



FPM258B Public Health Doctoral Lecture Series (2 units)

Winter 2014

Course Instructor:

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Meeting days: Tuesdays 10:00 AM – 12:00 Noon

Location: Medical Teaching Facility, Room 175, on UCSD campus

Course Description: This three-quarter lecture/seminar series for students in the UCSD/SDSU Joint Doctoral Program in Public Health (Epidemiology, Global Health, and Health Behavior) is designed to promote critical thinking about current public health issues as well as professional skills and personal development. It is also an opportunity to get to know distinguished UCSD faculty across various disciplines. Throughout the three quarters, the course is designed to address professional skill building and to facilitate interaction between students and experts across disciplines in public health.

Each quarter will include sessions focused on professional skills and/or ethics (for example, dissertation planning, authorship issues, the Human Research Protections Program [IRB], dealing with the media, and preparing for job interviews/talks, and perspectives from journal editors). Each quarter will also include sessions with a distinguished speaker in public health who will discuss their research and career development. Students from all tracks will attend these sessions. Lastly, each quarter will include sessions of personal development/education for which you will be able to choose lectures or presentations that are of interest to you.

Personal Development/Education

Choose UCSD sponsored lectures, presentations, talks, or journal clubs to attend throughout the quarter, that are of interest to you. Any non-UCSD events will need prior approval by the instructor. After attending, you will write a response for each lecture. Due dates of the write-ups are specified on the syllabus, **with the last day of class as the last chance to turn in your assignments**. Personal development sessions can be attended any week, (whether or not the class is meeting formally that week), but do **NOT** delay in attending. You can also look on the Department of Family and Preventive Medicine's calendar on their website <http://famprevmed.ucsd.edu/> for lectures and presentations to attend. For on-campus weekly workshops on teaching, register at <http://ctd.ucsd.edu/programs/weekly-workshops-winter-2014/>

For Department of Medicine Grand Rounds series every Wednesday at 7:30AM (breakfast included), see <http://med.ucsd.edu/medicinegrandrounds.shtml> For UCSD Center for AIDS Research meetings (lunch included), see <http://cfar.ucsd.edu/meetings>. Please check the websites for schedules and registration.

This quarter, we will focus on dissertation planning. Therefore, you may seek out lectures outside of class related to your dissertation ideas, including topical areas, populations, theoretical frameworks, and methodologies that may help you with your future dissertation planning and our final presentations in class.

The response should be at least half a page in length. Provide a brief overview of what the presentation was about and what you learned. The majority of the write-up should be focused on what you specifically found useful. **Alternatively, you may turn in one document at least 2 pages in length for attending your 4 outside lectures. This document may be formatted in a way that maximizes its utility for you, your dissertation planning, and oral presentation in class. For example, you may integrate what you learned from the outside lectures (and cite them) in a document that describes your dissertation plans (background significance, research questions/hypotheses, theories, methods, potential results and conclusions/implications for your field). (Last quarter's journal club discussion leaders can drop one outside lecture).**

Your write-up may also involve ways you can apply what you learned in your research or career development, such as informational content, presentation styles and approaches, including what you would or would not do in your own work or presentations. If you did not find a talk useful, please reflect on what you had hoped to get out of the talk and what could have been done to make the talk more useful for your development. Provide specific examples of how you can apply what you've learned and/or what would have made it more relevant.

Responses will be graded based on thoroughness and thoughtfulness of the response. In your future roles, you will be asked to critique conference abstracts, posters, oral presentations, journal articles, books, health education materials and public health programs. In preparation for these roles, please write your critiques with professional and constructive prose. Responses should be thorough, thoughtful, and reflect good writing skills. The instructor may suggest or require that responses be revised and resubmitted.

Oral Presentation

Each student will give a talk, 5-8 minutes in length. The purpose of this talk is to help you start planning for your dissertations and/or comprehensive exams, and to practice presenting your ideas publically. It is recommended that students meet with their mentoring professor and potential advisors/committee members to discuss their dissertation plans. This is not meant to be a dissertation proposal defense, but a way to start formulating or solidifying your plans.

Option 1: Potential Dissertation Idea

A powerpoint is optional. If you do so, please limit your number of slides and provide a handout. For example, you may have 3 slides covering the following:

- **Aims, Potential Research Questions, or Significance**
- **Potential Hypotheses, Conceptual Framework, or Theories**
- **Methods (e.g. for 1-3 papers if you have a 3 part dissertation)**

This may be your first try at formulating some of your ideas and it may evolve or be completely different in the future!

Option 2: “Elevator speech”

What would you say if you only had 1 minute or 2-3 sentences in an elevator to represent yourself and what you do/want to do as a public health professional or scholar? You may also practice how you might convey your beginning dissertation idea to a potential dissertation committee member.

Students will be expected to provide feedback to the presenter regarding their presentation style, feedback on goals, and provide suggestions on other skills/experiences they should consider for achieving their dissertation and career goals.

Attendance

Attendance is mandatory. Any student who cannot attend a class must inform the professor as far in advance as possible. Students are allowed one excused absence during the quarter. If more than one class is missed you will be required to do an additional personal development write-up for every class missed (except for first absence). Additional write-ups will be due the last day of class. Medical issues requiring more than one absence should be discussed with the professor to determine needed make-up.

Grading and evaluation for the JDP Seminar

Course grading (satisfactory/unsatisfactory) will be based on attendance, participation and preparation for each session, as well as all assignments. Students are expected to do any assignments in advance and come prepared for all sessions. Students who miss more than one class and do not do an extra personal development response will receive an incomplete until the response is completed. To receive a “satisfactory” grade, you must complete all assignments, and participate during class.

Conduct relating to Classes/Seminars

UCSD has expectations of both faculty and students during formal courses/seminars.

1. Both faculty and students are expected to be present at the start of the hour. The class is expected to finish at 5 minutes to the hour.
2. Verbal communication should be respectful and courteous of others at all times.
3. Email is a formal (and legal) form of communication between faculty and students. It is expected to be professional in tone and should not include personal or third party information.
4. **When used as a learning aid, personal computers can be a significant addition to the learning experience and are encouraged. However, usage for purposes not associated with the class can be very distracting and is strongly discouraged.**
5. Other electronic equipment (including cell phones) should be turned off during class.
6. Some seminars are scheduled during lunch hours and usually are indicated to be “brown bag” etc. At other times, food in a classroom is distracting and strongly discouraged.
7. Written assignments are expected to represent the student’s work. The explosion of electronic media can make it tempting to “cut and paste” from other prepared material. Unless properly cited, this fits under the definition of plagiarism for which there is almost zero tolerance at this and most other Universities. Remember, even work that you have jointly authored is not considered your own – it needs a proper citation. For more detail, please visit the following website <http://www.ucsd.edu/current-students/academics/academic-integrity/index.html>



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Tuesday, 10am-12:00pm, Medical Teaching Facility, Room 175

Schedule:

<u>Date</u>	<u>Presenter</u>	<u>Topic</u>
Jan 7	Dr. John Pierce Dr. Lianne Urada	Distinguished Speaker in Public Health Planning for Your Dissertation
Jan 14	Personal Development	Attend presentation of your choice
Jan 21	Advanced JDP students: Richard Armenta Lotus McDougal Gina Merchant	Dissertation Proposal Defenses, Tips on Thriving as a Doctoral Student
Jan 28	Personal Development	Attend presentation of your choice
Feb 4	Dr. Anita Raj	Distinguished Speaker in Public Health: Formulating, Writing, and Pitching your Ideas for Publications/Grants and Profiling your Work to make an Impact (Part I)
***1st & 2nd response forms due		
Feb 11	Dr. James Fowler	Distinguished Speaker in Public Health: Career Development and Research on Social Networks
Feb 18	Personal Development	Attend presentation of your choice
Feb 25	Dr. Jay Silverman	Distinguished Speaker in Public Health: Formulating, Writing, and Pitching your Ideas for Publications/Grants and Profiling your Work to make an Impact (Part II)
	Student Presentations	Dissertation Plans
Mar 4	Personal Development	Attend presentation of your choice
***3rd & 4th response forms due		
Mar 11	Student Presentations	Dissertation plans

***Alternatively, you may turn in your written oral assignments as described above (e.g. as one document) no later than the last day of class.