Master of Science in Global Health

Student Handbook 2017–18

PHOTO: ELIZABETH FALL

UCSF Global Health Sciences Education

Contents

Welcome from the Executive Director of Global Health Sciences

UCSF
University of California
San Francisco

Global Health Sciences

Mission Hall: Global Health &
Clinical Sciences Building
550 16th Street, Third Floor
San Francisco, CA 94158

tel: 415.476.2300

www.ucsf.edu
globalhealthsciences.ucsf.edu
facebook.com/globalhealthatucsf
twitter.com/ghsatucsf

Dear Class of 2018:

I am pleased to welcome you to the tenth class of the Master of Science in Global Health program at UCSF Global Health Sciences (GHS). You are joining the program at an exciting time, as GHS prepares to celebrate the tenth anniversary of our education programs in 2018. We look forward to your participation in our festivities.

Global Health Sciences offered the first global health master's degree in the United States, and the program continues to be a national model. On the strength of your academic record, past experiences, and passion for global health, you gained admission to this competitive program, which aims to educate the next generation of global health leaders.

This program's innovative curriculum convenes faculty from the UCSF Schools of Medicine, Nursing, Pharmacy, and Dentistry, as well as from UC Berkeley and other UC campuses. We have assembled an outstanding interdisciplinary team of course leaders, advisors, and mentors with expertise in their respective fields. Our faculty aim to further your knowledge of global health issues, cultivate your interests, and develop your leadership skills, while fostering critical habits of mind. Our skilled staff will support you throughout the academic year.

I look forward to following your progress and achievements over the course of the one-year program and to seeing the contributions you will make in the expanding field of global health.

Good luck to each and every one of you in the coming year. We at Global Health Sciences are excited to have you as colleagues.

Yours sincerely,

Jaime Sepulveda, MD, MPH, MSc, DrSc
Haile T. Debas Distinguished Professor in Global Health
Executive Director, UCSF Global Health Sciences
Director, Institute for Global Health

Global Health Sciences (GHS) Education

Location

UCSF Mission Bay Campus
Mission Hall: Global Health & Clinical Sciences Building
550 16th Street
San Francisco, CA 94158

GHS Education Offices: Third floor
Classrooms: The majority of classes take place in Mission Hall, but some may take place in other buildings on campus or off-site.

Master of Science Program Contacts

Madhavi Dandu, MD, MPH	Program Director	madhavi.dandu@ucsf.edu
Alden Blair, PhD(c), MSc	Associate Program Director	alden.blair@ucsf.edu
Inez Bailey, MS	Education Programs Manager	inez.bailey@ucsf.edu
Minerva Lee	Program Assistant	minerva.lee@ucsf.edu
Thongdam Pathoumthong, MA	Admissions and Alumni Relations Officer	thongdam@ucsf.edu
Eva Wong-Moy	Graduate Student Affairs Officer	eva.wong-moy@ucsf.edu
Sophia Jimsheleishvili, MS	Course Assistant	sopiko.jimsheleishvili@ucsf.edu
Michael Ladd, MS	Course Assistant	michael.ladd@ucsf.edu
Pal Shah, MS	Course Assistant	pal.shah@ucsf.edu
Carolyn Smith Hughes, MS	Course Assistant	carolyn.smithhughes@ucsf.edu

Faculty

An extensive network of faculty, researchers, and global health practitioners works with Global Health Sciences to teach, advise, and mentor students in the Master of Science program. Many of the faculty and mentors are leaders in their fields and come from the UCSF Schools of Medicine, Nursing, Dentistry, and Pharmacy, as well as from other UC campuses, Bay Area universities, and the wider global health community. Faculty biographies are available via the [GHS website](#).

Academic Advisors and Capstone Mentors

The **academic advisor** for each student is assigned by the program directors and meets at least once per quarter with his or her student advisee throughout the academic year to assess learning needs and review program expectations. The advisor is responsible for:
- reviewing course requirements and learning resources;
- assisting with development of the capstone research project;
- helping prepare for the qualifying and comprehensive examinations; and
- assessing academic progress and providing feedback to the program directors.

The **capstone mentor** is typically a UCSF faculty member or a close associate with topical or methodological expertise in the focus area of the student's research project. The capstone mentor is assigned based on the student's project and is specifically responsible for assisting with the design and execution of the project in the spring and summer quarters, including:

- helping students prepare the capstone proposal for the qualifying examination;
- liaising with the capstone site and assisting with the coordination of site research, supervision, budget, logistics, and human subjects review (if appropriate);
- working with students during and after their capstone assignment to collect and manage data, analyze results, and prepare a capstone product for review; and
- acting as primary point of contact for any issues arising while students conduct the capstone project.

The program makes its best effort to assign mentors based on student interests. Students will have many opportunities to meet and work with a broad network of faculty and advisors through courses and other activities. GHS will not change advisors based on student requests.

GHS Academic and Administrative Calendar 2017-18

The Master of Science program runs for 11 months from September to July. Students complete all coursework and capstone research during this period. Please note that the program dates differ from the UCSF academic calendar published by the Office of the Registrar.

Fall Quarter 2017

Wed, September 6	Orientation at Parnassus campus
Thu, September 7	Orientation at Mission Bay campus
Mon, September 11	First day of classes
Fri, November 10	Veteran's Day holiday
Thu-Fri, November 23-24	Thanksgiving holiday
Fri, December 1	Last day of classes
Mon-Fri, December 4-8	Final exam period
December 9-31	Winter break

Winter Quarter 2018

Mon, January 1	New Year's holiday
Tue, January 2	First day of classes
Mon, January 15	Martin Luther King Day holiday
Fri, January 19	Interview day for 2018-19 admissions (in-person)
Mon, February 19	Presidents Day holiday
Wed, February 28 & Fri, March 2	Qualifying exams (oral capstone presentations)
Tue, March 6	Last day of classes
Wed-Sun, March 7-11	Interterm break

Spring Quarter 2018

Mon, March 12	First day of classes
Fri, March 23	Interview day for 2018-19 admissions (in-person)
Fri, March 30	Cesar Chavez Day holiday
Fri, April 20	Last day of classes
Mon, April 23 - Fri, May 25	First half of capstone research period

Summer Quarter 2018

Mon, May 28	Memorial Day holiday
Tue, May 29 - Fri, June 15	Second half of capstone research period
Mon, June 18	First day of classes
Wed, July 4	Fourth of July holiday
Fri, July 20	Last day of classes
Mon-Tue, July 23- 24	Comprehensive exams (oral capstone presentations)
Wed-Thu, July 25-26	Exit interviews with program directors
Fri, July 27	Graduation

Getting Your Bearings

MyAccess

MyAccess is a single sign-on service used for UCSF online systems and services, including the student portal, the financial aid portal, the Collaborative Learning Environment (Moodle), wireless internet access, and the Virtual Private Network (VPN). Log into MyAccess at https://myaccess.ucsf.edu.

Student Portal

The student portal provides access to important information, including fees, registration holds, grades, and course enrollments (study list filing).

Student ID

Student ID cards are required for daily access to campus buildings and all campus activities. Time will be reserved during the first day of orientation for students to pick up their photo ID cards. Students have the option to send a photo in advance via the student portal, in order to avoid long photo lines on orientation day; please carefully follow the instructions if choosing this option. Students who are unable to pick up their ID on the first day of orientation may make an appointment to pick it from either the Parnassus or the Mission Bay WeID office.

In case of a lost or stolen ID card, please visit the WeID website for replacement instructions. Students are responsible for costs associated with replacing their ID card.

Encryption

All students must encrypt and protect personal laptop computers. Please encrypt your computer prior to orientation by following instructions from UCSF Information Technology (IT). Before you begin, make sure your laptop has enough memory and the minimum requirements. If you would like help with the encryption process from an IT specialist, please sign up for an Encryption Clinic.

Transcripts from Previous Institutions

All students must provide proof of successful completion of at least an undergraduate degree (equivalent to a bachelor's degree) in order to matriculate into the MS program.

Each student's admissions status is contingent upon receipt and evaluation of all official transcripts and bachelor's degree conferral. A degree conferral transcript is an official copy of your transcript that includes the following:
- Degree earned (BA, BS, MS, etc.)
- Subject in which the degree was earned (e.g., Biological Sciences, Art History)
- Date the degree was awarded

If the transcript does not include all of the information listed above, it is not considered a degree conferral transcript.

Transcripts from foreign institutions must be accompanied by a WES Credential Evaluation (http://www.wes.org/students/).

Please send final, official, institutionally sealed transcripts from every university you attended to:

UCSF Global Health Sciences
MS Admissions
550 16th Street, 3rd Floor, UCSF Box 1224
San Francisco, CA 94158

The admissions and alumni relations officer can assist students with any questions or concerns.

Student Success and Wellness

Success in graduate school requires care and attention to all aspects of student life: health and wellness, community, career development, personal and professional relationships, and security and safety. UCSF is committed to providing a full range of resources and services to help students succeed. Learn more about these resources by visiting the Student Success website.

Student Disability Services (SDS) is available to assist students in obtaining the services and accommodations they require to ensure equal access to all aspects of the UCSF experience. Early communication with the relevant administrators is critical to successful partnership in arranging accommodations. SDS will coordinate communications and procedures with students and the graduate faculty and programs.

Students are encouraged to register with SDS as soon as they begin the program. Although students can start the registration process at any time, accommodations are not provided retroactively, so being timely in requesting accommodation is extremely important. Please note that students are not eligible to receive accommodations until the registration process is complete.

Students granted accommodations must discuss their accommodation needs directly with each of their instructors. Students are advised to discuss their accommodation needs with their instructors at the start of the quarter, or within a reasonable amount time in advance of a scheduled activity (exam, quiz, etc.). Ideally, students should make requests no less than two weeks before a scheduled activity. Requests made within 24 hours of a scheduled activity may be denied.

Please visit the SDS website and review their information sheet to learn more.

Emergency Contact Information

GHS will request emergency contact information for the times students are 1) residing in California and 2) traveling abroad. By providing GHS with emergency contact information, students are granting permission to release medical information to the emergency contact in the case of an emergency. Please send GHS an updated form if you have any changes during the year.

Registration and Course Enrollment

Registration

Students are required to pay fees and file a study list to be considered a registered student. The Office of the Registrar sends students an email notice when registration is open each quarter (approximately six weeks before the quarter begins). The Office of the Registrar provides detailed instructions about how to register with accompanying registration deadlines.

Filing a Study List

Each quarter, students enroll in courses by filing a study list by the posted deadlines. Students will be assessed a late fee of $50 if they do not accept their study list by the specified deadlines.

Students will be pre-enrolled in all required courses by the program assistant. Students will need to verify that the courses are correct and accept them before the courses are added to their study list. Students will need to add their own winter elective course to their study list. Please note, as a self-supporting program, the University does not allow GHS master's students to take additional courses outside of the program.

Students will need to clear all holds in order to complete their study list filing. The student portal will provide hold details, including contact information for the office that placed the hold.

Students must select the letter grade option for all courses except for the capstone period courses (GHS 204A and 204B), which are the only courses graded as satisfactory/ unsatisfactory (S/U).

Leave of Absence or Withdrawal

GHS follows the registration policies outlined by the Graduate Division about leaves of absence and withdrawal.

If students do not register, they must petition for either a leave of absence or a withdrawal. Otherwise, the Graduate Division will instruct the registrar to change the student status to "administrative withdrawal."

A leave of absence may be granted for up to one academic year, and is subject to approval by the program directors and the dean of the Graduate Division. After one year has passed, if students want to stay on leave, they must submit a request for an extended leave, which the

program directors must approve. Extensions are limited to no more than one additional academic year. No further extension can be granted and students must return to registered status or forfeit their place in the program.

Students may request a leave of absence at any time, but should have some idea of when they intend to return to graduate study. Approval of the petition for a leave of absence implies that the student will be readmitted to the graduate program. Students should petition for withdrawal if they have no intention of returning to UCSF.

Readmission

GHS follows the [registration policies](#) outlined by the Graduate Division about readmission.

A student on leave of absence must petition for readmission in order to register again as a student. The petition for readmission is available online from the [Office of the Registrar](#). Readmission requires the approval of the program directors and the dean of the Graduate Division. The student must pay a non-refundable $40 fee when filing the readmission form. Students must observe the registrar's deadlines for filing a petition for readmission.

Student Finances

Student Fees

The Office of the Registrar publishes the [student fees](#) for the MS program.

Fee Payment

To complete registration each quarter, students are required to [pay their fees](#). Check the "Fees" tab in the student portal for balance and payment information.

Financial Aid

Students may apply for financial aid through the [UCSF Student Financial Aid Office](#). Aid is awarded based upon financial need and is usually in the form of loans or federal work-study. Students interested in a work-study position should indicate this in the financial aid application. The program will advertise GHS work-study positions as they become available; matriculated students may apply for these positions once the school year has started.

Scholarships

GHS has a limited scholarship fund for which all students are eligible to apply. The main goal of the GHS scholarship fund is to provide support for students who have demonstrated financial need, who have overcome personal hardships in their education, who add to the diversity of the program (through geographic region, academic discipline, professional training, etc.), and who show potential for leadership in global health based on their previous experience and accomplishments.

The scholarships are awarded based on financial need, and generally range from $2,000 to $5,000, but final amounts are determined by the number of applications and amount of scholarship funding available. Additionally, some scholarships are designated for students with specific capstone research interests, and will be awarded accordingly. The scholarship selection process takes place the summer before matriculation.

GHS scholarships will be applied toward student fees over the first two academic quarters (unless otherwise determined by the donor guidelines), as long as the student remains in good academic standing as outlined in the Policy on Student Progress. Awardees may be asked to write articles for the program newsletter or blog posts about their program experiences, to attend special events, and to help promote the program as needed.

GHS also encourages students to research and seek scholarships independently. The Financial Aid Office provides links to scholarship search databases.

Capstone Project Costs

GHS provides financial assistance for some of the costs associated with the capstone project, including air and ground transportation to get to and from the main project site (if it is 100 miles or more outside of San Francisco) and visa costs.

After the above costs are covered, the capstone team will review and distribute remaining resources for project costs (e.g., translation/transcription service). Per UCSF policies, program funds cannot directly pay for incentives or remuneration for participants in research projects.

The program distributes funds by reimbursement using students' receipts (only airfare is purchased outright by the program). Only pre-approved costs are eligible for reimbursement.

Students are responsible for paying for their own food, lodging, research subject incentives, and local transportation. If a student requests a flight change for a reason other than health or safety, the student will be responsible for paying for all change fees and associated costs.

Students are encouraged to discuss potential capstone project costs with the GHS 203 faculty and with their specific project mentor prior to beginning the capstone period. Depending on the project, mentors may have additional opportunities to support the students. The program recognizes that costs might reduce the desirability of certain projects. Please inform GHS 203 faculty as soon as possible during the planning phases if a proposed project presents a financial burden. These topics will be covered during the GHS 203 course.

Professional Conference Travel Funds

Students who plan to attend a professional conference while registered at UCSF may be eligible for travel funds through the Graduate Division Travel Award and/or the Associated Students of the Graduate Division Conference Travel Funds.

Courses and Grades

Course Listing

Coursework includes lectures, seminars, case studies, debates, and team-based projects. All courses are required. Students will have the opportunity to select one winter elective from a list of options announced in early December. The GHS Course Overview Catalog lists detailed information about each course.

Fall Quarter

Course	Teaching Faculty
Foundations of Global Health (GHS 201A)	George Rutherford, MD, MPH
Global Health Economics (GHS 201B)	James G. Kahn, MD, MPH
Qualitative Research Approaches in Global Health (GHS 201C)	Wayne Steward, PhD Shannon Fuller, MS
Global Health Practice Seminar (GHS 203A)	Madhavi Dandu, MD, MPH Alden Blair, PhD(c), MSc
Introduction to Epidemiology (GHS 206)	Craig Steinmaus, MD, MPH
Introduction to Biostatistics (GHS 207)	Alden Blair, PhD(c), MSc Yea-Hung Chen, PhD, MS

Winter Quarter

Course	Teaching Faculty
Communicable Diseases of Global Importance (GHS 202A)	Vivek Jain, MD, MAS Christina Yoon, MD, MPH
Socio-cultural and Behavioral Determinants of Health (GHS 202D)	Kelly Knight, PhD
Global Health Practice Seminar (GHS 203B)	Madhavi Dandu, MD, MPH Alden Blair, PhD(c), MSc
Global Health Policy (GHS 205)	Laura Schmidt, PhD, MSW, MPH
Comparative Health Systems: Financing and Delivering Health Services (GHS 209)	Neelam Sekhri Feachem, MHA
Electives: The following electives likely will be offered, but are subject to change.	
Strategic Information in Global Health (GHS 202F)	George Rutherford, MD Ali Mirzazadeh, PhD, MD, MPH
Women's Health and Empowerment (GHS 208)	Anke Hemmerling, MD, PhD Denise Dunning, PhD Mara Decker, DrPH, MHS
Cost-Effectiveness Analysis in Medicine and Public Health (EPI 213)	Dhruv Kazi, MD, MS

Course	Teaching Faculty
Systematic Review for Global Health Decision-Making (GHS 213)	Mohsen Malekinejad, MD, DrPH
Community Engagement and Mobilization in Global Public Health (TBD)	Grey Frandsen, MA

Spring Quarter

Course	Teaching Faculty
Non-Communicable Diseases and the Environment in Global Health (GHS 202B)	James Seward, MD, MPP, MMM
Global Health Practice Seminar (GHS 203C)	Madhavi Dandu, MD, MPH Alden Blair, PhD(c), MSc
Global Health Capstone Part I (GHS 204A)	Madhavi Dandu, MD, MPH
Global Health Policy (GHS 205), continued	Laura Schmidt, PhD, MSW, MPH
Comparative Health Systems (GHS 209), continued	Neelam Sekhri Feachem, MHA

Summer Quarter

Course	Teaching Faculty
Global Health Capstone Part II (GHS 204B)	Madhavi Dandu, MD, MPH
Global Health Practice Seminar (GHS 203D)	Madhavi Dandu, MD, MPH Alden Blair, PhD(c), MSc
Please note that 204A and B will include 9 weeks of time in the field. Details will be provided at the time of matriculation.	

Class Schedule

Students should refer to course syllabi at the beginning of each quarter for the final schedule. On occasion, class schedules will change due to holiday make-up sessions or special events.

Fall Quarter 2017

September 11 – December 8				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
GHS 201A Foundations of Global Health 9:00am-12:00pm	**GHS 206 / 207** Introduction to Epidemiology/ Biostatistics 9:00am-12:00pm	**GHS 206 / 207** Introduction to Epidemiology/ Biostatistics 9:00am-12:00pm	**GHS 206 / 207** Introduction to Epidemiology/ Biostatistics 9:00am-12:00pm	Self-Structured Time
GHS 201C Qualitative Research Approaches in GH 1:00pm-4:00pm	**GHS 203A** GH Practice Seminar 1:15pm-4:00pm	Self-Structured Time	**GHS 201B** Global Health Economics 1:00pm-4:00pm	Self-Structured Time

Winter Quarter 2018

January 2 – March 6				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Self-Structured Time	**GHS 202 D** Social and Behavioral Determinants of Health 8:30am-12:00pm	**Self-Structured Time** (Jan 3, 10, 17, 24, 31) **GHS 205** Policy & Development (Start Feb 7, no class Feb 28) 9:00am-12:00pm	**Electives** (Times TBD): **GHS 202F** Strategic Information in Global Health **GHS 208** Women's Health and Empowerment	Self-Structured Time
GHS 203B GH Practice Seminar 1:00pm-4:00pm	**GHS 202A** Communicable Diseases 1:00pm-4:30pm	**Self-Structured Time** (Jan 3, 10, 17, 24, 31) **GHS 209** Comparative Health Systems (Start Feb 7, no class Feb 28) 1:00pm-4:00pm	**GHS 213** Systematic Review for Global Health Decision-making **EPI 213** Cost-Effectiveness Analysis (CEA) Community Engagement and Mobilization in Global Public Health (TBD)	Self-Structured Time

Spring Quarter 2018

March 12 – April 20				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
GHS 202B Non-Communicable Diseases 9:00am-12:00pm	Self-Structured Time	**GHS 205** Policy & Development 9:00am-12:00pm	**GHS 202B** Non-Communicable Diseases 9:00am-12:00pm	Self-Structured Time
GHS 203C GH Practice Seminar 1:00pm-4:00pm	Self-Structured Time	**GHS 209** Comparative Health Systems 1:00pm-4:00pm	Self-Structured Time (CEA elective continues into first 2 weeks of spring)	Self-Structured Time

April 23 – May 25
GHS 204A, CAPSTONE PERIOD I (2 units) Full-time work on capstone project

Summer Quarter 2018

May 28 – June 15
GHS 204B, CAPSTONE PERIOD II (4 units) Full-time work on capstone project

June 18 – July 20				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Self-Structured Time	**GHS 203D GH Practice Seminar** Writing period; required writing and analysis classes 1:00pm-4:00pm	Self-Structured Time	Self-Structured Time	Self-Structured Time

July 23-27				
Oral Comprehensive Exams 8:30am- 5:00pm	**Oral Comprehensive Exams** 8:30am-5:00pm	**Exit Interviews**	**Exit Interviews**	**Graduation** 11:00am-2:00pm

Course Material

Collaborative Learning Environment (Moodle)

The Collaborative Learning Environment, also known as Moodle, is an online system the program uses to manage course information and resources. Each course will have its own Moodle site containing the course syllabus, materials, assignment information, and announcements. Because changes may occur during the quarter, students should rely on the daily schedule posted on Moodle, and NOT on the original syllabus. If students detect discrepancies between the published syllabus and the daily course calendar, they should use the latter as their guide.

The MS Student Hub links to all courses and houses information about program resources, events, and announcements. The MS Student Hub serves as the primary source for program information and is regularly updated throughout the year.

Usage Policy

All Moodle courses and materials contained within are intended solely for the individuals who are permitted access to the curriculum by Global Health Sciences, and may not be reproduced or disseminated. Sharing of accounts, course files, web links, or other materials with anyone other than an enrolled or authorized individual is a violation of the usage policy. Moodle materials may be protected by copyright, and any other use of these materials may be in violation of federal copyright law and University of California policies. Students may read more about the ownership of course materials.

Course Evaluations

Students are required to complete course evaluations each quarter. Evaluations are brief and distributed via E-Value, an online evaluation system. Students are encouraged to provide constructive and professional feedback for each course, course director, and guest speaker. Students must complete course evaluations by the deadlines posted in the MS Student Hub. The program directors review course evaluations at the end of each quarter. Evaluations are very important for strengthening the program.

Students should always feel free to give feedback directly to the course director(s) or the program directors, either informally or by appointment during office hours.

Grading Policy

The MS program follows the Graduate Division grading policy. Letter grades are assigned for all courses except for the capstone period courses (GHS 204A and 204B), which are graded satisfactory/unsatisfactory (S/U).

At the beginning of each quarter, the course director(s) will explain the criteria and weighting for grades. Grading cutoffs are determined by each course director and are not subject to debate or influence by the program directors. Students are encouraged to meet early with the course director (and faculty advisor) if they are experiencing academic difficulty or do not understand the course requirements.

Letter grades are reported as follows:

A = excellent, B = good, C = fair, D = barely passing, F = failure, I = incomplete, S= satisfactory, U= unsatisfactory, IP = in progress

Final grades are not negotiable.

Failing Grades
A course in which a student receives a grade of D or F cannot be counted toward a graduate degree, but is calculated as part of the grade point average. If a student repeats a course in which a D or F was reported, the original grade will remain on the student's record. Please note that GHS master's classes are offered only once per year; therefore, repeating a course would likely require a student to extend the program.

Incomplete Grades
The grade of I is assigned when a student's work is of passing quality but incomplete for good cause, and is assigned at the discretion of the course director. An incomplete grade must be removed within one calendar year. If it is not removed, the grade of F will be assigned.

Transcripts and Grading Reports

Students may access transcripts and grade reports on the student portal. Faculty grading deadlines for the MS program are as follows:

Fall Quarter 2017:   Friday, December 22
Winter Quarter 2018:   Tuesday, March 20
Spring Quarter 2018:   Friday, May 4
Summer Quarter 2018:   Tuesday, August 7

Course Waiver

Students may request to waive a GHS core course if they believe they already mastered the course competencies in a graduate-level course completed elsewhere. To request a waiver for any core course in any quarter, students should contact the program directors no later than the September orientation period. Students will need to provide the course syllabus and proof of completion, via official transcript, to the program directors for their evaluation.

If the program directors determine the prior course meets master's program standards, the student will be required to demonstrate their mastery before the start of the GHS core course. The student does so by either taking the GHS course's final exam or, if the GHS core course does not have a final exam, providing copies of completed assignments from the previous course.

If the student receives a passing grade (80% or above) on the final exam, or if the course director deems the previous course assignments to be sufficient, the course waiver will be approved. Then, the student will be required to take an independent study or other course to complete the number of units required for the master's curriculum.

Student Expectations and Professional Conduct

Students are expected to maintain the highest ethical and professional standards in the classroom and throughout the capstone experience. The following section details student expectations and professional conduct in the program.

Academic Honesty

See Policy on Academic Misconduct.

Attendance

The learning goals of each course are for graduate-level competency. Students are expected to attend all classes and arrive on time. If students need to miss class, it is their responsibility to email the course director(s) as soon as possible to notify them of the reason for absence.

Course directors will offer excused class absences only for valid reasons, including illness or family emergencies. Both instances require advanced notice unless extenuating circumstances prevent such notice.

Examples of unexcused absences include, but are not limited to, professional activities (e.g., conference attendance), capstone mentor meetings, medical school interviews, or any absence without notification.

Students must arrange to make up missed quizzes, papers, or exams in a timely manner, if allowed by the course director. The course directors will determine the impact of unexcused absences on a student's grade.

Cheating

See Policy on Academic Misconduct.

Code of Conduct

See UCSF Campus Code of Conduct.

Communication

Students should use UCSF email for communications related to the program. UCSF's email system is encrypted and is a secure method for transmitting potentially confidential information. Contact Information Technologies with any questions.

Students are expected to check their UCSF email at least daily during weekdays for important announcements, program or course changes, and items of interest. As a rule of thumb, faculty and staff are available by phone or email during standard business hours. Students should not expect a response during the weekend or holidays.

Students, faculty, and staff alike are expected to respond to communication in a timely manner.

Cultural Humility

Cultural humility is a part of the lifelong learning process, not a static endeavor. Students are expected to practice cultural humility and engage in discussions about the topic throughout the program. Below is one definition of cultural humility that provides a good introduction of the topic, written by two master's alumni:

"It is a lifelong process of self-reflection and learning focused on how we interact with people from different cultures and backgrounds, address our own implicit biases, and create an environment of love and respect between each other regardless of our differences. It is a process that never really ends and fosters personal growth."[1]

Deadlines

Assignment and program deadlines are fixed, in fairness to all students. The course director(s) will determine the grading impact of a late assignment or exam submission.

Students who need to request an extension of any deadline must address the course director(s) and not solely the course assistants. The course director(s) will determine whether to grant the extension.

Electronics

Students need to have their own laptop computers for the program. The program will provide the statistical software required for the biostatistics class and will guide students on how to download and use the software.

The program limits the use of electronics during all classes. Students may use laptops to take notes and participate in class activities when approved by course directors. Students are strongly discouraged from using laptops for other purposes or any other electronic device, because they are distracting to fellow students, course assistants, and lecturers. No electronic devices are permitted while taking an examination or quiz, unless expressly allowed by the course director(s).

Inappropriate use of technology during class time may result in the student being asked to leave the class, losing the privilege of using said technology during class time, or other actions deemed appropriate by the course director.

Normative Time from Matriculation to Degree

Students must complete the written qualifying exam (QE) proposal by the end of their second quarter (winter) and complete the capstone project before the end of the academic year. The

---

[1] Lesyna-Mlaponi K, Mohamed D. What is cultural humility. Cultivate 4 Global Health. 2017; published online Jan 25. https://cultivate4globalhealth.com/2017/01/25/what-is-cultural-humility/ (accessed Aug 15, 2017).

capstone mentor, faculty advisor, and GHS 203 faculty will monitor students' progress toward degree completion.

The Master of Science degree will be awarded to students only after they successfully complete the comprehensive exam, keep at least a 3.0 GPA, and have no failing or incomplete grades. The degree typically is awarded 11 months after matriculation.

Participation

The courses move swiftly through a large compendium of material. Much of the learning occurs through interactive seminars that require preparation, reading, and oral or PowerPoint presentations. The faculty value the diverse background and skills within the class cohort and encourage cross-disciplinary debate and active, democratic participation. Students will lead some seminars, develop teaching materials, and contribute actively to the learning process. One of the objectives of the MS program is for students to develop clear, articulate, and concise communication skills (both written and oral), which faculty evaluate in periodic reports and assignments. Additionally, participation weighs heavily in the final grade for most classes. Please refer to course syllabi for details.

Plagiarism and Original Work

Plagiarism is the use of another person's ideas, thoughts, theories, or phrasing without proper attribution or credit. In US academia, the accepted view is that all knowledge is derivative, and sources of material from others must be properly cited so that the original work can be both credited and retrieved. Therefore, plagiarism includes both the direct replication of another work and claiming it is your own, as well as the borrowing of conceptual frameworks without attribution to the original source.

Plagiarism is a serious form of academic dishonesty, and the penalties can be severe. The consequences of plagiarism range from failing the assignment, paper, or course to dismissal from the master's program. The course director(s) will determine penalties and grading in their course and report plagiarism cases to the program directors. The program will follow procedures outlined in the Policy on Academic Misconduct. The student will be required to complete an approved course/tutorial on avoiding plagiarism as a part of any remediation plan.

The program provides plagiarism software to help students catch and correct unintended instances of plagiarism and to help faculty evaluate students' work. Summary scores provided by the software are intended to provide a reference, not defined cutoff points. Ideally, students will use the software to guide correction of any at-risk portions of their work. An occurrence of plagiarism in any coursework, whether as a single or multiple occurrence, will be treated equally according to UCSF GHS policy guidelines. Course directors and program directors will make the final determination about whether plagiarism occurred.

Please refer to Appendix I – Plagiarism Versus Proper Citation for further guidance about how to avoid plagiarism.

Preparation

Preparation for class requires judicious time management. Reading assignments can be very long. Students should allocate time so that readings, written assignments, and exam preparation are completed before class. The UCSF Academic Senate expects that students allocate three hours of preparation for each contact hour of lecture, and two hours of preparation for each contact hour of seminar.

Although there is free time during each quarter, students should note that extracurricular work exceeding 10 hours per week can interfere with academic progress and threaten timely completion of the program. The program makes every effort to distribute the workload, but students should try to anticipate when several assignments are due at once and plan accordingly.

Capstone Research Project

The capstone research project provides a rich opportunity to explore a global health interest area in considerable depth. Students are required to develop a longitudinal project starting in the fall quarter, culminating in a final written and oral presentation at the end of summer quarter. Students work closely with the Practice Seminar (GHS 203) course faculty to develop an appropriate project based on interest, skills, and an available field site. Students may work in teams of up to three members, provided each team member presents a uniquely defined project and independent written and oral materials.

Students work with their mentors and GHS international partners to ensure maximum benefit to both the students and the host institutions. The UCSF capstone mentors and program directors oversee the field experience and work with students to achieve specific competencies. Field mentorship is an integral part of this experience.

Project Selection

The master's program devotes a considerable proportion of curricular and faculty time to the capstone project. The thoughtful selection of this project is critical to experientially learning about global health. Students should try to select their project early in the fall quarter for the following reasons:

1. The capstone project is the basis for the qualifying and comprehensive examinations that determine students' candidacy (i.e., instead of a thesis, the project serves as a final work product for the MS degree). Capstone "deliverables" are described below.

2. Some capstone projects will involve research on human subjects and will require approvals from both the UCSF Committee on Human Research (CHR) and the relevant Institutional Review Board (IRB) from the host institution. This process may take up to six months and must commence by the end of fall quarter, at the latest.

3. A large block of curricular time in the fall quarter is dedicated to learning the methods of scientific inquiry. Thus, committing early to a project will focus these practical skills on the development and writing of the capstone project protocol.

4. Capstone mentors donate their time to the MS program. Therefore, students should be respectful of the generosity of faculty and colleagues from outside the University andnot impose on their goodwill.

Students will discuss their capstone areas of interest with the GHS 203 faculty, who will help facilitate contact with prospective capstone mentors. **Students must NOT contact prospective capstone mentors before discussing their ideas with the GHS 203 faculty**.

When selecting a project, students should consider the following:

1. Specific skills you want to gain from the experience.

2. Compatibility of the capstone experience with your interests in global health: In addition to forming the basis for the qualifying and comprehensive examinations, the project will become part of your global health "portfolio."

3. Finding a niche where your expertise becomes unique and valued: Although it is tempting to choose a familiar area or region, the program encourages you to move away from your comfort zone and challenge yourself in a new global health discipline.

4. Compatibility with the host investigators (e.g., culture, languages spoken), your UCSF capstone mentor, and your onsite supervisor: Your UCSF advisor and mentor will play an important role in the learning process.

5. Cost of the project: Although the program has a small bursary for travel and some research costs, most students electing assignments out of the US should expect to pay some out-of-pocket expenses, especially for food, lodging, and local transport. Remember that the program values local experiences and research as much as international experiences.

6. Scholarship requirements: In some instances, your capstone project should focus on a specific area of inquiry associated with a scholarship you received with admission to the program.

Project Requirements

The capstone project represents the synthesis of all of the master's coursework. Students should be able to ask an important question in global health, approach the question with academic rigor using the appropriate methodologies, and present their findings in a succinct written and oral format. Students address their research question by choosing among six methodologies (or mixed methods) for their project:

1. Quantitative Study
2. Qualitative Study
3. Policy Analysis
4. Systematic Review/ Meta-analysis
5. Monitoring and Evaluation
6. Cost-Effectiveness Analysis

The MS program also will consider a rigorous educational research project as another option, which includes educational needs assessments, curriculum development, and educational program evaluation. In general, educational research uses the methodologies listed above. Reporting formats can vary slightly in terms of the language used. If the program approves an educational research project, the team will work with students to edit the reporting guidelines to align specifically with educational research models.

All projects will have some common elements, including an abstract, detailed background and significance, methods, results, discussion, and references and appendices. In the first quarter, the program will provide an outline of the individual methodology requirements that form the basis for evaluation of the qualifying exam and the comprehensive exam. Exam details are in the next section of the handbook.

Methodologies

Quantitative Study
- Answers a research question that fills a gap in the scientific literature
- Typically used when seeking to measure something or test for associations
- Draws data from a relatively large number of individuals to make conclusions about averages or trends across a population

Qualitative Study
- Answers a research question that fills a gap in the scientific literature
- Typically used when seeking to describe or characterize a phenomenon, a set of people, or a situation
- Draws data from a relatively small number of individuals (or situations or circumstances) to understand the range of experiences and/or to contextualize the phenomenon

Policy Analysis
- Evaluates a policy, either retrospectively (analysis of a policy that was implemented) or prospectively (analysis intended to inform future policy decisions)
- Uses a framework or methodology to systematically study a specific policy, the influences on it, and the outcomes of it, and uses frameworks to guide the specific methodological approach

Systematic Review/ Meta-analysis
- Synthesizes a set of findings in the literature that are all focused on a common scientific question, type of intervention (including medical devices and drugs), or observed association
- May seek to (1) weigh all evidence to answer a dispute in the field, (2) conduct a meta-analysis to establish an average effect size of an intervention or observed association, or (3) summarize the literature and add a new insight or way of viewing the findings
- Systematically identifies relevant literature, extracts relevant findings, and synthesizes/aggregates findings from the extracted literature

Monitoring and Evaluation (M&E)
- Answers a question about the usefulness or outcome of a specific program or set of programs

- Usually motivated by a question from the agency or the individuals who have implemented the program to provide them feedback, as opposed to filling a gap in the scientific literature
- May focus on evaluating process (implementation of the program) and/or outcomes (the effects of the program)
- May use quantitative and/or qualitative research methods and often describes the constructs being measured as "indicators"

Cost-Effectiveness Analysis (CEA)
- Economic analysis that compares the costs and health outcomes of two or more courses of action, e.g., prevention or treatment interventions
- Widely used in health services research and decision analysis
- Expresses results as a ratio: [difference in cost between two courses of action] divided by [difference in health outcomes between two courses of action]
- Measures the health gain by events (e.g., infections or deaths) or a standard health metric (e.g., DALYs, QALYs)

Best Practices

When choosing a capstone project, students should keep in mind these best practices:

1. Be proactive: Schedule appointments early in the fall quarter with the GHS 203 faculty and your academic advisor to help narrow down your options and get support through the process. Many students have too many good options and have trouble deciding. A good strategy is focusing on the option that will give you the most new skills to enhance your portfolio.

2. Be realistic: Many projects may suit your goals and interests, but nine weeks is a relatively short time in the field, and so you should be realistic in what you can accomplish. Choosing a project earlier and spending time developing it will insure the highest chance of success.

3. Be informed: Take advantage of prior students' experiences by reviewing the portfolio of previous student projects and creating a network of informants familiar with the work you propose. GHS faculty are more than willing to offer their expertise and contacts worldwide.

4. Be mindful of limitations: GHS operates under certain constraints (e.g., safety, logistics, cost, onsite mentorship, research relationships with field site, academic requirements of the program), and your project of choice simply may not be feasible.

Internship Opportunities

For some students (especially those using secondary data), the capstone project requirements may allow time for a concurrent, supervised internship. In general, an internship must meet these criteria for approval:

1. The internship is related to a substantive global health project focused on an underserved population or health systems development, either domestically or abroad.

2. The capstone mentor agrees that a concurrent internship is feasible with the capstone requirements.

3. The internship is in a safe location with adequate supervision and infrastructure, preferably nested within an established UCSF program.

The internship should emphasize experiential learning and be at least four weeks in length. Students will need to submit a formal internship proposal describing the background and rationale, scope of work, summary of expected contributions to the site and project, and skills and experiences they will gain. The primary project mentor and program directors must approve the internship proposal.

At the end of the summer quarter, students who have completed an internship will be required to submit a five-page summary report, in addition to completing a full capstone project using one of the methodologies described above. The report will include background and rationale, scope of work, summary of contributions made to the site, skills gained, and a reflection on the experience. Students' performance during the internship will be assessed for spring and summer quarter grades, but the internship will not count towards the qualifying or comprehensive examinations.

Photography

An important part of the capstone research experience is communicating what you learn to classmates, colleagues, and a wider audience. Photographs and video can help document your project and tell your story, but these may reveal sensitive or private information of an individual or group (e.g., health status). Please follow the guidelines below* for all photographs or video that will be used for any purpose other than academic documentation, such as another publication, a blog post, or the Annual Student Photo Journal Contest:

- Photographs of people who are recognizable ALWAYS require consent forms hand-signed by all the people pictured, or their guardians. GHS will provide the consent forms, which indicate that the photo subjects understand the context in which their photograph may be used.

- University of California policy does not accept verbal consent for identifiable or recognizable subjects, except for UC faculty and some staff. Photographs without signed consent forms will be disqualified from the Photo Journal Contest and should not be used for any publication.

- The ONLY times you are not required to get a signed photo consent form are when you photograph crowds in public (e.g., people at a market, concert, or demonstration), public figures (e.g., politicians, celebrities), or non-recognizable individuals in public (when faces and identifying features are obscured).

- If obtaining written consent on the UCSF form is difficult (e.g., when the photographer's subjects speak a different language or have low literacy), the consent form should be prepared in the local language or orally translated to the photo/video subjects. Then, the subjects or a representative/witness can mark the form to indicate their understanding and consent.

*Adapted from UC policy and UNAIDS guidelines

Qualifying Examination (QE)

The QE is based on a written protocol and oral presentation that describes all aspects of the proposed capstone project.

Written Protocol

Students will develop the capstone project with a specific site in mind, and their proposal will include the context of the problem, the conceptual and theoretical framework guiding the project, and the methodology. Faculty will announce details of the QE proposal format and grading criteria early in the winter quarter.

In the winter quarter, the program directors will appoint an Examination Review Committee to critique and evaluate each student's protocol. The committee may comprise the following: the capstone mentor(s) (non-voting member); a member of the GHS 203 faculty; a member of the Global Health Sciences Graduate Group; and a faculty member from the MS course director roster.

Oral Presentation

At the end of winter quarter, students will give a ten-minute oral presentation using PowerPoint or a similar visual presentation method to present their capstone proposal. These presentations will include a description of the background and significance of the student's capstone project, a clear research question, and aims. Students will answer questions from the audience for five minutes following their presentation

If a student fails the first attempt of the QE, the program will allow a single revision submitted one week after notification of failure. If the QE is revised adequately, the student will receive a maximum of a C grade, which will contribute to the student's capstone seminar course grade.

Advancement to Candidacy

Students are eligible to advance to candidacy if they meet the following requirements:
- Pass the qualifying exam
- Have a cumulative GPA of at least 3.00
- Have satisfactory progress as defined in the Policy on Student Progress
- Have no incomplete grades
- Have no unpaid fees

Students must be registered for the quarter in which they advance to candidacy. Students must advance to candidacy at least two quarters before participating in the comprehensive exam.

Candidacy for the master's degree is lapsed if a student has not completed the requirements for the degree within five quarters (exclusive of summer) after advancement to candidacy. Leaves of absence count against this time. Students must either be registered or on filing fee status for the quarter in which they graduate.

The graduate student affairs officer will apply for advancement to candidacy on behalf of all students through the Graduate Division.

Comprehensive Examination

Students will produce a formal written report and give an oral presentation of the capstone project, known as the comprehensive examination, at the end of the summer quarter. The Examination Review Committee (membership defined in the QE section) will evaluate the report and presentation.

Written Examination

Upon completion of the capstone project, each student will produce a written project report that includes a thorough literature review and a synthesis of the context, framework, methodology, results, discussion, and implications of the project. This report could serve as the basis for a grant application for further research or as an article for publication, depending on the nature of the capstone project. The format guidelines will be posted on Moodle before the start of the spring quarter.

Oral Presentation

At the end of the summer quarter, students will give a ten-minute oral presentation using PowerPoint or a similar visual presentation method to summarize their projects. These presentations should be succinct and concise, demonstrate the ability to think critically, and display a comprehensive understanding of the global health significance of the topic. Students will answer questions from the audience for five minutes following their presentation.

If a student fails the first attempt of the comprehensive examination, the program will allow a single revision submitted one week after notification of failure. If the comprehensive examination is revised adequately, the student will receive a maximum of a C grade, which will contribute to the student's capstone seminar course grade.

Program End and Graduation

Degree Conferral and Diplomas

Following the end of summer term on the UCSF academic calendar, the Office of the Registrar will begin the process of verifying degree completion. Diplomas will be available eight to twelve weeks after the end of the term. The Office of the Registrar's website provides details on how to obtain your diploma.

Exit Interviews

At the end of the academic year, the program directors conduct exit interviews with each student to gather feedback about the program as a whole. Students are asked to complete a written survey and meet in person with the program directors.

Graduation

Students have two opportunities to participate in graduation ceremonies. The first is a commencement ceremony and reception held by the UCSF Graduate Division in early June. Students who have advanced to candidacy are welcome to participate in this ceremony, although many students will be away from campus conducting their capstone projects at this time.

Global Health Sciences will hold its own graduation ceremony and reception on the last Friday in July. Participation in the ceremony is a privilege for students who have advanced to candidacy, are in good academic standing (at least a 3.0 cumulative GPA), and intend to complete the program by the end of the summer quarter.

Students who will not complete the program by the end of the summer quarter may participate in the ceremony with their cohort if they have advanced to candidacy, are in good academic standing (at least a 3.0 cumulative GPA), and the program directors have approved their plan to complete the program within two quarters. The final decision about student participation in graduation belongs to the program directors and is not subject to appeal.

Students who do not meet these requirements may participate in the graduation ceremony with the cohort of the academic year in which they complete the program.

UCSF Email Access after Graduating

Students will lose access to their UCSF email within six months after the end of the graduation term or after separation from the university. Email forwarding is not available and students may not receive prior notice or warning of email deactivation.

Graduates are eligible to establish a UCSF Alumni email account.

Policies and Procedures

Policy on Student Progress

1. Criteria for satisfactory academic progress

The policy regarding satisfactory academic progress in the Master of Science in Global Health program is as follows:

    a) Students must attend all classes (no more than one unexcused absence per course in a quarter), participate actively in all courses, maintain academic integrity (as stated in the UCSF Code of Conduct), and complete all requested course/faculty/TA evaluations.

    b) Students must meet with their faculty advisors at least once a quarter and their capstone mentors at least biweekly once their projects have been chosen.

    c) Students must pass their oral and written qualifying exam at the end of the winter quarter in order to advance to candidacy and work on their capstone project.

d) Students must advance to candidacy at least two quarters before participating in the comprehensive exam.

e) Students must maintain the highest standards of academic integrity, professionalism, and cultural humility in the program, as reported by course directors, course assistants, capstone mentor, site mentors, academic advisors, staff, and other faculty.

f) Students must pass their oral and written comprehensive exam by the end of the summer quarter.

g) Students must pass all of their courses (grades of C or higher in any given class), and maintain a cumulative GPA of equal to or greater than 3.0. This is equivalent to a B average.

h) Students are expected to complete all degree requirements within one year.

2. Unsatisfactory progress indicators

These include:
- Falling below a cumulative 3.0 GPA
- Failing grades in any course
- Poor attendance
- Unsatisfactory work on the capstone project
- Unprofessional conduct in the classroom or during the capstone project
- Failing the qualifying exam the first time
- Failing the comprehensive examination the first time
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of the UCSF Code of Conduct and Policy on Student Conduct and Discipline

3. Process by which failing students will be notified and remediated

Internal Warning and Letter of Performance Expectations

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified, and may not be allowed to conduct a capstone project until all issues are resolved. Depending on the seriousness of the alleged misconduct or academic difficulty, an internal process of counseling, advising, and notification will occur. In cases deemed of sufficient seriousness, the process may immediately involve the UCSF Graduate Division (see below: Formal Procedures).

A meeting will occur with the student, the program directors, and the graduate student affairs officer; depending on the nature of misconduct, course director(s) and/or the student's academic advisor may be invited to the meeting. The goal of the meeting is to determine if there are any extenuating circumstances affecting the student, to educate the student about program policies and resources for support, and to provide an internal warning outlining:
1. The nature of the specific misconduct;
2. The method of correction; and

3. The consequences of continued misconduct.

Following the meeting, the student will receive a letter of performance expectations that summarizes the aforementioned meeting, informs the student of future expectations, and educates the student about how to avoid future misconduct or academic difficulty.

The student will be offered the opportunity to provide a written response within five business days of receipt of the letter of performance expectations. The written response allows the student to provide information in response to the alleged misconduct and/or academic difficulty.

These documents will be kept in the student's file at GHS but will not be filed with the Graduate Division unless further misconduct occurs.

Formal Procedures

A formal procedure will occur if:

1. the internal warning and letter of performance expectations is not successful;
2. there are multiple occurrences of misconduct; and/or
3. an egregious incident has occurred.

Determination of egregious conduct will be made by the Program Director.

The Program Director will provide a written notice of the allegation and outline steps of the formal procedure to the student, who will be offered the opportunity to provide a written response within five business days of receipt of the notice of allegations. The written response allows the student to provide information in response to the notice of allegations and gives the program director more information to determine the next steps.

The Program Director will review the student's written response and provide a written notice of proceeding with developing a Memorandum of Understanding, or referring the student to a committee charged with an in-depth review of academic performance and consideration of dismissal (details outlined below). This letter and subsequent communication is filed in the student's academic file within the program, and the Assistant Dean for Graduate Programs is notified.

Memorandum of Understanding

The student will meet with the Program Director, their faculty advisor, and the graduate student affairs officer to develop an individualized remediation plan to address the deficiencies. The meeting results in a Memorandum of Understanding (MOU) that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report; the MOU will also detail the consequences of continued misconduct. The student, their faculty advisor, and the Program Director sign the MOU. The MOU is shared with the Assistant Dean for Graduate Programs and becomes part of the student's official University record.

Should the student be unable to fulfill the expectations outlined in the MOU, the student will be subject to dismissal from the program.

In-Depth Review of Academic Performance and Consideration of Dismissal

The Program Director will provide formal notice to the student that their performance does not meet Graduate Division standards and is therefore referred to a committee charged with an in-depth review of academic performance and consideration of dismissal. This information will be transmitted in writing and conveyed electronically or in person.

The process for in-depth review of a student's eligibility for dismissal will follow the UCSF Divisional Procedure for Student Grievance in Academic Affairs, section 4.0, and will be conducted by an in-depth review committee appointed by the Program Director.

- The in-depth review committee shall consist of three faculty members within GHS who are knowledgeable about the academic program and student performance standards, and may include academic officers of the GHS as long as they number in the minority of those committee members present at the review hearing.
- Members may include faculty advisors, capstone mentors, course directors, or representatives of the GHS Graduate Group who serve on the executive, curriculum, or admission committees.

Policy on Academic Misconduct

The Global Health Sciences program emphasizes the importance of social justice and equity through a code of ethical behavior and academic honesty. The faculty and students work together to create a learning environment that values academic honesty, protects the integrity of an individual's work, and enhances the integrity of GHS education programs.

Definition of Academic Dishonesty and Misconduct

1. **Cheating:**
   - Fraud, deceit, or dishonesty in an academic assignment, using or attempting to use materials that are not authorized, or colluding with others to do so.
   - Copying or attempting to copy from others during an exam or on an assignment.
   - Communicating answers with another person during an exam.
   - Pre-programming an electronic medium to contain answers or other unauthorized information for exams.
   - Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
   - Allowing others to do an assignment or portion of an assignment.
   - Submission of the same assignment for more than one course without prior approval of all the instructors involved.
   - Collaborating on an exam or assignment with any other person without prior approval from the instructor.
   - Taking an exam for another person or having someone take an exam in place of the student.

2. **Plagiarism:** An author's work is his/her property and must be respected by documentation. Plagiarism refers to the use of another's ideas or words without proper attribution or credit and includes: copying of passages from works of others (e.g., books, articles, films, graphics, websites or other electronic sources) into a student's homework, essay, term paper, examination, qualifying papers, or class project without proper citation or acknowledgment; the use of the views, opinions, or insights of others without acknowledgment; and paraphrasing of a person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation. For additional information on plagiarism, please see Appendix I.

3. **False information and representation, fabrication, or alteration of information:** Furnishing false information in the context of an academic assignment. Fabricating or altering information or data and presenting it as legitimate. Providing false or misleading information to an instructor or any other University official.

4. **Theft or damage of intellectual property:** Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware or software. Improper access to, or electronically interfering with, the property of another person or the University via computer or other means. Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

5. **Distribution or sharing of lecture notes or exam items/information to provide undue advantage to others or for commercial purposes:** Selling, distributing, website posting, texting, emailing, or publishing course lecture notes, handouts, readers, recordings, exam items, confidential or other information provided by faculty to give advantage to others or for any commercial purpose, without the express written permission of the faculty.

6. **Research and practice**: All students are expected to conform to all relevant Institutional Review Board guidelines as well as acceptable ethical practices.

The list above is not comprehensive. Other acts not explicitly outlined within each section above, but fitting the spirit of the code, will also be considered if allegations of academic misconduct are made.

More information can be found in the [UCSF Code of Conduct and Integrity of Research.](#)

The GHS faculty and administration will respond to alleged acts of academic misconduct in a respectful and supportive manner that emphasizes fairness, timeliness, due process, and transparency. The process for notification and remediation of academic misconduct will follow the steps outlined above in the Policy on Student Progress, section 4.

Appendix I – Plagiarism versus Proper Citation

Purpose of this document

This brief document provides guidance on how to avoid plagiarism by way of examples of proper citation and examples of incorrect citation (plagiarism).

What does plagiarism mean?

Plagiarism is the use of another person's ideas, thoughts, theories, or phrasing as though they were your own. In US academia, the accepted view is that all knowledge is derivative, and sources of material from others MUST be properly cited so that the original work can be both credited and retrieved.

Why is this important to GHS?

Plagiarism is a serious form of academic dishonesty, and the penalties can be severe. Global Health Sciences wants students to understand and avoid plagiarism. Below are relatively simple steps to use and cite other people's work appropriately.

Who benefits from this document?

The brief will be of value to *all* students in the master's program, but particularly those who may be unfamiliar with the subtleties of scientific writing conventions in US universities. For example, some of you may have been trained in places where it was considered acceptable to use existing materials for your assignments exactly as the materials were written, and you may not have been taught about US conventions on citation.

Examples of plagiarism and proper citation

Dr. William J. Bicknell developed the following "Plagiarism" memo for Boston University School of Public Health students at orientation:

The purpose of this memo is to make clear:

What plagiarism is, how to avoid plagiarism and the consequences of plagiarism

Misunderstanding is widespread about what plagiarism is and whether or not it is a serious offense. It is a serious offense, and should be painstakingly avoided. Acceptable practice on citing sources of information differs as one moves from an academic environment to the world of work. There are also differences in custom between countries and cultures. This memo outlines practices appropriate to a U.S. academic environment.

What is plagiarism? Plagiarism is using someone else's work, words, or ideas without giving them proper credit. An example of plagiarism, and an example of one acceptable way to avoid it, is shown below under the heading of Attachment 1.

How to avoid Plagiarism. Here are some simple guidelines for avoiding plagiarism:

---

1. If you use a phrase, sentence or more from any source, you must put them in quotation marks and cite the source in footnote.
2. If you recount someone else's ideas in your own words (paraphrasing), you must provide a footnote at the end of the passage citing the source of the ideas.
3. If you draw on someone else's ideas, even though you neither quote nor paraphrase them precisely, one of the following is called for:
   - A footnote crediting the source of the ideas.
   - A direct reference to the source within the text, for example, "Seligman has repeatedly made the point that," with facts of publication (title, etc.) provided in a footnote or bibliography.

Footnotes should be complete enough to enable the reader to accurately identify your sources. In addition to articles and books, sources may be personal communication, unpublished data, working memos and internal documents. A footnote should cite the author (if no author is named, the organization), as well as the title, date and page number(s). A bibliography, listing your sources but not linking them to specific points in your text, may well be desirable but is not a substitute for footnotes.

The Consequences of Plagiarism

The consequences of plagiarism are serious. Students can be expelled and lose all chance of completing their studies. Even if 99 percent of a student's work has been above reproach, proven plagiarism could easily result in a degree not being granted.

Summary

A good paper typically demonstrates grasp of concepts, originality and appropriate attention to detail. The person who reads your paper assumes that the words and ideas originate with you unless you explicitly attribute them to others. Whenever you draw on someone else's work, it is your obligation to say so. If you do not, you are operating under false pretenses. That is plagiarism.

Original Source

"Tribal pressures affect Kenyans' behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what an individual perceives as in his or her own best interest. For more than 80 percent of Kenya's people who live and work on the land, children are seen as essential to survival and status. This is particularly true for women. Children and young adults provide an extra labor needed during peak planting and harvest times when everyone in the household must work long hours every day. For women, children are essential to lessen their heavy workload throughout the year: in a study of the Akamba tribe, three-quarters of the respondents gave this reason for having children."

From Frank L. Mott and Susan H. Mott, "Kenya's Record Population Growth: A Dilemna of Development, *Population Bulletin,* Vol. 35, No. 3 (Population Reference Bureau, Inc., Washington, D.C., 1980): 7-8.

Plagiarism

Tribal pressures affect the Kenyan woman's behavior more than pronouncements from the capital. She will perceive what is in her best interest. She sees children as essential to her survival and status. They provide the extra labor needed during peak planning and harvest times when everyone in the family must work for long hours.

Properly Footnoted Citation

Why do Kenyans have so many children? Mott and Mott write that "tribal pressures affect Kenyans' behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what the individual perceives as in his or her own best interest."[1] They point out that children are seen as necessary for a woman's livelihood as well as her place in society. Children work on the shamba and assist with all kinds of labor: planting, harvesting, fetching firewood and water.[2]

[1] Frank L. Mott and Susan H. Mott, "Kenya's Record Publication Growth: A Dilemma of Development, *"Population Bulletin,* Vol. 35, No. 3 (Population Reference Bureau, Inc., Washington, D.C., 1980): 7.

[2] Ibid.