

# PhD in Global Health Sciences



Student  
Handbook  
2016



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## INTRODUCTION

### Welcome!

We are pleased to welcome you to the University of California, San Francisco (UCSF) PhD program in Global Health Sciences (GHS). The GHS PhD program is designed to provide rigorous training in research methods along with a range of perspectives on global health problems and their solutions. The program focuses on trans-disciplinary knowledge drawn from public health, epidemiology and biostatistics, public policy, economics, development studies, clinical and basic sciences, and the social sciences. The doctoral program is aligned with the mission of UCSF “to advance health worldwide through innovative health sciences education, discovery and patient care.” The aim of the doctoral program is to prepare a new generation of researchers to address health problems of global importance.

### About the Program

The Doctor of Philosophy (PhD) degree program in Global Health Sciences is a four year course of study. The first two years of study are in residence at the UCSF Mission Bay campus. The second two years are spent collecting field data, writing the dissertation, and engaging in other research and professional growth activities under the guidance of research advisors and faculty mentors. Incoming students must have completed training at the graduate level in a field relevant to the substance or methods of global health research and have experience working with underserved populations. The training prepares graduates to pursue independent research careers in global health science. The PhD program draws upon the strengths of UCSF faculty and the campus to provide in-depth research training across four areas of concentration: Clinical, Policy, Health Systems, and Social & Behavioral Science. Each of the four areas of concentration combines coursework and research training.

### Mission and Objectives

UCSF Global Health Sciences is dedicated to improving health and reducing the burden of disease in the world's most vulnerable populations. GHS integrates the university's expertise in all of the health, social, and biological sciences, and focuses that expertise on pressing issues in global health. GHS works with partners in countries throughout the world to achieve these aims.

A key responsibility for a university is to educate the next generation of leaders. Global Health Sciences seeks to promote health equity through the provision of trainee-focused, trans-disciplinary health sciences education. The GHS doctoral program prepares graduates to optimize their impact in the field of global health.

GHS Education directs effort and resources to:

- Teach learners and faculty through focused training and mentorship.
- Foster and coordinate the development of cross-campus global health education initiatives.
- Provide expertise to UCSF leaders and community on global health education issues.

## PART 1: INFORMATION FOR INCOMING STUDENTS

### Administrative Resources

#### UCSF ID badge: WeID

New students can submit a photo online through the Student Portal. After the photo is approved, students pick up the new ID card by appointment at the Mission Bay WeID office at 600 16th St, Genentech Hall, Room 124. ID card information is at <http://registrar.ucsf.edu/new-students/weid>.

#### Housing

On-campus housing at UCSF is offered via competitive lottery. Campus Life Services provides information about living on campus at <http://campusliveservices.ucsf.edu/housing>. Students are not guaranteed on-campus housing, and therefore are encouraged to explore off-campus housing options through non-university housing search methods.

The Graduate Division hosts a housing information listserv moderated by members of the Graduate & Professional Student Association. Information and listserv instructions are at <https://graduate.ucsf.edu/housing>.

#### Student Health Insurance

All registered students are automatically enrolled in the UC Student Health Insurance Plan (UC SHIP). If students have a health insurance plan that meets a minimum benefits level, they are eligible to waive the UC SHIP coverage. Students who opt for insurance fee waivers must notify the Graduate Student Affairs Officer so that fee adjustments may be accurately recorded.

Deadlines and processes for waiving UC SHIP: <https://studenthealth.ucsf.edu/insurance/waiver>  
Student health services information: <http://registrar.ucsf.edu/new-students/studenthealth>  
Enrollment and eligibility: <http://studenthealth.ucsf.edu/insurance/enrollment-eligibility>

#### Statement of Legal Residence

New students need to complete the Statement of Legal Residence on the “CA Residency” tab in the Student Portal of MyAccess. This must be submitted and processed before the student can register for courses.

#### Academic and Administrative Calendar

UCSF is on the quarter system. The full academic calendar is at <http://registrar.ucsf.edu/academic-calendar>.

#### Registration and Study List Filing

Registration at UCSF is the process by which the registrar is notified of the student's intent to take classes each quarter. Signing up for specific classes is a separate process referred to as “filing a study list” and is done through the Student Portal of the MyAccess System. A \$50 late fee applies if the student misses the minimum enrollment requirement deadline. Deadlines and additional information are listed at <http://registrar.ucsf.edu/students/registration>.

Several of the required courses for the PhD program are offered through the Department of Epidemiology and Biostatistics: [http://ticr.ucsf.edu/courses/schedule/course\\_descriptions.html](http://ticr.ucsf.edu/courses/schedule/course_descriptions.html). These courses require a separate application and a fee. Students must work with the Program Coordinator to complete these course applications in order to add them to their study list.

### **Establishing California Residency Requirements for Tuition Purposes (US Citizens and Permanent Residents Only)**

By establishing California Residency, US Citizens and Permanent Residents do not have to pay non-resident tuition (NRT). Non-resident tuition is waived after the first year as long as the student proves California residency. The GHS PhD program requires all US citizens and Permanent Residents to establish California residency, and the program only covers NRT for one academic year (three quarters).

Students (US Citizens & Permanent Residents) moving to California will need to do the following immediately:

- Register to vote and participate in voting in California elections.
- Designate California as the permanent address on all school and employment records, including military records.
- Obtain a California Driver's License or Identification Card.
- Pay California taxes as a resident.
- Establish bank account(s) with a California address.

Any of the above actions are evidence of intent to establish California Residency, and documents must be dated one year before the quarter/semester for which the student is seeking resident classification. More information is at <https://registrar.ucsf.edu/registration/residency>.

### **PhD Student Leave Policy**

Students shall work with the Program Coordinator and their advisor to ensure that any leave of absence is minimally disruptive to their academic progression. Students should be aware that leaves, other than those covered by Human Resource policies, must be approved by the Program Director and may impact funding opportunities. Policies on Parental Leave, Medical/Family Leave, Unpaid Leave, and Readmissions are described at <https://graduate.ucsf.edu/registration-policies-and-deadlines>.

### **Student Accommodations and Student Disability Services**

UCSF is committed to providing all students equal access to all of its programs, services, and activities. Student Disability Services (SDS) is the campus office that works with students who have or think they may have a disability. Students are invited to contact SDS for a confidential discussion at [StudentDisability@ucsf.edu](mailto:StudentDisability@ucsf.edu) or 415-476-6595.

For testing accommodations (extra time, reduced distraction, etc.), students should notify the Program Director and faculty at least four weeks before the start of the course or, minimally, two weeks before the exam. Different exam levels MUST be individually addressed (e.g., qualifying exams vs. standard in-class exams). More information on how to request and use accommodations is available online at <http://sds.ucsf.edu>.

## **Mission Hall**

Global Health Sciences and the PhD program are housed in Mission Hall at UCSF's Mission Bay Campus. All occupants of Mission Hall, including students, are required to display their UCSF badge at all times when entering the building, for security purposes.

The first floor of Mission Hall is accessible to all students and contains classrooms, the student hub/study space, and the student services office. On the third floor, PhD students have dedicated workspace and access to the employee kitchen and printers.

The third floor houses all employees of Global Health Sciences and is designed with open concept work stations. Therefore, students are asked to act and dress in accordance with the office space, speak quietly in public areas, and take phone calls and group conversations into the "focus" or "huddle" rooms.

## **Faculty Advisors**

### **Graduate (Academic) Advisors**

A GHS faculty member serves as the student's academic advisor in the PhD program, henceforth known as a Graduate Advisor. The Graduate Advisor must hold a PhD, ScD, EdD, or DrPH. Graduate Advisors offer guidance to help students clarify their research interests, prioritize training areas to match their goals, identify important professional development strategies, and provide oversight for the student's academic progress, e.g., coursework, professional conferences, identifying other faculty to meet with, and possible funding opportunities.

Incoming students are matched with a Graduate Advisor who has the relevant background to guide them during their first years in the program. Students are required to meet with their Graduate Advisors at least once a quarter to discuss coursework and for general advice. Graduate Advisors are important in helping students identify a Research Advisor if the Graduate Advisors themselves will not be acting as a student's Research Advisor. In some cases, the Graduate Advisor may also be the student's primary Research Advisor for dissertation work.

### **Research (Dissertation) Advisors**

Based on the students' Area of Concentration and research interests, they will be matched with a faculty member to serve as their primary mentor for dissertation work, henceforth known as a Research Advisor. If the Research Advisor does not hold a PhD, the student will need a separate Graduate Advisor. If the Research Advisor is outside of GHS or is unfamiliar with the PhD program, the student will be assigned a Graduate Advisor who will serve as an academic advisor.

The Research Advisor's role is to help the student do the following:

- Identify a dissertation topic, i.e., define a specific, manageable set of research questions which would coincide with the required three publishable papers to complete the PhD program.

- Identify other appropriate research committee members, i.e., individuals with appropriate expertise to oversee the dissertation research.
- Oversee dissertation research and help the student to stay on track, solve problems, and think seriously about the substantive questions in their research area.
- Obtain funding to support the student stipend and tuition.
- Plan for next stages of the student's career. This means considering professional development goals, thinking about post-doctoral programs or other next steps, meeting major researchers in the field, attending conferences, etc.

### **Choosing an Area of Concentration and Coursework**

Students choose an area of concentration at the time of application. Any change in area of concentration should occur prior to the qualifying exam and will require prior approval from the current faculty advisor, new faculty advisor, and PhD Program Director. If a student wishes to change the area of concentration, the program duration may lengthen because new competencies will need to be developed and then assessed through the qualifying exam process.

The students' coursework selections are made based on their area of concentration and their specific academic goals. Suggested elective courses for each area of concentration are listed at [https://docs.google.com/spreadsheets/d/1sOESNznNfshAomKM2LfzGAGL\\_dXmgTsNbtzW3v2rw\\_E/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1sOESNznNfshAomKM2LfzGAGL_dXmgTsNbtzW3v2rw_E/edit?usp=sharing). Students develop an Individual Education (Development) Plan that is revised each quarter with their Graduate Advisor.

## **PART 2: COURSEWORK**

### **Individual Education Plan and Progress Report**

To facilitate timely progress in the program, all students and their Graduate Advisors are required to submit an Individual Education Plan & Progress Report annually. In the Summer Quarter, the Program Coordinator sends a report template to each student, which is completed by both the student and Graduate Advisor during Fall Quarter and submitted to the PhD Program Director by October 31. The Graduate Student Affairs Officer documents the completion of program requirements and maintains the student's files. Any deficiency or failure to meet the standards of the program are discussed with the student and confirmed in writing.

### **Required Coursework**

Doctoral students are required to spend six quarters in residence during their first two years in the program. Students must enroll in a minimum of eight units per quarter and must complete a minimum of 48 units to fulfill the GHS requirements. Overall, students are expected to develop expertise in advanced concepts in global health with a focus in one area of concentration. This may require students to take more than the minimum 48 units.

Students take a series of advanced doctoral level courses during their first two years in the PhD program:

1. Three courses in epidemiologic methods—one intermediate and two advanced level epidemiology courses.
2. Two courses in advanced level quantitative research methods—one in intermediate biostatistics and one in advanced biostatistics.
3. A minimum of one course in intermediate qualitative methods in the social sciences.
4. Two doctoral courses—Advanced Concepts in Global Health and Global Health Economics.
5. One course in communicable/infectious diseases.
6. One course in the social determinants of health.
7. One course in health systems strengthening.
8. One course in policy analysis and development.
9. Two courses in grant writing, taken in the first year.
10. Three quarters of Doctoral Seminars.
11. Two elective courses, one of which may be an independent study with a faculty member.
12. Three quarters of research rotations of two units each, for a total of six units (one rotation unit equals three rotation hours per week; two units equals six hours per week of research rotation, or 60 hours of research rotation per quarter). Students are required to complete their three research rotations before taking their qualifying exam.

In addition to the six quarters of residency (during which coursework is completed), the completion of a written qualifying examination and an approved dissertation are required for graduation from the PhD program.

In the first two years of study, with assistance from the Graduate Advisor, the student formulates a program of study that guides topic-specific and experiential course work concordant with the expected dissertation topic. It is the student's responsibility, with oversight and advice from the Graduate and/or Research Advisor, to design a coherent program of study. Courses should be selected to prepare for competencies expected in the qualifying examination and dissertation. Guidelines for typical and acceptable courses of study are provided, but variations are considered by the Graduate Advisor depending on the goals and previous training of the student. The qualifying examination covers material from core courses in Global Health Sciences, as well as specific material covered in elective courses associated with each Area of Concentration.

### **Testing Out of Required Courses**

If students feel they have already taken one of the required courses, they can request to test out of the course. This request must be made two weeks before the course begins by contacting the PhD Program Director and Graduate Advisor. The student will be asked to provide a copy of the equivalent course syllabus and an official transcript. If the course is equivalent to the required course, the PhD Program Director will notify the Curriculum Committee in writing of the number, name, and sponsoring unit of the approved course and provide a copy to the students. Because students are required to take a minimum of 48 units while enrolled at UCSF, an alternative

course should be selected. For instance, if students have already completed the required biostatistics courses, then they should enroll in a more advanced biostatistics course.

### Sample Four-Year Plan of Study

A full course load requires a minimum of eight units per quarter, but more units may be appropriate depending on course offerings in a given quarter (students have taken up to 15 units in a quarter). The sample program below provides some basic guidance and a default timeline, but courses and timing should be modified based on the student's background and goals. A minimum of 48 units taken while enrolled at UCSF is required for graduation. A doctoral program entails more than completing a set of required courses: it is designed to best prepare the student for a research career following completion of the degree.

Year	Quarter	Course	Units
<b>2016</b>	Winter	GHS 250A - Doctoral Seminar	2
		EPI 258 - Advanced Grant Writing Workshop	3
		GHS 251 - Advanced Concepts in Global Health	2
		BIOSTAT 208 - Biostatistical Methods for Clinical Research II	3
		GHS 202A - Communicable Diseases of Global Importance	3
<b>2016</b>	Spring	BIOSTAT 209 - Biostatistical Methods for Clinical Research III	3
		GHS 252 - Health Systems Strengthening	2
		GHS 249 - Research Rotation #1	2
		EPI 259 - Advanced Grant Writing Workshop II	2
		GHS 250B - Doctoral Seminar	1
<b>2016</b>	Fall	GHS 201B - Global Health Economics	2
		EPI 203 - Epidemiologic Methods I	4
		GHS 201C - Social and Behavioral Science Approaches in Global Health	2
		Elective #1	3
<b>2017</b>	Winter	GHS 249 - Research Rotation #2	2
		EPI 207- Epidemiologic Methods II	3
		GHS 202D - Sociocultural and Behavioral Determinants of Health	3
		GHS 250C - Doctoral Seminar	1
<b>2017</b>	Spring	EPI 265 - Research Methods in Chronic Disease Epidemiology	3
		GHS 205 - Global Health Policy	3

Year	Quarter	Course	Units
		Elective #2	2
		GHS 249 - Research Rotation #3	2
2017	Summer	Qualifying Examinations Preparation and Oral Examinations	Individually determined
2017	Fall	Dissertation Proposal Approval	Individually determined
2018	Winter	Data Collection and Writing	Individually determined
2018	Spring	Data Collection and Writing	Individually determined
2018	Fall	Data Collection and Writing	Individually determined
2019	Winter	Data Collection and Writing	Individually determined
2019	Spring	Data Collection and Writing	Individually determined
<b>Total number of units</b>			<b>53 units</b>

### Optional Electives

Students can take courses offered in other graduate programs at UCSF and other universities. If students wish to enroll in a course offered in other UCSF doctoral programs (e.g., Sociology, Medical Anthropology), they should contact the course instructor to ascertain whether they have met the prerequisites/eligibility requirements. Students can take courses at other UC campuses, such as UC Berkeley, through the Intercampus Exchange Program. Additionally, any regularly enrolled, full-time matriculated student at UCSF may register through the San Francisco Consortium for courses offered by other member institutions, including San Francisco State University and Hastings College of the Law. The UCSF-Stanford Exchange also allows UCSF students to cross-register for courses at Stanford. Information about the Intercampus Exchange Program and cross-registration at other San Francisco Bay Area universities is at <https://graduate.ucsf.edu/registration-policies-and-deadlines>.

Students should contact the PhD Program Director and their Graduate Advisor to seek approval for courses they are considering taking at other UCSF schools, UC campuses, or through intercampus programs. This is an excellent opportunity for GHS doctoral students to tailor their scholarly experience by learning from researchers and educators on other campuses. Students are encouraged to explore these options.

### Independent Study

Independent study provides an opportunity for advanced students to meet with a faculty mentor on study topics of special interest. Students can take one independent study course as an elective during the PhD program. Students should enroll in GHS 294 for up to four units (usually independent studies are only one or two units and should be based on student and faculty time

commitment) with the faculty sponsoring the independent study. Faculty require a set of objectives and a method of evaluation.

Faculty mentors help develop a reading list related to the topic and meet approximately once a week with students to discuss the readings. The independent study also may involve a clearly defined data project or a developed plan for research study. As this is an *independent* study, the onus is on the students to guide the content and direction. Independent studies allow students to pursue specific research areas outside of coursework and Research Rotations. Students who complete an independent study are expected to write a summary describing the independent study and submit it to the PhD Program Director for approval.

### **Research Rotations**

Research Rotations provide extensive experiential training with a specific deliverable (e.g., survey instrument, statistical plan, manuscript), which is different from an independent study. Students should enroll in GHS 249 for two units with a faculty mentor who has agreed to sponsor them. Students are required to complete three quarters of Research Rotations (two units each).

The objectives of Research Rotations are to:

- apply concepts taught in formal classes;
- learn practical aspects of leading research projects and public health initiatives, including how to work within a research team or group;
- acquire exposure to areas of research other than primary area of concentration and establish broader expertise and understanding of global health;
- launch projects with potential for developing into dissertation research topics; and
- work with faculty who may then serve on the qualifying exam or dissertation committees.

The Research Rotations are intended to expand students' breadth of expertise and are not intended to be extensions of work that is already being undertaken with a previously selected Research Advisor or that is already part of job responsibilities. Students are strongly encouraged to pursue Research Rotations with new research mentors. For students who have not yet identified a Research Advisor, a Research Rotation may help identify a Research Advisor for dissertation work.

During the Research Rotation the student is apprenticed under a specific member of the research team (the Rotation Director). The goal for the Rotation Director is to provide author-level involvement for the student (i.e., participation in research at a level justifying future inclusion as an author on a subsequent publication), and to help define this involvement such that, at the end of the rotation, the student has produced a specific deliverable. In collaboration with the Rotation Director, the student must submit the plan for Research Rotations in the annual Individual Education Plan & Progress Report. In reviewing the report, the PhD Program Director approves proposed Research Rotations. Students present on the results/products developed during the Research Rotations in the doctoral seminar.

Examples of useful research products include, but are not limited to:

- a research questionnaire or other data collection tool;
- an operations manual chapter;
- a set of research measurements from the field;
- an annotated set of statistical analyses/tables/figures;
- an abstract for a research conference; and
- a manuscript for submission to a peer-reviewed journal.

Research Rotation proposals may launch future research projects and collaborations. The subject matter for each rotation, however, is not prescribed by the PhD Program but determined by the Research Team (represented by the Rotation Director) and by the student.

### **Teaching Residency**

Students are expected to participate in two teaching residencies in the GHS master's program courses over a two-year period, starting in the second or third year. In most cases, students will have taken these courses in the first or second year. Teaching residencies allow students to develop skills under the tutelage of experienced faculty, which in turn prepares them for a future faculty role. Students may either earn academic credit for the teaching residency by enrolling in GHS 248 for one to two units under the PhD Program Director's name, or be paid for the teaching residency through the course home department. At the conclusion of the teaching residency, students and the faculty mentor are asked to complete a Teaching Residency Evaluation.

Instructional training is available from the Haile T. Debas Academy of Medical Educators (<http://medschool2.ucsf.edu/academy>), which offers courses and workshops to faculty and predoctoral fellows in writing a course syllabus, assessment instruments, and innovative in-class teaching techniques. The Academy also offers the opportunity to participate in the Teaching Observation Program (TOP): [http://medschool2.ucsf.edu/academy/faculty\\_development/tip-top.aspx](http://medschool2.ucsf.edu/academy/faculty_development/tip-top.aspx).

## **PART 3: PREPARING FOR THE QUALIFYING EXAMINATION**

### **Structure of the Qualifying Examination**

Students must take and pass the Qualifying Examination (QE) in order to advance to candidacy. Students must apply to the Graduate Division to take the QE (using the "Application for the Qualifying Examination" form), with the written approval from the chair of their Qualifying Exam Committee. The QE is offered at the end of the second year of the PhD program, after the completion of all required coursework.

The QE consists of two parts: the written examination and the oral examination. The topic of the dissertation is based on the student's research interests and must be approved by the Graduate Advisor and the Qualifying Exam Chair. The proposal must be newly developed by the student

and cannot be based on any specific aim(s) of a grant application of the advisor or anyone other than the student.

### Written Examination

The written examination is 1) a grant proposal (e.g., NIH F31 proposal, see instructions below) and 2) a comprehensive review of the literature (e.g., systematic review or meta-analysis) on the student's research topic. The proposal may include preliminary data generated by the student or by others who support the project's feasibility. However, the purpose of the examination is to determine the student's ability to generate new hypotheses, use supporting evidence to justify the research, design a study that addresses the aims of the research proposal, and discuss the methods for collecting data and conducting the analysis of the data. After the written examination is approved by the QE Chair and the Graduate Advisor, the student sends the final version to all of the committee members at least two weeks before the QE date.

The first part of the written exam is the grant proposal. This section format is single-spaced in Arial 11 pt. font with 0.5 inch page margins, and is six pages long (not including abstract and specific aims). Written examinations that exceed this page limit will not be read. Please do not submit the training plan or other ancillary pieces of the F31. A proposal that conveys a persuasive message in six pages is an art form. The proposal includes the following:

1. Title: Brief, scientifically and technically valid, intelligible.
2. Abstract (250 words)
3. Specific Aims (1 page): What do you intend to do and what are your specific hypotheses? State what is known, the current gaps, and the critical need. Introduce the solution, long-term and short-term goals, and aims of the proposal.
4. Research Strategy (6 pages):
  - a. Significance: Why is this work important? Place in the context of other studies and discuss how this study will allow progress in the given field. This section includes the literature review.
  - b. Innovation: How does this work differ from what has been done and how will it advance the field and have an impact? Describe novel methods, instruments, or improvements in the present research.
  - c. Approach: How are you going to do the work and test your hypotheses? Describe the study design, sampling, inclusion/exclusion criteria, data collection points, variables to be measured, instruments, biological measures, sample size, statistical analysis, and timeline. Include pilot data if available.

Instructions for preparing an NIH F31:

<https://researchtraining.nih.gov/programs/fellowships/F31>

Samples of F31s:

<https://www.nigms.nih.gov/training/indivpredoc/pages/predoc-f31-sample-applications.aspx>

The second part of the written exam is a comprehensive, 20-25-page review of the literature (e.g., systematic review or meta-analysis) that: (a) explores background literature and identifies the gaps; (b) allows the qualifying exam committee to understand the foundations of the student's research question; and (c) can be used as one of three publishable manuscripts included in the student's dissertation.

PRISMA guidelines may be used to develop the systematic review. According to the website (<http://www.prisma-statement.org/>), "PRISMA is an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses. PRISMA focuses on the reporting of reviews evaluating randomized trials, but can also be used as a basis for reporting systematic reviews of other types of research, particularly evaluations of interventions."

### **Oral Examination**

On the day of the QE, the student orally presents for 20 minutes, and then defends the research proposal to the committee. The oral examination includes questions that relate directly to the proposal, as well as questions that probe the breadth and depth of knowledge and critical thinking skills of the student. The student is not allowed to bring texts, papers, or other materials to the exam, and should rely on inherent knowledge when presenting and answering questions. After completion of oral questioning, the committee votes in the absence of the student to pass or fail the student.

If a student fails the examination, the committee must make a recommendation for or against a second examination. If a second examination is allowed, the second qualifying examination committee must be identical in composition to the first. If the student fails in all areas, the re-examination must be on all subjects involved. A partial failure, in which the student passes some fields but not others, also counts as a first examination. However, re-examination after partial failure may be restricted to those areas in which the original performance was unsatisfactory. A third examination is not permitted.

### **Choosing a Qualifying Exam Committee**

A Qualifying Exam (QE) committee consists of four faculty members, all of whom should be Academic Senate members and chosen after consultation with the student's Graduate Advisor:

#### **1. Chair**

- a. Must be a UCSF Academic Senate member
- b. Must be a [GHS Graduate Group member](#)
- c. Cannot be same as dissertation chair
- d. Co-chairs are not allowed for the qualifying exam

#### **2. GHS Graduate Group Member**

- a. Must be a [GHS Graduate Group member](#)
- b. If not a UCSF Academic Senate member, student must obtain approval from the graduate program director on the application form

#### **3. Second GHS Graduate Group Member**

- a. Must be a [GHS Graduate Group member](#)
- b. If not a UCSF Academic Senate member, student must obtain approval from the graduate program director on the application form

#### **4. Outside Member**

- a. Cannot be a GHS Graduate Group member
- b. Can be a UCSF Academic Senate member from outside GHS Graduate Group
- c. Can be a faculty member not in the UCSF Academic Senate or another UC subject-matter expert, with approval from the graduate program director (see below)

To determine a faculty member's Academic Senate status, review the following website: <http://senate.ucsf.edu/0-bylaws/bylaws.html>. A faculty member's Academic Senate title should be listed in the UCSF directory or their department/program website.

To propose non-UCSF Academic Senate faculty members or subject-matter experts for your committee, you must obtain signature approval from the graduate program director.

The entire committee must review the student's QE materials and contribute to the decision to pass the student before a report is made to the Graduate Dean. In the case of a divided vote, the student will be retested in a second examination.

### **Filing the Relevant Forms for the Qualifying Examination**

#### **Application for the Qualifying Examination**

In order to be eligible to take the exam, the student must

- be a registered student in the quarter the examination is given (for example, if the QE is being given in early June, the student must be registered for Spring Quarter of the same year);
- have completed at least one quarter in residence;
- have a cumulative grade point average of at least 3.00 in all courses taken in graduate standing;
- have an approved qualifying exam application on file with the Graduate Division (see below); and
- have completed all required coursework, including research rotations.

The student must apply for admission to the qualifying examination using the "Application for Qualifying Exam" form. Typically, this form is filed early in Spring Quarter if the QE is administered in early June of the same year. This completed application form must be returned to the Graduate Student Affairs Officer at least three weeks before the proposed exam date. The Graduate Student Affairs Officer will forward the documents to the Graduate Division for processing. The Graduate Division will notify the student and the Graduate Student Affairs Officer when the application is approved via email.

## **Report on Qualifying Exam**

Upon a student's successful (passing-grade) completion of the Qualifying Exam, the chair of the QE Committee reports the results via the "Report on Qualifying Exam for Admission to Candidacy" form. The student is expected to ask the QE Committee chair to forward the approved/signed report to the Graduate Student Affairs Officer, who will send the report to the Graduate Division for processing.

Once the form is received and QE results have been confirmed by the Graduate Division, the student and the Graduate Student Affairs Officer are notified via email that the QE is successfully completed and no deficiencies (such as incomplete grades) preempt processing.

## **Advancement to Candidacy**

Provided that students have no deficiencies as mentioned above, they may advance to candidacy. Students also must be registered in the quarter in which they advance to candidacy.

Students should complete the "Application for Candidacy for the Degree of Doctor of Philosophy" form and send it to the Graduate Student Affairs Officer before processing continues at the Graduate Division. Students who finish the exam requirements during the summer should file for advancement to candidacy during the first week of Fall Quarter.

The application for candidacy requires the students to indicate their proposed dissertation title, their Dissertation Committee nominees (names of proposed committee members who will guide the research and approve the dissertation), and a \$90 application fee.

All research involving human subjects, including analyses of previously collected data, must have been approved (or declared exempt) in writing by the UCSF Committee for Human Research (CHR) in order to be included in a dissertation, regardless of which or how many other such committees elsewhere have previously approved the research.

Once the students advance to candidacy for a doctoral degree, they will be considered full-time for the remaining academic quarters as registered graduate students in pursuit and preparation of the written dissertation. At least three quarters in registered student status must elapse between advancement to candidacy and conferral of the degree.

Candidacy for the doctoral degree is lapsed if the student has not completed requirements for the degree within four years (12 quarters, excluding summer session) after advancement to candidacy. Leaves of absence count towards this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the GHS PhD Program Director on whether a new qualifying examination and/or additional course work are required.

Qualifying Examination forms and information: <https://graduate.ucsf.edu/phd-degree>

## PART 4: WRITING THE DISSERTATION

### Structure of the Dissertation

The dissertation is the final and most important step in a doctoral degree program. It should be a work of independent research that makes an original contribution to knowledge in the student's academic discipline, and should be of sufficient depth and quality to be published. Analyses for dissertation work should not have begun prior to the formation of the Dissertation Committee.

Students are strongly encouraged to carry out primary data collection for at least one component of their dissertation research or seek involvement in a primary data collection initiative via a research rotation. Students are expected to have had experience in all of the key phases of global health (e.g., conceptualization of the question; critical review of the existing literature; preparation of a grant proposal; collection, management, and analysis of data; and writing of one or more manuscripts for publication), and will have been tested on these essential concepts in the QE.

With Dissertation Committee oversight, doctoral candidates produce at least three publishable first-authored articles. If one or more of these papers has already been published before the dissertation is filed, the Graduate Division requires that all co-authors of the paper give written permission for the paper to be submitted as part of the dissertation. Research completed and scientific papers written before the student has entered the doctoral program cannot be used as a part of the dissertation under any circumstances.

### Choosing a Dissertation Committee

A Dissertation Committee consists of at least three Academic Senate members nominated by the student and approved by the Graduate Dean to oversee the research and unanimously approve the dissertation research:

1. Chair of the Dissertation Committee: This chair cannot be the same as the chair of the QE Committee. Typically, the Graduate or Research Advisor serves as the chair of the dissertation committee.
2. GHS PhD Graduate Group Member: <http://globalhealthsciences.ucsf.edu/education-training/phd-in-global-health-sciences/graduate-group>
3. Outside Member (not core GHS faculty): Faculty members or subject matter experts from outside UCSF may be invited to serve on committees with the permission of the Graduate Division, but they cannot chair committees. Students can petition to include faculty who are not UCSF Academic Senate members for the "expert" or outside members. Students use the general petition form in the Appendix for this purpose and submit it to the Graduate Division, along with the CV of each proposed non-Academic Senate committee member.

Students may have additional Dissertation Committee members if they add relevant expertise to the committee. In order to add a non-Senate member to the committee, the student must submit a petition to the Graduate Division. The petition must provide the justification for including a non-

Senate member, contain the member's CV, and be signed and approved by the Graduate Advisor, Dissertation Committee chair, and the QE chair. The petition and CV is reviewed and then approved or denied by the Graduate Dean. In no instance may a non-Senate member be appointed the chair of the Dissertation Committee.

The Graduate Division assigns to the student's Dissertation Committee the ultimate authority to determine what constitutes an acceptable dissertation and to certify that the student has successfully completed that task. As a result, some doctoral students may conduct analyses of previously collected data for one or more components of the dissertation.

Dissertation Committee information: <https://graduate.ucsf.edu/phd-degree>

### **Working with the Dissertation Committee**

The role of the Dissertation Committee is to oversee the development of the dissertation. The committee provides feedback and guidance throughout the process, although most of the student's interaction will be with the Dissertation Committee chair. When forming a committee, students should consider the areas of expertise needed to complete the proposed research and then request appropriate members.

Although not formally required, it is recommended that students officially establish their Dissertation Committee and file it with the Graduate Division soon after they complete the QE. Students should list members on the "Application for Candidacy for the Degree of Doctor of Philosophy" form. Furthermore, it is recommended that students prepare a dissertation prospectus and meet in person with all committee members to solicit their input and feedback and ensure that all parties are in agreement with regard to the students' proposed research path.

The committee must approve and confirm that the dissertation research satisfactorily fulfills the requirements of the PhD. The dissertation should be more than simply "publishable research" and should constitute high-quality independent research per the assessment of the committee. During the committee meetings, the student should review the plans for all three papers and ensure that all committee members approve. Students can thereafter meet with the group or individually with each committee member to discuss progress.

The guidelines for the three papers are as follows:

- Potential content, authorship, journals for submission, and anticipated dates for the submission of each paper will be agreed upon by the student and dissertation committee.
- If one or more paper is published before completion of the dissertation, students should decide with their committee members whether the published version or a different version should be included in the dissertation.
- Although committee members may be more or less involved in each paper, they all must sign off on each paper.

- At least one paper should be submitted to a peer-reviewed journal by the time the students complete their dissertation. This is a minimum requirement.

The submission of a dissertation to the Graduate Division signed by all members of the committee is a guarantee that all requirements for the degree program have been met and that the doctoral degree may be conferred on the student.

### **Defending the Dissertation**

The UCSF PhD program in Global Health Sciences does not require a formal dissertation defense. However, students are expected to present their dissertation research findings to the GHS community in the GHS Lecture Series. The presentation should be scheduled at least eight weeks in advance with the Graduate Student Affairs Officer, but open slots may not be available for at least six months. Students should invite their Dissertation Committee members to attend their presentation. At earlier stages of dissertation research, students also are expected to present their work at PhD seminar sessions.

### **Getting It Done**

During the dissertation years, without the structure of coursework, students may find it challenging to manage their time and maintain consistent progress on their dissertation. It is recommended that students form a support structure that includes other students in the dissertation phase and set up routine meetings to discuss progress and barriers. Also, routine meetings with the Research Advisor are usually very helpful to ensure that students are making timely progress.

The UCSF Student Health & Counseling Services (SHCS) provides many resources for students during this critical period of their PhD career. Students may find help through an SHCS in-person workshop that primarily focuses on mental and emotional barriers before, during, and after the qualifying examination, as well as strategies for completing the dissertation. An ongoing open-ended qualifying exam and dissertation support group for graduate students is available as an additional resource. Information on UCSF's Learning Resource Services is at <http://learn.ucsf.edu/>.

## PART 5: GRADUATION AND POST-GRADUATION

### Graduate Division Dissertation Submission Guidelines

Guidelines for completing the dissertation: <https://graduate.ucsf.edu/submitting-thesis-or-dissertation>

Instructions for formatting the dissertation document: <https://graduate.ucsf.edu/document-format>

The deadline for submitting the dissertation is the last working day of the quarter. Students must submit an electronic copy of their dissertation to the Graduate Division through the Proquest system. The dissertation then becomes an official and permanent record available for use by other scholars and the public. Previously submitted UCSF dissertations can be found at <http://search.proquest.com/pqdt/advanced>.

Students submit their dissertation through Proquest and notify the Graduate Division by sending the dissertation title page with original signatures via email. The Graduate Division contacts the Graduate Student Affairs Officer to ensure that the student has met all of the departmental program requirements, prior to approving the conferral of the PhD degree.

### Graduation

#### Filing Fee Status

If students complete all requirements for the PhD degree, with the exception of submitting the dissertation, they may apply for filing fee status to avoid incurring registration fees for the last quarter before graduation. The filing fee cost is currently \$179. A “Filing Fee Application” form must be completed and given to the Graduate Student Affairs Officer prior to sending it to the Graduate Division and the Registrar.

Graduate Division registration policies and deadlines: <https://graduate.ucsf.edu/registration-policies-and-deadlines>.

Office of the Registrar deadlines to apply for filing fee status: <https://registrar.ucsf.edu/registration/deadlines>

Students should not apply for filing fee status unless they are sure they will complete degree requirements during the quarter. The first draft of the dissertation should be completed and all members of the Dissertation Committee must be in agreement that further research is not necessary.

Students on filing fee status should not register or file a study list. They do not have access to UCSF facilities (including the UCSF Library) and are not eligible for student academic appointments (e.g., GSR, TA, or tutor).

Health insurance will not be covered for students on filing fee status because they are no longer considered fully enrolled students. However, students may continue coverage in the UC SHIP by enrolling in the voluntary plan within the first 30 days of the quarter. Students should contact

the insurance coordinator at Student Health and Counseling (415-476-1283) during the quarter before going on filing fee status.

### **Other Graduation Requirements**

In addition to submitting the dissertation online and submitting the original copy of the dissertation title page, students are required to fill out two online surveys: “Survey of Earned Doctorates” and “Doctoral Exit Survey.”

By January of the year of graduation (in the subsequent Winter, Spring, or Summer Quarter), students must contact the Graduate Student Affairs Officer to ensure they receive information about the annual UCSF Graduate Division graduation ceremony. The student does not need to have submitted their dissertation before participating in the ceremony in May, since the dissertation deadline is the last working day of the Spring Quarter. If students plan to graduate in the summer term, they can still participate in the May commencement ceremony.

The Graduate Student Affairs Officer must have a copy of all official, original paperwork that was submitted to the Graduate Division for the students before they can graduate. The paperwork includes the following:

- Application for the Qualifying Exam form\*
- Report on Qualifying Exam for Admission to Candidacy form\*
- Application for Candidacy for the Degree of Doctor of Philosophy form\*
- Any petitions (if used)\*
- Any forms for cross-registration at other Bay Area academic institutions\*
- Dissertation title page\*
- Filing Fee Application form (if used)
- Dissertation document submitted to Proquest

*\*Requires original signatures (electronic signatures are not acceptable)*

### **Planning for After Graduation**

Students should talk with their Research Advisor about opportunities that suit their interests after graduation and make use of the UCSF Office of Career & Professional Development:

- Getting a Job in Academia: <http://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs>
- Getting a Job Outside Academia: <http://career.ucsf.edu/grad-students-postdocs/career-planning/non-academic-jobs>

## PART 6: UCSF POLICIES AND PROCEDURES

### Policy on Student Progress: Requirements, Notification, Remediation, and Review

#### 1. Criteria for satisfactory academic progress

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

##### First and Second Year Students

First and second year students meet with their graduate advisors at least once a quarter. Satisfactory academic progress in the first and second year in the program is marked by timely and successful completion of all courses, with grades of B or better in all required courses, and cumulative grade point average of 3.0 or above in all coursework. Student progress is assessed at the end of each year on the basis of course grades, the Annual Individual Education Plan and Progress Report, plus additional comments from course instructors and advisors about students.

In the second year, the student is additionally evaluated on the basis of his/her progress toward and then successful completion of the qualifying exam. Substandard work or unprofessional conduct (as reported by a research advisor, a course instructor, or other faculty) would constitute unsatisfactory progress toward the qualifying exam.

##### Third Year Students and Beyond

Students must form their dissertation committee within one quarter (three months) of passing their qualifying exam.

Students must meet with the dissertation committee chair at least once per quarter. It is recommended that students communicate their progress to their committee members on a minimum of a quarterly basis, and confer with individual committee members about specific aspects of their dissertation research and writing as needed.

Student progress is assessed at the end of each year on the basis of the Annual Individual Education Plan and Progress Report, plus additional comments from dissertation committee chairs about students who might be struggling.

Students are expected to complete all degree requirements within four years.

#### 2. Unsatisfactory progress indicators

These include:

- Falling below a 3.0 GPA
- Failing grades (C, D, or F) in any course
- Unsatisfactory research work (as reported by a research advisor)
- Failing the qualifying exam the first time
- Unprofessional conduct (as reported by a research advisor, a course instructor, or other faculty)
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of UCSF's Code of Conduct.

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

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified and will meet with the faculty advisor and the program director to develop an individualized remediation plan to address the deficiencies. The meeting results in a Memorandum of Understanding that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report. The report is then signed by the following parties: the student, the faculty advisor, and the program director.

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

Should it be necessary, the in-depth review committee shall consist of at least three faculty members within the school who are knowledgeable about the academic program and student performance standards, and may include academic officers of the school as long as they number in the minority of those committee members present at the review hearing. Members may include academic advisors and course directors or representatives of the GHS Graduate Group who serve on the executive, curriculum, or admission committees. A quorum of two must be present to conduct the academic review. The review will follow the guidelines set forth by the Graduate Division.

### **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 [page 27](#).
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.

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](#).

## **Academic Difficulties and Procedure for Student Grievance**

The GHS faculty and administration will respond to alleged acts of academic dishonesty and academic difficulty in a respectful and supportive manner that emphasizes fairness, timeliness, due process, and transparency. Such a response will include the following:

Informal verbal warning: Depending on the seriousness of the alleged misconduct or academic difficulty, an informal process of counseling and advising will occur among the Program Director, Course Director, faculty advisor, and student. The goal will be to educate the student about the policy and to provide a verbal warning.

Informal letter of performance expectations: A confidential letter of performance standards informs the student of future expectations and how to take steps to avoid allegations of misconduct or academic difficulty. This letter will go in the student's file at GHS but will not be filed with the Graduate Division unless further misconduct occurs.

Formal process: A formal procedure will occur if the informal verbal warning or letter of performance expectations is not successful, and/or there are multiple occurrences of misconduct, and/or an egregious incident has occurred. Determination of egregious conduct will be made by the Program Director:

1. The Program Director will provide a written notice of the allegation to the student, who will be offered the opportunity to provide a written response within seven days. The Program Director will then administer a written warning and corrective action or proceed with a formal Review Committee. This letter will be shared with the Graduate Division.
2. A written warning from the Program Director is a communication that informs the student of the nature of the specific misconduct, the method of correction, and the consequences of continued misconduct. The warning will become part of the student's official University record.
3. If a Review Committee is warranted, the committee composition and a potential appeal will follow the official University process found in section 104.21 of the [Policy on Student Conduct and Discipline](#).

Students who do not meet the expectations outlined above may be considered for dismissal. A student eligible for dismissal will receive formal notice that his/her performance does not meet Graduate Division standards and s/he therefore is referred to a committee charged with an in-depth review of academic performance. This information will be transmitted in writing and conveyed electronically or in person.

This notice will inform the student of his/her right to submit information for the committee's consideration. The notice will include the specific reasons for the referral, the rules and procedures governing the committee's deliberations, the student's right to review and request a copy of his/her educational record, and the written information that will be provided by the school to the in-depth review committee. The in-depth review committee shall undertake a comprehensive review of the entire academic performance of the student. The student may submit additional written information, including information from other individuals, and may address any aspect of his or her academic performance in writing to the review committee. The committee will carefully deliberate and review the student's entire academic record and professional performance. Based on their review, the in-depth review committee shall make one of the following determinations:

1. Allow the student to continue in the program with specific conditions and a timeline for remediation, and establish dates for review of compliance with those conditions and timeline.
2. Offer or mandate a leave of absence with specific conditions and a timeline for return, and establish dates to review compliance with the conditions and timeline.
3. Confirm dismissal.

More information can be found in the UCSF Academic Senate [Divisional Procedure for Student Grievance in Academic Affairs](#).

## Appeal

There is no appeal of an in-depth review committee decision to continue the student in the program or mandate a leave of absence, or any conditions or timelines associated with those decisions.

There are only two grounds for a student to appeal a dismissal decision:

1. Factual errors in the record that were not identified at the in-depth review committee meeting, if such errors would have changed the committee's decision.
2. Failure of the committee to follow the procedure set forth in this section, if such failure would have changed the committee's decision.

Please note that the information provided here is accurate at the time of creation of the handbook. For detailed and updated appeal process information, please see the [Divisional Procedure for Student Grievance in Academic Affairs](#).

### Additional Resources on Academic Misconduct

- [UCSF Campus Code of Conduct](#)
- UCSF Graduate Division [Code of Conduct and Integrity of Research](#)

## Original Work and Plagiarism

When writing papers on assigned topics, students must cite work created by others, which may include paraphrasing papers or summarizing website sources. New knowledge and critical analysis is always built on prior scholarship. Writers take great pains to acknowledge data or information that is not their own original work. It is perfectly acceptable to quote from work where the narrative is classical or iconic and best expressed by the original author. However, GHS faculty must feel confident that students' sentences are independently constructed and are not cut and pasted from the work of others.

Plagiarism constitutes a serious academic offense. The consequences for academic dishonesty range from failing the paper or course to dismissal from the doctoral program. UCSF has strict policies for the consequences of this violation. More information is available at [Policies Applying to Campus Activities, Organizations and Students \(PACAOS\)](#).

### How to avoid plagiarism

Two simple rules will serve students well:

- Always **cite the source** (at the end of the sentence or paragraph that contains the material). If you are in any doubt about whether your idea is 100% original versus based on others' thinking, it is always best to cite the work that informed the passage. This is true for both quoting and paraphrasing.
- **Quote or completely rephrase** the source material. *Quoting the material* means putting quotation marks (e.g., "this is an example") around the *exact* material that you are citing

(i.e., word for word) and including a reference and page number. *Rephrasing the material* means that you summarize the meaning of the source material *in your own words*. To assess if you have adequately rephrased, check that you haven't used more than 2-3 words of someone else's original text in the same order (back-to-back). You still need to include a reference when you are rephrasing material.

### Examples of plagiarism vs. proper citation

The example below of original source material comes from the Discussion section of a medical journal article that examined whether the financing and use of public and private health care services in three African countries was equitable (i.e., fairly distributed across people of all income groups). The source material is followed by three examples of how the work *should* be cited, and then three examples of *plagiarism of this work*. The same norms on how to avoid plagiarism apply to *any* source material, such as other sections of academic papers (e.g., introduction, methods, abstract), protocols, reports, blogs, and web pages.

#### **Original source material**

*The overall distribution of benefits in all three countries favoured richer people, although the burden of illness was greater for lower-income groups.[12–14] It was clear that access to needed, appropriate services was the biggest problem in terms of universal coverage in the three African countries. The even distribution of benefits in Tanzania was a result of the even distribution of both public-sector service and faith-based organisations' benefits and restricted service provision by the private for-profit sector. In Ghana and South Africa, public services favoured richer people and hence accentuated the expected pro-rich orientation of private for-profit services.*

*Key factors affecting this picture of benefit incidence, all of which affected poorer groups more severely, were affordability constraints to accessing public services, particularly the costs of health care and transport to facilities; service availability problems such as drugs frequently being out of stock, limited or no diagnostic equipment, and insufficient skilled staff; and service acceptability challenges such as poor staff attitudes and lack of confidence in the skills of health workers (panel 3).*

From: Mills A et al. Equity in financing and use of health care in Ghana, South Africa, and Tanzania: implications for paths to universal coverage. *Lancet* 2012; 380: 126–33

#### **Proper citations**

Below are three examples of correct citation of Mills and colleagues' work.

##### 1. Direct Quotation:

As found in a recent study by Mills et al in Sub Saharan Africa, there are a variety of reasons why the poor have limited access to health care: "Key factors ... were affordability constraints to accessing public services, particularly the costs of health care and transport to facilities; service availability problems such as drugs frequently being out of stock, limited or no diagnostic equipment, and insufficient skilled staff; and service acceptability challenges such as poor staff attitudes and lack of confidence in the skills of health workers" (Mills et al 2012)<sup>1</sup>.

2. A shorter version of a direct quotation:

As found in a recent study in Sub Saharan Africa, limited access to health care for the poor is partly explained by “affordability constraints to accessing public services, particularly the costs of health care and transport to facilities” (Mills et al, 2012).

3. Paraphrasing (summarize the material but avoid using the authors’ phrases)

In Sub Saharan Africa, there are several reasons why the poor have limited access to health care, including the cost of care, the cost of transport to care, compromised service availability, such as drug outages, and doubts about service quality (Mills et al, 2012).

### **Plagiarism**

Below are three examples of plagiarism of Mills and colleagues’ work.

1. Failure to use quotation marks – even with a citation:

As found recently in Sub Saharan Africa, limited access to health care for the poor derives from affordability constraints to accessing public services, particularly the costs of health care and transport to facilities; service availability problems such as drugs frequently being out of stock, limited or no diagnostic equipment, and insufficient skilled staff; and service acceptability challenges such as poor staff attitudes and lack of confidence in the skills of health workers (Mills et al, 2012).

2. Or shorter:

As found in a recent study in Sub Saharan Africa, limited access to health care for the poor derives in part from affordability constraints to accessing public services, particularly the costs of health care and transport to facilities (Mills et al, 2012).

3. Paraphrasing without citation:

In Sub Saharan Africa, limited access to health care for the poor derives from a mix of reasons, including the cost of care and transport to care, compromised service availability such as drug outages, and doubts about service quality.

## **Grading Policy**

The PhD program in Global Health Sciences adheres to the Graduate Division’s grading policies. Information on course grading and optional grades is at <https://graduate.ucsf.edu/courses-and-grading>.

Students must take all required core courses for a letter grade, unless the course is graded only on a satisfactory/unsatisfactory (S/U) basis (e.g., research rotations). For all other non-core courses, students may select S/U grading for a maximum of ten units of the 48 units of coursework required for the PhD degree.

## PART 7: GENERAL STUDENT RESOURCES

### Website Links

#### Student Academic Information

- UCSF website: <http://www.ucsf.edu>
- UCSF Global Health Sciences website: <http://globalhealthsciences.ucsf.edu/>
- UCSF Course Catalog: <http://coursecatalog.ucsf.edu>

#### Student Access

- Computer facility access at UCSF: <http://www.library.ucsf.edu> and <https://registrar.ucsf.edu/new-students/library>
- Course websites (CLE, Moodle, Teaching & Learning Center): <https://courses.ucsf.edu>
- Email accounts (issued through the Office of the Registrar): <https://mail.ucsf.edu/owa>
- MyAccess: <https://myaccess.ucsf.edu>
- Student ID: <http://registrar.ucsf.edu/new-students/weid>
- UCSF PubMed access: <https://vpn.ucsf.edu/DanaInfo=www.ncbi.nlm.nih.gov+pubmed>
- UCSF VPN: [https://vpn.ucsf.edu/dana-na/auth/url\\_default/welcome.cgi](https://vpn.ucsf.edu/dana-na/auth/url_default/welcome.cgi)

#### Student Services

- Campus Life Services: <http://campusliveservices.ucsf.edu/cls>
- Graduate Division: <https://graduate.ucsf.edu>
- Office of Career & Professional Development: <http://career.ucsf.edu/>
- Office of the Registrar: <http://registrar.ucsf.edu>
- Office of the Registrar deadlines: <http://registrar.ucsf.edu/registration/deadlines>
- Office of Student Life (Graduate Student Association): <http://osl.ucsf.edu>
- Student Academic Affairs Office: <http://saa.ucsf.edu>
- Student Disability Services: <http://sds.ucsf.edu>
- Student Health Services: <https://registrar.ucsf.edu/new-students/studenthealth>
- Student Inside Guide: <http://insideguide.ucsf.edu>

#### Forms

- Graduate Division: <https://graduate.ucsf.edu/forms>
- Doctor of Philosophy Degree: <https://graduate.ucsf.edu/phd-degree>
- San Francisco Consortium: <http://registrar.ucsf.edu/current-former-students/registration/sf-consortium>
- Stanford University-UCSF Exchange Program: <http://registrar.ucsf.edu/current-former-students/registration/stanford-exchange>
- Intercampus Exchange: <http://registrar.ucsf.edu/registration/intercampus-exchange>

### Contacts

#### GHS PhD Program Contacts

<https://globalhealthsciences.ucsf.edu/about-us/our-organization/ghs-education>

#### UCSF Graduate Division Contacts

<https://graduate.ucsf.edu/graduate-division-contacts>