



SCHOOL OF PUBLIC HEALTH  
AND HEALTH SERVICES

THE GEORGE WASHINGTON UNIVERSITY

PASSION. PROFESSION. PUBLIC HEALTH.

THE CAPITAL CONNECTION TO A HEALTHIER WORLD



"We are drawn here by the desire to see positive change. Our school provides the people, knowledge, and opportunities to help us do that."

—Jeremiah Davis, MPH Student, Department of Health Policy

# SCHOOL OF PUBLIC HEALTH AND HEALTH SERVICES

THE GEORGE WASHINGTON UNIVERSITY



"The School of Public Health and Health Services trains passionate and committed public health professionals. Our interdisciplinary approach and our capital connections generate opportunities that simply can't be found anywhere else."

—John F. Williams, MD, EdD, MPH, Provost and Vice President for Health Affairs

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SPHHS students at orientation.

# WELCOME IN!



I am delighted to invite you to learn more about the School of Public Health and Health Services (SPHHS) at The George Washington University (GW), one of only 37 accredited schools of public health in the nation. In the pages that follow, you will get a snapshot of who we are, what we do and the shared sense of purpose that brings us together.

As you read about our departments, our degrees and our many special initiatives, I hope you will also discover that the School is so much more than the sum of its many parts. Although we have seven academic departments, we have built our programs on the belief that fostering interdisciplinary cooperation is the best way to advance public health. Challenges, such as improving community health, reducing health disparities and translating science into practice, are not the domain of a single discipline—they involve public health in all its dimensions, and also call on us to engage with colleagues in clinical medicine, bench science, the law and numerous other fields.

Research is the lifeblood of many of our activities, but our emphasis is on applied, rather than basic, research. We want to take what we learn and put it swiftly to use. Our faculty members are passionate about their teaching mission as well, and they are dedicated mentors, helping students design the blend of classroom and field experiences that will best serve their professional development. We are, as our motto says, “The Capital Connection to a Healthier World,” and we take tremendous pride in creating training and service opportunities for students with the many public, private and not-for-profit institutions in the region.

Perhaps because we are relatively young, there is a tremendous sense of possibility here. We are really making things happen, both to strengthen our own School and to contribute to the cause that matters so much to us all. Our students come wanting to make a difference, and we help prepare these future public health leaders to do just that.

Thank you for your interest in our work.

Ruth J. Katz, JD, MPH  
Dean, School of Public Health and Health Services and  
Walter G. Ross Professor of Health Policy

# THE SCHOOL AT A GLANCE



**T**he School of Public Health and Health Services was established at The George Washington University in July 1997. But our pedigree is considerably older than that. GW's Master of Public Health (MPH) program was created in 1987; the School of Business began offering a Master of Health Services Administration (MHSA) degree in 1959; and the Exercise Science Program originated decades ago in what is now the Graduate School of Education and Human Development. All three are among the many programs now united under the SPHHS umbrella. Today, nearly 1,000 students are enrolled in undergraduate, master's and doctoral degree programs in public health.

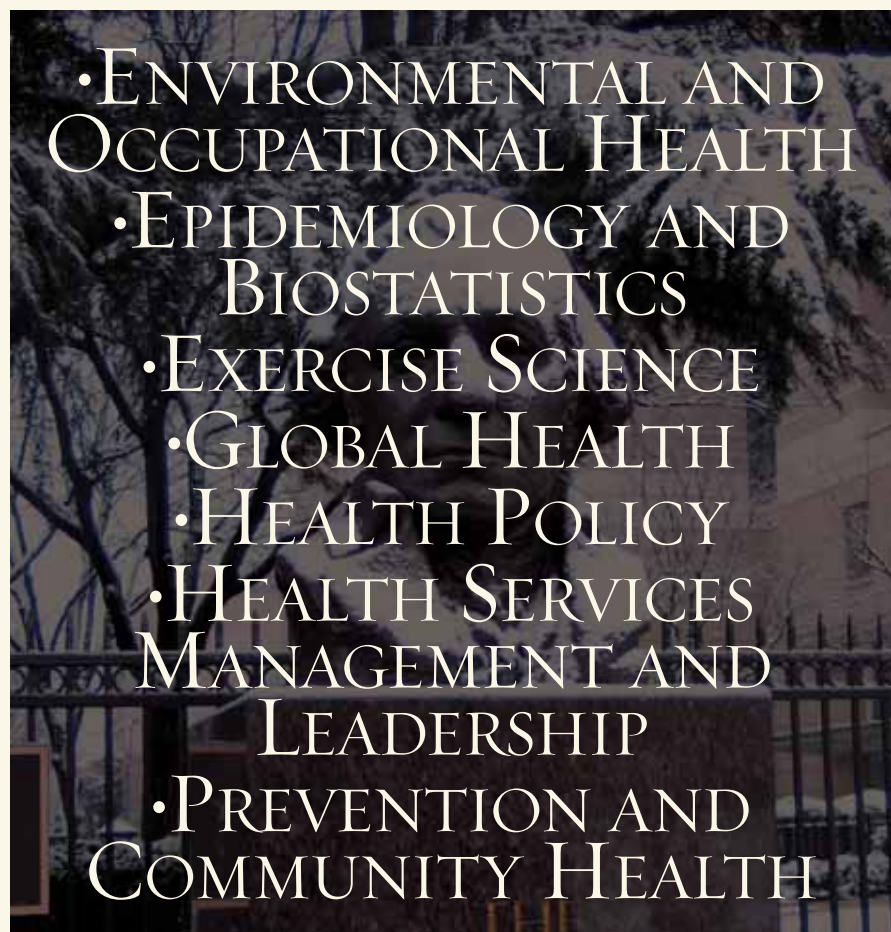
- **We are the only school of public health in Washington, DC.** And we take full advantage of our location, attracting faculty members who are also working professionals, drawing in special guests for on-campus seminars and presentations, and involving students in numerous community activities.
- **We are one of only 37 accredited schools of public health in the country.** We meet the core academic standards of excellence — and then go beyond them to provide a rich and vibrant learning environment.
- **We belong to a University with a conscience.** Recognizing our culture of engagement, *Princeton Review* calls GW “one of the nation’s best schools at fostering social responsibility and public service,” and *Washington Monthly* ranks the University fourth in the nation for service.
- **We are part of a major academic medical center.** In addition to SPHHS, The George Washington University Medical Center includes the School of Medicine and Health Sciences, the Medical Faculty Associates physician practice, and the GW Hospital. We are also closely associated with the Children’s National Medical Center, one of the country’s best children’s hospitals.
- **We partner with many other GW schools.** Joint academic programs are offered with GW’s medical and law schools, the Elliott School of International Affairs, the School of Business, the School of Public Policy and Public Administration, and the Columbian College of Arts and Sciences. Our research activities are likewise enhanced by frequent collaboration with colleagues from other parts of the University.
- **Our students hail from across the U.S. and around the globe.** Our student body is one of the most ethnically diverse among the nation’s private schools of public health. Most states in the union and dozens of countries are represented.
- **Our faculty gets involved.** As educators and as scholars, our extraordinarily talented faculty members bring a range of skills, knowledge and experience to their classroom, research and service activities, providing the foundation for the intellectual growth that takes place here.
- **Our students learn by doing.** Field experience—garnered through internships, residencies, volunteer activities and Special Projects—is a required component of our degree programs. Students are prepared for the real world when they graduate because they have already spent time working there.
- **We are at the heart of the action.** Just blocks from the White House, the World Bank and the State Department, we are also a short Metro ride away from almost every other agency or organization in the Washington area with a public health agenda. Need a break? We are not far from the John F. Kennedy Performing Arts Center and the world-class museums of the Smithsonian.

# SEVEN DEPARTMENTS, ONE MISSION

Society's ever-evolving public health and health care needs demand adaptive and creative leaders. To grow these health professionals at SPHHS, we have designed educational programs that provide a broad and interdisciplinary perspective, as well as in-depth specialty expertise.

We have tried over the next few pages to capture the flavor of the seven departments that are the heart of this School—what they care about, why their work matters and how they are making a difference. You'll discover how each Department is guided by a threefold commitment—to teaching, to research and to service—and how our real-world connections and Washington, DC location bring the classroom alive. Our students gain essential knowledge at SPHHS, but just as important, they learn how to assess, plan, act, initiate change, and then reassess and make changes again. Those are the enduring skills needed for both the predictable and the unanticipated challenges of the future.

Listen, too, to the voices of the students and alumni who are profiled here. These very brief sketches can only touch on their enthusiasm for our School, their commitment to public health and the ways in which their training prepares them to succeed. But they are enough to demonstrate how our work—and theirs—is transforming lives at home and around the world. And they speak volumes about what is possible in the field of public health.



"We have access to so much support and so many resources here. We get an education in so many different areas."

—Rebecca Schumer, BS student, Department of Exercise Science

# DEPARTMENT OF ENVIRONMENTAL AND OCCUPATIONAL HEALTH

The Department of Environmental and Occupational Health focuses its educational, research and service programs on human health and its relationship to the environment. Our commitment is to identify and prevent environmental hazards in communities and workplaces around the world, and to imbue emerging professionals with the skills to do the same.

From injuries in the construction industry to communicating risk, from understanding the impact of ultraviolet radiation on skin cancer to strengthening the link between science and sound public policy, our reach is exceptionally broad and diverse. The faculty collaborates extensively with colleagues in GW's medical school, and contributes expertise to public agencies, professional societies, legislatures and advocacy groups. Guided by these faculty mentors, students gain ready access to numerous organizations and forums with a direct impact on global environmental health concerns.

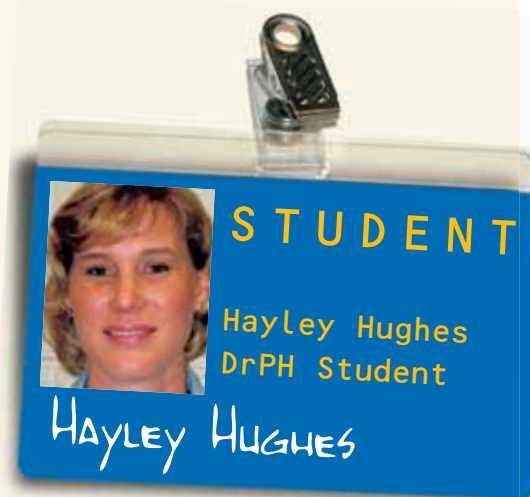


As a toxics officer for the World Wildlife Fund in Norway, BRETTANIA WALKER analyzes the impact of pollution on the environment, on wildlife and on residents of the Arctic region. She is well-prepared, thanks in part to her SPHHS Special Project — testing pregnant women in Brazil for parasitic infections and tracking the health outcomes of their children. “The Department’s Special Projects are intense,” she says. “They emphasize research and epidemiology and really use statistics.”

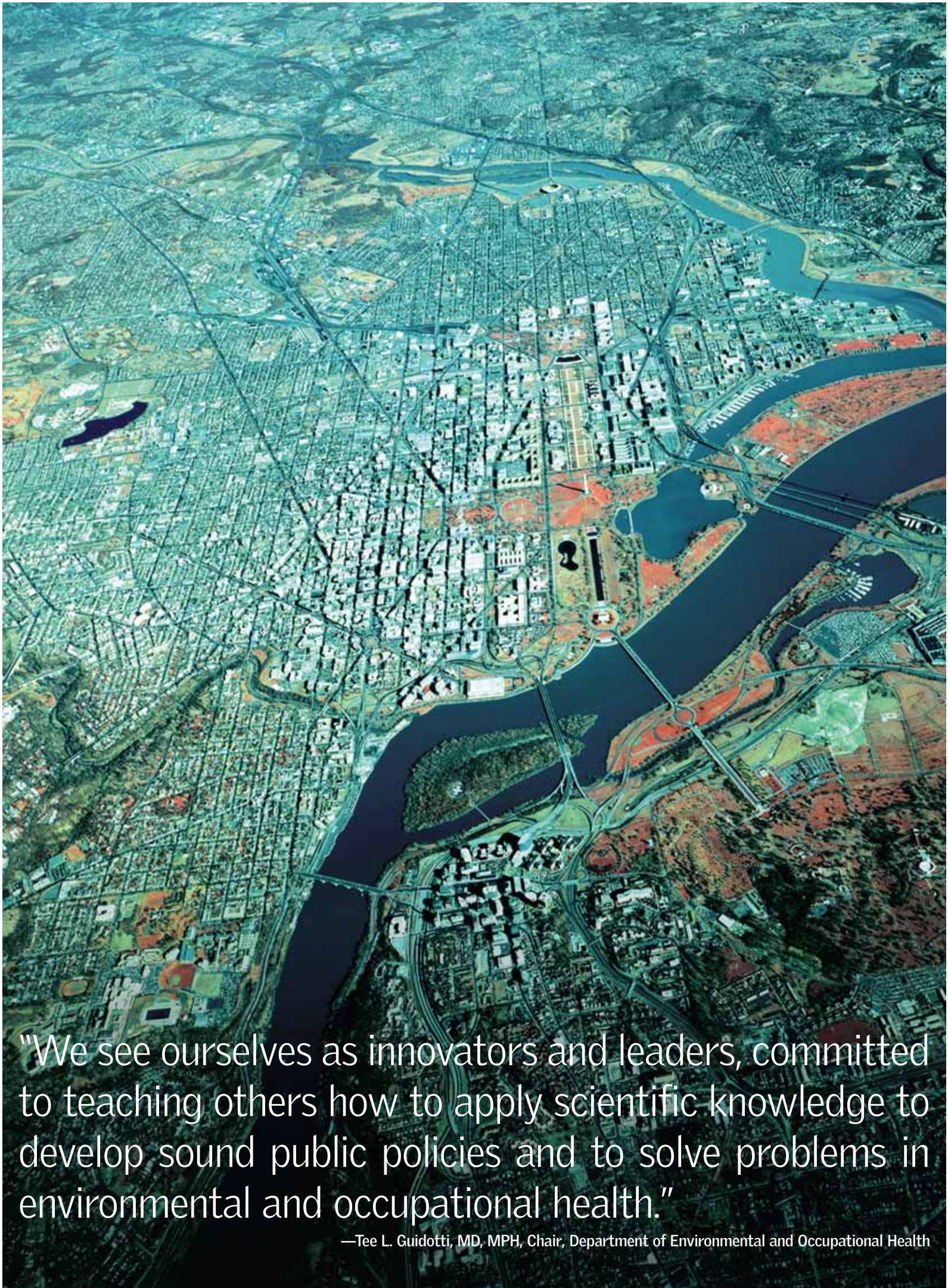
Other strengths of her education here? Access to seminars and special events...exposure to health policy... role playing...learning to make presentations to all kinds of audiences.... “The richness of our educational experience has given me the skills I need for the work I do now,” says Walker. [GW](#)

Sea sickness isn’t usually what gets students engaged in public health, but the desire to understand his own occupational health problems led BEN LARSON, Coast Guard Petty Officer 2nd Class, to the field. Larson plans to work in the Public Health Service after graduation, and wants a firmer grounding in health science in order to do it.

He appreciates the School’s guest speakers, its diverse student body and its supportive faculty. “Even in the bigger classes, you get a small-class feel,” he says. “Somehow, we are all a family.” His daily walk past the White House reminds Larson just where he is. “Seeing that building adds a new perspective to being in the city where key public health decisions are made.” [GW](#)



HAYLEY HUGHES is a full-time health scientist with Northrop Grumman, providing contract support to the Office of the Assistant Secretary of Defense for Health Affairs. She is also pursuing a doctorate in public health to further her career in exposure assessment. “The courses here address current issues and events, the faculty brings in experts who are involved in environmental and occupational health, and my classmates are engaged in every aspect of our field through their jobs and extracurricular activities,” she says. “I feel as if I’m getting the big picture at GW.” [GW](#)



"We see ourselves as innovators and leaders, committed to teaching others how to apply scientific knowledge to develop sound public policies and to solve problems in environmental and occupational health."

—Tee L. Guidotti, MD, MPH, Chair, Department of Environmental and Occupational Health



"All public health practitioners need the fundamental skills of epidemiology and biostatistics. These fields are the quantitative backbone of what we do in public health."

—Alan E. Greenberg, MD, MPH, Chair, Department of Epidemiology and Biostatistics

# DEPARTMENT OF EPIDEMIOLOGY AND BIostatISTICS

The Department of Epidemiology and Biostatistics trains the next generation of public health practitioners in the core quantitative sciences of public health. Epidemiology offers techniques to understand the determinants of health and disease (who is affected, why, where and when), while biostatistics provides methods of measurement (for example, to assess the impact of a health intervention).

The Department's expanding academic programs build on its reputation for outstanding teaching and one-on-one mentoring. Our independently funded research, often undertaken in partnership with other academic and government institutions, is especially strong in the areas of HIV/AIDS, cancer, health disparities and aging. As well, we are affiliated with the GW Biostatistics Center, a world-class statistical coordinating center for large-scale multicenter clinical trials. These and other synergistic relationships in Washington, DC allow our students to start practicing their professions while still in graduate training, and at the same time offer needed support to the agencies in which they work.



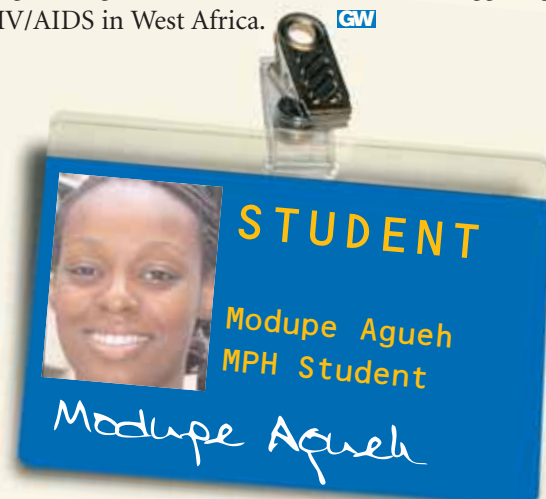
GABRIELLA ANDREOTTI had planned to go to medical school until she discovered the excitement of epidemiology. Making a mid-course correction, she completed her MPH and is pursuing a PhD in epidemiology at SPHHS.

Building on collegial relationships she had already established, Andreotti secured a pre-doctoral fellowship focused on hormonal issues at the National Cancer Institute's Division of Cancer Epidemiology and Genetics, where she conducts statistical analyses involving large populations. "At GW, you're part of a really diverse community. I've got a great group of friends and collaborators here," she says. "The faculty has its hands in everything and professors put you in touch with the top people in the field." [GW](#)

Washington, DC is MODUPE AGUEH's hometown, but her decision to pursue a graduate degree at SPHHS reflected something more than convenience. "What other school of public health has such close ties to organizations like the World Bank, the NIH and the CDC, and a wealth of opportunities to further professional growth?" she asks. "Our school has momentum. We are recruiting top people and building our own personality."

Epidemiology is a natural bridge from her basic science background. "You can definitely get a significant job using this knowledge," says Agueh. Fellow students "are wonderful, committed and yet laid-back." Agueh also finds faculty members uniquely approachable. "They are willing to share their knowledge at any time. You can always get them to answer an email or a question after class."

Her next career step is medical school but Agueh says, "Getting my MPH first helps me realize that every patient we treat is a part of a larger community." Her long-term goal is to contribute to the struggle against HIV/AIDS in West Africa. [GW](#)




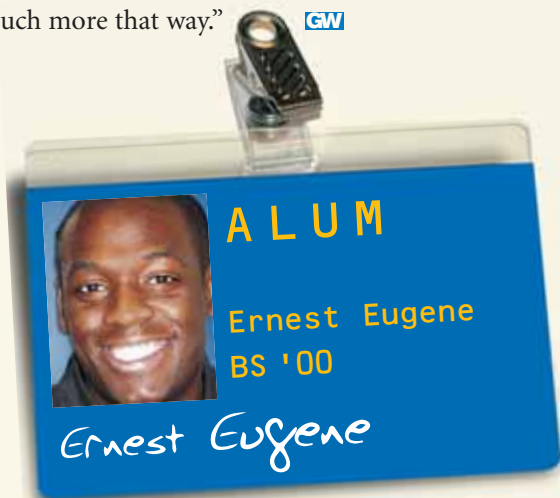
# DEPARTMENT OF EXERCISE SCIENCE

**A**t the Department of Exercise Science, our undergraduate and graduate students learn how to help others initiate, sustain and refine physical activity in order to improve their health, well-being and athletic performance. Courses in anatomy, physiology, rehabilitation, nutrition, biomechanics and psychology prepare professionals to deliver a broad range of exercise-based preventive, technical, educational and rehabilitative services. SPHHS is one of only three accredited schools of public health in the nation with a Department of Exercise Science.


Strong faculty-student relationships make possible collaborative research into the science of physical activity. We also emphasize the importance of community engagement by offering many health-related resources to the public. Internships created through our partnerships with industry, government, educational systems and the medical community put students on the frontlines of individual and community-level interventions.

**E**RNEST EUGENE admits he flipped a coin when he chose GW as his undergraduate home. But what has happened since has nothing to do with chance. “The quality instruction, the small class size and the faculty’s willingness to go above and beyond expectations in both clinical and classroom settings—all of that gave me an edge,” he says.

Faculty connections and his own networking led Eugene to an internship with the Washington Redskins football team, and that, in turn, earned him a job as assistant athletic trainer for the successful Washington Wizards basketball team. Highly respected by the star athletes he prepares for each game, Eugene says his academic life gave him both confidence and knowledge. “It’s a huge advantage to have the Department of Exercise Science be a part of the public health school and also to have access to the knowledge and other programs of the School of Medicine and Health Sciences. We learn so much more that way.” 



**S**ARAH ROBERTSON enrolled in GW’s graduate program in Exercise Science to advance her dream of opening an outdoor family fitness center. “GW is one of the few schools with an Exercise Science program that specifically features a lifestyle-oriented fitness track,” she says. It is also a place to learn the art of program-building, as she did by helping to launch the Department’s WellFit community education initiative.

Now a certified wellness trainer, Robertson offers lifestyle counseling at local gyms. Her classes prepared her for that, too. “We learned the listening skills to empower our clients,” says Robertson. A caring faculty and fellow students who want to learn also matter to her. “Faculty members help us define our career goals. They listen and are willing to tweak things to make the curriculum better. And my classmates ask really intelligent questions and are very motivated.” 

"Our students are trained in the full spectrum of physical activities across the lifespan—from helping people learn to move again in a rehabilitation setting to guiding elite athletes to maximize their performance. We integrate theory, research and clinical practice here."

—Patricia A. Sullivan, EdD, Professor, Department of Exercise Science





“We are committed to promoting intellectual and professional growth to respond to the changing health and disease environment of the 21st century. The community of people we serve lives everywhere and needs so much.”

—Margaret E. Greene, PhD, Associate Professor, Department of Global Health

# DEPARTMENT OF GLOBAL HEALTH

The Department of Global Health's work begins at its own front door and extends across the planet. As natural disasters and the threat of pandemics and bioterrorism remind us, Americans are very much a part of the world – and we pursue projects not only in Africa, Asia, Latin America, Europe and elsewhere, but also in underserved communities here at home.

Responding to the tremendous need for skilled public health professionals, we imbue our students with the competencies and values that are the stuff of effective leaders. Whether the issue is sanitation, nutrition, reproductive health, HIV or access to care, our training emphasizes the importance of community context in creating healthy environments. Lending vitality to our efforts is the hands-on experience faculty members bring to the classroom, and the exposure students have to the many Washington, DC organizations with an international bent. Guided by the principles of human rights and social justice, the GW Center for Global Health provides a home for the Department's extensive research and service portfolio.



The road from Saudi Arabia to Howard University led SOUZAN HAWALA-DRUY straight through SPHHS, where she enrolled as a mid-career professional. “The teachers at GW took my skills and polished them,” she says. “Anything I do now uses the tools I got there.”

A native of Egypt who is married to an American, Hawala-Druy once supervised a dozen nurses from nine different countries as head nurse at King Faisal Hospital in Riyadh, Saudi Arabia. Today, she is coordinator of clinical affairs at Howard University's College of Pharmacy, Nursing and Allied Health Sciences, where she creates placement opportunities that expose students to the mosaic of patient backgrounds in the Washington area. “You can't really separate public health from culture,” says Hawala-Druy, who knows a lot about both. “Cultural issues infuse themselves into everything and we have to understand them.” [GW](#)

Bryan Schaaf was a Peace Corps volunteer in Thomonde, Haiti in 2000 when he stumbled into public health. His assignment was to advise small businesses, but he soon discovered that health problems like HIV/AIDS and tuberculosis first have to be addressed to make progress. “My priorities changed when I witnessed the difference public health can make,” says Schaaf. “People who are sick can't work.”

After joining a mission to Haiti organized by School faculty, he launched Haiti Innovations, a nonprofit organization that facilitates community-based development. “Being a student at GW really opens doors for me,” says Schaaf, who has also worked in the Global Health Affairs office of the U.S. Department of Health and Human Services and was nominated for the Presidential Management Fellowship Program. “Having so many students from diverse backgrounds really enriches the classroom environment. And the faculty is a great source of wisdom, and very accessible. Probably the best part of being a student here is being able to share ideas and brainstorm solutions with faculty.” [GW](#)



# DEPARTMENT OF HEALTH POLICY

The Department of Health Policy—the only department in any public health school in the United States devoted exclusively to policy—prepares students to pursue careers at the highest levels of research, analysis and decisionmaking. We place special emphasis on improving care for medically underserved and vulnerable populations, and on the health care system’s responsiveness to issues affecting the nation’s overall health.

Through its extensive research portfolio, the Department produces knowledge essential to policymakers, public health officials, health care administrators and advocates. Our preeminent faculty has influenced the structure of health insurance coverage, tightened the health care safety net, strengthened Medicaid managed care, educated policymakers about health care quality and population health issues and initiated and guided other pathbreaking policy reforms. Educational and career-building service activities for students emphasize outside-the-classroom learning, offering internships with government agencies, Congressional committees, national not-for-profit organizations and the private sector.



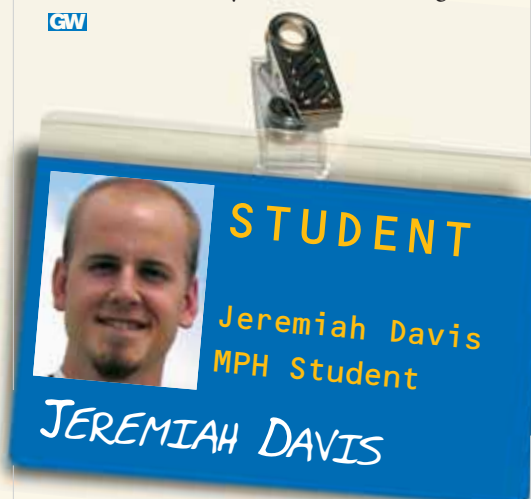
Through a joint program with GW’s Law School, VANDANA CHAWLA earned both an MPH and a law degree, satisfying two great professional passions. “I love the complexity of the law and working in a legal system,” she says. “At the same time, public health puts a human face on my work.”

Chawla is now a regulatory affairs specialist at the National Institute of Allergy and Infectious Diseases, and a master of the complex details of the drug approval process and the mechanisms that govern drug reimbursement. “My job is to look at the whole system and see how all the puzzle pieces fit together. My training has taught me that nothing happens in isolation.” [GW](#)

Before entering GW Medical School, JEREMIAH DAVIS is finishing his MPH in order to broaden his understanding of the health care system. “There is such a collection of inspiring people to learn from here,” he says. “Not only are they influential in their fields, but they can also teach and really connect with the students.”

His internship at the Centers for Disease Control and Prevention is an example of the School’s DC advantage. “The faculty is always making sure we get word of all the local opportunities,” Davis says. He is equally impressed with his peers. “The students are such an interesting mix of people from around the country and around the world. I feel positive about the future when I think that we will all be out there working in the field someday with a common goal.”

[GW](#)



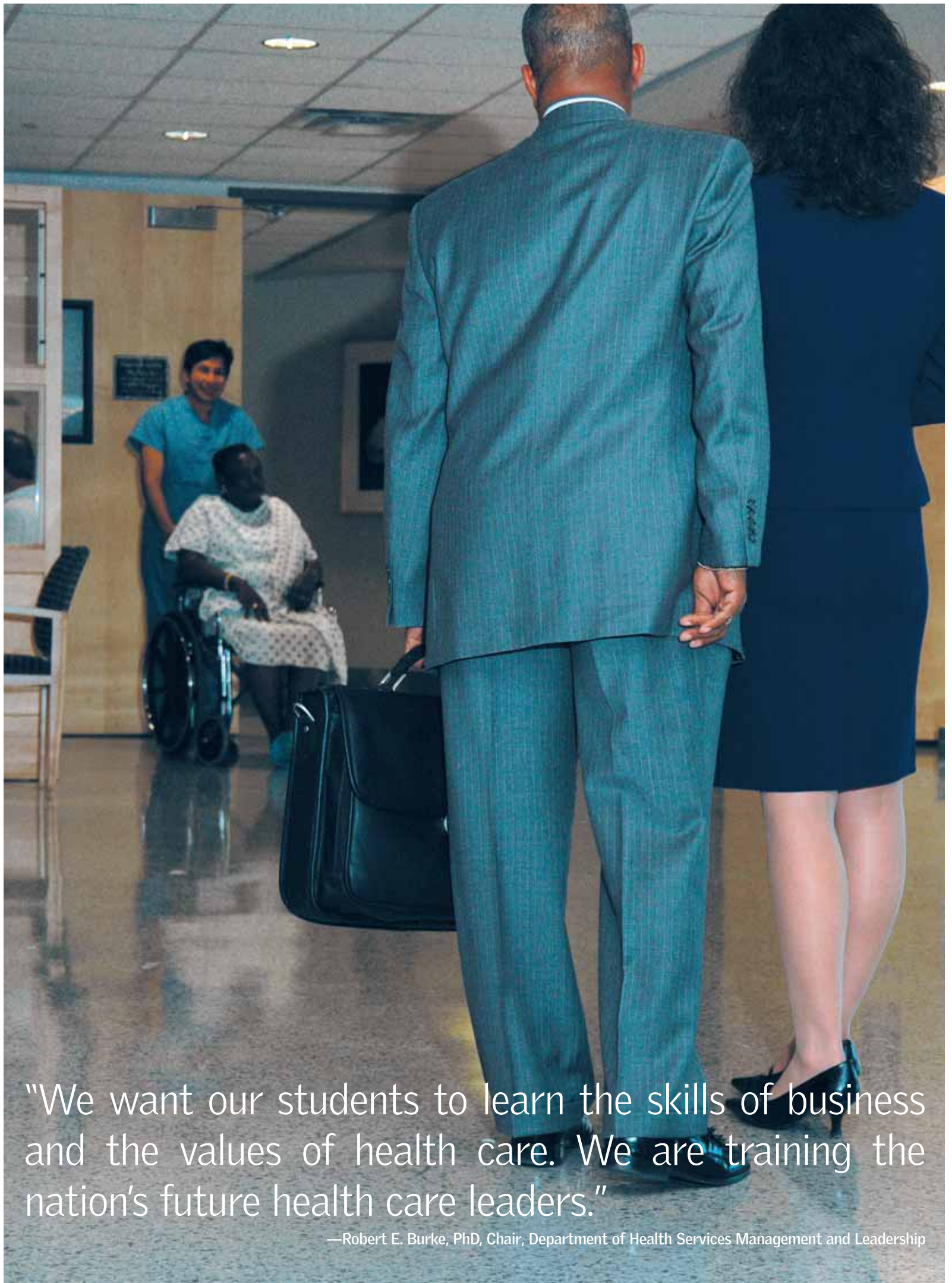
After running a community health center in Virginia for many years, SUSAN ABRAMSON briefly considered a total career change, but her love of public health won out. “I am a vision person and I wanted to be able to have a credible voice on health policy,” she says, explaining her decision to pursue a DrPH. “This program will help me formulate creative responses to the problems I see.”

The School’s emphasis on applied research and its commitment to a multidisciplinary approach appealed to Abramson. “The strength of the program is the opportunity to exchange ideas among people who care deeply about public health and have had a lot of experience thinking about it. I get a lot of energy from the dialogue in class because the students are so fascinating.” [GW](#)

"Our students learn policymaking from the people who write it and advocate for it here in Washington, DC, the 'Mecca' of health policy."

—Sara Rosenbaum, JD, Chair, Department of Health Policy





"We want our students to learn the skills of business and the values of health care. We are training the nation's future health care leaders."

—Robert E. Burke, PhD, Chair, Department of Health Services Management and Leadership

# DEPARTMENT OF HEALTH SERVICES MANAGEMENT AND LEADERSHIP

The Department of Health Services Management and Leadership trains its students to run health service organizations around the country. Whether they find a professional home at a hospital or a long-term care facility, a physician group practice or a freestanding ambulatory care center, students complete our programs prepared to meet the growing demand for skilled health care executives.

In the classroom, they master the skills of management, finance and economics, planning, organizational theory, information systems, health law and much more. They routinely make oral presentations and learn to collaborate, gaining a lifelong skill set. A year-long, required residency ties Master of Health Services Administration students directly to real-world health care systems, as do the mentoring relationships they establish with alumni, which begin their first day on campus. Our distinguished faculty members have written seminal books in their fields, often serve on influential national health care commissions and are engaged in a broad range of applied research projects.

JEFF FLAKS has learned that it pays to be connected. Alumni networks led him to his first two jobs after graduation, at well-respected medical centers in Detroit and New York City. Now executive vice president and chief operating officer for the MidState Medical Center in Connecticut, he is “giving back” by offering residency opportunities to current students. Flaks, who calls his own residency experience “the single most important component of my professional development,” also says, “health care administration is a community, and we are taught early to tap into that community.”

He chose SPHHS in part because of its “respect for the field and its storied group of alumni, people who are really doing things in health care administration.” Barely two weeks after his first day of classes, Flaks heard First Lady Hillary Clinton speak about health care reform, and soon afterward began volunteering at the White House. He also developed close relationships with faculty members who, he says, “emphasize the real qualities of a leader: respect, teamwork, integrity and compassion. They train us not just for a job but for a profession.” [GW](#)



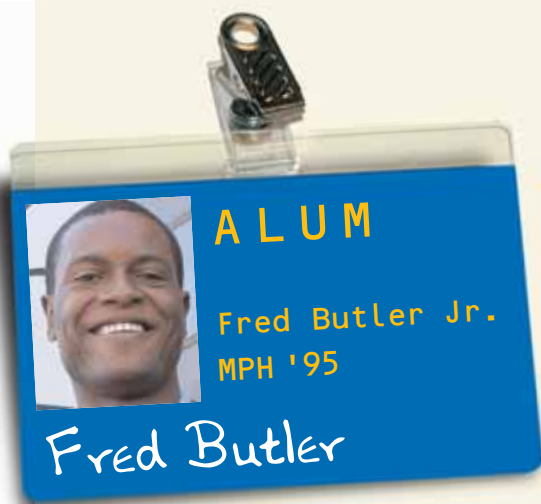
When she was growing up in Illinois, the nation’s capital seemed a world away to ROHINI SINGHAL. But she wanted to learn management and leadership skills and SPHHS seemed the right place to do it. “There is a whirlwind of opportunities here,” she says. “The students are ambitious. The faculty embraces each student with an open-door policy and a commitment to better the industry.”

Singhal also likes the access to GW’s Medical Center. “Being in a learning environment that includes an academic health center is a great way to bridge the gap between business and health care,” Singhal says. “Even before she took her first course at SPHHS, faculty mentors helped her arrange a summer internship. “The philosophy here is network or no work, and everyone takes that very seriously. You have access to faculty who have worked or still work in the field and to alumni who are out there making a difference.” [GW](#)

# DEPARTMENT OF PREVENTION AND COMMUNITY HEALTH

The Department of Prevention and Community Health educates students in health promotion and disease prevention, maternal and child health, community-oriented primary care, and public health communications and marketing. Recognizing that effective interventions demand an informed understanding of community strengths and limitations, many of our activities explore the interactions among psychosocial, behavioral and biological risk factors.

Our highly interdisciplinary faculty includes clinicians, epidemiologists, anthropologists, psychologists, health communicators and evaluation scientists. Much of our scholarly work takes place under the auspices of the Prevention Research Center, where we develop and test innovative theoretical models and action strategies. Close relationships with community-based partners ensure the direct relevance of our work while creating many opportunities for students to make contributions in diverse health care environments.

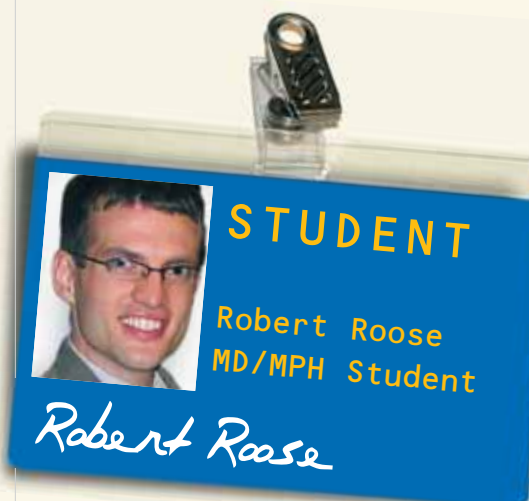


Public health is personal to FRED BUTLER — his own positive experiences with inner-city health care imbued him with a desire to keep the system strong. And, SPHHS gave him the skills to do it. “The creative environment here fosters innovation,” he explains. “We learn to think outside the box and that has helped me to do my job.”

Now working in the Bureau of Primary Health Care, part of the U.S. Department of Health and Human Services, Butler guided the re-engineering of the clinical and business operations of community health centers nationwide. He credits the School with fostering many of the connections that helped move his career along. “The relationships with federal agencies are excellent here. We learn firsthand how to affect policy change.” [GW](#)

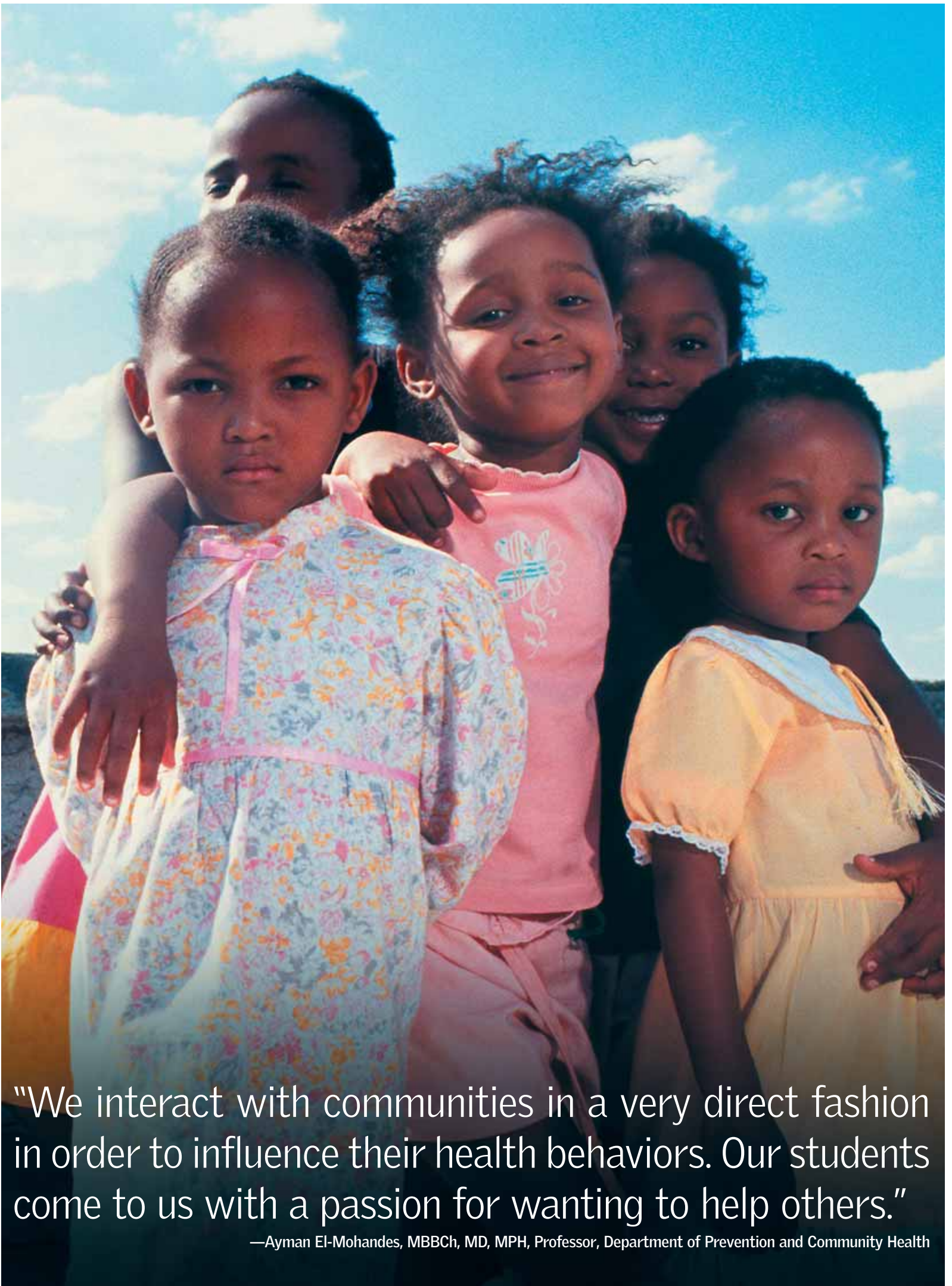
ROBERT ROOSE enrolled in GW’s joint MD/MPH program because he was determined to meld clinical medicine and public health. “I want to be able to provide comprehensive primary care to individuals, but I also want to increase access to services for people who are often abandoned by the health care system,” he says.

As a student, Roose has volunteered in a mobile unit needle exchange program. Discovering that many drug users had neglected wounds, he crafted an intervention to treat them as his required Special Project. “I have been able to get a lot of support and guidance from faculty members,” he observes. “They are my role models and inspiration. In their engagement with social change, the faculty here represents what I want to achieve personally.” [GW](#)



As a Peace Corps volunteer in Ecuador, ERICA PEARSON took on a lot of responsibility before she had a lot of skills. Afterwards, recognizing the value of more training, she enrolled at the School, drawn by its reputation and location. “The GW name is recognized and respected by employers,” she says. “I’ve learned how to conduct a health assessment and to match community resources with needs in order to design and implement effective programs.”

Pearson begins the next chapter of her career as a participant in the two-year Emerging Leaders Program in the U.S. Department of Health and Human Services. “To be effective at the policy level, you should get that kind of experience,” she says. [GW](#)



"We interact with communities in a very direct fashion in order to influence their health behaviors. Our students come to us with a passion for wanting to help others."

—Ayman El-Mohandes, MBBCh, MD, MPH, Professor, Department of Prevention and Community Health

# ACADEMIC PROGRAMS



We offer cutting-edge undergraduate, master's and doctoral degrees, as well as graduate certificate programs, many in collaboration with other GW schools.

## UNDERGRADUATE DEGREES

### Bachelor of Science (BS)

- Athletic Training
- Exercise Science, with concentrations in Health and Fitness and in Pre-Health Professional
- Public Health

### Secondary Field or Minor

- Exercise Science
- Public Health

## MASTER'S DEGREES

### Master of Public Health (MPH)

- Biostatistics
- Community-Oriented Primary Care
- Environmental and Occupational Health
- Epidemiology
- Health Information Systems
- Global Health
- Health Policy
- Health Promotion
- Maternal and Child Health
- Public Health Management

### Master of Health Services Administration (MHSA)

### Master of Science (MS)

- Exercise Science, with concentrations in Clinical Exercise Physiology and in Exercise, Nutrition and Eating Behavior
- Health Policy
- Public Health Microbiology and Emerging Infectious Diseases

## Master's Degrees in Conjunction with Other GW Schools

- MS in Biostatistics, with the Columbian College of Arts and Sciences
- MS in Epidemiology, with the Columbian College of Arts and Sciences
- Master of Public Policy with a concentration in Health Policy, with the School of Public Policy and Public Administration
- Master of Business Administration with a concentration in Health Services Administration, with the School of Business

## Graduate Certificate Program

- Offered in most program areas listed under the MPH degree, as well as in Long-Term Care and Health Services Generalist

## DOCTORAL DEGREES

### Doctor of Public Health (DrPH)

- Environmental and Occupational Health
- Global Health
- Health Behavior
- Health Policy

## Doctor of Philosophy (PhD) Degrees in Conjunction with Other GW Schools

- Biostatistics, with the Columbian College of Arts and Sciences
- Epidemiology, with the Columbian College of Arts and Sciences
- Public Policy and Public Administration with a concentration in Health Policy, with the School of Public Policy and Public Administration

## JOINT AND DUAL DEGREE PROGRAMS

- JD/MPH or JD/Graduate Certificate, with the School of Law
- LLM/MPH or LLM/Graduate Certificate, with the School of Law
- MD/MPH or MD/Graduate Certificate, with the School of Medicine and Health Sciences
- PA/MPH or PA/Graduate Certificate, with the School of Medicine and Health Sciences
- MA International Affairs/MPH Global Health, with the Elliott School of International Affairs
- Peace Corps Master's International Program/MPH



# CENTERS, INSTITUTES AND SPECIAL PROGRAMS

The School is home to numerous research and educational institutes, many involving interdisciplinary collaborations with colleagues throughout GW, and at many other institutions in the region.

## Department of Environmental and Occupational Health

- **CENTER FOR RISK SCIENCE AND PUBLIC HEALTH** — With its expertise in risk assessment methodology and risk communication, the Center applies a rigorous, scientific, public health-based approach to the analysis of environmental and occupational health hazards.
- **MID-ATLANTIC CENTER FOR CHILDREN'S HEALTH AND THE ENVIRONMENT — MACCHE** provides education and outreach to health professionals, parents and the community in order to address environmental risks to children.
- **PROJECT ON SCIENTIFIC KNOWLEDGE AND PUBLIC POLICY — SKAPP** engages scholars and scientists in the study of scientific evidence and its application to law and regulation in order to inform decisions and protect the public health.

## Department of Epidemiology and Biostatistics

- **BIostatISTICS CENTER** — As the statistical coordinating center for large-scale, multicenter clinical trials and epidemiological studies, BSC ensures that study results are of the highest scientific integrity and meet rigorous biostatistical standards.
- **BIostatISTICS CENTER MEDICAL CENTER UNIT — BCMCU** provides high-quality statistical support—including data management, biostatistical and clinical epidemiological expertise and grant development—to all GW Medical Center faculty members.

## Department of Exercise Science

- **WELLFIT** — WELLFIT's educational programs are open to the DC community and are designed to enhance well-being by emphasizing nutrition, stress management, behavior modification and exercise.

## Department of Global Health

- **GW CENTER FOR GLOBAL HEALTH** — A portal for global health activities across the University, the Center's multidisciplinary approach strengthens linkages between population health and social and economic development.

- **JOURNAL OF HEALTH COMMUNICATION** — This peer-reviewed bimonthly journal presents scholarly research from around the world in the field of health communication. The focus is as narrow as interpersonal communication and as broad as the mass media, and includes risk communication, health literacy, social marketing, psychology, government, policymaking and health education.

## Department of Health Policy

- **CENTER FOR HEALTH SERVICES RESEARCH AND POLICY** — Through research and policy activities, the Center informs debate, advances the policymaking process and helps develop practical solutions to improve access to quality health care.
- **ENSURING SOLUTIONS TO ALCOHOL PROBLEMS — This Pew Charitable Trusts initiative** provides research-based information on effective alcohol treatment and the barriers to obtaining it, and engages in an array of outreach and communications efforts.
- **EXPECTING SUCCESS: EXCELLENCE IN CARDIAC CARE** — The Department serves as the national program office of this Robert Wood Johnson Foundation initiative, which works to improve the quality of care provided to African-Americans and Latinos, especially in the area of cardiovascular disease.
- **GEIGER GIBSON PROGRAM IN COMMUNITY HEALTH POLICY** — Through education, research and training in community health practice, this initiative safeguards and advances strong community health programs.
- **HIRSH HEALTH LAW AND POLICY PROGRAM** — This interdisciplinary educational program focuses on how the law influences all aspects of health care and policy, and how the health care system affects traditional areas of law.
- **HIRSH PROGRAM IN MEDICINE AND HEALTH POLICY** — Developed in collaboration with GW's School of Medicine and Health Sciences, this program trains health professions students and working health care providers in health policy.

- **URGENT MATTERS** — The Department serves as the national program office of this Robert Wood Johnson Foundation initiative, which helps hospitals to eliminate crowding in the emergency department and to identify gaps in community safety nets.

## Department of Health Services Management and Leadership

- **WERTLIEB EDUCATIONAL INSTITUTE FOR LONG-TERM CARE MANAGEMENT** — A national resource for interdisciplinary education, dialogue and research in long-term care management, the Institute prepares strong leaders to provide quality care and promotes best practices.

## Department of Prevention and Community Health

- **CENTER FOR HEALTH AND HEALTH CARE IN SCHOOLS** — This resource center supports the development of school-based health programs across the nation and leads a Robert Wood Johnson Foundation national initiative to expand school mental health and dental services.
- **FORUM FOR COLLABORATIVE HIV RESEARCH** — This public-private partnership facilitates discussion on emerging issues in HIV clinical research and translates research results into patient care.
- **PREVENTION RESEARCH CENTER** — The scholarly home for many Department research activities, PRC develops and evaluates innovative theoretical models and action strategies to promote health and prevent disease.

## Medical Center

- **INTERDISCIPLINARY STUDENT COMMUNITY-ORIENTED PREVENTION ENHANCEMENT SERVICE — ISCOPEs** combines service and learning, allowing students to gain community health experience while addressing the health needs of underserved populations.
- **INSTITUTE FOR GLOBAL HEALTH SCIENCES AND SERVICES** — This GW Medical Center Institute coordinates research, education and training programs relevant to tropical infectious diseases, emergency and crisis response, and several other priority areas with a global focus.

# FACULTY MAKING A DIFFERENCE: TAKING ON MAJOR HEALTH CHALLENGES



**A**t SPHHS, there is no rigid line between the ivory tower and the real world of public health. We pride ourselves on the terrific caliber of our teaching, but when faculty members are not in the classroom, they are often out there "doing." Traveling to India or Africa, South America or Eastern Europe, to talk about development opportunities... Working in the laboratory that is Washington, DC... Overcoming barriers to care in urban and rural settings across the country... Bringing together public officials, private sector representatives and community people to find common ground... Experimenting with innovative prevention strategies to address longstanding public health issues... Meeting with legislators to identify opportunities for expanding access to health insurance coverage...

Later, back in the classroom, they draw on these firsthand experiences to bring academic concepts to life.

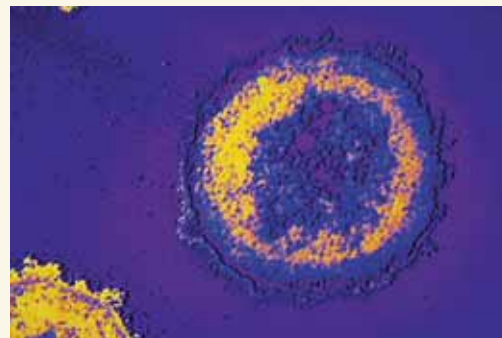
The pages that follow suggest the scope of faculty work in the many cross-cutting areas that demand our attention. (You'll see the faculty in **bold type**, and centers and other special programs affiliated with the School highlighted in **SMALL CAPS**.) The activities we describe—as well as the many that we just can't fit here—demonstrate a commitment to making contributions where they matter most. They also reflect the School's recognition that no single department has all the answers, and that we must bring together the creativity, resources and strategic skills that reside in all the public health disciplines to address the major challenges of our time.

Building on their expertise, their dedication to involving students in their work and their willingness to reach across boundaries to collaborate, our faculty members are helping to create a healthier world.

"I simply cannot overstate the contributions of our faculty—to the lives of our students, to the field of public health and to the growth of this School. It is a great honor to work with people so dedicated and so talented."

—Ruth J. Katz, JD, MPH, Dean, School of Public Health and Health Services

# CONFRONTING HIV/AIDS



The long shadow of AIDS falls on disenfranchised communities around the world and the incidence in the Washington, DC metropolitan area is among the highest of all U.S. cities. Strategic direction is essential to slow the course of the epidemic. Prior to joining the School, Alan E. Greenberg, MD, MPH (Professor of Epidemiology and Biostatistics), provided overall scientific leadership to the domestic and international HIV epidemiology research program of the U.S. Centers for Disease Control and Prevention, supervising studies that resulted in hundreds of peer-reviewed articles. Now he is applying this expertise to reduce HIV/AIDS in the District of Columbia.

John G.H. Palen, PhD, MPH, PA (Associate Professor of Health Policy), is a key player in this arena, too. Formerly head of the federal government's Office of Policy and Program Development in the HIV/AIDS Bureau, he travels frequently to sub-Saharan Africa to enhance access to community-based HIV health services on behalf of the U.S. State Department's Office of the Global AIDS Coordinator.

Bringing disparate stakeholders together is also vital to progress. That's why Veronica Miller, PhD (Associate Research Professor of Prevention and Community Health), an immunologist who has

conducted extensive basic science investigations into HIV treatment, leads the FORUM FOR COLLABORATIVE HIV RESEARCH, where public and private sector researchers, clinicians, advocates and policymakers discuss emerging issues in clinical research. And that's what Victor K. Barbiero, PhD (Visiting Associate Professor of Global Health), did until recently as a division chief in the USAID's Office of HIV/AIDS, where he served as liaison to government health agencies, to the donor community and to nongovernmental organizations.

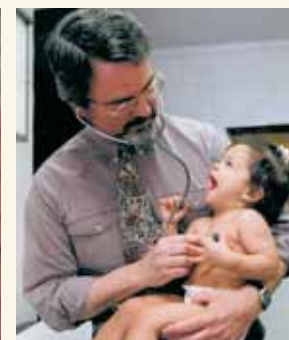
Advancing knowledge is an ongoing need as well. Jeffrey Levi, PhD (Associate Professor of Health Policy), has made important contributions here, publishing on improving access to medications, integrating HIV prevention services into clinical care settings and narrowing the quality-of-care gap. The research findings of Manya Magnus, PhD, MPH (Assistant Professor of Epidemiology and Biostatistics), which focus on special populations—such as young men of color who have sex with men—are also influencing the field.

Together, these faculty members are making inroads on a long-term public health crisis.

"The battle against this epidemic will only be won through an integrated approach to research and policy based on sound biological, clinical, behavioral and sociocultural scientific principles. We provide a neutral and objective framework within which to move this agenda forward."

—Veronica Miller, PhD, Associate Research Professor, Department of Prevention and Community Health

# IMPROVING COMMUNITY HEALTH



**E**nsuring healthy communities—through accessible primary care, consumer education, well-managed health services and strategic interventions—is the backbone of public health practice. Two unique SPHHS programs contribute by giving voice to underserved populations. The GEIGER GIBSON PROGRAM IN COMMUNITY HEALTH POLICY, a research and training center for future community health leaders, is headed by **Fitzhugh Mullan, MD** (Murdoch Head Professor of Medicine and Health Policy), a former Assistant Surgeon General in the U.S. Public Health Service. And HEALTH INFORMATION PARTNERS, an 18-member coalition that empowers often-disenfranchised people to become better health advocates, is guided by **Karyn L. Pomerantz, MPH, MLS** (Research Scientist, Prevention and Community Health), an expert in consumer and public health informatics.

The tools of good management are indispensable to the delivery of effective community health services. **Kurt J. Darr, JD, ScD** (Professor of Health Services Management and Leadership), who has three enduring health services management textbooks to his credit, helps to guide his Department's required residency program, which puts students in the field to apply tools acquired in the classroom.

Changing behavior is also essential to improving individual health. To accomplish that, **Todd Miller, PhD** (Assistant Professor of Exercise Science), a

certified strength and conditioning specialist, oversees WELLFIT, which educates adults about exercise, nutrition and behavior modification. And **Lorien C. Abrams, ScD, MA** (Assistant Professor of Prevention and Community Health), has packaged a public health message in a novel way with X-PACK, her innovative smoking cessation program targeting undergraduates.

Systems-oriented approaches are another fundamental component of community health. **Tee L. Guidotti, MD, MPH** (Professor of Environmental and Occupational Health), president of the American College of Occupational and Environmental Medicine and an expert on health risk communication, helps the DC Water and Sewer Authority assure and maintain the safety of the region's drinking water. Focusing on the high incidence of cancer in the nation's capital, **Paul H. Levine, MD** (Research Professor of Epidemiology and Biostatistics), advises the DC Cancer Control Registry and the DC Cancer Control Consortium on strategies to reduce occurrence and increase survival. And **Karen A. McDonnell, PhD** (Assistant Professor of Prevention and Community Health), develops multi-modal interventions that build on existing community resources to address children's injuries, intimate partner violence and human trafficking.

Together, these faculty members are building stronger communities.

"In public health, it is our duty to work with people and communities where they are, not where we think they should be. Only by focusing on what is working, not what we think the community needs, can we effectively use the wealth of information we have as public health practitioners."

—Karen A. McDonnell, PhD, Assistant Professor, Department of Prevention and Community Health

# INFORMING HEALTH POLICY



**I**nformed and equitable policies are the underpinning of public health strategies that advance the common good. At the core of sound policy are scientific rigor and analytical integrity that is not distorted by ideology. **David Michaels, PhD, MPH** (Research Professor of Environmental and Occupational Health), a former Assistant Secretary at the U.S. Department of Energy, promotes those principles through the PROJECT ON SCIENTIFIC KNOWLEDGE AND PUBLIC POLICY, a scholarly initiative to examine how science is used and misused in the legal and regulatory arenas.

Understanding the effects of health care policy, especially on low-income, minority and medically underserved populations, is the principle career focus of **Sara Rosenbaum, JD** (Harold and Jane Hirsh Professor of Health Law and Policy). Named one of the nation's 500 most influential health policymakers, she consults regularly with federal, state and local leaders on public and private health insurance, child health and much more.

International, national, state and local policymakers seek our faculty's expertise in many other areas as well. For example, **Margaret E. Greene, PhD** (Associate Professor of Global Health), shares her expertise in sexual and reproductive health with the United Nations Population Fund, the Millennium Project, Futures

Group International, Academy for Educational Development and Save the Children, among others. To address the disease risks that result when children and adults are not adequately immunized, **Ruth J. Katz, JD, MPH** (Walter G. Ross Professor of Health Policy), has served on the federal government's National Vaccine Advisory Committee, which recommends ways to expand the availability of an adequate vaccine supply. **Jeanne Lambrew, PhD, MS** (Associate Professor of Health Policy), testifies frequently on Capitol Hill about Medicaid, Medicare and health insurance, and has helped to develop legislation to provide temporary health coverage for people who lost jobs and homes after Hurricane Katrina, among many other policy-related activities. And **Julia Graham Lear, PhD, MA** (Research Professor of Prevention and Community Health), who directs the CENTER FOR HEALTH AND HEALTH CARE IN SCHOOLS, has been a pivotal force behind the explosive growth of school-based health centers across the country.

Together, these faculty members are providing the data, incisive analyses and evidence-based recommendations that are essential to crafting sound health policy.

"Many people come here to learn how to understand policy, affect policy or make policy. Local news in Washington, DC is national news, and that gives us a very rich opportunity in the classroom to weave together the different strains of how policy is made—through studies, research and analysis, but also through media, politics and special interests."

—Jeanne Lambrew, PhD, MS, Associate Professor, Department of Health Policy

# SHIFTING THE PARADIGM IN PUBLIC HEALTH EDUCATION



**P**ublic health education must be creative, dynamic and flexible to meet growing workforce demands. We deliver that by continually assessing our curriculum, expanding our academic offerings and introducing novel didactic approaches.

Our revamped MPH curriculum debuted in Fall 2005 with two new multidisciplinary, problem-based courses—one framed around health policy, the other emphasizing management—that enable students to participate actively in their own learning. Guiding these courses is **Josef Reum, PhD, MPA** (Associate Professor of Health Services Management and Leadership and of Health Policy), whose national reputation as a facilitator is built around his innovations in adult learning, critical thinking and use of the case method.

We're also on the cutting edge with our Bachelor of Science in Public Health degree. **Richard K. Riegelman, MD, MPH, PhD** (Professor of Epidemiology and Biostatistics), a nationally recognized leader in this area who chairs the Association of Schools of Public Health's Task Force on Undergraduate Education, spearheaded the academic development of this innovative program. And our new Master of Science program in Public Health Microbiology and Emerging Infectious Diseases, a collaboration between SPHHS and GW's School of Medicine and Health Sciences, prepares researchers and practitioners for looming scientific challenges.

To promote interdisciplinary exchanges, expand the labor pool and pull students and professionals from other fields into public health, we offer joint degrees and graduate certificates with GW's schools of medicine, law and international affairs, among others. **Joel B. Teitelbaum, JD, LLM** (Associate Professor of Health Policy), who oversees our law and public health programs, is widely recognized for his work on the interface of civil rights law and health care services. And **James F. Cawley, MPH, PA-C** (Professor of Prevention and Community Health), has had a formidable influence as founder and director of our Physician Assistant/MPH program, the first in the world, which trains individuals for careers that bridge clinical practice and prevention.

Capitalizing on our DC advantage, we invite numerous local policymakers, practitioners and researchers at the center of the action to come here as teachers, mentors and guest lecturers. Bringing their real-world perspective directly into our classrooms is fundamental to the way we approach public health education.

Together, these initiatives, and the faculty members who make them happen, keep our learning environment stimulating, relevant and rigorous.

"Continuous innovation in education has been central to this School's success. Our ever-expanding course offerings, including the new undergraduate major in public health, keep us at the forefront of public health and health services education. At SPHHS, the faculty loves to teach and cares about developing new ways to help students learn."

—Richard K. Riegelman, MD, MPH, PhD, Professor, Department of Epidemiology and Biostatistics

# MANAGING RESOURCES FOR HEALTH SOLUTIONS



**I**n the face of great demand and limited resources, public health programs and health care delivery systems must be carefully designed and implemented, fully assessed, revised as needed, funded to be sustainable and replicated as appropriate.

The School's WERTLIEB EDUCATIONAL INSTITUTE FOR LONG-TERM CARE MANAGEMENT responds by bringing together academics and practitioners to teach the skills of good management, collaborative leadership and continuous quality improvement. WERTLIEB is directed by **Robert E. Burke, PhD, MA** (Associate Professor of Health Services Management and Leadership), who is nationally prominent for his research on health care payment and workforce issues. Also distinctive is our graduate-level certificate in health care corporate compliance, geared to professionals who must navigate a tangled web of regulatory requirements and liability risks. That program was developed in partnership with well-respected local attorneys by **Phyllis C. Borzi, JD, MA** (Research Professor of Health Policy), whose work on improving access to health insurance has earned national attention.

We also recognize the importance of advance planning and strong partnerships. **Marina S. Moses, DrPH, MS** (Assistant Research Professor of Environ-

mental and Occupational Health), winner of the 2005 Pfizer Scholar in Public Health Award, is conducting a needs assessment for parents in the Arlington County, Virginia school district to enhance community public health preparedness. At the national level, **Brian Kamoie, JD, MPH** (Assistant Professor of Health Policy), has been on loan to the U.S. Department of Health and Human Services, where he crafts coordinated strategies for responding to public health crises.

Our faculty often provides management expertise to strengthen the design and delivery of public and private sector programs. **Julia Hidalgo, ScD, MSW, MPH** (Research Professor of Health Policy), partners with federal and state entities to organize and finance HIV care, and helps HIV care providers prepare to operate in managed care environments. As project director of ENSURING SOLUTIONS TO ALCOHOL PROBLEMS, funded by the Pew Charitable Trusts, **Eric N. Goplerud, PhD** (Research Professor of Health Policy), builds on data to bring business leaders, policymakers and concerned citizens together to close the treatment gap for alcohol problems.

Together, these faculty members are applying the principles of good management to the delivery of good health.

"We are living in a world where new medical discoveries are made almost daily. At the School, our commitment is to develop leaders with the vision and the capacity to build more efficient systems of care so that these breakthroughs are produced, transferred, delivered and evaluated in an equitable, fair and timely way to those who need them."

—Julia Hidalgo, ScD, MSW, MPH, Research Professor, Department of Health Policy

# REDUCING HEALTH DISPARITIES



Racial and ethnic minority groups do not receive the quality health care available to white populations, even when insurance status, income, age and severity of illness are comparable. **Sean D. Cleary, PhD, MPH** (Associate Professor of Epidemiology and Biostatistics), is documenting this problem with studies using small-area analysis to examine premature mortality in minority communities, including that caused by end-stage renal disease and heart disease.

Training a more culturally competent and diverse health care workforce, especially in leadership positions, is part of any solution. **Charlotte W. Collins, JD** (Associate Professor of Health Services Management and Leadership), develops strategies to make that happen as an advisor to the March of Dimes and as public policy chair of the National Association of Health Services Executives, a membership group of black health care executives.

Strengthening access to care for traditionally disenfranchised populations is another way to reduce disparities. That's a priority for **Marsha Regenstein, PhD, MCP** (Associate Research Professor of Health Policy), Director of the National Public Health and Hospital Institute, a nonprofit research and educational organization geared to health care safety net providers. It is

also a core component of **EXPECTING SUCCESS**, directed by **Bruce Siegel, MD, MPH** (Research Professor of Health Policy), a Robert Wood Johnson Foundation initiative to improve the quality of cardiovascular care delivered to African Americans and Latinos by America's hospitals.

Focusing on prevention also helps to close the gap. Concerned about high infant mortality rates in African-American and Latino communities, **Ayman El-Mohandes, MBBCH, MD, MPH** (Professor of Prevention and Community Health), is conducting research on how biological risk factors interface with psychosocial and behavioral risks to affect maternal and infant health. As principal investigator for **PATHWAYS TO ADOLESCENT PREGNANCY PREVENTION**, **Amita N. Vyas, PhD, MHS** (Assistant Professor of Prevention and Community Health), is running a three-year inquiry focused on unintended pregnancies among young women in inner-city Baltimore. And **Mark C. Edberg, PhD, MA** (Associate Professor of Prevention and Community Health), is implementing and evaluating a community intervention designed to reduce violence among Latino youth.

Together, these faculty members are helping to build a more equitable world.

"For more than 50 years, this nation has made racial and ethnic discrimination unlawful, yet health disparities persist and grow. A passion for justice drives us to challenge future health leaders to take action for the sake of the people entrusted to their care."

—Charlotte W. Collins, JD, Associate Professor, Department of Health Services Management and Leadership

# TRANSLATING SCIENCE INTO PRACTICE



To be meaningful, public health research must be a springboard for action. At SPHHS, we build on rigorous science to prevent disease, change behavior, reduce environmental risks, advocate for resources, shape health care systems and more.

Carefully designed health communication campaigns are essential to the success of any of these endeavors. As associate director of the National Cancer Institute and as worldwide director of social marketing for a major public relations firm, **Edward Wile Maibach, PhD, MPH** (Professor of Prevention and Community Health), developed such campaigns for tobacco control, immunization, cancer care and drug abuse. Now, he is spearheading an ambitious expansion of the School's public health communications activities. And **Muhiuddin Haider, PhD** (Associate Professor of Global Health), who serves on the editorial review board of the School's *JOURNAL OF HEALTH COMMUNICATION*, has published widely in the field of AIDS and global health communication.

Often, the technical information that emerges from scientific research needs to be restated for a broader audience. That's keenly important to **Rebecca T. Parkin, PhD, MPH** (Professor of Environmental and Occupational Health), whose risk communication research on drinking water contaminants and the anthrax vaccine reflect her commitment to making science relevant.

Our faculty also uses scientific knowledge to inform public health recommendations for best clinical practices. So, for example, the NIH-funded **DIABETES PREVENTION PROGRAM**, for which **Sarah E. Fowler, PhD** (Research Professor of Epidemiology and Biostatistics), serves as Coordinating Center Principal Investigator, led the American Diabetes Association to revise its screening guidelines. Two decades of his own research on obesity, metabolism and eating disorders guide **Wayne C. Miller, PhD** (Professor of Exercise Science), in developing weight-loss programs, including the Non-Diet Diet Centers. And clinicians are better prepared to help pregnant women avoid adverse outcomes, such as premature births, because **Elizabeth A. Thom, PhD** (Research Professor of Epidemiology and Biostatistics), provides data oversight to a major NIH-funded maternal-fetal research network.

There is also the challenge of translating the latest research into cutting-edge academic programs. **Beverly J. Westerman, EdD, ATC** (Associate Professor of Exercise Science), does just that as a national leader in the development of athletic training programs that equip students to deliver state-of-the-art clinical care.

Together, these faculty members are helping to direct science toward the public interest.

"We can use our knowledge, collective experience and insights to address health hazards in communities and workplaces around the world. What I most want to do is make sure what we learn is translated into action — at the community, state, national and international levels."

—Rebecca T. Parkin, PhD, MPH, Professor, Department of Environmental and Occupational Health

# STUDENTS MAKING A DIFFERENCE: FROM THE CLASSROOM TO THE FIELD



Some departments call them internships or Special Projects, others prefer the terms practicum or residency, but in every case their purpose is the same—to get SPHHS students into the field to learn. Outside-the-classroom experiences are a required part of almost all of our educational programs, creating opportunities to integrate and apply theory to settings where people actually live and work.

The breadth of student activities here is tremendous. While pursuing his BS in Public Health, **Michael Jacobs** volunteered at a camp for children with diabetes in Ecuador and made presentations about healthy lifestyles in Costa Rica. **Denise Benoit** (MPH '03) evaluated educational workshops about high blood pressure for older Latino immigrants to see whether they changed knowledge and attitudes, and presented the results at an American Public Health Association poster session. As a Fellow for the U.S.-Russia Volunteer Initiative, **Emily Dale** (MPH '04) spent six weeks working on HIV/AIDS awareness, education and prevention in Siberia. **Imani Farley**, a BS student in Athletic Training, is helping to deliver health care to student athletes during her practicum at Wilson Senior High School in Washington, DC. And **Emily Hyland** is completing her MHA administrative residency at General Electric Health Care, where she rotates through the departments of the Performance Solutions group and practices measurement-based quality improvement skills to attain her Six Sigma Black Belt certification.

Invaluable as growth opportunities for our students, these field projects also provide essential benefits to the organizations they serve. That's a win-win partnership that builds a better world for all.

"Our graduates often comment that 'everything came together' when they did their special project, internship or residency. These field experiences are about analysis, synthesis, and solving real problems. They are about making career connections. And they are about making a difference for public health."

—Katherine Hunting, PhD, MPH, Associate Dean for Student and Faculty Development

# IN THE FIELD, SPHHS STUDENTS ARE...

## Assessing health needs...

- Services and Resources for Trafficked Individuals in Metropolitan Washington, DC — *AYUDA Inc.*
- Demographic/Market Analysis, Inpatient and Outpatient Gastroenterology Services — *Children's National Medical Center*
- Developing a New Health Facility — *Johns Hopkins University School of Nursing*
- Community Needs Assessments — *American Red Cross of the National Capital Area*

## Analyzing health risks...

- Arsenic Residue in Chickens — *U.S. Department of Agriculture*
- Identifying High-Risk Coal Mines through Coal Mine Inspection Data — *Mine Safety and Health Administration*
- Sexually Transmitted Diseases among Men — *District of Columbia Department of Health STD Clinic*
- Agricultural Antibiotic Use and Community Antibiotic Resistance — *Environmental Defense*

## Designing health programs...

- Planning Hepatitis B Vaccination Programs for Liberian Refugees — *Resource and Outreach for Liberia, Inc.*
- Implementing Asthma Education Programs in DC Public Schools — *American Lung Association of the District of Columbia*
- Improving Response to Malaria Outbreaks in Latin and Central America — *Division of Infectious Diseases, Pan American Health Organization*
- Newborn Screening — *March of Dimes*

## Promoting community health...

- Breastfeeding Practices among HIV-Positive Women in Botswana — *Academy for Educational Development*
- Pediatric Dental Health in Thailand — *Program for Appropriate Technology in Health (PATH), Mekong Region*
- Corporate Fitness and Wellness Internship — *Health/Works Gannett/USA Today*
- Rehabilitation Services for Cardiac Patients — *Inova Alexandria Cardiac Rehabilitation Center*

## Communicating health messages...

- Reducing Pregnancy in Teens through Parent-Child Communication — *Upper Cardozo Health Center, Unity Health Care*
- HIV/AIDS Education — *Community for Creative Non-Violence Homeless Shelter*
- Online Health Disparity Information System — *National Minority Health Month Foundation*
- Injury and Violence Prevention — *American Public Health Association*

## Improving health systems performance...

- Patient Workflow, Outpatient Endoscopy Center — *Children's National Medical Center and GW Medical Faculty Associates*
- Diagnostic Yield of Colonoscopy Screening — *National Naval Medical Center*
- Responding to National Mass Casualties — *Office of Public Health Emergency Preparedness, U.S. Department of Health and Human Services*
- Materials Management — *The Children's Hospital of Philadelphia*

## Evaluating health policy...

- State Policies on Child Health Information Systems — *Association of State and Territorial Health Officials*
- Purchasing and Distributing Medicines and Medical Supplies — *Division of Immunization in Latin America, Pan American Health Organization*
- Children with Special Medical Needs — *Maryland Governor's Office for Children*
- HIV/AIDS and Human Rights — *U.S. Agency for International Development/Nepal*

... AND SO MUCH MORE.

# OUR PARTNERS

## SPHHS...THE CAPITAL CONNECTION TO...

NATIONAL CANCER INSTITUTE ■ KIDSAVE INTERNATIONAL ■ WORLD HEALTH ORGANIZATION  
■ CATHOLIC HEALTH INITIATIVES ■ CENTERS FOR DISEASE CONTROL AND PREVENTION ■  
WORLD BANK ■ COUNCIL OF LATINO AGENCIES ■ NATIONAL HIGHWAY TRAFFIC SAFETY  
ADMINISTRATION ■ AMERICAN STATISTICAL ASSOCIATION ■ COMMONWEALTH FUND ■  
WORLD VISION ■ NATIONAL RESEARCH COUNCIL ■ AMERICAN HEART ASSOCIATION ■  
UNITED NATIONS MILLENNIUM PROJECT ■ DC CANCER CONSORTIUM ■ NATIONAL  
INSTITUTES OF HEALTH ■ INTERNATIONAL AIDS VACCINE INITIATIVE ■ NATIONAL  
ASSOCIATION OF PUBLIC HOSPITALS AND HEALTH SYSTEMS ■ CENTERS FOR MEDICARE AND  
MEDICAID SERVICES ■ PROJECT HOPE ■ NATIONAL INSTITUTE ON DRUG ABUSE ■  
ASSOCIATION OF PHYSICIAN ASSISTANT PROGRAMS ■ DC LEAD ELIMINATION TASK FORCE ■  
GLOBAL ALLIANCE FOR THE ELIMINATION OF LEPROSY ■ NATIONAL INSTITUTE OF CHILD  
HEALTH AND HUMAN DEVELOPMENT ■ PFIZER INC. ■ GLOBAL PROGRAMME FOR THE  
ELIMINATION OF SILICOSIS ■ SOCIETY FOR CLINICAL TRIALS ■ METROPOLITAN WASHINGTON  
COUNCIL OF GOVERNMENTS ■ U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT ■ NATIONAL  
BREAST CANCER COALITION ■ U.S. PUBLIC HEALTH SERVICE ■ CENTER FOR LAW AND THE  
PUBLIC'S HEALTH ■ WASHINGTON INSTITUTE FOR ISRAEL HEALTH POLICY RESEARCH ■ U.S.  
DEPARTMENT OF HEALTH AND HUMAN SERVICES ■ SOCIETY FOR RESEARCH ON NICOTINE AND  
TOBACCO ■ FOOD AND DRUG ADMINISTRATION ■ SPECIAL OLYMPICS ■ AMERICAN PUBLIC  
HEALTH ASSOCIATION ■ NEW YORK ACADEMY OF MEDICINE ■ OPEN SOCIETY INSTITUTE ■  
MARCH OF DIMES ■ U.S. CONGRESS ■ U.S. DEPARTMENT OF AGRICULTURE ■ U.S. DEPARTMENT  
OF COMMERCE ■ KAISER COMMISSION ON MEDICAID AND THE UNINSURED ■ NATIONAL  
COMMISSION ON NURSING WORKFORCE FOR LONG-TERM CARE ■ INSTITUTE OF MEDICINE ■  
AMERICAN ACADEMY OF PEDIATRICS ■ HARVARD TOBACCO CONTROL WORKING GROUP ■  
ASSOCIATION FOR HEALTH SERVICES RESEARCH ■ CENTER FOR HEALTH CARE STRATEGIES ■  
ACADEMYHEALTH ■ UNITED NATIONS POPULATION FUND ■ U.S. DEPARTMENT OF LABOR ■  
ROBERT WOOD JOHNSON FOUNDATION ■ DISTRICT OF COLUMBIA HEALTH DEPARTMENT ■  
NATIONAL ACADEMY FOR STATE HEALTH POLICY ■ HEALTH RESOURCES AND SERVICES  
ADMINISTRATION ■ FUTURES GROUP INTERNATIONAL ■ NATIONAL INSTITUTE OF MENTAL  
HEALTH ■ HEALTHCARE FINANCIAL MANAGEMENT ASSOCIATION ■ U.S. STATE DEPARTMENT ■  
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