Cancer Prevention & Control Center Research (DCPCR)  
Fieldwork and Qualitative Data Research Laboratory  
Fred H. Bixby Center for Population and Reproductive Health  
UCLA Kaiser Permanente Center for Health Equity  
UCLA/Rand Prevention Research Center  
UCLA Center for Collaborative Research on Drug Abuse  
UCLA Program in Global Health  
UCLA Center for Bridging Research Innovation, Training, and Education for Minority Health Disparities Solutions  
Health Services Research Center of the Jane and Terry Semel Institute for Neuroscience and Human Behavior

C. Professional Organizations and Conferences

There are many professional organizations and conferences that may be of interest to students in Health Policy and Management. This list below is not exhaustive. Some conferences have scholarships available for students—check their websites for details.

**AcademyHealth** (AH) “represents a broad community of people with an interest in and commitment to using health services research to improve health care. We promote interaction across the health research and policy arenas by bringing together a broad spectrum of players to share their perspectives, learn from each other, and strengthen their working relationships.” AH holds an annual research meeting that usually takes place in June.

**American Public Health Association** (APHA) “is the oldest and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans, their families and their
communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities.” APHA holds an annual meeting that usually takes place in October or November.

**American Psychological Association** (APA) “is a scientific and professional organization that represents psychology in the United States. The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives.” APA holds annual meetings.

**Association for Psychological Science** (APS) is dedicated to the advancement of scientific psychology and its representation at the national and international level. The Association’s mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare.

**American Society of Health Economists** (ASHEcon) “is a newly formed professional organization dedicated to promoting excellence in health economics research in the United States. ASHEcon is an affiliate of the International Health Economics Association. ASHEcon will provide a forum for emerging ideas and empirical results of health economics research.” ASHEcon holds a meeting every other year, generally in June.

**American Sociological Association** (ASA) “is a non-profit membership association dedicated to advancing sociology as a scientific discipline and profession serving the public good.” ASA holds annual research meetings.

**International Society for Quality of Life Research**'s (ISOQOL) mission is “to advance the scientific study of health-related quality of life and other patient-centered outcomes to identify effective interventions, enhance the quality of health care and promote the health of populations.” ISOQOL holds annual conferences.

**Population Association of America** (PAA) “is a non-profit, scientific, professional organization that promotes research on population issues.” PAA holds annual research meetings.

**Society of General Internal Medicine** (SGIM) “SGIM is a diverse community of physician and other health professional educators, researchers and clinicians, and students and trainees, all of whom are committed to the SGIM mission.” Their mission is “to lead excellence, change, and innovation in clinical care, education, and research in general internal medicine to achieve health care delivery that: is comprehensive, technologically-advanced and individualized, instills trust within a culture of respect, is efficient in the use of time, people, and resources, is organized and financed to achieve
optimal health outcomes, maximizes equity and continually learns and adapts.” SGIM hosts an annual meeting.

Society of Medical Decision Making’s (SMDM) “mission is to improve health outcomes through the advancement of proactive systematic approaches to clinical decision making and policy-formation in health care by providing a scholarly forum that connects and educates researchers, providers, policy-makers, and the public.” They host a few annual meetings.

D. UCLA Student Groups

There are many student groups at UCLA and in the Fielding School of Public Health. Information fairs are held during orientation and fall quarter. A listing of UCLA student groups is available here. Some groups that might be of particular interest to Health Policy and Management students are described below.

The student chapter of Academy Health is the professional home for health services researchers, policy analysts, and practitioners, and a leading, non-partisan resource for the best in health services research and policy. Its purpose is to acquaint students with the fields of health services research and health policy, and to provide learning opportunities through interaction with health services research and health policy practitioners.

The mission of the Healthcare Business Association is to provide professional connections and education to students interested in the business of healthcare. Its primary goal is to prepare members for successful careers in health-related fields. In addition, it aims to serve as a nexus for healthcare information exchange within the UCLA community.

Public Health Student Association (PHSA) is an organization for all students enrolled in the UCLA Fielding School of Public Health. The PHSA mission is to serve the academic and social needs of the association members, to serve as liaison between students, the administration and faculty, to encourage and promote community involvement by association members, and to stimulate interest in and advance the profession of public health.

Students of Color for Public Health (SCPH) was formed to strengthen the social support, career networking, and advocacy efforts for UCLA Fielding School of Public Health students and alumni of color. Founded in 2001, the SCPH provides opportunities for students across departments to express public health interests and also discuss health issues of concern to populations of color. SCPH contributes to efforts to improve the recruitment, retention, and graduation of students of color, while maintaining ongoing involvement with alumni and community service organizations.
The UCLA Health Policy and Management Student Association (HPMSA) is a professional-quality student-led organization representing all students interested in healthcare management and policy from the Fielding School of Public Health and the Department of Health Policy and Management. HPMSA serves as the premier professional student membership society of future health administration, health policy and public health leaders. Along with the Health Policy and Management Alumni Association (HPMAA), HPMSA seeks to fulfill the professional, educational and leadership needs of its members.

The Reproductive Health Interest Group was formed as a part of the school's Bixby Program in Population and Reproductive Health. The group's mission is to bring interested parties together to learn about and discuss reproductive health issues, share information and engage in service/advocacy projects related to reproductive health. All UCLA Fielding SPH students, faculty and staff are invited to participate.

IX. Job Market

A. Intro: Academic vs. Non-Academic

The academic and non-academic job markets are quite different in terms of their requirements and how best to search for positions. This guide is not comprehensive but provides a rough map to get you started on the process and highlights many different resources available to UCLA students. UCLA has a nice PowerPoint available online about using your PhD for the non-academic job search. Additional content on this topic will be made available via the HPM PhD professional development series.

B. Sample Timeline

For both academic and non-academic jobs, the job search should begin in the summer or fall of the year before graduation (nine-12 months before). Typically, it begins earlier for academic jobs. For academic jobs, a detailed timeline is available from the University of Michigan.

C. Where to Look

The UCLA Fielding SPH Career Services Office and the UCLA Career Center are excellent sources for job listings and other resources. The USPH Career Services office also maintains a list of links (some of which are below), available here.

Additional Resources for academic and non-academic jobs:
- APHA newsletter
- Academy Health
- ASHEcon (health economics jobs)
- VersatilePhD.com
- ResearchGATE
• PublicHealthJobs.net

Additional Academic Sources:
• The Chronicle of Higher Education, Career Information and Job Postings by Discipline
• Academic360.com
• HigherEdJobs.com
• AcademicJobs.net
• Community College Job Postings
• Postdocs.com.
• Grants for Individuals: Postdocs & Faculty
• jobs.ac.uk
• 4 International Colleges and Universities

Additional Non-academic Sources:
• Job Search Links by Industry (compiled by UM)
• USAJobs
• Public Health Employment Connection (Emory University)
• Kaiser Family Foundation Listing of Fellowships and Internships

D. What you need and where to get help

Applications
For most non-academic jobs you will need a resume and a cover letter. For most academic jobs you will need a CV, cover letter, research statement, and teaching statement. You may also need recommendations.

Resources
The UCLA Career Center offers workshops throughout the year as well as drop-in hours and same day career counseling appointments. They also have websites dedicated to the academic job search and the non-academic job search.

The UCLA Center for the Study of Women, generally offers interview workshops in the fall. Check their website for the schedule.

The University of Michigan has a nice set of resources for academic job application materials including samples of CVs, cover letters and teaching portfolios and a set for non-academic jobs, including turning your CV into a resume, resume writing and cover letter writing.

Tips on non-academic job interviews from the Chronicle of Higher Education.

Additional resources for academic interviews and job talks.
**Networking**

Networking is a way of building a professional community. Department social events are a way to network within the department. Seminars and conferences are other ways to meet faculty and students from other universities.

**Teaching Statement**

A teaching statement is a one to two page or paragraph (possibly longer) narrative of your teaching goals, strategies, previous courses and courses you would like to teach. The UCLA Career Center and FSPH Career Center have resources available to help you craft this statement, as well as examples. There are some online resources available from Princeton University and some additional online sources that were compiled by Brown University.

**Research Statement**

The research statement is a narrative of your research plan. The UCLA Career Center and FSPH Career Center have resources available to help you craft this statement, as well as examples. Faculty members, particularly those who have served on hiring committees, are also good resources for feedback. A narrative about writing research statements is available from Stanford University. The University of Washington also has a nice document about the structure of research statements.

**Curriculum Vitae or Resume?**

Most academic job applications require a CV, while non-academic jobs may require a resume but may also require something in between the two. CVs are usually for an audience of other academicians or PhDs while resumes are for a more general audience. CVs are generally longer than resumes, which are one to two pages. CVs are a comprehensive list of qualifications for academic or research-oriented jobs including publications and presentations while resumes put more emphasis on practical skills and are focused on what is needed for a particular job—they are also more likely to include a summary or objective statement. Drop-in and scheduled appointments at the UCLA career center can be used to create and review your CV and resume. Some additional online resources are available from the University of Illinois and the University of Chicago.

**Online Presence**

You can create your own webpage through UCLA, here’s how.
X. Student Life

The UCLA student code of conduct is available here.

A. Health, Health Insurance, and Wellness

Arthur Ashe Student Health and Wellness Center
All registered graduate students may use the Arthur Ashe Student Health and Wellness Center, an outpatient clinic geared to the special needs of students at UCLA. The Ashe Center offers a full range of clinical and support services, most of which are prepaid by student registration fees. The clinical staff is comprised of highly qualified doctors, nurse practitioners, and nurses. This is also the entry point for care under the health insurance plan.

Student Psychological Services (SPS)
Student Psychological Services (SPS) is a multi-disciplinary mental health center for the UCLA community. Psychologists, clinical social workers, and psychiatrists are available, offering individual and group counseling and psychotherapy to students; consultation, outreach, prevention, and education to students; and training programs for graduates in the mental health professions. Student Psychological Services maintains a strict policy of confidentiality. No information is released without the student’s written consent except where disclosure is required or allowed by law. Emergency counseling is also available on a drop-in, first-come-first-serve basis. If you are experiencing an emergency situation and Student Psychological Services is closed, please go to the UCLA Hospital Emergency Room.

221 Westwood Plaza (John Wooden Center West)
(310) 825-0768 (24-hr help line)

UCLA Counseling and Psychological Services (CAPS)
“The cornerstone of CAPS services is our confidential individualized therapy and psychiatric care, provided by a diverse and multiculturally competent professional staff. CAPS is a warmly welcoming environment located centrally on the UCLA campus.”

CAPS provides a range of programs in addition to individual services, such as the Wellness Skills Program. This program provides wellness workshops, time-limited skills development groups, biofeedback training, and wellness program consultations at various locations across campus. The Wellness Self-Help Lab at John Wooden Center West includes biofeedback bays, a self-help lending library and access to self-diagnostic computerized tools to increase emotional wellness.

Counselors meet with faculty, staff and students across the campus to provide training on emotional health and wellness, and identifying and referring students with compromised stress resilience. Online resources are designed to allow students, faculty, staff and parents to easily access wellness resources.
**Health Insurance**
As a condition of registration, the University requires that all graduate and professional students, including international students on non-immigrant visas, have medical insurance coverage that meets the University’s minimum requirements. Contact the Insurance Office on the fourth floor of the Arthur Ashe Student Health and Wellness Center for details regarding the campus Student Health Insurance Plan (SHIP) or regarding the campus minimum requirements. UCLA funding generally includes the cost of SHIP insurance. Please visit the Arthur Ashe Health Center Website for more information regarding waiving SHIP.

**Wellness**
**UCLA Recreation** offers state-of-the-art fitness workouts, masters swim workouts, intramural and club sports, dozens of recreation classes, water sports at the Marina Aquatic Center, and open recreation at most campus facilities. General access is free, although classes and some activities require payment. Lockers are also available. For information, contact Cultural and Recreational Affairs at 2131 John Wooden Center, (310) 825-3701.

**B. Family Services**

UCLA offers a variety of family services. Housing services are discussed in the housing section of this document but other services are listed below.

- **UCLA Early Care and Education** (ECE) professionals foster the development of children and create a strong foundation for lifelong learning by providing developmentally appropriate education and quality care support for families and resources for the community. A limited number of student scholarships is available. The waiting list can be long, especially for infant care, so students are encouraged to apply for the waiting list soon after their pregnancy is confirmed.
- **University Parents Nursery School** is a parent participation nursery school for children ages 2 through 5.
- The UCLA-affiliated **Bright Horizons** childcare center is located very close to FSPH in Westwood.
- The **Child Care Resource Program** provides child development information and off-campus resources to UCLA families. The program coordinator is in contact with Westside child care providers and a small number of caregivers who will come to your home. For other parts of metropolitan Los Angeles, resources are available from state-funded Resource and Referral agencies.
- For assistance locating other childcare options within the Los Angeles area, contact **Connections For Children** at (310) 452–3202.
- The website **GreatSchools** has information, such as API scores and review that might assist parents in choosing schools.
• **Summer Camp at UCLA**: “UCLA Recreation's Summer Youth Programs offers a wide variety of summer camps for children in grades K-12. Located at UCLA, the camps — Bruin Kids, Bruins on Broadway, Bruins On Water, Super 7 and Camps Explore, Voyager, Adventure and Extreme — emphasize each child’s needs and personal development within a group setting.”

• **Nursing Rooms**: The David Geffen School of Medicine Dean’s Office and Clinical and Translational Research Center provide a lactation room with a rocking chair, stool, counter space and refrigerator (B level, BE-144). It is open Monday-Friday 24/7 except 7:30pm-8:30pm. Those interested in using the lactation room should contact Regina Olivas, RN, at (310) 825-5225.

C. Department Social Events

The department generally holds a few social events during the academic year that both students and faculty attend. Past events have included a wine and cheese reception, breakfast gathering, and holiday party.

D. Campus Housing

**Graduate Student Housing**

UCLA offers [single and family housing](#) for graduate students. Some of the housing, such as Weyburn Terrace, is in Westwood. Family housing is mostly located in complexes in the Palms-Mar Vista area. [Shuttles to UCLA](#) operate Monday-Friday during the academic year. An [amenities chart](#) is available to help select locations.

**Community Housing Resources**

The UCLA Office of [Community Housing](#) “provides non-university owned rental listings and rental resources to the entire UCLA community.”

**Off-campus Housing**

The regions used by the [LA Times](#) are large but can give you a good general layout of the city. Popular neighborhoods for UCLA graduate students include Westwood, West LA, Sawtelle, Palms, Brentwood, Santa Monica, Encino, and Sherman Oaks. Most students choose to live on the Westside to reduce commuting times. [Westside Rentals](#) and [Craigslist](#) are additional online sources of apartment and roommate listings. Management company websites are also good sources of information.

E. Transportation & Parking

The Graduate Division [website](#) contains a summary and links for transportation options.

**Parking on campus**

As noted by Graduate Division, “Current and incoming UCLA graduate students are eligible for [student parking](#). However, because UCLA is in a densely populated urban area, parking for students near campus is very limited. Student parking on campus is
assigned by a need-based point system that includes class standing, employment/academic obligations, and commuter distance. Apply for parking, by submitting a Student Parking Request Form prior to the quarterly deadline. Only a limited number of permits are issued to students each quarter.

Student parking is generally assigned prior to the start of Fall Quarter classes and offered for the academic year. Individual commuter parking is generally granted for the academic year, with the option of paying a quarterly or annual fee. Those who pay the quarterly fee are automatically mailed a renewal form for the following quarter. Two-person and three-person carpool parking is granted for the quarter only."

**Graduate Student Staff, Research Assistants and Teaching Assistants employed at an appointment of least 40% may purchase parking during the term of their employment only.** Parking must be purchased on a quarterly basis. If the Graduate Student has a year-long appointment, the Parking Coordinator must submit a written confirmation statement. The Graduate Student employee may then purchase parking on an annual basis as long as it is verifiable through the UCLA payroll system.

Graduate students who are paid by outside sources other than UCLA will be required to provide documentation to state their position with the University (i.e. stipend, grant).

**Public Transportation**
The BruinGo program allows UCLA students and employees to travel on any bus operated by Santa Monica Big Blue Bus (BBB) or Culver City Bus (CCB) at a subsidized rate. Passes (unlimited rides per quarter) and co-pay (reduced rate for single rides) are available. UCLA IDs must be presented upon boarding the bus to take advantage of the discounted rates.

Additional information and links are available here.

**Shuttle Services**
Campus Shuttles: The free campus shuttle system incorporates the use of buses and vans that are clean, wheelchair accessible and well-equipped with air-conditioning and comfortable seating. For the most current schedules and routes, please look here.

**Campus Express:** The Campus Express shuttle travels in a counter-clockwise direction providing round-trip service from: Weyburn Terrace and Lot 36 in the southwest corner of campus, through Westwood and the University to the Macgowan Hall turnaround in the northeast region of campus.

Schedule: Monday to Friday (excluding Holidays) 7 a.m. to 7 p.m.
Stops approximately every 8 - 10 minutes
Reduced Hours: Summer, Winter, & Spring Breaks: 7:30 a.m. to 6 p.m.

Wilshire Center Route: The Wilshire Center shuttle travels in a counter-clockwise direction providing round-trip service from: Wilshire Center through Westwood Village, up Hilgard Avenue with stops at Parking Structure 2 (in front of Molecular Sciences), Gonda Research Facility, 100 Medical Plaza, completing the loop at the Wilshire Center.

Schedule: Monday to Friday (excluding Holidays) 7:30 a.m. to 5:30 p.m.
Stops approximately every 8-10 minutes

Northwest Campus: The Northwest Campus shuttle travels in a counter-clockwise direction providing round-trip van service across the northern region of campus traveling on Charles Young Drive between: Macgowan Hall, Kreiger (Bellagio) Child Care Center, Southern Regional Library and Hedrick Hall.

Schedule: Monday to Friday (excluding Holidays) 11:30 a.m. to 2 p.m.
Stops at MacGowan Hall at every half hour mark.

F. Student Legal Services

Student Legal Services provides confidential legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students. They help students with a variety of problems, including: landlord/tenant relations; accident and injury problems; domestic violence and harassment; criminal matters; divorces and other family law matters; automobile purchase, repair, and insurance problems; credit, collections, and financial issues; employment matters; and health care and consumer problems. [They] also frequently assist students with issues they have with other UCLA departments in such areas as housing, financial aid, harassment, discrimination, ADA compliance, student discipline, and faculty misconduct.” Students may make appointments by telephone or in person, and there is a $10 fee for the initial one-hour consultation with an experienced attorney (list of current fees). The office is open Monday through Friday, 9:00 a.m. to 5:00 p.m. (located at A239 Murphy Hall).

G. Diversity Resources

Diversity information for graduate students is available here. UCLA welcomes graduate students from across the U.S. and around the world to become part of a challenging and creative intellectual community. Our graduate population reflects diversity of intellectual interests, as well as representation from different cultures, races/ethnicities, socio-economic backgrounds, gender, socio-political perspectives, religious affiliations and sexual orientation/identities. Here you will find many
programs and fellowship opportunities at UCLA and within the UC system to enhance and support graduate education.

H. Entertainment in the UCLA/Westwood Area

The UCLA/Westwood area provides a wealth of entertainment opportunities. The list below highlights some of these opportunities.

Central Ticket Office has tickets for many events and theme parks, often available at a substantial discount. Discounted bus passes and movie tickets are also available.

Fowler Museum at UCLA
The museum explores global arts and cultures with an emphasis on works from Africa, Asia, the Pacific, and the Americas.

Geffen Playhouse
UCLA operated landmark professional theater.

Hammer Museum
The museum explores the capacity of art to impact and illuminate our lives.

Melnitz Movies
Movies are screened at the James Bridges Theater, Melnitz Hall 1409 on the UCLA campus. All movies are FREE to UCLA students, staff, faculty and members of the general public, unless otherwise noted. Melnitz Movies is funded through the UCLA Graduate Students Association and the ASUCLA Student Interaction Fund. Tickets are available on a first-come, first-served basis (one ticket per person) at the Melnitz box office one hour before showtime.

Powell Library Music and Dances
Free concerts and dances are offered throughout the year that often take place in the Powell library Rotunda.

UCLA Film and Television Archive
With one of largest collections media materials in the United States, the archive offers a wide-range of screenings & public programs.

UCLA Happenings - Arts
Highlights events at UCLA in the arts.

Center for the Art of Performance at UCLA (formerly UCLA Live)
Offers dance, music, opera, and theatrical events on campus.
I. Shopping in the UCLA/Westwood Area

Westwood has a variety of shops and restaurants, a guide is available here. Nearby shopping areas/malls include: Third Street Promenade, Westside Pavilion, Westfield Century City Mall, and the Grove. There is a farmer’s market on Thursdays from 12pm-6pm on Broxton Ave. between Weyburn Ave. and Lindbrook Ave. There is also a searchable listing of farmer’s markets in LA available here.

For more information about Los Angeles please visit...

- Digital City’s Los Angeles
- Los Angeles Convention & Visitors Bureau
- City of Los Angeles

J. Disaster Preparedness and Campus Safety

No one knows when an emergency will occur, so everyone should understand basic safety practices. Safety information is posted in UCLA classrooms and offices and printed in campus phone books. Be prepared to respond safely to fire, earthquake, or other emergency situations. Campus emergency announcements and bulletins are broadcast via e-mail, online on the UCLA Home Page, and through campus-wide voice mail messages. Details on UCLA’s emergency preparedness program, which includes emergency planning, and procedures, seismic safety assessment, earthquake preparedness presentations, and emergency response information, and drills are available on the website.

UCLA Police Department

Graduate students should take all the usual precautions on and around campus that they would in any urban setting. The UCLA Police Department encourages students to take responsibility for their own safety by taking proactive steps to reduce the likelihood of crimes on campus or to themselves. Crime prevention literature is available at the University Police Department lobby, online, and throughout campus. The Department also offers a number of crime prevention programs and workshops each quarter on topics such as: personal safety, sexual assault awareness and prevention, hate crimes, and drug and alcohol awareness.

Escort Service - (310) 794-WALK

Campus Security Officers are available for a walking escort free of charge to students, faculty, staff, or visitors 365 days a year from dusk until 1 a.m. The escort services are provided between campus buildings, local living areas, or Westwood Village within the approximate boundaries of Sunset Boulevard to the north, Hilgard Avenue to the east, Wilshire Boulevard to the south, and Veteran Avenue to the
west. Call the provided number for an escort. Please allow fifteen to twenty minutes for your escort to arrive.

**Evening Van Service**
The UCLA Evening Van Service provides a safe means of transportation around campus during evening hours. The vans provide transportation between campus buildings, on-campus housing, and nearby residential areas. The service is free for UCLA students, employees, and visitors. Maps of the van routes are available online.

**XI. Campus Resources and Study Spaces**

**A. Study Spaces and Miscellaneous**

*Biomed Library*
The Biomedical Library is located in Room 12-077 on the first floor of the Center for Health Sciences (CHS) Building. The closest campus entrance is the intersection of Le Conte and Tiverton avenues. The mission of the Louise Darling Biomedical Library is to provide access to and delivery of information resources. The primary focus of its collections, services, and staff is to support the health and life sciences research, educational, patient care, and administrative responsibilities of UCLA faculty, students, and staff.

Use of the Graduate Reading Room is restricted to graduate and professional students in the Schools of Dentistry, Medicine, Nursing, and Public Health and the Life Sciences division of the College of Letters and Science.

The Biomed Library offers laptop lending. Students can check out computers for four hours. The computers can run either Windows or Apple and have Microsoft Office and some statistical software (e.g., Stata). The Technology Learning Center (TLC) is located on the second floor of the Biomed library and has computers available for student use.

*Doctoral Student Lounge*
There is a dedicated space for doctoral students from all departments of public health available in room A1-250. The room is equipped with a refrigerator and couches.

*Additional Spaces*
The UCLA library system has several libraries, the vast majority of which also have study spaces. A listing of the different locations is available here.

*Lockers*
Lockers within the Fielding School of Public Health (on A-level and 2nd through 7th floors) are available to all Public Health students. Locker assignments are handled by
the Fielding School of Public Health Student Affairs Office A1-269 CHS, on a first-come, first-served basis.

**How to check out equipment (laptops, projectors)**

Laptops and projector cables can be checked out from the Health Policy and Management Office (31-269 CHS). Laptops with statistical programming may be checked out from the BioMed library. Projectors may be checked out from the Health Policy and Management office.

**How to reserve classroom space**

To reserve classroom space from the University, contact the department SAO with the date(s), times and number of people. The SAO will coordinate with the University about space requirements.

**Where to make copies**

The department copier is located in the Health Policy and Management mailroom—next to the main office. If you are making copies for a class, the instructor will provide you with the copy code to use. Copying and printing is also available in the BioMed library for a fee (approximately $0.10 per page). Limited free printing (250 pages per quarter) is available through the Graduate Student Resource Center, located in the Student Activities Center.

**Help! I am lost in CHS!**

The room layout for the Center for Health Sciences (CHS) is as follows: the first digit is the floor, the second is the corridor, and the last three are the room number. Therefore, room 31-269 would be on the third floor, the first corridor, and room 269. Odd numbered corridors are parallel and so are even numbers. Corridor number 1 is parallel to Charles Young Drive, and corridor 2, transects corridor number 1. The “A” level is below the first floor. You can access this level most easily by using the elevators near the SPH entrance or the stairwell immediately to the left as you enter SPH.

**B. Graduate Student Resource Center/ Writing Center**

**Graduate Students Association**

The UCLA Graduate Students Association was established to provide for the representation of graduate students and the promotion of graduate students’ interests at UCLA and within the University of California. Their web site has information on GSA structures, activities, and resources.

**Graduate Student Resource Center**

The UCLA Graduate Student Resource Center is a one-stop resource, referral and information center for graduate students. The Graduate Student Resource Center offers programs and workshops on a variety of topics, drop-in counseling, a web and
in-house resource library, meeting and study space, and the opportunity for social interaction. More information can be found on their web site.

**Graduate Writing Center**
The Graduate Writing Center offers free writing consultation to graduate and professional school students at all levels and in all disciplines, as well as writing workshops on a variety of topics. You can meet with a trained and experienced graduate writing consultant to work on writing issues ranging from style and argumentation to grammar and syntax. The graduate writing consultants will work with you to develop your writing confidence and your writing skills.

**Grant Proposal Advising**
The program is designed to provide experienced professional assistance to encourage the submission and facilitate the success of individual proposals for graduate and postdoctoral fellowships. These fellowships are offered by a variety of agencies including the National Science Foundation, Mellon Foundation, Ford Foundation, National Institutes of Health, Social Sciences Research Council, and Fulbright Fellowship Programs. The awards provided by these agencies are merit-based, competitive and often devised for multi-year study programs. Successful endeavors are prestigious and widely recognized as indicators of scholarly potential and accomplishment.

The program consultants assist each student in planning and preparing the proposal. Their services are designed to supplement, not replace, the necessary guidance of a faculty mentor. They provide critical feedback for the refinement of proposals, suggestions for access to all available scholarly resources relevant to the preparation of proposals and electronic templates to complete the computer-assisted production of the proposal document.

C. **Center for Accessible Education**

If you need special accommodations and services, you must register through the Center for Accessible Education. To register for services, please visit the center or call to schedule an appointment with disability counselor. You must bring verification of your disability or medical condition to your appointment. Once registered, a disability counselor will work with you to determine the appropriate accommodations. There are no fees for any accommodations or services provided by CAE. Office is located in A255 Murphy Hall. (310)825-1501

[https://cae.ucla.edu](https://cae.ucla.edu)
D. Textbooks

Textbooks can be purchased online through the UCLA Store website (http://www.uclastore.ucla.edu) or are available in the UCLA Store Health Sciences, (310) 825-7721. It is not uncommon for professors to post textbook information prior to the start of classes through the UCLA Store website, so check for this information prior to the start of classes, especially if you plan to purchase textbook through alternative sources. Students may sell their textbooks back to the UCLA Store for cash at the end of each quarter at the A-level of Ackerman Union, (310) 206-0785.

The most common locations for course readers are:

- Copy Mat, 10919 Weyburn Avenue, 310-824-5276
- Westwood Copies, 1001 Gayley, 310-208-3233
- Course Reader Materials, 1081 Westwood Boulevard, 310-443-3300

E. Computer and Technical Resources

Institute for Digital Research and Education (IDRE)
The mission of IDRE is to help UCLA faculty, staff, and graduate students perform top-notch research, with the greatest emphasis on data analysis related to grants and publications, but also including dissertation research. They provide advice and resources to enable students to develop and/or extend their statistical computing skills, helping the students to independently use common statistical packages for the analysis of research data.

The office is located at: 4919 Math Sciences Building.
Contact: https://stats.idre.ucla.edu/contact/

Software Central
Software Central provides the UCLA community with information about software licensing and volume license agreements that support research and instruction.

Bruin OnLine (BOL) - (310) 267-HELP
Bruin OnLine (BOL) is a collection of services that provides UCLA students, faculty, and staff with e-mail, web hosting services, network connectivity (including wireless), and free software and support. Information on creating your account is available here.
Telephone Technical Support: (310) 267-HELP (4357) option 1
Email Support: consult@ucla.edu
BruinTech
The purpose of BruinTech is to help faculty, students, and staff navigate the diversity of UCLA information technology (IT) services and organizations. The website reflects the dynamic nature of IT on campus by spotlighting current views and events. In addition, BruinTech publishes a newsletter and offers seminars on relevant IT topics approximately four times a year.

MyUCLA
MyUCLA is a customized portal web page where students can access real-time class schedules, grades, campus appointments, traffic, and information about the weather, check their UCLA e-mail account and link to campus events.

Common Collaboration and Learning Environment
CCLE is a Moodle site where students can access course information after enrollment. Courses for which students are registered will automatically appear after the student uses the secure logon.

Borrowing a CLiCC Laptop
Currently enrolled UCLA students and currently employed UCLA faculty and staff members may check out a laptop using their valid UCLA logon and password. Laptop borrowing privileges may be revoked or suspended based on violations of policies at the discretion of the Library Administration.

XII. Student Affairs

A. Course Schedule and Classrooms

Please visit http://www.registrar.ucla.edu/schedule/schedulehome.aspx for course schedule and room assignments. Course schedules for each are usually posted during the preceding quarter, with room assignment posted later.

B. University Records System Access (MyUCLA)

Through MyUCLA, UCLA students acquire academic, financial, and personal information from their University academic records. Students may access the system for up to 10 years after their graduation or last term of attendance. See http://my.ucla.edu.

C. Registration

http://www.registrar.ucla.edu
Registration consists of paying fees and enrolling in classes.

1. Registration fees and other University charges are due the 20th of each month. BAR (Billing and Receivable) accounts can be viewed through MyUCLA.
2. Enrollment in classes is completed via MyUCLA at http://my.ucla.edu. Students must complete both processes by the established deadlines to be officially registered and enrolled for the term.

Graduate students must be either registered & enrolled or on an official leave of absence every term until their degrees are awarded. As an exception, certain graduate students may be eligible to pay the filing fee (see below). Failure to register or be on an official leave of absence for any term constitutes withdrawal from UCLA.

D. Paying Fees

Details on fee payment, enrollment procedures, and deadlines are in the Schedule of Classes at http://www.registrar.ucla.edu/schedule/.

E. eBill

BAR accounts are administered electronically (eBill) through MyUCLA. Monthly financial activity is displayed for the current month as well as past account activity for the last 24 months. MyUCLA also includes a link to the Student Financial Services website (http://www.sfs.ucla.edu) where students can find important communications from the University regarding registration and University policies. Students can pay their BAR account electronically using Visa, MasterCard, PULSE, NYSE, STAR, Discover, or American Express. Students can also print a remittance document from the eBill webpage and mail payments with a check or money order. UCLA converts checks into electronic payments.

F. Enrolling in Classes

The Schedule of Classes (http://www.registrar.ucla.edu/schedule/) contains listings of class times, meeting rooms, instructors, and all information necessary for enrolling in classes. Use the Schedule and academic counseling to assemble a program of courses. Students enroll in classes through MyUCLA. The site walks students through the enrollment procedure. Students are assigned specific times—called appointments—when they are allowed to enroll. Use MyUCLA to determine enrollment appointments. Also use MyUCLA for other enrollment-related tasks, such as adding, dropping, or exchanging classes, signing onto the wait list for a class and checking waitlist status, or changing the grading basis for a class.

G. Grading System

The following grades are used to report the quality of graduate student work at UCLA:

- A  Superior Achievement
B  Satisfactorily demonstrated potentiality for professional achievement in field of study
C  Passed the course but did not do work indicative of potentiality for professional achievement in field of study
F  Fail
S  Satisfactory (achievement at grade B level or better)
U  Unsatisfactory
I  Incomplete
IP  In Progress
DR  Deferred Report

The grades A, B, and C may be modified by a plus or minus suffix. The grades A, B, and S denote satisfactory progress toward the degree, but a C grade must be offset by higher grades in the same term for students to remain in good academic standing. Courses in which a C grade is received, however, may be applied toward the graduate degrees unless otherwise prohibited by the program requirements.

**Grade Points**
Grade points per unit are assigned by the Registrar as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>NP</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Grade-Point Average**
The grade-point average is determined by dividing the number of grade points earned by the number of units attempted. The total grade points earned for a course equals the number of grade points assigned times the number of course units. For example, if a student takes three four-unit courses and receives grades of A–, B–, and C+, then the GPA for the term equals the total grade points (34.8) divided by the total course units (12). The GPA is 2.9. For satisfactory standing, graduate students must maintain a B average (3.0 GPA) in all courses taken at any campus of the University (except UCLA Extension).

**Satisfactory/Unsatisfactory Grades**
Graduate students in good standing (minimum 3.0 GPA) may enroll for Satisfactory/Unsatisfactory (S/U) grading in one graduate or upper division course outside the major field each term, in addition to any courses offered only on an S/U grading basis within the major. The grade S is assigned for a letter grade of B or
better, but units earned in this manner are not counted in computing the GPA. Students receive neither units nor degree credit for a U grade. They may not elect the S/U option for Summer Session courses without an approved petition. Courses that are offered only on an S/U basis are designated SU in the Schedule of Classes.

**Incomplete Grades**

Once an Incomplete (I) grade is assigned, it remains on the transcript along with the passing grade students may later receive for the course. The instructor may assign the I grade when work is of passing quality but is incomplete for a good cause (such as illness or other serious problem). It is the student's responsibility to discuss with the instructor the possibility of receiving an I grade as opposed to a non-passing grade.

If an ‘I’ grade is assigned, students may receive unit credit and grade points by satisfactorily completing the coursework as specified by the instructor. Students should not reenroll in the course; if they do, it is recorded twice on the transcript. If the work is not completed by the end of the next full term in residence, the ‘I’ grade lapses to an F, NP, or U as appropriate. Once the coursework is completed, the final grade will be noted in the quarter it was removed.

**In Progress Grades**

For certain courses extending over more than one term (identified by T1, T2, T3, or T4 in the Schedule of Classes), evaluation of student performance is deferred until the end of the final term of the course. Provisional grades of In Progress (IP) are assigned in the intervening term(s) and are replaced with the final grade when students complete the full sequence. The school or College faculty or the Graduate Division determines credit if they do not complete the full sequence and petition for partial credit.

**Deferred Report Grades**

Students may receive a Deferred Report (DR) grade when the instructor believes their work to be complete but cannot assign a grade because of disciplinary proceedings or other problems. If students are given a DR grade, the Office of the Dean of Students assists them in resolving the problem. For graduate students, the dean of the Graduate Division sets a deadline by which the DR lapses to an F if the problem is not resolved and a grade assigned. The DR is changed to a grade, or perhaps to an Incomplete, when the instructor provides written confirmation that the situation is resolved. The DR grade is not included in determining the grade-point average.

**Correction of Grades**

All grades except DR, I, and IP are final when filed by the instructor in the end-of-term course report. Thereafter, a grade change may be made only in case of a
clerical or procedural error or other unusual circumstances. No grade may be revised by reexamination or, with the exception of the I and IP grades, by completing additional work. Students who are dissatisfied with a grade should review their work with the instructor and receive an explanation of the grade assigned. All grade changes are recorded on the transcript.

H. Academic Probation

A graduate student may be disqualified from continuing in the graduate program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.0) required by the Academic Senate to remain in good standing (note that some programs require a higher grade point average). Other examples include failure of examinations, lack of progress toward the degree, poor performance in core courses, etc. Probationary students (those with cumulative grade point averages below 3.0) are subject to immediate dismissal upon the recommendation of their department. Check the Standards and Procedures for Grad Study at UCLA for more information.

I. Late Study List

Students who pay their registration fees but are not officially enrolled in courses for credit as of Friday of the second week of instruction must file a late Study List. Use an Enrollment Petition for this process. http://www.registrar.ucla.edu/forms/enrollmentpetition.pdf

J. Registration Cancellation

Before the first day of classes, students may cancel registration by (1) mailing a written notice to Enrollment and Degree Services, Attn: Cancellation Clerk, 1113 Murphy Hall, UCLA, Box 951429, Los Angeles, CA 90095-1429 or (2) faxing a written notice to (310) 206-4520. Refund is as follows: for new graduate, continuing, and reentering students, a service fee is deducted from the amount of fees paid.

Graduate students who cancel their registration and do not apply for a formal leave of absence must compete for readmission to return to the University.

K. Withdrawal

Withdrawing from the University means discontinuing attendance in all courses in which students are enrolled. Students who withdraw during a term need to file a Notice of Withdrawal, available from their departmental office. When students officially withdraw, a percentage of the registration fee may be refunded depending on the date the withdrawal form is filed.

Claims for refund must be presented within the academic (fiscal) year to which the claim is applicable. Consult the Schedule of Classes for policy details and specific
refund dates. Students may withdraw only if they have not taken any final examinations or otherwise completed the work in any classes.

Students who register and subsequently discontinue coursework or stop payment on registration checks without an approved petition for withdrawal, leave of absence, or cancellation receive F, NP, or U grades, as appropriate, for all courses in which they are enrolled for that term. A fine is assessed if any check for registration fee payment is returned by a bank for stopped payment, insufficient funds, or any other reason. No fees are refunded, and future registration privileges may be curtailed or revoked.

L. **Graduate Readmission**

For details on the policies below, consult Standards and Procedures for Graduate Study at UCLA at [http://www.gdnet.ucla.edu/publications.asp](http://www.gdnet.ucla.edu/publications.asp).

**Graduate Leave of Absence**

Continuing graduate students in good standing (3.0 GPA or above) who have completed at least one term of UCLA graduate work may, with the support of their department and the approval of the Graduate Division, be eligible for leaves of absence. Graduate students are allowed a maximum of three quarters of official leave of absence. Please visit [http://www.gdnet.ucla.edu/gasaa/library/loa.htm#Policy](http://www.gdnet.ucla.edu/gasaa/library/loa.htm#Policy) for more information on the policy and form.

Federal policy governing students on F-1 and J-1 visas restricts leaves of absence to certain conditions. Therefore, the Dashew Center for International Students and Scholars, in consultation with the Graduate Division, individually evaluates each international graduate student request for a leave of absence to determine that it meets federal (and University) eligibility criteria.

Students on approved leave of absence are not permitted to use faculty time or make use of University facilities for more than 12 hours since their last registration and are not eligible for apprentice personnel employment or other services normally available to registered students. There is no need to apply for readmission, since the approved leave is for readmission to a specific term. The Registrar’s Office notifies students about registration information for the returning term.

Obtain a Request for Leave of Absence form from the Graduate Division Forms Website. See the Schedule of Classes calendar for the filing deadline.

**Application for Readmission**

Students who are granted a formal leave of absence do not have to apply for readmission if they resume their graduate work in accordance with the terms of
their leaves. All other continuing graduate students who fail to register for any regular session, or who fail to complete a term through cancellation or withdrawal, must compete for readmission with new applicants.

Students who have registered at any time as a graduate student at UCLA and are returning after an absence (except a formal leave of absence) must file an Application for Graduate Admission which is available online at http://www.gdnet.ucla.edu. Payment of the nonrefundable application fee may be paid by credit card or by check or money order. Transcripts of all academic work completed since registration at UCLA as a graduate student must also be submitted.

M. Petitions (Blue Petition)

The Blue Petition is a form submitted to explain student’s request to be exempted from any rule or regulation of the program. It is the only way to obtain formal approval from the department, the School, the Registrar, or whoever has authority to grant a particular request. All petitions must be signed by the student’s academic advisor and the Department Chair and filed as soon as possible. The School of Public Health requires Blue Petitions which can be picked up at the Central Student Affairs office located in A1-269 CHS.

N. Transcripts and Records

The transcript reflects all undergraduate and graduate work completed in UCLA regular and summer sessions. It lists chronologically the courses, units, grades, cumulative GPA, transfer credits, and total units.

Official UCLA transcripts are printed on security paper to safeguard against unauthorized duplication, alteration, and misrepresentation. The paper has a multicolor security background design and a border with the words “University of California, Los Angeles.” Authentication details are located in the lower right-hand corner of the transcript, and the transcript legend is located on the reverse of the document. Transcripts are issued in blue envelopes marked “Official Transcripts Enclosed.” Two versions of official UCLA student records are available from Academic Record Services. These are the academic transcript and the verification transcript. Each is designed to meet specific needs.

Academic Transcript

The academic transcript is a student’s complete academic record, including a listing of courses taken, transfer credit, units, grades, grade-point average (GPA), earned UCLA degrees, and in-progress term information. In-progress information includes a list of the courses that a student enrolled in during the term the document was requested and other in-progress information such as a change in major or the removal of an ‘I‘ grade.
Grades for completed terms are processed immediately following the conclusion of final examinations. Complete academic transcripts are available approximately two weeks after the last day of the term. For graduating students, academic transcripts with the graduation date included are available approximately seven weeks after the end of the term. Students who require earlier proof of graduation should contact a degree auditor in 1113 Murphy Hall. A fee may be charged for this service.

The minimum period required for processing and issuing academic transcripts for both registered and former students is three working days.

**Verification Transcript**
The verification transcript certifies registration (fee payment), enrollment status, and degrees. For “good student” discounts on auto insurance, insurance forms should be presented in person. The verification fee is required for this service. Verification transcripts confirm student status only after registration fees have been paid for the term. Verification of student workload is based on actual enrolled units and does not consider wait-listed units or list courses for a term.

Verification of degree can be issued after students’ degrees have been posted to their student record, approximately seven weeks after the term ends. Students who require verification before their degree is posted should contact their degree auditor.

The fee for a verification transcript is waived if requested for loan or student aid verifications (proof of request required). Most enrollment verifications for loans and creditors, however, are processed for the University by the National Student Clearinghouse. Approved by the U.S. Department of Education, the clearinghouse is a national organization that facilitates and expedites student enrollment verifications for creditors and other student service-related agencies. The clearinghouse abides by all provisions of the Family Educational Rights and Privacy Act (FERPA).

**Unofficial Academic Transcripts**
Unofficial academic are transcripts that are not printed on security paper. They are needed for university fellowship applications and *may only be obtained in person* (with ID). There is a limit of one per day but the transcripts may be photocopied.

**Ordering Transcripts**
Official academic and verification transcripts can be ordered through MyUCLA, in person at 1113 Murphy Hall, or by sending a request to UCLA Registrar’s Office, Attn: [Academic or Verification] Transcripts, 1105 Murphy Hall, Box 951429, Los Angeles, CA 90095-1429.

Requests should include the student’s:
1. Name under which he or she was registered at UCLA
2. Dates of attendance at UCLA
3. Date of birth
4. 9-digit student ID number, if available
5. Complete address and telephone number
6. Number of copies requested
7. Mailing instructions including all details and any special handling
8. Full signature

Transcript request forms containing this information are available in the Murphy Hall northwest lobby or at http://www.registrar.ucla.edu/forms/.

For UCLA Extension courses, order transcripts from UCLA Extension, P.O. Box 24901, Department K, Los Angeles, CA 90024-0910.

Requests are not processed if students have outstanding financial, academic, or administrative obligations (holds) to the University. Transcripts of work completed elsewhere must be requested directly from the campus or institution concerned.

More information on ordering transcripts is available by calling (310) 825-1091 or by contacting transcripts@registrar.ucla.edu.

**DPR—Degree Progress Report**

You may access your degree progress report by logging into your MyUCLA account. The Degree Progress Reporting System is a counseling tool to apprise you of your progress toward a degree and should be used in conjunction with the UCLA General Catalog. The DPR is not to be used outside the UCLA community. It is NOT an official transcript and should not be used as such.

Graduate students may use the DPR to obtain term grade information, however questions about your academic record, grades, advancement to candidacy, degree expected term, etc. should be directed to your Graduate Department, Professor, Graduate Advisor and/or the Registrar.

**O. English as a Second Language**

All non-native speakers of English who are new to UCLA are required to take the English as a Second Language Placement Exam (ESLPE). Student may be exempt from this requirement, or may be required to take up to three courses of the English 33 series according to their performance on the exam. Students may take the exam only twice. Graduate students wishing to take a second test must wait at least one quarter before retaking the exam. Please note that the second of the two scores will be used for the placement decision. If needed, ESL Courses are available to facilitate studies at UCLA. A student who does not fulfill the ESL requirement will not be
permitted to graduate. Please see http://www.appling.ucla.edu/index.php for more information.

**P. Student Records**
The Registrar prepares, maintains, and permanently retains a record of each student’s academic work. Student files of pertinent documents are maintained up to five years following the last date of attendance. Students may view their documents in Enrollment and Degree Services, 1113 Murphy Hall, (310) 825-1091. Advance notice of two to three days is required for viewing.

**Q. Change of Name or Address**
Students who wish to change their name on official University records should fill out a UCLA Name Change or Correction form (available in the Murphy Hall northwest lobby) and submit it with documentation supporting the name change to Enrollment and Degree Services. All name changes are recorded on the transcript. If students change their address, they should update their address through MyUCLA.

**R. Course Evaluations**
At the end of each quarter around Week 9, students have an opportunity to evaluate their instructors and Teaching Assistants. Honest and constructive criticism is required to produce high-quality course curriculum and instructor teaching style. The evaluations will be filled out by the students, analyzed by the UCLA’s Central EIP office, and distributed to the chair of Health Policy and Management Department for review.

**S. Academic Dishonesty**
Academic dishonesty is a serious crime that is very easily overlooked by people pursuing academia. It is a disturbing issue that both faculty and students must handle seriously and legitimately. In order to protect the integrity of the University and to prevent academic fraud, students and researchers must refrain from academic dishonesty. Please visit our university’s Academic Dishonesty website for more information.

**T. Grievance Process**
Unfortunately, conflicts between students and faculty members or other students or staff sometimes occur. Depending on the nature of the conflict and the parties involved, students may choose to consult with their academic advisor, with the Department Chair, with Graduate Division, and/or with the UCLA Office of Ombuds Services (http://www.ombuds.ucla.edu/default.htm).

For particular types of grievances, see the list below (http://www.policies.ucla.edu/studentaffairs.htm):

- Debt Grievances
- Discrimination
- Sexual Harassment
- Challenging the content of student records
Employment related—**Academic student employees** are represented by a unit of the UAW

The UCLA Graduate Students Association has created a document on “UCLA Graduate Student Academic Rights and Responsibilities” that provides a general framework of guidance for graduate students with regard to academic issues ([http://www.gdnet.ucla.edu/asis/library/academicrights.pdf](http://www.gdnet.ucla.edu/asis/library/academicrights.pdf)). This document has been endorsed by the Academic Senate Graduate Council but is not legally binding; rather, it is a statement of principles to be used as guidance and support. Many of the items contained within are already specified as rights or responsibilities of students in official university literature, often in greater detail than presented here.

If a student has reason to believe that a faculty member has violated the Faculty Code of Conduct ([http://www.ucop.edu/acadpersonnel/apm/apm-015.pdf](http://www.ucop.edu/acadpersonnel/apm/apm-015.pdf)) and that formal discipline may be warranted, the alleged violator may be reported to the Chair of the department and to the Dean of the division or school with a request that a charge be filed with the Academic Senate Charges Committee ([http://www.registrar.ucla.edu/catalog/catalog11-12-835d.htm](http://www.registrar.ucla.edu/catalog/catalog11-12-835d.htm)). If the Dean, in consultation with the vice chancellor of Academic Personnel, determines that there are not sufficient grounds for the administration to file a charge, the student may, after discussing the matter with the Office of Ombuds Services and a member of the Academic Senate Grievance Advisory Committee ([http://www.senate.ucla.edu/committees/gac/](http://www.senate.ucla.edu/committees/gac/)), file such a charge in person if the student continues to feel it is warranted. It is important to understand, however, that while the charges process might lead to sanctions for the accused faculty member ([http://www.ucop.edu/acadpersonnel/apm/apm-016.pdf](http://www.ucop.edu/acadpersonnel/apm/apm-016.pdf)), there are no provisions for providing restitution to the grievant.

### XIII. Administrative Offices

#### A. **UCLA Offices**

**Registrar**

“The University Registrar has operational authority and responsibility for services in the areas of academic publications and scheduling, academic record services, enrollment and degree services, and student information systems. Services include issuance of transcripts and diplomas, verification of attendance, release of public information, registration and enrollment, collection of grades, and production of official campus publications including the General Catalog and quarterly Schedule of Classes. The University Registrar’s Office operates as the secretary to the faculty and as the official record keeper of the University.”

The Registrar's service windows are located at 1113 Murphy Hall. The Registrar's Office is open from 9 a.m. to 4 p.m., Monday through Friday (except holidays).
Ombudsman
“The mission of the Office of Ombuds Services is to ensure that all members of the University community receive confidential, fair, and equitable treatment in matters of concern or complaint. The Ombuds persons facilitate communication when conflict arises and provide the opportunity for informal dispute resolution.”

Strathmore Building, 501 Westwood Plaza, Suite 105
Phone: (310) 825-7627
8 am–5pm, Monday–Friday or by appointment

Financial Aid
“The mission of the Financial Aid Office is to help remove financial barriers and to assist students in meeting the rising cost of attendance at UCLA. The role of our office is to fill the gap that exists between the cost of attendance and funds available from your family, savings and other resources. We will assist you with completing your application for financial aid, determining your level of need and offering financial aid to meet your educational expenses. Our staff is available to answer any questions you may have regarding financial aid to address your eligibility concerns.”

The Financial Aid Office is located in room A129J on the A Level of Murphy Hall.
Phone: 310-206-0400. Email: finaid@saonet.ucla.edu. Mailing address: UCLA Financial Aid Office, A-129J Murphy Hall Box 951435, Los Angeles, CA 90095-1435

Graduate Division
“The UCLA Graduate Division is responsible for administering policy established by the Academic Senate and its Graduate Council for master’s, doctoral, and graduate professional degree programs other than the professional degree programs in Dentistry, Law, and Medicine. The Division oversees graduate recruitment and admissions, including the recruitment of a diverse student body, fellowships, teaching and research assistantships and other graduate student support, and the maintenance of high quality standards in all UCLA graduate programs. The Dean of the Graduate Division also serves as Vice Chancellor Graduate Studies. The orientation handbook is available here.”

Graduate Council
“The Graduate Council is a standing committee of the UCLA Academic Senate. In keeping with the University’s commitment to the philosophy of shared governance, the Council is responsible for the establishment of policy and standards for graduate education at UCLA; the approval, review, and monitoring of graduate degree programs; and recommendations regarding fellowships and assistantships.”

“An excellent example of shared governance, the Graduate Council and the Graduate Division work together to determine and administer policies on graduate education at UCLA. While the organizational structure of the University of California
clearly separates the policy and decision-making duties of the Graduate Council from the administrative duties of the Graduate Division, the two are closely intermeshed through the Graduate Council’s delegation of decision-making in certain areas to the dean. The close cooperation between the dean of the Graduate Division and the chair of the Graduate Council ensures that graduate standards at UCLA are upheld and the quality of graduate programs are protected and promoted.”

B. Fielding School of Public Health Offices

Dean’s Office
The Dean’s message can be read here. Contact information for the Dean is available here. A copy of the School’s strategic plan is available here.

Student Affairs – Central Office
“The Central Student Affairs Office offers information and resources designed to attract and assist potential students with admission and to help current students with enrollment, advising, and degree program issues. Advising for specific program requirements is handled by the departmental Student Affairs Officer. In addition to student advising, the Student Affairs Office staff members oversee course scheduling, school-wide funding opportunities, the new student orientation, the annual awards ceremony, and graduation. The staff members also conduct recruitment and outreach activities at conferences, college fairs, and community-based outreach events.”

A1-269 Center for Health Sciences
Monday – Friday, 10 a.m. – 3 p.m. or by prior appointment

Central Finance Office
“The Central Finance Office provides support for the School in financial areas such as general budget, financial systems, sales and services, indirect cost recovery and grant submissions. It also provides pre-award and post-award, travel and purchasing support for central administrative offices and faculty members availing of the Contracts and Grants services of the Central Finance Office.”

C. Health Policy and Management Offices

Chair
Jack Needleman, PhD, Fred W. and Pamela K. Wasserman Endowed Chair in Health Services
(310) 267-2706 | (310) 825-3317 | needlema@ucla.edu

PhD/MS Program Director
Emmeline Chuang, PhD (emchuan@ucla.edu)
## XIV. Faculty and Staff Listings & Directory

This section provides a list of core faculty members with their contact information and research interests. For a complete list, including part time and jointly appointed faculty, please visit [http://hpm.ph.ucla.edu/faculty/faculty-bios](http://hpm.ph.ucla.edu/faculty/faculty-bios).

### Core & Affiliated HPM Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SANGEETA AHLUWALIA, MPH, PhD</strong></td>
<td>Assistant Professor</td>
<td><a href="mailto:sangeeta.c.ahluwalia@gmail.com">sangeeta.c.ahluwalia@gmail.com</a></td>
<td>Implementation science; access and use of end-of life care; qualitative research methods</td>
</tr>
<tr>
<td><strong>SANDRA ARONBERG, MPH, MD</strong></td>
<td>Assistant Professor</td>
<td><a href="mailto:saronberg@ucla.edu">saronberg@ucla.edu</a></td>
<td>Impact of new technologies on health services, policy and outcomes; technology assessment, quality and utilization management; environmental health and technology</td>
</tr>
<tr>
<td><strong>KATHRYN ATCHISON, MPH</strong></td>
<td>Professor</td>
<td><a href="mailto:katchison@conet.ucla.edu">katchison@conet.ucla.edu</a></td>
<td>Doctor-patient communications; health outcomes; medical outcomes assessment and quality of care issues such as perceptions of oral health and development and evaluation of psychosocial outcome measures</td>
</tr>
<tr>
<td><strong>ROSHAN BASTANI, PhD</strong></td>
<td>Professor</td>
<td><a href="mailto:bastani@ucla.edu">bastani@ucla.edu</a></td>
<td>Disease prevention and control among disadvantaged groups with a focus on rigorously testing individual, community, organization, and system-directed interventions to improve access and reduce disparities; examination of the drivers of disparities among undeserved groups; implementation of pragmatic intervention trials to mitigate observed disparities and methodological studies</td>
</tr>
<tr>
<td><strong>ARTURO BUSTAMANTE, PhD</strong></td>
<td>Associate Professor</td>
<td><a href="mailto:avb@ucla.edu">avb@ucla.edu</a></td>
<td>Access to health care among Latinos/Hispanics and immigrants in the US; comparative analyses of health care delivery systems in Latin American countries</td>
</tr>
<tr>
<td><strong>EMMELINE CHUANG, PhD</strong></td>
<td>Associate Professor</td>
<td><a href="mailto:emchuang@g.ucla.edu">emchuang@g.ucla.edu</a></td>
<td>Organization and delivery of health and human services; Implementation science; Inter-organizational relationships; Mixed methods; Qualitative methods; Survey research</td>
</tr>
<tr>
<td><strong>BURTON COWGILL, PhD</strong></td>
<td>Assistant Professor</td>
<td><a href="mailto:bcowgill@ucla.edu">bcowgill@ucla.edu</a></td>
<td>Cancer prevention and control among diverse adolescent and young adult populations, including tobacco, e-cigarettes, HPV, nutrition and physical activity; community-engaged research; healthy policy related to prevention and health promotion</td>
</tr>
<tr>
<td><strong>WILLIAM CUNNINGHAM, MPH, MD</strong></td>
<td>Professor</td>
<td><a href="mailto:wcunningham@mednet.ucla.edu">wcunningham@mednet.ucla.edu</a></td>
<td>Improve outcomes of HIV care continuum; emphasizing racial/ethnic and socioeconomic disparities among vulnerable populations living with, or at-risk, of HIV</td>
</tr>
<tr>
<td><strong>BRUCE DAVIDSON, MPH, PhD</strong></td>
<td>Assistant Professor</td>
<td><a href="mailto:brucendavidson@icloud.com">brucendavidson@icloud.com</a></td>
<td>Health services delivery and evaluation; medical treatment effectiveness; decision-making in health care; measurement for quality improvement; information management; development and implementation of initiatives designed to promote cost-effective, high quality medical care with a focus on measurement and statistical methodology</td>
</tr>
<tr>
<td><strong>PAMELA DAVIDSON, MS, PhD</strong></td>
<td>Professor</td>
<td></td>
<td>Evaluation design and methods; leadership, team, and individual career development; clinical and translational science research</td>
</tr>
<tr>
<td>Email</td>
<td>Name</td>
<td>Research Areas</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:pdavidson@mednet.ucla.edu">pdavidson@mednet.ucla.edu</a></td>
<td>ARAM DOBALLIAN, JD, MPH, PhD Professor <a href="mailto:adobalia@ucla.edu">adobalia@ucla.edu</a></td>
<td>Public health preparedness and response; development of performance metrics, community resilience, crisis leadership, facility evacuation and sheltering, workforce readiness and training, and behavioral health</td>
<td></td>
</tr>
<tr>
<td>LAURA ERSKINE, PhD, MBA</td>
<td>JOSE ESCRARCE, MD, PhD</td>
<td>Factors influencing the use of medical care, physician location, provider choice, quality of health care, and health care outcomes; health economics; managed care; physician behavior; racial and ethnic disparities in medical care; technological change in medicine</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:lerskine@ucla.edu">lerskine@ucla.edu</a></td>
<td>Professor <a href="mailto:jescarce@mednet.ucla.edu">jescarce@mednet.ucla.edu</a></td>
<td>Mental health and substance abuse policy; health insurance; long-term and end-of-life care; Medicaid; disparities research; reciprocity in relationship between health and labor market outcomes; insurance markets and managed care; chronic disability</td>
<td></td>
</tr>
<tr>
<td>ARLENE FINK, MD, PhD</td>
<td>ARIA FALLAH, MD Assistant Professor <a href="mailto:AFallah@mednet.ucla.edu">AFallah@mednet.ucla.edu</a></td>
<td>Evidence based surgery; clinical trials; observational studies; meta-analyses as it relates to clinical and operative pediatric epilepsy surgery</td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:jifeldin@ucla.edu">jifeldin@ucla.edu</a></td>
<td>JONATHAN FIELDING, MD, MPH Distinguished Professor <a href="mailto:jfieldin@ucla.edu">jfieldin@ucla.edu</a></td>
<td>Underlying determinants of health, ill health and injuries, development of preventive service guidelines; prevention economics and financing; evidence-based public health methods and practice; health promotion for children, adults, and families in community, clinical, and occupational settings, modeling future health of populations, opportunity costs of questionable medical expenditures, multi-sectoral public health interventions</td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:AFinke@mednet.ucla.edu">AFinke@mednet.ucla.edu</a></td>
<td>AFRICK, MD, PhD Professor <a href="mailto:AFrick@mednet.ucla.edu">AFrick@mednet.ucla.edu</a></td>
<td>Health services; health and well-being of vulnerable populations; improving preventive medicine practice and the quality of health care for older adults</td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:npflores@ucla.edu">npflores@ucla.edu</a></td>
<td>YVONNE FLORES, PhD, MPH Associate Professor <a href="mailto:npflores@ucla.edu">npflores@ucla.edu</a></td>
<td>Prevention and control of chronic diseases; health disparities; global and immigrant health; health-related quality of life</td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:quark@ucla.edu">quark@ucla.edu</a></td>
<td>PAUL FU, Jr., MD Professor <a href="mailto:quark@ucla.edu">quark@ucla.edu</a></td>
<td>Pediatrics; child health and development</td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:michael.r.galper@us.pwc.com">michael.r.galper@us.pwc.com</a></td>
<td>MICHAEL GALPER, MPH Professor <a href="mailto:michael.r.galper@us.pwc.com">michael.r.galper@us.pwc.com</a></td>
<td>Healthcare finance; performance improvement; cost reduction; financial analysis; acquisition due diligence; internal control review</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Laurengase@gmail.com">Laurengase@gmail.com</a></td>
<td>LAUREN GASE, PhD Assistant Professor <a href="mailto:laurengase@gmail.com">laurengase@gmail.com</a></td>
<td>Mixed methods research and evaluation; promoting data use for learning and systems change, working across sectors to promote equity; improving holistic health and well-being of youth and families in partnership with multiple sectors including education and juvenile justice systems</td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:pganz@ucla.edu">pganz@ucla.edu</a></td>
<td>PATRICIA GANZ, MD Distinguished Professor <a href="mailto:pganz@ucla.edu">pganz@ucla.edu</a></td>
<td>Cancer survivorship and late effects of cancer treatment, cancer prevention, cancer genetics, outcomes and quality of life, quality of care for cancer patients; clinical trials and evidence-based care; barriers to dissemination and implementation of effective care</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Laurengase@gmail.com">Laurengase@gmail.com</a></td>
<td>LILLIAN GELBERG, MSPH, MD</td>
<td>Clinical trials to reduce risky drug use and promote healthy lifestyle</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>Research Focus</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Professor Anne Gelberg, PhD</td>
<td><a href="mailto:lgelberg@mednet.ucla.edu">lgelberg@mednet.ucla.edu</a></td>
<td>Change in low income populations using leading behavior change methodologies supported by wireless technology; improvement of the health and quality of care of our nation’s most vulnerable populations</td>
<td></td>
</tr>
<tr>
<td><strong>Beth Glenn, PhD</strong></td>
<td><a href="mailto:bglenn@ucla.edu">bglenn@ucla.edu</a></td>
<td>Chronic disease and cancer prevention and control among low income and ethnic minority populations</td>
<td></td>
</tr>
<tr>
<td>Professor Neal Halfon, MD, MPH</td>
<td><a href="mailto:nhalfon@ucla.edu">nhalfon@ucla.edu</a></td>
<td>Specific social, environmental, behavioral, and biological determinants of children’s health and development over the life course; comprehensive early childhood systems; complexity science and health systems change; improvement science; collaborative innovation; access to care for low-income children; delivery of health services to children with special health care needs with an interest in abused and neglected children in the foster care system</td>
<td></td>
</tr>
<tr>
<td><strong>David Hayes-Bautista, PhD</strong></td>
<td><a href="mailto:dhayesb@ucla.edu">dhayesb@ucla.edu</a></td>
<td>Dynamics and processes of the health of the Latino population using both quantitative data sets and qualitative observations</td>
<td></td>
</tr>
<tr>
<td>Professor Ronald Hays, PhD</td>
<td><a href="mailto:drhays@ucla.edu">drhays@ucla.edu</a></td>
<td>Health-related quality of life; patient satisfaction with care; health-related behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Jody Heymann, PhD, MD</strong></td>
<td><a href="mailto:jheymann@ph.ucla.edu">jheymann@ph.ucla.edu</a></td>
<td>Bridging the gap between research and policymakers by translating research into policies and programs that improve individual and population health</td>
<td></td>
</tr>
<tr>
<td>Professor Felicia Hodge, DrPH</td>
<td><a href="mailto:fhodge@sonnet.ucla.edu">fhodge@sonnet.ucla.edu</a></td>
<td>American Indian health issues including cervical cancer, nutrition, smoking cessation, breast cancer, wellness concepts, diabetes, cancer pain, and self-management; developing and testing culturally sensitive intervention models for American Indian populations</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Moira Inkelas, PhD</td>
<td><a href="mailto:minkelas@ucla.edu">minkelas@ucla.edu</a></td>
<td>Improvement science research; quality improvement; population system science; child and family health care re-design including developmental screening, oral health, trauma-informed care, and integration of social and medical care; population-focused cross-sector care integration; early childhood development and life course</td>
<td></td>
</tr>
<tr>
<td>Geoffrey Joyce, PhD</td>
<td><a href="mailto:gjoyce@healthpolicy.usc.edu">gjoyce@healthpolicy.usc.edu</a></td>
<td>Costs of medical care and the role of insurance; lifetime costs of chronic disease and smoking cessation; cost-effectiveness of highly active antiretroviral therapy for HIV-infected patients; differences in medical care utilization and costs under alternative financing arrangements and treatment settings; examining impacts of Medicare Part D; prior authorization policies; pricing in health care markets</td>
<td></td>
</tr>
<tr>
<td><strong>Emmett Keeler, PhD</strong></td>
<td><a href="mailto:emmett@rand.org">emmett@rand.org</a></td>
<td>Chronic disease management; helping people with chronic diseases manage their health better; theoretical and empirical effects of alternative health insurance plans on episodes of treatment and on health outcomes</td>
<td></td>
</tr>
<tr>
<td>Clifford Ko, MD, MS, MSHS</td>
<td></td>
<td>Surgical care including methodological issues; analytical measurement; cost effectiveness; measures development; quality</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>Research Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cko@mednet.ucla.edu">cko@mednet.ucla.edu</a></td>
<td>Improvement; implementation of quality interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GERALD KOMINSKI, PhD</strong></td>
<td>Costs and cost-effectiveness of health care programs and technologies; improvement of access and health outcomes among ethnic and vulnerable populations; performance of public insurance programs including Medicare, Medicaid, and Workers Compensation; effects of the Affordable Care Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:kominski@ucla.edu">kominski@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALICE KUO, PhD</strong></td>
<td>Early childhood areas of developmental screening and services; early literacy practices; cognitive and language development in young minority children; hearing screening in early childhood; mental health services for children with autism and mental health services for children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:akuo@mednet.ucla.edu">akuo@mednet.ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MARK LITWIN, MPH</strong></td>
<td>Medical outcomes assessment; quality of care; health-related quality of life; epidemiology; costs and resource utilization; patient preferences; health care access for malignant and benign diseases in urology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:mlitwin@mednet.ucla.edu">mlitwin@mednet.ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PETER LONG, PhD</strong></td>
<td>Health reform; health policy; community health; implementing the Affordable Care Act in California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JAMES MACINKO, PhD</strong></td>
<td>Impact of health reforms and policy changes; evaluation of health system performance; role of health policies and services in the production and potential reduction of inequities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:jmacinko@ucla.edu">jmacinko@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CAROL MANGIONE, MD, MSPH</strong></td>
<td>Diabetes; diabetes prevention; health disparities; aging; public health; health insurance benefit design; public health policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:cmangione@mednet.ucla.edu">cmangione@mednet.ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNETTE MAXWELL, DRPH</strong></td>
<td>Research to reduce health disparities in underserved and under-resourced populations; promoting cancer screening; implementation and dissemination of evidence-based interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:amaxwell@ucla.edu">amaxwell@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VICKIE MAYS, PhD</strong></td>
<td>Mental and physical health disparities affecting racial and ethnic minority populations; factors surrounding HIV/AIDS in racial and ethnic minorities; barriers to education and services; understanding racial-based immunological differences; role of perceived and actual discrimination on mental and physical health outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:maysv@nicco.sscnet.ucla.edu">maysv@nicco.sscnet.ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WILLIAM MCCARTHY, PhD</strong></td>
<td>Home and neighborhood environmental approaches to reducing heart disease risk in mostly immigrant Mexican American residents of East Los Angeles; telephone counseling and lay health worker modalities for providing low-cost, high impact lifestyle counseling to low-income patients to reduce their risk of cancer and diabetes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:wmccarth@ucla.edu">wmccarth@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JEANNE MIRANDA, PhD</strong></td>
<td>Evaluating the impact of mental health care for ethnic minority communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:mirandaj@ucla.edu">mirandaj@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CORRINA MOUCHERAUD, ScD, MPH</strong></td>
<td>Processes and outcomes of policy implementation at the global and national levels; methods to incorporate health system information into quantities methodologies for evidence-based decision-making in low-resource settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JACK NEEDLEMAN, PhD</strong></td>
<td>Determinants of quality in health care organizations; evaluation, design and implementation of quality and process improvement programs; quality and staffing in hospitals; impact of payment, health insurance and health reform on access and costs of care; health care provider and insurer responses to market and regulatory incentives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>DESIGNATION</td>
<td>INTERESTS</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ROBERT NORDYKE, PhD, MS</td>
<td>Assistant Professor</td>
<td>Health economics; immigrant and global health; outcomes research; health policy; global pharmaceutical industry</td>
<td></td>
</tr>
<tr>
<td>LORI PELLICIONI, PhD, JD, MPH</td>
<td>Assistant Professor, <a href="mailto:lpellicc@ucla.edu">lpellicc@ucla.edu</a></td>
<td>Healthcare fraud and abuse in the Medicare program and corporate compliance in healthcare organizations</td>
<td></td>
</tr>
<tr>
<td>NINEZ PONCE, PhD</td>
<td>Professor, <a href="mailto:nponce@ucla.edu">nponce@ucla.edu</a></td>
<td>Elimination of racial/ethnic and social disparities in health and health care in multicultural survey research; social penalties in health access; global and immigrant health; and population-based cancer prevention and control studies</td>
<td></td>
</tr>
<tr>
<td>NADEREH POurat, PhD</td>
<td>Professor, <a href="mailto:pourat@ucla.edu">pourat@ucla.edu</a></td>
<td>Disparities in access to care of underserved populations, focusing on the role of the health care delivery system in disparities and health care outcomes; primary care redesign, system integration, and efficiencies in care delivery; impact of providers and health care workforce on access and outcomes</td>
<td></td>
</tr>
<tr>
<td>THOMAS PRISELAC, MPH</td>
<td>Professor, <a href="mailto:priselac@ucla.edu">priselac@ucla.edu</a></td>
<td>Organizational leadership; healthcare delivery; financing of health care health care quality and safety and the adoption and implementation of information technology</td>
<td></td>
</tr>
<tr>
<td>THOMAS RICE, PhD</td>
<td>Distinguished Professor, <a href="mailto:trice@ucla.edu">trice@ucla.edu</a></td>
<td>Organization and financing of the U.S. health care system; completion/regulation; physicians’ economic behavior; Medicare; private health insurance for seniors; behavioral economics as applied to health and health care; health care cost containment; role of competition in health care reform; managed care</td>
<td></td>
</tr>
<tr>
<td>DYLAN ROBY, PhD</td>
<td>Assistant Professor, <a href="mailto:droby@ucla.edu">droby@ucla.edu</a></td>
<td>U.S. healthcare system; healthcare affordability; health information technology; impacts of managed care; disease management programs; health insurance markets; health care reform; safety net clinics and hospitals; Medicaid, health care safety net; Affordable Care Act’s implications for insurance markets; system redesign and access to care</td>
<td></td>
</tr>
<tr>
<td>LINDA ROSENSTOCK, MD, MPH</td>
<td>Professor and Dean Emeritus, <a href="mailto:lindarosenstock@ph.ucla.edu">lindarosenstock@ph.ucla.edu</a></td>
<td>Occupational safety and health; prevention and population health; global public health and science policy</td>
<td></td>
</tr>
<tr>
<td>ANTHONY SCHIFF, JD, MPH</td>
<td>Professor, <a href="mailto:tschiff@mdhealthlaw.com">tschiff@mdhealthlaw.com</a></td>
<td>Health care law; legal environmental of health services management</td>
<td></td>
</tr>
<tr>
<td>SAMUEL SESSIONS, MD</td>
<td>Assistant Professor, <a href="mailto:ssessions@mednet.ucla.edu">ssessions@mednet.ucla.edu</a></td>
<td>Health policy with a focus on health care finance, public health, and the economics of health care and public health services</td>
<td></td>
</tr>
<tr>
<td>RICHARD SINAIKO, MPH</td>
<td>Associate Professor, <a href="mailto:richard.sinaiko@sinaiko.com">richard.sinaiko@sinaiko.com</a></td>
<td>Medical practice operations; financial and strategic management; physician hospital integration; managed care marketing and contracting; organizational strategic planning; academic medical center/faculty practice plan reorganization; network development; medical group formation and merger and consolidation</td>
<td></td>
</tr>
<tr>
<td>BRENNAN SPIEGEL, MSHS, MD</td>
<td>Professor, <a href="mailto:Brennen.Spiegel@cshs.org">Brennen.Spiegel@cshs.org</a></td>
<td>Digital health technologies ability to strengthen patient-doctor bond, improve outcomes, and save money</td>
<td></td>
</tr>
<tr>
<td>STEPHANIE TAYLOR, PhD, MPH</td>
<td>Associate Professor</td>
<td>Evaluating environmental and organizational influences on health and health care; implementation with additional expertise in</td>
<td></td>
</tr>
<tr>
<td><strong><a href="mailto:Stephanie.Taylor8@va.gov">Stephanie.Taylor8@va.gov</a></strong></td>
<td>complementary and integrative medicine; women’s health; patient safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STEVEN TEUTSCH, MD, MPH</strong></td>
<td>Evidence-based public health and policy; improving outcomes measurement to enhance quality of care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:steutsch@ucla.edu">steutsch@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALAN TOMINES, MD</strong></td>
<td>Clinical and public health informatics domains, including: health information exchange, data standardization, human-computer interaction and data visualization, and child health information systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor <a href="mailto:atomines@ucla.edu">atomines@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEAH VRIESMAN, PhD, MHA, MBA</strong></td>
<td>Personal health records; clinical uptake and use of information technology; healthcare consumer-centered design and innovation models; strategic leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor <a href="mailto:vriesman@ucla.edu">vriesman@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KENNETH WELLS, MD</strong></td>
<td>Depression and other chronic health conditions in under-resourced communities; improvement of quality of care for psychiatric and neurological disorders across the lifespan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:KWells@mednet.ucla.edu">KWells@mednet.ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELIZABETH YANO, PhD, MSPH</strong></td>
<td>Health services research, implementation science, program evaluation; primary care delivery models, including patient-centered medical home; women’s health and disparities research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:elizabeth.yano@va.gov">elizabeth.yano@va.gov</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FREDERICK ZIMMERMANN, PhD</strong></td>
<td>Intersection of economics and the social determinants of health; comparative effectiveness of public health policies; effects of social and economic policy on population health; economics of health equity; ethical aspects of public health; effects of media on child health; opportunity costs of medical spending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor <a href="mailto:fredzimmerman@ucla.edu">fredzimmerman@ucla.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EMERITUS FACULTY**

<table>
<thead>
<tr>
<th><strong>EMILY ABEL, PhD</strong></th>
<th>Women’s health; history of public health; health services and women’s studies; historian of medicine and public health; tuberculosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Emeritus <a href="mailto:eabel@ucla.edu">eabel@ucla.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>ELLEN ALEKON, MD</strong></td>
<td>Public health aware primary care physicians; clinic organization; expansion and integration and public health advocacy; children and families</td>
</tr>
<tr>
<td>Professor Emeritus <a href="mailto:ealkon@dhs.co.la.ca.us">ealkon@dhs.co.la.ca.us</a></td>
<td></td>
</tr>
<tr>
<td><strong>RONALD ANDERSEN, PhD</strong></td>
<td>Access to medical care; models of health services use; comparative health services organization; medical care for vulnerable populations; oral health services</td>
</tr>
<tr>
<td>Professor Emeritus <a href="mailto:randerse@ucla.edu">randerse@ucla.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>BARBARA BERMAN, PhD</strong></td>
<td>Tobacco prevention among high risk adolescents and young adults; low-income multi-ethnic populations, and deaf and hard of hearing youth; developing effective cancer prevention and control programming, with a current emphasis on breast health and breast cancer for adult populations</td>
</tr>
<tr>
<td>Professor Emeritus <a href="mailto:bberman@ucla.edu">bberman@ucla.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>ROBERT BROOK, MD, ScD</strong></td>
<td>Quality assessment and assurance; development and use of health status measurements in health policy; efficiency and effectiveness of medical care; variation in use of selected services by geographic area</td>
</tr>
<tr>
<td>Professor Emeritus <a href="mailto:Robert_Brook@rand.org">Robert_Brook@rand.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>WILLIAM S. COMANOR, PhD</strong></td>
<td>Economics of research and development in the pharmaceutical industry</td>
</tr>
<tr>
<td>Professor Emeritus <a href="mailto:comanor@ucla.edu">comanor@ucla.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>DIANA HILBERMAN, MSPH, DrPH</strong></td>
<td>Organizational behavior in health care organizations; ethics; health</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Emeritus Hilberma</td>
<td><a href="mailto:hilberma@ucla.edu">hilberma@ucla.edu</a></td>
<td>Care organization strategy; operations and administration of health delivery systems; organization and financing of the health system</td>
</tr>
<tr>
<td>Robert Kaplan, PhD</td>
<td><a href="mailto:rmkaplan@ucla.edu">rmkaplan@ucla.edu</a></td>
<td>Development of a generic, preference-based measure of health outcome; concept of Quality-Adjusted Life Years (QALYs); estimating the cost/effectiveness of medical and public health interventions; evaluations of prevention in primary health care</td>
</tr>
<tr>
<td>Paul Torrens, MD, MPH</td>
<td><a href="mailto:torrens@ucla.edu">torrens@ucla.edu</a></td>
<td>Health care management and health care policy; health services organization and financing; health services organization and theory; managerial processes in health service organizations and managed care</td>
</tr>
<tr>
<td>Stuart Schweitzer, PhD</td>
<td><a href="mailto:sschweit@ucla.edu">sschweit@ucla.edu</a></td>
<td>Economics of the pharmaceutical industry – structure of the industry, regulatory issues involving approval of drugs and medical devices; financing of pharmaceuticals</td>
</tr>
</tbody>
</table>

**Staff**

Allison Kamerman, MS, MSO  
310-825-0240 | ajlevine@ucla.edu  
Allison serves as the Management Services Officer for the Department of Health Policy and Management. She handles overall administration of the Department including financial management, academic and staff personnel, student affairs, academic programs, IT, space distribution, and facilities. She is responsible for oversight of all funds including the Executive MPH Program, preparing the annual budget, financial planning and reporting, proposal preparation and post-award administration. She assists faculty and staff in resolving operational, personnel and fiscal matters; participates in faculty and committee meetings as necessary; advises Department faculty and staff of University policies and procedures; and manages all other departmental activities.

Claudia Thomas, Finance Manager  
310-206-3248 | cthomas@ph.ucla.edu  
Claudia serves as the Finance Manager for the Department of Health Policy and Management. She is responsible for management of all funds including the Executive MPH Program; preparing monthly financial reports for the MSO; analyzing fund activities and resolving issues; contract and grant administration including pre- and post-award activities; and processing orders, reimbursements, and travel transactions.

Anna Lim, Student Affairs Officer  
310-825-7863 | apark@ph.ucla.edu  
Anna serves as the Student Affairs Officer for the Department of Health Policy and Management. Her main role is to help guide students through the different stages of their degree program, including but not limited to, academic advising, course enrollment, processing various forms and special actions, and connecting students with appropriate offices when needed. Additionally, she advises prospective students, helps students and faculty navigate through University policies, and assists with the admissions process, as well as pre-doctoral administration of the training grant.

Maria Porras, Assistant to the Chair  
310-983-1355 | mporras@ph.ucla.edu  
Maria serves as the Assistant to the Chair for the Department of Health Policy and Management. She provides administrative support to the Chair and MSO. Her responsibilities in support of the Department include, but are not limited to, managing academic personnel actions, drafting
correspondence and reports, administration of post-doctoral trainee appointments, coordinating logistics for special events as well as other Chair or Departmental business as needed.
### Appendix 1: PhD Program Required Forms

<table>
<thead>
<tr>
<th>Form Name</th>
<th>When</th>
<th>From Where</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form 1 – Petition for Establishment of Three Member Guidance Committee &amp; Study in Major and Cognate Fields for the Ph.D. Degree</strong></td>
<td>The spring quarter before you take the written comprehensive/ qualifying exam in September.</td>
<td>Departmental SAO Return to SAO for processing</td>
</tr>
<tr>
<td><strong>Form 2 – Report on Written Qualifying Examination in the Major and Cognate Field for the Ph.D. Degree</strong></td>
<td>After you complete and pass the written comprehensive/ qualifying exam.</td>
<td>Departmental SAO Return to SAO for processing</td>
</tr>
<tr>
<td><strong>EPI 100 Requirement: Proof of Exposure to Epi Content</strong></td>
<td>Inquire with SAO about the form. Department Internal Form to be used when you have taken EPI course before.</td>
<td>Departmental SAO Return to SAO for processing</td>
</tr>
<tr>
<td><strong>Nomination of Doctoral Committee</strong></td>
<td>After you pass the written comps, but before you schedule your oral qualifying exams. <em>(Grad Division takes at least 10 days to process.)</em></td>
<td>Graduate Division web site – under Forms <a href="http://www.gdnet.ucla.edu/gasaa/library/document.pdf">http://www.gdnet.ucla.edu/gasaa/library/document.pdf</a> Only needs to be signed by Department Chair. Return to SAO for processing.</td>
</tr>
<tr>
<td><strong>Reconstitution of Doctoral Committee, Certifying Members, or Change in Final Oral Exam Requirements</strong></td>
<td>If the above form has been processed, and you need to make any changes to your committee.</td>
<td>Graduate Division web site – under Forms <a href="http://www.gdnet.ucla.edu/gasaa/library/document.pdf">http://www.gdnet.ucla.edu/gasaa/library/document.pdf</a> Return to SAO for processing.</td>
</tr>
<tr>
<td><strong>Report on the Oral Qualifying Exam and Request for Advancement to Doctoral Candidacy</strong></td>
<td>Contact departmental SAO a few days before your oral qualifying exam.</td>
<td>Departmental SAO We will complete the form and give it to you or your committee chair on the day of your exam. Return to SAO for processing.</td>
</tr>
<tr>
<td><strong>Report on the Final Oral Examination</strong> <em>(Internal document)</em></td>
<td>Contact departmental SAO a few days of your final defense.</td>
<td>Departmental SAO We will complete the form and give it to you or your committee chair on the day of your exam. Return to SAO for processing.</td>
</tr>
</tbody>
</table>
Appendix 2: Mentoring

There are many things to consider when selecting an advisor or mentor, including research interests, work styles, professional goals, time commitments and other expectations. It is also important to be a good mentee! The resources listed below have a variety of information to help you with many aspects of the mentoring relationship.

- Some general information on mentoring and FAQs are available here.
- Additional information and some questions to consider are available here.
- The University of Pittsburgh and Emory University’s websites have some nice tips on how to choose an advisor/mentor and a list of questions to ask potential advisors/mentors—focusing specifically on choosing a dissertation advisor.

There are several ways to get to know faculty members. Taking a class with faculty members is an excellent way to get to know them. Reading a professor’s papers is a good way to get to know their research interests and shows that you have the potential to be a good mentee. Setting up meetings with professors to ask about their research interests is another good way to get to know them and is encouraged. Working as a GSR or a Special Reader can also help you get to know faculty. Journal club and other department events are good opportunities to interact with faculty.

Below is a template of issues that should be agreed upon in advance by the student and the dissertation committee chair (adapted from materials from NDSU and Harvard). Students rarely use a formal written agreement but these points are a helpful starting place for discussion.

The dissertation committee chair and student should agree on the following:
- Ownership of the dissertation and authorship for any subsequent publications
- Ethical standards and practices of research
- Frequency and duration of regular meetings or other forms of communication (for example, many students meet with their advisors every week or every other week for 30-60 minutes)
- Timeline for completion of draft chapters and the overall dissertation (note: moving away from the university will typically increase the length of time it takes to complete a dissertation)
- Method of transmission of written materials (email or hard-copy) and how far in advance of meetings the chair needs to receive materials
- The number of drafts that will be read by the chair and by the other committee members.
- How the student will get support that cannot be provided by the chair.

The dissertation chair agrees that s/he will:
- Provide timely and constructive written and oral feedback that attests to global and specific details of the dissertation and will ensure a quality dissertation
- Assist the student to ensure that he or she is adequately prepared before allowing the student to orally defend his or her dissertation proposal or final dissertation
- Be knowledgeable about the dissertation process, university guidelines, and programmatic issues regarding completion of the dissertation
- Keep the student on track and focused
- Whenever possible, attempt to foresee difficulties or problems with the dissertation process

The student agrees that s/he will:
- Dedicate substantial hours to the dissertation each week
• Keep in mind that s/he is still a student until s/he graduates
• Adhere to proposed timelines and deadlines
• Keep in regular contact with the chair and other committee members
• Inform the chair in a timely manner if meetings need to be cancelled
• Integrate the feedback received from the chair in a thoughtful and scholarly manner
• Keep up-to-date with university guidelines and deadlines regarding dissertations
• Realize that an editor may be required during the dissertation, particularly for those for whom English is not the primary language
• Be honest with the chair about what s/he does not know so that the chair can help the student gain that knowledge
Appendix 3A: PhD Program Progress Report

**Ph.D Student Annual Progress Report**

This progress report is intended to help doctoral students identify and document their learning goals and needs, and also proactively clarify expectations of doctoral students and their advisors. This document will also help HPM track and monitor student activities so that we can evaluate and improve our PhD program, and also generate stronger applications for fellowships and awards for our students.

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>First Name Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Faculty Advisor:</td>
<td>Name of Faculty Advisor</td>
</tr>
<tr>
<td>Date this form is being filled out:</td>
<td>Click here to enter a date.</td>
</tr>
</tbody>
</table>

1. Quarter and year you first registered as a PhD student: ________ ____________

2. Years left of guaranteed funding (tuition, fees, stipend):

   Please provide details (e.g., CTSI pre-doctoral fellowship):

3. Any financial support (from a faculty member, the HPM Department, the FSPH) since entering the UCLA PhD Program, e.g. for data acquisition, conference travel, etc.

4. Total credit hours achieved towards PhD degree:

5. List remaining course requirements for PhD. For each, note whether this is a FSPH, HPM or cognate-specific requirement. If none, please write N/A.

6. Have you yet taken comprehensive exams? ☐Yes ☐No

7. Have you passed comprehensive exams? ☐Yes ☐No ☐N/A
8. Describe the status of your dissertation. Please note where you are at this point in time (i.e., searching for topic, proposal stage, defended proposal, gathering data, number of chapters written, etc.)

9. Have you formed a dissertation committee? ☐ Yes ☐ No
If yes, please list your committee members below. If you have not yet formally constituted your committee but have identified a committee chair, please identify your chair below.

10. Please identify any other faculty you’ve worked closely with outside the classroom setting and briefly describe the relationship (e.g., TA, GSR, informal meetings to discuss research or career).

11. Describe your goals for progress towards your degree and for overall professional development for the next academic year. If you are advanced to candidacy, please address your timeline and plans for finishing your degree and/or searching for a job. [Note: We strongly encourage you to develop these goals in collaboration with your faculty advisor].

PROFESSIONAL DEVELOPMENT

Please answer each of the following items, in addition to attaching an up-to-date CV. Please do not simply write “see CV.” For those that have completed this form more than once, please indicate new content since the last submission (e.g., by highlighting new content in yellow, using subheadings or an asterisk, etc.)
12. Peer-reviewed papers or book chapters published or accepted for publication. List ALL publications (including pre-publication electronic versions) since you entered the UCLA PhD program, including those in which the research was initially conducted at your previous institution(s) (provide full citations in a single, consistent format such as APA, MLA, Chicago, etc.).

13. Peer-reviewed papers under review, but not yet accepted. For each item: (a) provide full citation, including co-authors, paper title, journal; (b) list date of initial submission and resubmission if applicable; (c) indicate current status (e.g. under first review; resubmitted; invited to revise and resubmit but not yet resubmitted).

14. Any other publications (e.g., technical reports, policy briefs) (provide full citation).

15. Scholarly papers (oral presentations, poster presentations) presented at professional meetings or accepted for presentation since entering the UCLA PhD program. For each item, provide full citation, including co-authors, conference, whether it is an oral or poster presentation, and date. Please identify with an * any in which you are the lead presenter.

16. Grants or fellowships applied for since entering the UCLA PhD program. For each item, please indicate the funder, the specific grant or fellowship program, date submitted, and the current status of your application (pending/rejected/awarded). Please include both internal grants or fellowships (e.g., UCLA Graduate Summer
Research Mentorship, UCLA Dissertation Year Fellowship) and external (e.g., F32, R36).

17. Teaching-related accomplishments since entering the UCLA PhD program, including duties as a teaching assistant, guest lectures, etc. (if any).

18. Service to the Department of Health Policy and Management, Fielding School of Public Health, scientific community, or broader community since entering the UCLA PhD program (e.g., events organized, service on committees, peer reviews of manuscripts, participation on professional committees or boards, volunteer activities, etc.)

19. Any other honors, awards, or accomplishments since entering the UCLA PhD program.

20. List national or other professional meetings attended since entering the UCLA PhD program, including any listed earlier in which you were a presenter. Indicate name of the conference, date, and whether you were a presenter.

21. Any other notable activities (e.g., community connections, field experiences).

PHD PROGRAM FEEDBACK
22. We welcome any feedback about what is working well within the program and any suggestions for what can be improved. Responses will be decoupled from the rest of the Progress Report, aggregated, and shared with the faculty without any names attached.
Appendix 3B: PhD Program Advisor Evaluation

2018 PhD Advisor Evaluation Form

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>First Name Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Faculty Advisor:</td>
<td>Name of Faculty Advisor</td>
</tr>
<tr>
<td>Date this form is being filled out:</td>
<td>Click here to enter a date.</td>
</tr>
</tbody>
</table>

1. Student should complete the leftmost column by identifying and recording several goals to accomplish during the UCLA PhD program. Attach: 1) current copy of CV; 2) updated copy of Progress Report Form. Goals can be taken from Q#10 in the Progress Report Form.

2. Advisor and student should then meet and discuss these goals, areas in which progress has been made and areas where additional work is needed. This discussion should include accomplishments, challenges, expectations, and plans. This form should summarize this discussion, and then reviewed by both the student and the advisor, and signed.

3. Provide copy to Student Affairs Officer for file.

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Advisor Ratings</th>
<th>Student Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Work Needed</td>
<td>Successful Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #2</th>
<th>Advisor Ratings</th>
<th>Student Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Work Needed</td>
<td>Successful Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #3 - add more as needed</th>
<th>Advisor Ratings</th>
<th>Student Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Work Needed</td>
<td>Successful Progress</td>
</tr>
</tbody>
</table>

Overall achievement of goals

Comments on Ratings

<table>
<thead>
<tr>
<th>Indicate the average frequency of contact between student and advisor over the last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Weekly</td>
</tr>
</tbody>
</table>

After Discussion by Advisor and Student, please sign:

Student Signature: ___________________  Advisor Signature: ___________________

Date: ____________
Appendix 4: PhD Program Recommended Course Sequence

Ph.D. Program

Students must complete at least 72 units including the following:

REQUIRED COURSES (12-13 courses/48-52 units)

- HLT POL 200A Health Systems Organization and Financing, I
- HLT POL 200B Health Systems Organization and Financing, II
- HLT POL 225A Health Services Research Design (6 units)
- HLT POL 225B Health Services Research Design (6 units)
- HLT POL 237C Health Services Research Methodology (6 units)
- BIOSTATS 201A Applied Regression
- BIOSTATS 201B Applied Regression
- Stats Course(s) Additional statistics course(s), 200-level or above (Letter or S/U Grade)
- HLT POL 226A Readings in Health Service Research (2 units)
- HLT POL 226B Readings in Health Service Research (2 units)
- HLT POL 227B Special Topics in Health Services
- HLT POL 423 Practices of Evaluation in Health Services
- EPIDEM 100 Or an equivalent introductory survey course or show proof of an equivalent graduate-level introductory epidemiology course that meets the requirements for an MPH, MS, PhD, or MD program

ELECTIVE COURSES (5 courses/20 units)

SUGGESTED ELECTIVE COURSES

Students select 5 elective courses in the department of Health Policy & Management. Elective courses are taken with the dissertation objective in mind. Students are expected to audit HPM 227A (Fall) and 227B (Winter) throughout during the entire Ph.D. program unless they have a class conflict. They are encouraged to enroll in HPM 227A one time as an elective. A maximum of two 400-level courses maybe be counted. Elective courses may also include those from other disciplines, such as Economics, History, Political Science, etc.

COGNATE/ COURSES

Cognate studies give students a depth of knowledge in a field that is complementary to Health Policy and Management. Students are required to take Ph.D.-level coursework that satisfies the requirements of at least one cognate. The cognate area should be chosen in the student’s first or second year of study and completed during the second year of study. Cognate areas include: Economics, Epidemiology, Health Care Outcomes, Organizational Behavior, Pharmaceutical Economics, Public Policy Studies, Psychology, and Sociology.

- Courses that apply toward the degree MUST be taken on a letter-graded basis.
- Exception: the additional statistics course beyond BIOSTATS 201A/B may be taken for a letter or S/U grading option.
# Recommended Course Sequencing for Ph.D. Program in Health Policy and Management

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Required</td>
<td>HPM 200A, HPM 226A</td>
<td>HPM 200B, HPM 226B</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td></td>
<td>HPM 225A</td>
<td>HPM 225B</td>
<td>HPM 237C</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td>Biostat 201A</td>
<td>Biostat 201B</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>Required</td>
<td>Additional Stats Course</td>
<td></td>
<td>HPM 423 EPI 100*</td>
</tr>
<tr>
<td>Third +</td>
<td>Required</td>
<td></td>
<td>HPM 227B (once)</td>
<td>HPM PhD Professional Development Seminar (4 units)</td>
</tr>
<tr>
<td>Pre-candidacy</td>
<td>As needed to satisfy unit requirement</td>
<td>HPM 597</td>
<td>HPM 597</td>
<td>HPM 597</td>
</tr>
<tr>
<td>Candidate</td>
<td>As needed to satisfy unit requirement</td>
<td>HPM 599 (with committee chair)</td>
<td>HPM 599 (with committee chair)</td>
<td>HPM 599 (with committee chair)</td>
</tr>
</tbody>
</table>

Also see: [https://hpm.ph.ucla.edu/pages/requirements](https://hpm.ph.ucla.edu/pages/requirements)

Students usually start cognate and elective courses during their first year, especially in spring quarter. All coursework must be completed by the end of the second year if the student wishes to take the cognate exam in the fall of their third year. Additional coursework may be taken after the exam. The department seminars, Journal Club 227A and B do not need to be taken for credit unless otherwise specified but attendance is mandatory.

*EPI 100 must be taken if an equivalent course was not already completed during a student’s master’s degree coursework.
Appendix 5: PhD Cognates

UCLA Fielding School of Public Health
Department of Health Policy and Management
PhD Cognates

All HPM students take required courses in health services research, research design, and quantitative methods. Students will also develop expertise in a specific content area referred to as a cognate.

Current cognates include: Epidemiology; Health Outcomes Research; Health Economics; Organizational Behavior and Implementation Science; Pharmaceutical Economics; Health Policy; Psychology; and Sociology. Students who wish to select a cognate not listed here must receive approval from the Director of the PhD program.

A brief description of each cognate is provided below, along with the name(s) of designated cognate coordinator. Cognate coordinators will work with you, your advisor, and the PhD program director to provide input on courses appropriate for building cognate-specific theoretical, conceptual, and/or methodological skills relevant to your research interests. Students may be advised to enroll in additional coursework beyond the minimum specified in the cognate.
Cognate Coordinator: Dr. Vickie M Mays | maysv@nicco.sscnet.ucla.edu

Health policy researchers are in the unique position to address improvement of healthcare quality, reduce costs, and improve population health outcomes. Rapid growth in the scope and ability to link multiple large data sets—such as electronic healthcare records, administrative records—also opens up opportunities for health services researchers interested in how systems operate and in the development of evidence-based policies and procedures. Research in these areas can be accelerated through the use of epidemiologic data and epidemiologic analytic approaches. As per Brownson et al (2015), application of epidemiologic data and/or analytic approaches can support advanced analyses addressing questions/topics such as “upstream causes” of health disparities, patient centered outcomes, primary prevention, comparative effectiveness of alternative treatments, and even genome-based research or other “omics” involving increased use of human and pathogen genetic sequencing and complex biomarkers to identify and track the clinical course of disease, characterize patient risk, forecast the state of health service and/or monitor health trends.

To be successful, health services researchers employing epidemiology will need advanced skills to link, manage, map, analyze, interpret, display and communicate findings, the ability to utilize epidemiological methods and tools such as randomized clinical trials, survival analyses, demography, applied sampling, or health impact assessment.

Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
</table>
| 1. To develop skill in the development of research questions to advance knowledge about epidemiologic approaches that can answer questions about health at the population, systems or clinical level. | **Conceptual Knowledge:** Apply or develop theoretical and conceptual models and skills relevant to health services research  
**Relevant and Important Question Development:** Pose important research questions informed by structured evidence assessment, stakeholder positions, and pertinent theoretical and conceptual models and formulate solutions to health problems, practice and policy |
<p>| 2. To describe the relative strengths and weaknesses of different epidemiologic study designs used in evaluating patient-reported | <strong>Study Designs:</strong> Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>outcomes, clinical trials, genomics/omics, monitoring/surveillance/forecasting or big data.</td>
<td>Data Analysis: Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions</td>
<td></td>
</tr>
<tr>
<td>To differentiate the pros and cons of options for analyzing and interpreting patient-reported outcomes, clinical trials, monitoring/surveillance/forecasting or big data studies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To use or develop conceptual models steeped in epidemiology that are good fits for evaluating determinants of health outcomes, investigating casual inferences, controlling for bias, a priori model specification, translation of models into explicit population assumptions, model selection, model diagnostics, hierarchical (multilevel) modeling.</td>
<td>Conceptual Models and Operational Methods: Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs Data Collection and Management Methods: Assemble and manage existing data from public and private sources</td>
</tr>
<tr>
<td>To obtain skills in the development of measures and approaches in applied and survey sampling, determinants of denominators, health impact assessment including use of population status and identity measurement and small area statistics research methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>To use epidemiologic data applied to research questions in clinical practice health policy.</td>
<td>Knowledge Transfer: Knowledge translation to policy and practice</td>
</tr>
<tr>
<td>5</td>
<td>To explain the role of epidemiologic data in evaluating the quality of health care delivered and in the assessment of health impact assessment.</td>
<td>Foundational Knowledge: Acquire knowledge of the context of health and health care systems, institutions, actors, and environment</td>
</tr>
</tbody>
</table>

**Examples of published research by faculty and/or students: (*=student)**


Required Coursework:

• Epi 200A (Methods I: Basic Concepts and Study Designs)
• Epi 200B (Methods II: Prediction and Validity)
• Epi 200C (Methods III: Analysis)
• Biostatistics M208/Economics M208/Sociology M213A/CHS 208 Introduction to Demographic Methods
• Epi 410. Management of Epidemiologic Data (2 units)
• Plus one of the following:
  • EPI M216: Applied Sampling
  • ENVHLT 215: Fundamentals of Health Impact Assessment
  • CHS 209. Demographic Techniques II: Modeling Population Processes and Dynamics
Cognate Coordinator: Dr. Ron Hays | drhays@ucla.edu

Health outcomes research is used by policymakers, researchers, and health care providers to evaluate interventions and document their impact on functioning and well-being of chronic and acute health conditions. To meet these needs, Health outcomes research addresses issues such as definitions of health, measurement of health outcomes, psychometric properties of health outcome measures, and use of health outcome measures in observational studies and in randomized clinical trials. To be successful, researchers in health outcomes need to develop conceptual grounding in health-related quality of life and subjective well-being. They also need to be able to do research using self-reported mail and web-based surveys, telephone interviews, and face-to-face interviews.

Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Conceptual Knowledge:</strong> Apply or develop theoretical and conceptual models and skills relevant to health services research <strong>Relevant and Important Question Development:</strong> Pose important research questions informed by structured evidence assessment, stakeholder positions, and pertinent theoretical and conceptual models and formulate solutions to health problems, practice and policy</td>
</tr>
<tr>
<td></td>
<td><strong>Study Designs:</strong> Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions <strong>Data Analysis:</strong> Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions</td>
</tr>
<tr>
<td>2</td>
<td><strong>Conceptual Models and Operational Methods:</strong> Use or develop a conceptual model to specify study constructs for a health services research question and</td>
</tr>
</tbody>
</table>
To obtain skills in health outcome measure development including use of qualitative and community-based participation research methods.

Data Collection and Management Methods: Assemble and manage existing data from public and private sources.

Develop variables that reliably and validly measure these constructs.

Knowledge Transfer: Knowledge translation to policy and practice.

To explain how health outcomes data is used in clinical practice and for health policy.

Foundational Knowledge: Acquire knowledge of the context of health and health care systems, institutions, actors, and environment.

To discuss the role of health care outcomes in evaluating the quality of health care delivered.

Examples of published research by faculty and current or recent students: (*=students)

- Huynh AK, Kinsler JJ, Cunningham WE, Sayles JN. (2013). The role of mental health in mediating the relationship between social support and optimal ART adherence. AIDS Care, 25(9), 1179-84.

Required coursework:

- Epi 200A (Methods I: Basic Concepts and Study Designs)
- Epi 200B (Methods II: Prediction and Validity)
- Epi 200C (Methods III: Analysis)
- HPM 214 (Measurements of Effectiveness and Outcomes of Health Care)
- Plus one of the following:
  - HPM 216 (216. Quality Assessment and Assurance.)
  - HPM 239A (Introduction to Decision Analysis and Cost-Effectiveness Analysis)
  - HPM 265 (Challenges in Clinical Health Services Research)
Cognate Coordinator: Dr. Tom Rice | trice@ucla.edu

Health Economics offers a critical framework for evaluating the efficiency of health systems and health-affecting consumer and producer behavior in improving the health of populations. The health economics field provides public policy tools to evaluate value in health and health care as well as the distributional benefits/penalties of policies. Economic analysis also examines decision-making by consumers and providers in the presence of insurance, regulation, and payment incentives. With increasing demands on limited resources, an economic way of thinking provides useful insights into how health care can be organized and financed and influences decision making at all levels of health care.

To meet these needs, the Health Economics cognate prepares the student in advanced training in microeconomic theory and an applied economics field such as labor economics and industrial organization—applied to research inquiries in health and health care.

To be successful, students will be able to conduct health services research grounded in economic theory and econometric approaches. Students will develop a deep conceptual understanding that a key aspect of health economics is how market failures motivate the role of governments in the financing, organization and delivery of health care.

Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To describe and formulate conceptual models based on microeconomic theory.</td>
<td><strong>Conceptual Knowledge:</strong> Apply or develop theoretical and conceptual models and skills relevant to health services research</td>
</tr>
<tr>
<td>To identify the strengths and weaknesses of this theory as applied to health care.</td>
<td><strong>Relevant and Important Question Development:</strong> Pose important research questions informed by structured evidence assessment, stakeholder positions, and pertinent theoretical and conceptual models and formulate solutions to health problems, practice and policy</td>
</tr>
<tr>
<td>To use microeconomic theory to analyze the health care sector.</td>
<td></td>
</tr>
<tr>
<td>2. To describe the relative strengths and weaknesses of different economic models,</td>
<td><strong>Study Designs:</strong> Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions</td>
</tr>
<tr>
<td>including the traditional microeconomic model and behavioral economics.</td>
<td></td>
</tr>
</tbody>
</table>
To delineate options for analyzing and interpreting economic data in the health care sector.

**Data Analysis:** Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions

3 To employ appropriate strategies for evaluating how economic variables affect health care outcomes of interest (e.g., access, quality, costs)

To obtain skills in analyzing data sets relating health care outcomes of interest to their economic determinants.

**Conceptual Models and Operational Methods:** Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs

**Data Collection and Management Methods:** Assemble and manage existing data from public and private sources

4 To describe how economic data is used in clinical practice and for health policy.

**Knowledge Transfer:** Knowledge translation to policy and practice

5 To discuss the place of economic theory and analysis in overall analyses of the health care environment

**Foundational Knowledge:** Acquire knowledge of the context of health and health care systems, institutions, actors, and environment

---

**Examples of published research by faculty and students: (*=students)**


**Required coursework:**

- Econ “boot camp”
- Econ 200 (Mathematical Methods in Economics)
- Econ 201A (Microeconomics: Theory of the Firm and Consumer)
- A two course, 200-level applied course sequence. Examples include labor, industrial organization, international, population/public sector, quantitative methods, econometrics
  OR

- HPM 203A
- HPM 203B
- A two course, 200-level applied course sequence. Examples include labor, industrial organization, international, population/public sector, quantitative methods, econometrics
Cognate Coordinators: Dr. Emmeline Chuang | emchuang@ucla.edu
Dr. Moira Inkelas | minkelas@ucla.edu

Health care delivery and public health organizations are faced with unprecedented demands and incentives to improve their effectiveness. Consequently, training health services researchers in methods and perspectives central to improving system processes, structures, and strategies is a major priority.

Students in this cognate will acquire theoretical and conceptual models and research skills to study how health care systems and services are structured and designed at the macro-, meso-, and micro-levels; the effectiveness of delivery system interventions; organizational improvement; learning systems and their impact; and/or the design, implementation, sustainment and dissemination of changes within and across providers and organizations.

In order to pursue substantive studies in these areas, students should be conversant with relevant theories. Students must also possess strong analytic skills and be capable of using a broad range of research methods beyond statistical analysis, such as survey design and administration, qualitative research methods, statistical process control tools and techniques, and/or systems science methods (e.g., social network analysis, systems dynamics modeling).

Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Conceptual Knowledge:</strong> Apply or develop theoretical and conceptual models and skills relevant to health services research</td>
</tr>
<tr>
<td></td>
<td><strong>Relevant and Important Question Development:</strong> Pose important research questions informed by structured evidence assessment, stakeholder positions, and pertinent theoretical and conceptual models and formulate solutions to health problems, practice and policy</td>
</tr>
<tr>
<td>2</td>
<td><strong>Study Designs:</strong> Recognize the strengths and weaknesses of study designs to appropriately address</td>
</tr>
</tbody>
</table>

To compare and critique the active paradigms in organizational theory and/or improvement or implementation science, with special emphasis on their relevance to public health and health services research.

To describe major study designs and analytic methods used in organizational,
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>improvement, and/or implementation science research, and be able to identify strengths and limitations of different methodological approaches.</td>
<td>specific health services research questions</td>
<td>Data Analysis: Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions</td>
</tr>
<tr>
<td>3</td>
<td>To formulate research questions that apply relevant theory and methods to address key problems facing public health and/or healthcare delivery systems (e.g., how to improve uptake of evidence-based interventions or change existing practice patterns; how to develop learning organizations; etc.).</td>
<td>Foundational Knowledge: Acquire knowledge of the context of health and health care systems, institutions, actors, and environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conceptual Models and Operational Methods: Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge Transfer: Knowledge translation to policy and practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Collection and Management Methods: Assemble and manage existing data from public and private sources</td>
</tr>
<tr>
<td>4</td>
<td>To integrate relevant theories and perspectives through the development of a research proposal and/or dissemination, implementation, or improvement strategy</td>
<td>Knowledge Transfer: Knowledge translation to policy and practice</td>
</tr>
</tbody>
</table>

**Examples of published research by faculty and students: (*=students)**


Cognate requirements:
Students must take a total of six classes relevant to the cognate. Specific recommended courses vary based on students’ specific interests (e.g., organizational behavior, implementation science, improvement science) and should be selected in conjunction with the student’s advisor and cognate coordinator.

a. Required courses: Students must take at least 2 courses from this list: 1 theoretical/conceptual and 1 methodological. (Courses marked with an * will also satisfy third course in statistics requirements for the PhD program)

Theoretical/Conceptual Foundation (must choose 1)
• HPM 415. Seminar in Organizational Analysis in Health Care (4)
• HPM 215B. Advanced Methods for Improvement and Implementation Science (4)
• HPM 249S. Research Design in Implementation Science (4)

Methodological Foundation (must choose 1):
• Qualitative Research Methods: Nursing 205A Introduction to Qualitative Methods in Research (4), CHS 216/ANTHRO M284 “Qualitative Research Methodology”, EDUC 222A-C “Qualitative Methods and Design Issues in Educational Research,” or equivalent course on qualitative research methods
• Mixed Methods Research: HPM M228/CHS M228 “Introduction to Mixed Methods Research”
• Statistical Analysis of Correlated Data*: BIO 411 Analysis of Correlated Data (4), EDUC 231D Advanced Quantitative Models in Nonexperimental Research: Multilevel Analysis (4), PSYCH 256A or B, or an equivalent course focused on multilevel modeling
• Social Network Analysis: SOC 208A and SOC208B Social Network Methods (4-4)
• Other Systems Science Methodologies: MGMT 216A Simulations Modeling and Analysis (4),MGMT 210A-B Mathematical Programming and Applied Stochastic Processes (4-4), HCS M100 and M100L Formal Modeling and Simulations in the Social Sciences (4+1 lab), or
equivalent; EPI 203 Topics in Theoretical Epidemiology (discusses uses of agent-based modeling and simulation; model and theory building; systems learning and improvement)

- **Improvement Science**: HPM 225C Research Methods for Improvement & Implementation Science

b. **Potential electives** (4 total)

While we recommend that students select electives from this list, it is not a strict requirement. Students interested in taking elective courses not on this list should discuss with their advisor and cognate coordinator.

**Organizational Research Methods**
- Mgmt 299M Seminar in Research Methodology (4)
- Mgmt 298D Empirical Methods in Strategic Management (4)
- CHS 216/ANTHRO M284 “Qualitative Research Methodology”
- Nursing 205A Introduction to Qualitative Methods in Research (4)
- Nursing 205B Advanced Qualitative Research Methodology (4)
- Nursing 205C Advanced Qualitative Research Methodology (4)
- Edu 222C Qualitative Data Reduction and Analysis (4)
- HS266AB Community Based Participatory Research (CBPR): Methods and Application
- BIO 411 Analysis of Correlated Data (4)
- HPM 208/CHS 208 Introduction to Mixed Methods Research (4)

**Measurement and Improvement**
- HPM 214 Measurements of Effectiveness and Outcomes of Healthcare (4)
- HPM 215A Healthcare Quality and Performance Management (4)
- HPM 215B Advanced Methods for Improvement and Implementation Science
- HPM 225C Research Methods for Improvement and Implementation Science

**Implementing Evidence-Based Care**
- HPM 249S. Seminar on Implementation Science (4)
- HPM 217 Evidence-Based Medicine and Organizational Change (4)

**Designing and Implementing Interventions**
- HPM M290. Evolving Paradigms of Prevention: Interventions in Early Childhood (4)
- CHS 238. Evolving Paradigms of Prevention: Interventions in Adolescence (4)

**Delivery Systems Management**
- HPM 288 Technology and Health Services (4)
- HPM 432 Management of Healthcare Delivery Organizations (4)
- HPM 440A Healthcare Information Systems and Technology (4)
Organizational Processes and Management
HPM 415. Seminar in Organizational Analysis in Health Care (4)

Mgmt 240E Entrepreneurial Operations (4)
Mgmt 252 Systems of Employee-Management Participation (4)
Mgmt 254 Management of Pay and Reward in Organizations (4)
Mgmt 259A Individual and Groups in Organizations (4)
Mgmt 259B Advanced Studies in Human Resource Management (4)
Mgmt 281B People in Organizations (4)
Mgmt 282 Task Group Processes (4)
Mgmt 285A Leadership, Motivation, and Power (4)
Mgmt 285B Managerial Interpersonal Communication (4)
Mgmt 286 Negotiations Behavior (4)
Psyc 222B Interpersonal Influence and Social Power (4)
Psyc 222C Psychology of Intergroup Relations (4)
Psyc 225. Intergroup Relations (4)
Soc C258 Talk and Social Institutions (4)
Soc 283. Communication in Medical Care (4)
Soc 265 Problems in Organizational Theory (4)
Soc 285C Special Topics in Sociology (4)

Systems Sciences and Methodologies
SOC 208A and SOC208B Social Network Methods (4-4)
MGMT 216A Simulations Modeling and Analysis (4)
MGMT 210A-B Mathematical Programming and Applied Stochastic Processes (4-4)
HCS M100 and M100L Formal Modeling and Simulations in the Social Sciences (4+1 lab)
EPI 203 Topics in Theoretical Epidemiology (4)
Cognate: Pharmaceutical Economics

Cognate Coordinators: Dr. Stuart Schweitzer | sschweit@ucla.edu
Dr. William Comanor | comanor@ucla.edu

Prescription drugs are a large and growing component of health care services and health spending. They are developed, marketed, regulated and paid for in ways that are distinct from other health services and products. Research in pharmaceutical economics addresses areas such as the incentives for research and development by firms and manufacturers, both in industrialized and developing countries, systems of regulation of pharmaceutical development and marketing, and the behavior of third party payers, other intermediaries, patients and providers (including physicians, hospitals, and clinics). Research in pharmaceutical economics is conducted in academia, think tanks and consulting firms, government agencies and industry, and used by government, industry and courts, among others.

To be successful, researchers in Pharmaceutical Economics and Policy need to develop a theoretical and conceptual grounding in microeconomics as well other social sciences, including political science, sociology, psychology, and management science.

They need to be able to do research using quantitative analytical techniques including and multivariate non-linear regression analysis techniques.

Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
</table>
| **1** To employ economic analysis to evaluate pharmaceutical policy issues and to evaluate the process by which pharmaceutical decisions are made by doctors, patients, payers, and drug companies. | **Conceptual Knowledge:** Apply or develop theoretical and conceptual models and skills relevant to health services research  
**Relevant and Important Question Development:** Pose important research questions informed by structured evidence assessment, stakeholder positions, and pertinent theoretical and conceptual models and formulate solutions to health problems, practice and policy |
<p>| <strong>2</strong> To describe the relative strengths and weaknesses of different economic models in the supply and demand of pharmaceutical products | <strong>Study Designs:</strong> Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions |</p>
<table>
<thead>
<tr>
<th></th>
<th>To delineate options for analyzing and interpreting economic data on pharmaceuticals in the health care sector.</th>
<th>Data Analysis: Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions</th>
</tr>
</thead>
</table>
| 3 | To employ appropriate strategies for evaluating how pharmaceutical policy inputs affect health care outcomes of interest (e.g., access, quality, costs)  
To obtain skills in analyzing data sets relating health care outcomes of interest to their economic determinants, with a focus on issues in pharmaceutical supply and demand. | Conceptual Models and Operational Methods: Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs  
Data Collection and Management Methods: Assemble and manage existing data from public and private sources |
| 4 | To describe how pharmaceutical economic data is used in clinical practice and for health policy. | Knowledge Transfer: Knowledge translation to policy and practice |
| 5 | To discuss the place of pharmaceutical economic theory as a subfield of health economics and in the overall analyses of the health care environment | Foundational Knowledge: Acquire knowledge of the context of health and health care systems, institutions, actors, and environment |

**Examples of published research by faculty and students: (*=student)**


**Required coursework:**

- HLT POL 203A
- HLT POL 203B
- HLT POL 204A
- HLT POL 204B
- HLT POL 204C
- HLT POL 205
- HLT POL M236
Cognate Coordinators: Dr. Gerald Kominski | kominski@ucla.edu  
Dr. Arturo Vargas-Bustamante | avb@ucla.edu

Public policy in health and health care is often driven by research and analysis of the current environment and need for policy initiatives or changes in policy, by evaluation of the performance of current programs and impacts on and responses to public policy of consumers, providers, insurers and other organizations and individuals affected by policy, and through modeling of the likely impact of policy initiatives. Research in these areas is used by government, private health care organizations, interest groups and other advocates, and researchers doing policy work may be located in academia, consulting firms and think tanks, government, interest groups, and advocacy organizations.

To meet the need for research and analysis to support policy making researchers in Public Policy conduct research and analysis in a wide range of areas including: assessment of population health and use of health services; analysis of the economic and organizational behavior of providers, insurers, public health agencies, other government agencies, and consumers; evaluations of current policy and programs; cost-benefit analysis; construction of models of policy impact. They may also do research on the public policy process itself.

To be successful, researchers in Public Policy need to develop a theoretical and conceptual grounding in economic and political theory, and research methods focused on policy assessment and program and policy evaluation. These include program evaluation, cost-effectiveness analysis, stakeholder analysis, comparative health policy research, budgetary or legal analysis, among others.

### Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
</table>
| 1. To discuss the role of legislative and regulatory processes, and political and economic factors, in the creation and implementation of health policy.  
To describe how stakeholders influence policy making, both to develop new policies as well as to prevent new policies that are harmful. | **Conceptual Knowledge:** Apply or develop theoretical and conceptual models and skills relevant to health services research.  
**Relevant and Important Question Development:** Pose important research questions informed by structured evidence assessment, stakeholder positions, and pertinent theoretical and conceptual models and evidence. |
<table>
<thead>
<tr>
<th></th>
<th>would disrupt the status quo.</th>
<th>formulate solutions to health problems, practice and policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To identify the relative strengths and weaknesses of different study designs used to support health policy.</td>
<td><strong>Study Designs:</strong> Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions. <strong>Data Analysis:</strong> Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions.</td>
</tr>
<tr>
<td></td>
<td>To become familiar with methods for analyzing and interpreting health policy studies.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To use stakeholder and distributional analysis to examine health policy options. To obtain skills in assessing health policy outcomes, including use of quantitative, qualitative and community-based participation research methods.</td>
<td><strong>Conceptual Models and Operational Methods:</strong> Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs. <strong>Data Collection and Management Methods:</strong> Assemble and manage existing data from public and private sources.</td>
</tr>
<tr>
<td>4</td>
<td>To explain how health services research influences health policy, and the significance of evidence-based policy making.</td>
<td><strong>Knowledge Transfer:</strong> Knowledge translation to policy and practice.</td>
</tr>
<tr>
<td>5</td>
<td>To discuss the health policy process, including the role of stakeholders, advocacy groups, vested interests, as well as the role of legislatures and government health agencies.</td>
<td><strong>Foundational Knowledge:</strong> Acquire knowledge of the context of health and health care systems, institutions, actors, and environment.</td>
</tr>
</tbody>
</table>

**Examples of published research by faculty and students:**

- Ponce NA, Cochran SD, Pizer JC, Mays VM. The effects of unequal access to health insurance for same-sex couples in California. Health Affairs, 2010
• Vargas Bustamante A. The tradeoff between centralized and decentralized health services: evidence from rural areas in Mexico. Social Science & Medicine, 2010;71(5):925-34.

Required coursework:

• HPM 203A
• HPM 203B
• HPM 233: Health Policy Analysis
• HPM 239A; Introduction to Decision Analysis and Cost-Effectiveness Analysis
• Two additional 200-level courses. Suggested courses include:
  o HPM 241: Economics of Health Policy
  o HPM M252: Medicare Reform
  o HPM M269: Healthcare Policy and Finance
Cognate Coordinator: Dr. Vickie M Mays | maysv@nicco.sscnet.ucla.edu

Individuals with mental health conditions or serious mental disorders such as depression, bipolar disorder, or schizophrenia or addiction disorders can also have chronic medical conditions, barriers to employment, be high utilizers of health care services and can frequently be involved with the criminal justice system because of these mental health illnesses. Research on mental health services (MHS) is used by federal, state and local health planners to assess need for services, ensure availability of an adequate workforce to deliver mental health specific services, to guide choices for evidence based treatments, and evaluate the performance and effectiveness of mental health and community based care systems. Mental health services, care and treatment can include inpatient and outpatient mental health services, such as screening and diagnosis of disorders, psychiatric treatments (ECT, TMS), psychotherapies, counseling, and prescription medications.

To meet these needs, research in mental health services addresses questions/topics such as: methods to identify individuals at highest risk early in the disease trajectory, best practices and the least restrictive and cost effective means to intervene at the earliest possible time to reduce illness onset and minimize the overall burden of illness; integration of mental health services into systems of care, cost effective methods for the delivery of services and development of evidence based approaches at the population level for the integration of MHS and well-being into health services.

To be successful, researchers in mental health services need to develop a theoretical and conceptual grounding in RDoC (Research Domain Criteria), integration of multi-dimensional data to understand risk and context/environments that contribute to the development of mental disorders and disease and understand mental health care financing.

They need to be able to do research using methods of psychiatric epidemiology, survey research, primary care led strategies, systems of care for MHS and the use of interaction terms in analytic approaches.

Cognate Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To name and describe key mental health disorders,</td>
<td>Conceptual Knowledge: Apply or develop theoretical and conceptual models and skills relevant to health</td>
</tr>
<tr>
<td>their risk, development and</td>
<td></td>
</tr>
</tbody>
</table>

Department of Health Policy and Management Doctoral Program
<table>
<thead>
<tr>
<th></th>
<th>Prevalence/Incidence and Acquire State of the Art Exposure to Conceptual Frameworks for How These Disorders Are Viewed. To Develop Skill in Formatting Research Questions to Advance Knowledge about Mental Health Disorders and Mental Health Services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant and Important Question Development: Pose Important Research Questions Informed by Structured Evidence Assessment, Stakeholder Positions, and Pertinent Theoretical and Conceptual Models and Formulate Solutions to Health Problems, Practice and Policy</td>
<td></td>
</tr>
<tr>
<td>Study Designs: Recognize the Strengths and Weaknesses of Study Designs to Appropriately Address Specific Health Services Research Questions</td>
<td></td>
</tr>
<tr>
<td>Data Analysis: Demonstrate Proficiency in the Appropriate Application of Analytical Techniques to Evaluate HSR Questions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To Discuss the Biases and Strength and Weaknesses Associated with Study Designs Used in Assessing Mental Health Treatment and Service Delivery Models. To Develop Knowledge about Analytic Approaches for the Formulation of Research Consistent Within Mental Health for Its Diagnosis, Care, Services and Treatment To Delineate the Options for Analyzing and Interpreting Mental Health Disorders and Its Care and Treatment</td>
</tr>
<tr>
<td>3</td>
<td>To Apply Prevailing Conceptual Models and Methodological Approaches for Evaluating Mental Health Diagnosis, Care, Treatment and Services. To Obtain Skills in Mental Health Diagnosis Data Collection through Mastery of RDoc/DSM Including Use of Psychiatric Approaches in Screening in Clinical Settings and Health Insurers Requirements for Reimbursement.</td>
</tr>
<tr>
<td>4</td>
<td>To Learn How to Evaluate the Quality of Mental Health Data Used in Clinical Practice, Systems of Care for Mental Health and Substance Abuse Disorders for Health Policy to Assess Progress in Standards of and Operations of Care in the Least Restrictive</td>
</tr>
<tr>
<td>Knowledge Transfer: Knowledge Translation to Policy and Practice</td>
<td></td>
</tr>
</tbody>
</table>
To develop knowledge of the role of mental health care, models of access, financing, costs and pharmacologic and therapeutic outcomes in evaluating the quality of health care delivered and unmet needs.

**Foundational Knowledge:** Acquire knowledge of the context of health and health care systems, institutions, actors, and environment

<table>
<thead>
<tr>
<th>Examples of published research by faculty and current or recent students:</th>
</tr>
</thead>
</table>

**Required coursework:**

- Psych 283. Psychopathology
- Psych 256A Introduction to Multilevel Modeling or Psych 256B. Advanced Multilevel Modeling
- Psych 298 Mental Health Services and Mental Health Policy
- Plus one of the following:
  - Psych 291 Principles of Behavioral Pharmacology
  - Psychiatry M234/Psych M280. Affective Disorders
  - PsychiatryM277/M285. Cognitive Behavior Therapy with Children: Treatment and Systems of Care
  - Psychiatry 295B&C Substantive Issues in Substance Abuse
Cognate Coordinator (Interim): Dr. Ninez Ponce | nponce@ucla.edu

The discipline of sociology broadly studies the interaction between society and health. Specifically, sociology examines how social institutions such as the family, neighborhood/community, are determinants of causes of disease and illness (and conversely, social support and protective factors against disease and illness), types of care sought, and patient compliance and noncompliance. Of note, Andersen et al.’s Behavioral Model of Health Services Use provides a framework for examining the structure, organization, and financing of health care and how these factors impact of health care service access and use. Sociology also informs the theoretical underpinnings of research examining social forces and stratification on health, such as structural racism’s role on health disparities.

To meet these needs, students will be trained in quantitative and qualitative research skills such as conversation analysis, ethnographic methods, conducting large-scale sample surveys, examining documents in historical archives, experiment, and/or secondary data analysis. Students will be exposed to and employ social theories and build expertise on specific populations of interest, such as immigrants, communities of color, disabled populations, and how their interaction with social institutions promote or mitigate health and health equity.

To be successful, students will apply theoretical and conceptual frameworks to research areas in health and health services research, and use cutting-edge sociological methods in their study approach. Students will contribute to the field of health policy and management by examining how social institutions constrain or enable the actions of health service organizations, health care providers, and consumers in the production of health for different groups and their communities.

**Cognate Learning Objectives**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Program Competencies: PhD Program in Health Policy and Management Research</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To apply and build on active sociological theories and debates related to health and health care.</td>
<td>Apply or develop theoretical and conceptual models relevant to health services research.</td>
</tr>
<tr>
<td>2</td>
<td>To integrate sociological theories and perspectives through the development of a research proposal.</td>
<td>Pose relevant and important research questions, evaluate them, and formulate solutions to health problems, practice and policy.</td>
</tr>
</tbody>
</table>
To describe, apply, and critique diverse qualitative, quantitative, and mixed methods approaches.

| 3 | Describe the strengths and weaknesses of study designs to appropriately address specific health services research questions. Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs. | Qualitative and Mixed Methods: HPM265, SOC217, SOC244A Advanced Quantitative Methods: SOC208B, M213A/B/C |

To develop research questions related to sociological factors, including social stratification and communities.

| 4 | Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs. Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions. | Cognate Electives: SOC225A, M263, SOC265, SOC236A/B, SOC285C, SOC234, SOC285B |

**Examples of published research by faculty and current or recent students:**


**Required coursework:**

- SOC239A
- HPM415
- Qualitative and Mixed Methods:
  - HPM M228
  - SOC217
  - SOC244A
- Advanced Quantitative Methods:
- SOC208B
- SOCM213A/B/C

**Electives:**
- SOC225A
- SOCM263
- SOC265
- SOC236A/B
- SOC285C
- SOC234
- SOC285B
Appendix 6: Department Policy on Dissertations

At the discretion of a PhD student’s Dissertation Committee, the student may fulfill the PhD dissertation requirement by writing three manuscripts deemed by the Committee to be of publishable quality in a suitable scholarly journal. These manuscripts must, together, form a coherent body of research in a particular scholarly area.

The dissertation must include the proposed research questions, a thorough literature review, a conceptual model, variable definitions, and an appropriate analytical model (or models). It is expected that the literature review and analyses will far exceed that in submitted or published papers. The committee is under no obligation to accept the constraints of previously collected data or a published or submitted paper in making a decision about the potential acceptability of included papers that may be expansions or revisions of previous research or published papers. The intent of the Department is that a PhD dissertation, whatever its format, be guided by the committee. Therefore the norm will be that the committee will be consulted prospectively concerning the dissertation content. However, at the discretion of the committee, up to two of the three manuscripts may be based upon papers that have been previously written, submitted, and/or published by the student while in the doctoral program if:

1. Co-authors attest that the student did most of the work and most of the writing of the manuscript, and
2. The committee agrees that the proposed papers are consistent with the criteria for a three-paper dissertation.

Any papers written by the student prior to entering the PhD program may not be included in the proposal.

In addition to the three manuscripts, the thesis must include an introductory chapter setting out the purpose and scope of the manuscripts and the justification for the particular research focus and methodologies to be employed. The thesis will end with a concluding chapter summarizing the knowledge that has been gained by the three research efforts, together with a discussion of the limitations and the future research opportunities.

Note that this policy contains several underlying assumptions:

1. The student has assembled a PhD dissertation committee
2. The committee may advise the student to follow the traditional single-focus dissertation or may allow the student to write the 3-paper thesis.
3. The 3-paper thesis, if approved, will have a single focus.
4. There will be a single Dissertation committee, even in the case of a 3-paper dissertation.
5. The procedures (and sequence thereof) for writing and approving the thesis are as follows:
   a. The Dissertation Committee is formed
   b. The student discusses the dissertation with the Committee members
   c. The student is examined orally on the thesis proposal and related knowledge (The “Oral Comprehensive Exam”)
   d. Upon passing this Oral exam the student is advanced to candidacy
   e. The student presents the final dissertation to the committee and is examined publicly.
## Appendix 7: UCLA Academic Calendar AY 2018-2019

<table>
<thead>
<tr>
<th><strong>SUMMER HOLIDAYS 2018</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day holiday</td>
<td>Wednesday, July 4</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>Monday, September 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FALL QUARTER 2018</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Monday, September 24</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Thursday, September 27</td>
</tr>
<tr>
<td>Study List deadline (becomes official)</td>
<td>Friday, October 12</td>
</tr>
<tr>
<td>Veterans Day holiday</td>
<td>Monday, November 12</td>
</tr>
<tr>
<td>Thanksgiving holiday</td>
<td>Thursday-Friday, November 22-23</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, December 7</td>
</tr>
<tr>
<td>Common final exams</td>
<td>Saturday-Sunday, December 8-9</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, December 10-14</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, December 14</td>
</tr>
<tr>
<td>Christmas holiday</td>
<td>Monday-Tuesday, December 24-25</td>
</tr>
<tr>
<td>New Year's holiday</td>
<td>Monday-Tuesday, December 31-January 1</td>
</tr>
<tr>
<td>Winter campus closure</td>
<td>T&amp;D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WINTER QUARTER 2019</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Wednesday, January 2</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Monday, January 7</td>
</tr>
<tr>
<td>Study List deadline (becomes official)</td>
<td>Friday, January 18</td>
</tr>
<tr>
<td>Martin Luther King, Jr. holiday</td>
<td>Monday, January 21</td>
</tr>
<tr>
<td>Presidents' Day holiday</td>
<td>Monday, February 18</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, March 15</td>
</tr>
<tr>
<td>Common final exams</td>
<td>Saturday-Sunday, March 16-17</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, March 18-22</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, March 22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING QUARTER 2019</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Wednesday, March 27</td>
</tr>
<tr>
<td>César Chávez holiday</td>
<td>Friday, March 29</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Monday, April 1</td>
</tr>
<tr>
<td>Study List deadline (becomes official)</td>
<td>Friday, April 12</td>
</tr>
<tr>
<td>Memorial Day holiday</td>
<td>Monday, May 27</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, June 7</td>
</tr>
<tr>
<td>Common final exams</td>
<td>Saturday-Sunday, June 8-9</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, June 10-14</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, June 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMMENCEMENT CEREMONIES 2019</strong></th>
<th></th>
</tr>
</thead>
</table>
## Appendix 8: HPM Course Schedules AY 2018-2019
### FALL 2018

**Schedule May Change**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Day/Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Intro to Health Policy &amp; Management</td>
<td>TR, 3-4:50; F, 10-11:50</td>
<td>Wolstein</td>
</tr>
<tr>
<td>200A</td>
<td>HS Organization &amp; Financing</td>
<td>MW, 3-4:50</td>
<td>Vargas Bustamante</td>
</tr>
<tr>
<td>200A</td>
<td>HS Organization &amp; Financing (Clinical Scholars)</td>
<td>MW, 1:30-2:50</td>
<td>Escarce/Brook</td>
</tr>
<tr>
<td>203A</td>
<td>Microeconomics</td>
<td>TR, 9:30-10:45</td>
<td>Comanor</td>
</tr>
<tr>
<td>M204A</td>
<td>Pharmaceutical Economics &amp; Policy</td>
<td>R, 4:30-6:20</td>
<td>Comanor</td>
</tr>
<tr>
<td>225A</td>
<td>HS Research Design Lab</td>
<td>TR, 10:00-11:50; F, 10-11:50</td>
<td>Macinko</td>
</tr>
<tr>
<td>226A</td>
<td>Readings in Health Services Research</td>
<td>M, 5:00-6:50</td>
<td>Vargas Bustamante</td>
</tr>
<tr>
<td>227A</td>
<td>Journal Club</td>
<td>R, 12-1:30</td>
<td>Rice</td>
</tr>
<tr>
<td>M228</td>
<td>Mixed Methods &amp; Quality Research</td>
<td>R, 12-2:50</td>
<td>Gipson</td>
</tr>
<tr>
<td>239A</td>
<td>Decision Analysis &amp; Cost Effectiveness</td>
<td>TR, 8-9:50</td>
<td>Kominski</td>
</tr>
<tr>
<td>243</td>
<td>Population Health Approach to Autism</td>
<td>F, 8-11:50</td>
<td>Kuo</td>
</tr>
<tr>
<td>M255</td>
<td>Sem Obesity, Phys Act &amp; Nutrition</td>
<td>R, 2-4:50</td>
<td>McCarthy</td>
</tr>
<tr>
<td>266A</td>
<td>Community-Based Partnership Health</td>
<td>W, 1-2:50</td>
<td>Wells/Mahajan</td>
</tr>
<tr>
<td>286</td>
<td>American Pol Inst &amp; Health Policy</td>
<td>MW, 10-11:50</td>
<td>Cowgill</td>
</tr>
<tr>
<td>400</td>
<td>Field Studies</td>
<td>M, 10-11:50</td>
<td>Erskine</td>
</tr>
<tr>
<td>403</td>
<td>Financial Accounting</td>
<td>MW, 8-9:50</td>
<td>Galper</td>
</tr>
<tr>
<td>M420</td>
<td>Children with Special Healthcare Needs</td>
<td>R, 1-3:50</td>
<td>Smith</td>
</tr>
<tr>
<td>440A</td>
<td>Healthcare Information Systems and Technology</td>
<td>F, 8-11:50</td>
<td>Balgrosky</td>
</tr>
<tr>
<td>445</td>
<td>Healthcare Marketing Technology</td>
<td>M, 1-2:50</td>
<td>Elginer</td>
</tr>
<tr>
<td>BIOS100A</td>
<td>Intro to Biostatistics</td>
<td>MWF, 1-2:50</td>
<td>Gjertson</td>
</tr>
<tr>
<td>BIOS201A</td>
<td>Applied Regression</td>
<td>MWF, 9-9:50, F 8-8:50 + Lab</td>
<td>Belin</td>
</tr>
<tr>
<td>EHS 100</td>
<td>Intro to Environmental Health</td>
<td>TR, 1-2:50</td>
<td>TBD</td>
</tr>
<tr>
<td>HPM 375</td>
<td>Teaching Apprenticeship Practicum</td>
<td>Various</td>
<td>Various</td>
</tr>
<tr>
<td>PUB HLT 495</td>
<td>Teacher Preparation in Public Health</td>
<td>F 10-11:50</td>
<td>Yzquierdo</td>
</tr>
</tbody>
</table>
## WINTER 2019 (TENTATIVE)

**Schedule May Change**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Day/Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Intro to Health Policy &amp; Management</td>
<td>MW 3:00-4:50, F 12:00-12:50</td>
<td>Cowgill</td>
</tr>
<tr>
<td>140</td>
<td>Foundations of Maternal &amp; Child Health</td>
<td>TR 2:30-3:50</td>
<td>Kuo</td>
</tr>
<tr>
<td>200B</td>
<td>HS Organization &amp; Financing</td>
<td>MW, 3-4:50</td>
<td>Kominski</td>
</tr>
<tr>
<td>203B</td>
<td>Microeconomics</td>
<td>TR, 9:30-10:45</td>
<td>Comanor</td>
</tr>
<tr>
<td>M204B</td>
<td>Pharmaceutical Economics &amp; Policy</td>
<td>R, 4:30-6:20</td>
<td>Comanor</td>
</tr>
<tr>
<td>205</td>
<td>Seminar in Pharm Economics</td>
<td>MW, 8-9:50</td>
<td>Schweitzer</td>
</tr>
<tr>
<td>206</td>
<td>Healthcare for Vulnerable Populations</td>
<td>M 4-6:50</td>
<td>Vargas Bustamante</td>
</tr>
<tr>
<td>214</td>
<td>Measurements of Effectiveness</td>
<td>M, 9-11:50</td>
<td>Hays</td>
</tr>
<tr>
<td>215B</td>
<td>Healthcare Quality and Performance</td>
<td>W, 9-11:50 (10-12:50)</td>
<td>Inkelas</td>
</tr>
<tr>
<td>225B</td>
<td>HS Research Design</td>
<td>MW, 1-2:50, F 12:00-1:50</td>
<td>Needleman</td>
</tr>
<tr>
<td>226B</td>
<td>Readings in Health Services Research</td>
<td>M, 5:00-6:50</td>
<td>Vargas Bustamante</td>
</tr>
<tr>
<td>227B</td>
<td>Journal Club</td>
<td>R, 12-1:30</td>
<td>Rice</td>
</tr>
<tr>
<td>232</td>
<td>Leadership Capstone</td>
<td>M, 4:00-6:50</td>
<td>Erskine</td>
</tr>
<tr>
<td>M233</td>
<td>Health Policy Analysis</td>
<td>MW, 10-11:50</td>
<td>Needleman</td>
</tr>
<tr>
<td>M236</td>
<td>Microeconomic Theory of Health Sector</td>
<td>TR, 3-4:50, F 9-10:50</td>
<td>Rice</td>
</tr>
<tr>
<td>249-1TBD</td>
<td>GH: Frameworks, Policy &amp; Practice</td>
<td>R, 4:15-6:15</td>
<td>Ponce</td>
</tr>
<tr>
<td>249-2TBD</td>
<td>Health Econ LMIC</td>
<td>F, 4:45-6:15</td>
<td>Ponce</td>
</tr>
<tr>
<td>251</td>
<td>Project Management</td>
<td>R, 5:00-7:50</td>
<td>Wortham</td>
</tr>
<tr>
<td>266B</td>
<td>Community-Based Participatory Health</td>
<td>F, 3:00-4:50</td>
<td>Wells / Mahajan</td>
</tr>
<tr>
<td>M269</td>
<td>Health Care Policy &amp; Finance</td>
<td>M, 2:00-4:50</td>
<td>Reber</td>
</tr>
<tr>
<td>M274</td>
<td>Health Status &amp; Hlth Beh of Rac &amp; Eth Minority Pop</td>
<td>M, 2-4:50</td>
<td>Mays</td>
</tr>
<tr>
<td>M285</td>
<td>Ethical Issues in PH</td>
<td>TR, 8-9:50</td>
<td>TBD (TBD)</td>
</tr>
<tr>
<td>401</td>
<td>Pub Health Informatics</td>
<td>W, 2-4:50</td>
<td>Fu/Tomines</td>
</tr>
<tr>
<td>436</td>
<td>Healthcare Financial Management</td>
<td>M, 9-11:50</td>
<td>Elginer</td>
</tr>
<tr>
<td>437</td>
<td>Health Law</td>
<td>M, 5-6:50</td>
<td>Pelliccioni</td>
</tr>
<tr>
<td>441</td>
<td>Data Analytics</td>
<td>TR, 10-11:50, F 11-11:50</td>
<td>Moucheraud</td>
</tr>
<tr>
<td>M449A</td>
<td>Child Health Programs &amp; Policy</td>
<td>F 9-11:50AM</td>
<td>Halfon / Kuo</td>
</tr>
<tr>
<td>BIOS100B</td>
<td>Intro to Biostatistics</td>
<td>MWF, 1-2:50</td>
<td>Brookmeyer</td>
</tr>
<tr>
<td>BIOS201B</td>
<td>Topics in Applied Regression</td>
<td>MWF, 9-9:50</td>
<td>Sugar/Abdalla</td>
</tr>
<tr>
<td>EPI 100</td>
<td>Intro to Epidemiology</td>
<td>TR, 1:00-3:00</td>
<td>Hsu/Chang/Madigan/Schooley</td>
</tr>
<tr>
<td>CHS 100</td>
<td>Intro to Community Health</td>
<td>TR, 3:00-4:50</td>
<td>Von Ehrenstein</td>
</tr>
<tr>
<td>HPM 375</td>
<td>Teaching Apprenticeship Practicum</td>
<td>Various</td>
<td>Various</td>
</tr>
</tbody>
</table>
## SPRING 2019 (TENTATIVE)

**Schedule May Change**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Day/Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Health Services Org</td>
<td>MW, 2-3:50; R, 12-12:50 - disc</td>
<td>Cowgill</td>
</tr>
<tr>
<td>200B</td>
<td>Hlth Systems Org &amp; Financing (Clinical Scholars)</td>
<td>TF, 9:00-10:20</td>
<td>Brook/Escarce</td>
</tr>
<tr>
<td>M204C</td>
<td>Pharmaceutical Economics &amp; Policy</td>
<td>R, 4:30-6:20</td>
<td>Comanor</td>
</tr>
<tr>
<td>215A</td>
<td>Healthcare Qual &amp; Performance Mgmt</td>
<td>TR, 1-2:50</td>
<td>Inkelas</td>
</tr>
<tr>
<td>216</td>
<td>Quality Assessment &amp; Assurance</td>
<td>F, 8:30-11:30</td>
<td>Brook</td>
</tr>
<tr>
<td>225C</td>
<td>Research Methods in Implementation Science</td>
<td>R, 9-11:50</td>
<td>Inkelas</td>
</tr>
<tr>
<td>234</td>
<td>HS Organization &amp; Mgmt Theory</td>
<td>TR, 10:00-11:50</td>
<td>Erskine</td>
</tr>
<tr>
<td>237C</td>
<td>HS Research Methodology</td>
<td>TR, 1-2:50; TR, 3-3:50</td>
<td>TBD (Yue)</td>
</tr>
<tr>
<td>287</td>
<td>Politics of Health Policy</td>
<td>W, 3-5:50</td>
<td>Rosenstock</td>
</tr>
<tr>
<td>400</td>
<td>Field Studies</td>
<td>Consult Instructor</td>
<td>Galper</td>
</tr>
<tr>
<td>415</td>
<td>Organizational Analysis</td>
<td>M, 9-11:50</td>
<td>Chuang</td>
</tr>
<tr>
<td>M422</td>
<td>Evaluation Methods in HS (MPH students)</td>
<td>MW, 10-11:50; F, 10-10:50 - disc</td>
<td>Davidson</td>
</tr>
<tr>
<td>423</td>
<td>Evaluation Methods in HS (doc, postdoc, MS students)</td>
<td>TR, 10-11:50, T, 9-9:50</td>
<td>Glenn</td>
</tr>
<tr>
<td>424</td>
<td>Proposal Writing</td>
<td>W, 1-3:50</td>
<td>Bastani</td>
</tr>
<tr>
<td>M428</td>
<td>Child and Family Health Program Community Leadership Seminar</td>
<td>F, 8-9:50</td>
<td>Kuo</td>
</tr>
<tr>
<td>430</td>
<td>New Developments in E-Health</td>
<td>W, 2-00-4:50</td>
<td>Fu</td>
</tr>
<tr>
<td>433</td>
<td>Health Service Organization Policy &amp; Strategy</td>
<td>MW, 8:00-9:50</td>
<td>Vriesman</td>
</tr>
<tr>
<td>M434</td>
<td>Advocacy Skills</td>
<td>T, 1:00-3:50</td>
<td>Elginer</td>
</tr>
<tr>
<td>EPI 100</td>
<td>Intro to Epidemiology</td>
<td>TR, 9-10:50; TR, 11-11:50</td>
<td>Rimoin/ Hsu</td>
</tr>
<tr>
<td>CHS 100</td>
<td>Intro to Community Health</td>
<td>TR, 3-4:50</td>
<td>Cole/Ferrarie</td>
</tr>
<tr>
<td>EHS 100</td>
<td>Intro to Environmental Health</td>
<td>TR, 1-2:50</td>
<td>Jackson/Godwin/Ramjerdi /Rahman</td>
</tr>
<tr>
<td>HPM 375</td>
<td>Teaching Apprenticeship Practicum</td>
<td>Various</td>
<td>Various</td>
</tr>
</tbody>
</table>