1982

Boston University School of Medicine, School of Public Health: 1982-1983

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Boston University
Dear Applicant:

The Boston University School of Public Health is an evening degree program, primarily for health professionals who wish to obtain a quality public health education while they continue to work. To this end, our school has been very successful. Although most of our students attend on a part-time basis, we have an expanding full-time program.

The school has two major educational goals: first, to provide the students with a thorough understanding of all aspects of their field of concentration, while at the same time exposing them to broader dimensions of public health. This enables students to function more effectively in the performance of their work, and to move to new positions of responsibility. Our second goal is equally important, although less directly related to day-to-day aspects of work. The school is a graduate school in the true sense of the term. That is, we believe that an educational experience should be directed not only at improving one's vocational skills, but should also be intellectually broadening as well. Moreover, we expect that students not be passive learners, but that they actively engage in all aspects of graduate education, including research and writing. Because our students are working professionals from rich and varied backgrounds, the formal and informal sharing of their experience adds significantly to the overall educational process.

As you know, there is a growing awareness of the contribution of schools of public health to the prevention of illness, the more efficient and equitable delivery of services, and the improvement of public well-being. We fully believe that public health is an important and rewarding calling, and welcome your interest in the Boston University School of Public Health.

Sincerely,

[Signature]

Norman A. Scotch, Ph.D.
Director
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The School of Public Health, part of the School of Medicine, was established in 1976 and graduated its first class two years later. The School received pre-accreditation from the Council on Education for Public Health in January 1981, and is the twenty-second School of Public Health in the United States.

Purpose
The School of Public Health is designed to meet the educational needs of current and future public health professionals. The School offers a part-time, evening course of study to enable individuals to obtain a public health education while continuing their employment. It also offers a full-time course of study. Through its teaching and research programs, the School provides students with an interdisciplinary graduate education that offers an opportunity for both intellectual and professional advancement. Courses in the School assume either some previous exposure to the professional areas of health care or a professional education in a health-related discipline. The value of each student's education is enriched by the School's policy of selecting a heterogeneous class. In each of the classes, approximately twenty-five occupational groups are represented. See page 37 for an overview of students' professions. Students with this variety of experience and education are better prepared not only to benefit from the School of Public Health but also to contribute in a substantial way to the education of other students.

A further purpose of the School is to conduct research in the area of public health and to provide service to the community.

Research
The School of Public Health conducts a variety of research projects. These projects are designed to evaluate the health needs of populations, and to investigate interventions that will lead to better health. A brief survey of some of the School's research activities includes:

- a joint investigation into the effects of stilbestrol on breast cancer and other cancers among mothers who took DES during pregnancy;
- epidemiologic research into the risk factors for cardiovascular disease;
- a comprehensive risk reduction program to determine the efficacy of multivariate risk factor interventions;
- a four-year study sponsored by the March of Dimes to evaluate the effectiveness of genetic counseling;
- the impact of raising the legal drinking age in Massachusetts, including an analysis of fatal and non-fatal accident rates;
- the extent to which maternal drinking is associated with adverse fetal development independent of other maternal habits more common among drinkers;
- the relationship between changes in an individual's life situations and drinking behavior.

The Drug Epidemiology Unit, a part of both the School of Public Health and the School of Medicine, is considered to be in the forefront of the national effort by the Food and Drug Administration to identify the occurrence (and non-occurrence) of drug-induced diseases. The Drug Epidemiology Unit is a multidisciplinary research group with specialists in internal medicine, pediatrics, clinical epidemiology, biostatistics, computer science and administration. Some of their studies include:

- a multicenter case-control study of illnesses requiring hospital admission in relation to drug use;
- a multicenter study of myocardial infarction in men under 55, and myocardial infarction in young women;
- the collection of data on over 2500 malformed infants to serve as a resource for both the discovery of unsuspected drug-induced malformations and the study of hypotheses arising from other sources.

Additional Educational Activities
In addition to teaching public health professionals, the faculty of the School is involved in a number of related teaching activities. As part of the School of Medicine, the School of Public Health plays an important role in the education of medical students. Its faculty teach courses in law and medicine, epi-
demiology and biostatistics, medical sociology and urban health care to first-year medical students. It also instructs residents in the Primary Care Residency Training Programs of the Departments of Pediatrics and Medicine at Boston City Hospital. Faculty also have led continuing education courses for physicians, nurses, social workers and other health professionals.

Public Health Graduate Study
Graduate education in public health is a phenomenon of the twentieth century. In the early years the focus was on infectious disease and on problems of occupational health. However, as the industrialized world became more complex and the practice of health care became more sophisticated, the subject matter changed dramatically. New professional groups were drawn to the problems of promoting health, and public health soon became a broad, interdisciplinary field.

By incorporating the contributions of many academic disciplines, the School's curriculum is designed to analyze not only the nature and context of public health problems, but also the organizational, behavioral and bureaucratic constraints to ameliorating these problems.

Exact characterizations of the public health field are elusive. Each professional group has its own conception of the total picture, and its own way of delimiting the subject matter. Public health education focuses on:

• the development and dissemination of general knowledge about health and illness in populations;
• a growing recognition of the importance of psychological and social factors in illness and well-being;
• attempts to control and improve the physical environment in which populations live and work;
• implementing and interpreting the results of research investigations and other scientific and statistical information;
• efforts to understand and influence governmental health policy and regulation; and
• designing more effective and efficient methods for planning and delivering health care services.

The School of Medicine
In 1873, Boston University established the School of Medicine by merging with the New England Female Medical College, which had been founded in 1848 as the first medical college for women in the world. In 1962, the School of Medicine became a constituent member of the Boston University Medical Center. It is situated in the South End of Boston between the Boston City Hospital and the University Hospital.

The School of Medicine offers a four-year program in medicine leading to the M.D. degree, a six-year program in medicine leading to the A.B. and M.D. degrees, and M.A. and Ph.D. degree programs in the Division of Medical and Dental Sciences of the Graduate School.

Boston University School of Medicine is known for the outstanding interrelationship between the student body and members of the faculty. Its purpose is the advancement of the knowledge and practice of medicine and health care through increased wisdom, finer skill and a broader appreciation and understanding of humanity.

Boston University Medical Center
In recognition of the increasing interdependence of medical education, medical research and health service, Boston University Medical Center was established in 1962. Located in the South End of Boston, it forms a semi-autonomous but integral part of the University. It consolidates the resources and activities of the School of Medicine, School of Public Health, the Goldman School of Graduate Dentistry, University Hospital, and units such as the Humphrey Cancer Research Center and the Cardiovascular Institute. More than twenty New England health institutions are affiliated with the Center. Its purpose is to promote and maintain better health in contemporary society.

Boston University
Boston University is an independent, nonsectarian, urban university. The University traces its origins back to 1839, to the action taken at a gathering of lay and ministerial delegates of the Methodist Episcopal Church, representing each New England state, who were dedicated to the improvement of theological training. Officially incorporated by the Commonwealth of Massachusetts in 1869, five years later the University comprised the original School of Theology and six additional Schools: Law, Music, Oratory, Liberal Arts, Medicine and the Graduate School “of All Sciences.”

The University followed the westward movement of the city. Today, fourteen of the schools and colleges of the University are located along the banks of the Charles River. The campus combines high-rise academic buildings and residence halls with traditional Gothic structures and the bow-front town houses for which Back Bay is famous. An independent urban institution in the midst of a great city, Boston University makes invaluable contributions to the city's cultural and intellectual activity.

Boston University has the distinction of having graduated the first woman Ph.D. in this country as well as the first black woman physician. Ethnic and religious minorities have always been welcome. Dr. Martin Luther King, Jr., developed his philosophy of nonviolent protest while a graduate student at Boston University.
The School of Public Health presently offers over sixty courses divided among five academic sections. Courses are offered both at the introductory and advanced levels so that students gain not only a broad education in public health but also a depth of knowledge in a particular concentration. Elective courses may be used to strengthen the student's concentration further or to explore the contributions of other perspectives in public health.

Forty-eight credit hours (twelve courses) are required to earn the Master of Public Health (M.P.H.) degree. All students are required to complete the four core courses that provide the fundamental skills and knowledge necessary for a career in public health. In addition, students complete four elective courses and the requirements of one (or more) of the following concentrations: Research, Health Law, Health Systems and Environmental Health.

Entering students follow a Uniform Curriculum that insures the completion of the core courses at the earliest feasible time. Full-time students are required to take three core courses their first semester and their fourth and final core course in the second semester. Part-time students are required to take two core courses their first year and the final two core courses during their second year.

Students may pursue the degree on either a part-time or full-time basis, and may move from one status to another upon notifying the Registrar. Part-time students usually take two courses each semester and full-time students take four courses. The School follows a fall/spring semester schedule with a limited early summer session. Approximately twenty courses are offered each semester.

In addition to classroom instruction, students may also choose to arrange a Directed Study, Directed Research or Field Placement. These require faculty sponsors who assume responsibility for approving the projects and assigning grades.

Most of the courses are offered in the evening although there are an increasing number of courses offered in the afternoon. Students should expect to take courses during both time periods.
Factors in the human environment are still the overwhelming determinants of health and illness in populations. Despite the advances in medical technology and organization, so prominent in the twentieth century, it is still the basic elements of air, water, food and the natural environment that set the boundary conditions within which these advances operate and have their effect. The Environmental Health Concentration prepares health personnel for a wide variety of administrative and investigative roles in the field of environmental protection. People intending to work in state or federal agencies, local boards of health, environmental management in the private sector, or research on topics of environmental hazards would find this concentration of interest.

The basic courses in the Environmental Health Concentration are a two-semester sequence PH 765 and PH 766, Environmental Health Sciences I and II. These courses together survey the principal areas in environmental health and can be taken in any order. They are designed to familiarize all environmental health students with the general discipline and are required of all concentrators. Introduction to Toxicology, PH 768, is recommended for all concentrators and PH 716 Physiology and Pathophysiology is a useful elective for concentrators although it does not confer concentration credit.

In addition to PH 765 Environmental Health Sciences I and PH 766 Environmental Health Sciences II, concentrators must choose two of the following courses:

- **PH 762** Environmental Health Policy
- **PH 763** Technology, Law, and the Working Environment
- **PH 764** Work and Health
- **PH 768** Introduction to Toxicology
- *PH 812* Infectious Disease Epidemiology
- **PH 819** Cancer Epidemiology
- **PH 852** Environmental Health Law
- **PH 860** Municipal Sanitation
- **PH 861** Problems of the Urban Environment
- **PH 862** Radiation Protection
- **PH 865** Food Sanitation
- **PH 866** Seminar in Environmental Health Risk Assessment
- **PH 962** Directed Studies in Environmental Health

*This course may also be applied to the Research concentration.

**This course may also be applied to the Health Law concentration.

**SPH PH 762 Environmental Health Policy**
An introductory course on alternative legal and social mechanisms for effecting environmental protection of the community. Students will be able to select from a range of alternatives for achieving environmental protection and will be able to understand the advantages and disadvantages of each.

**SPH PH 763 Technology, Law and the Working Environment**
This course is offered by the Health Law Section. See page 15 for course description.

**SPH PH 764 Work and Health**
This introductory course in occupational health will cover the nature and magnitude of the problems associated with work-related diseases and injuries in the United States; the recognition and prevention of work-related diseases and injuries by physicians, nurses, industrial hygienists, and safety officers, and others; epidemiologic approaches in the study and control of occupational disease; review of the most important work-related medical problems; socio-
political aspects of occupational health, including worker's compensation, the Occupational Safety and Health Administration, the roles of unions and management; and preventive and curative medicine programs in the workplace and occupational health programs in hospitals, health centers, and elsewhere. The course will include at least one work-site visit. Each student will be required to write a detailed report of that visit and also an in-depth paper on a specific aspect of occupational health.

SPH PH 765 Environmental Health Sciences I
An introductory survey of environmental health problems associated with contamination of our air, water and food supplies.

SPH PH 766 Environmental Health Sciences II
A survey of major environmental health problems not covered in Environmental Health Sciences I. The elements of radiation protection, solid and hazardous waste management, vector control and safety will be presented.

SPH PH 768 Introduction to Toxicology
This introductory course presents the basic concepts of toxicology, including dose-response relationships, biologic and chemical factors that influence toxicity, types of harmful effects, detoxification mechanisms, and the principles of testing for toxic effects. The course will consist of lectures and discussion. A term paper will be required. This course is recommended for all Environmental Health concentrators.

Prerequisite: Some familiarity with organic chemistry or consent of the instructor.

SPH PH 812 Infectious Disease Epidemiology
This course is offered by the Epidemiology and Biostatistics Section. See page 11 for course description.

SPH PH 819 Cancer Epidemiology
This course is offered by the Epidemiology and Biostatistics Section. See page 12 for course description.

SPH PH 852 Environmental Health Law
This course is offered by the Health Law Section. See page 15 for course description.

SPH PH 860 Municipal Sanitation
This course will focus on the fundamentals of large scale urban sanitary systems. The scope of the course will include water supply, wastewater disposal, and solid waste management issues. The course will cover water supply sources, processing, and distribution; wastewater collection, treatment, and disposal; water quality indices and water pollution; and solid waste management including hazardous waste disposal. Rural water supply and wastewater disposal systems will also be discussed.

Prerequisite: SPH PH 765 Environmental Health Sciences I or consent of the instructor.

SPH PH 861 Problems of the Urban Environment
Health hazards of the urban environment will be discussed in this seminar. Included will be such topics as control of domestic rodents and insects, pedestrian safety, fire safety, and sanitary aspects of domestic water and waste water systems.

Prerequisite: SPH PH 765 Environmental Health Sciences I or SPH PH 766 Environmental Health Sciences II or consent of the instructor.

SPH PH 862 Radiation Protection
An introduction to the physics of ionizing radiation, its measurement and its biological effects. The principles of radiation protection will be presented.

Prerequisite: SPH PH 766 Environmental Health Sciences II or consent of the instructor.

SPH PH 865 Food Sanitation
This course will explore the health aspects of food service and vending. Students taking this course will be able to plan and manage a program for food safety in service and vending establishments, will be able to train and supervise others, and will be able to plan and implement a system of food safety inspection and surveillance.

Prerequisite: SPH PH 765 Environmental Health Sciences I.

SPH PH 866 Seminar in Environmental Health Risk Assessment
The elements of assessing risks from environmental contamination will be discussed. Various methods of risk assessment for chemical exposures will be presented. Each student will carry out and present an assessment for an assigned environmental pollutant.

Prerequisites: SPH PH 765 Environmental Health Sciences I, SPH PH 766 Environmental Health Sciences II, SPH PH 768 Introduction to Toxicology.

SPH PH 962 Directed Studies in Environmental Health
This course provides the opportunity for a student to explore a special topic of mutual interest to him or herself under the direction of a faculty member. Arrangements are made directly with the appropriate faculty member and approved by the Section Chief.

SPH PH 716 Physiology and Pathophysiology
This course is only for individuals with nonbiomedical backgrounds. The intent is to provide the basic vocabulary and understanding of the organ-systems of the body. Each topic will include some anatomy, physiology, pathophysiology, and major clinical or public health aspects of these topics.

This course is an elective in the Environmental Health Section. Students do not receive concentration credit.
This concentration provides the student with the principles and methods of research in health. Emphasis is on quantitative approaches as manifested by the disciplines of biostatistics, epidemiology, and health care evaluation. The intent of this concentration is to equip the student with skills in the design, conduct, and analysis of research endeavors such as clinical trials, etiologic epidemiologic studies, medical surveys, and evaluation of health care programs. Within this concentration students may also choose to concentrate on development of new methodology in research design or in analysis of health data.

The basic requirement for graduation with a concentration in Research is to take at least four of the following courses:

- **PH 704** Statistical Methods in Research
- **PH 765** Environmental Health Sciences I
- **PH 766** Environmental Health Sciences II
- **PH 811** Health Services Research
- **PH 812** Infectious Disease Epidemiology
- **PH 813** Methods in Chronic Disease Epidemiology
- **PH 814** Research Methods in Public Health
- **PH 815** Evaluation Research
- **PH 816** Cardiovascular Epidemiology
- **PH 819** Cancer Epidemiology
- **PH 971, 972** Directed Research

*This course may also be applied to the Environmental Health concentration.
**This course may also be applied to the Health Systems concentration.

Any four of these courses fulfill the requirements of the Research concentration, and the faculty of the concentration feel strongly that the student's special interests should determine the pattern. For example, students especially interested in evaluation research (or in health care research) might plan on the following courses:

- Statistical Methods in Research
- Evaluation Research
- Research Methods in Public Health
- Health Services Research

Students who are particularly interested in epidemiology might take:

- Statistical Methods in Research
- Methods in Chronic Disease Epidemiology
- and two of the following specialty courses:
  - Cardiovascular Epidemiology
  - Cancer Epidemiology
  - Infectious Disease Epidemiology
  - Health Services Research

The specialty area emphasizes the principles and methods of epidemiology that were briefly surveyed in the Epidemiology I course. Greater stress is placed on the principles of the various epidemiologic research strategies, and the student pursues in some depth the substantive content of his or her specialty area. The methods courses provide the student with more specific skills in the design, conduct, analysis, and interpretation of epidemiologic studies. Students may choose a directed research which allows them to pursue a particular research project that will serve to synthesize and apply the various facts and techniques they have learned during their tenure.

**SPH PH 701 Elementary Biostatistics**

For students who have not had prior experience with statistics. Topics will include: the collection, classification and presentation of descriptive data; the rationale of hypothesis testing; experimental design; t-tests; simple correlation analysis; and analysis of contingency tables. Special attention will be
directed to the ability to recognize and interpret statistical procedures in articles from the current literature.

This course or SPH PH 703 required for all M.P.H. students.

**SPH PH 703 Intermediate Biostatistics**
For students who have had classroom or work-related exposure to biostatics at the level of PH 701. Topics will include: brief view of aspects of PH 701, analysis of variance and multiple comparisons; "block" designs; multiple correlation and regression; covariance adjustment; discriminant function analysis; and use of the computer terminal for statistical calculations. Focus will be on interpretative skills rather than mathematics.

Research concentrators must take SPH PH 703 although SPH PH 701 may be taken first.

**SPH PH 704 Statistical Methods in Research**
This course complements Intermediate Biostatistics. The main focus is on the use of statistics in health research. Topics may include sampling techniques for health surveys, the use of life tables in analyzing longitudinal data, the Poisson distribution, tests of goodness of fit, contingency table analysis, and nonparametric statistics. Students analyze data from health and related fields in the classroom.

**SPH PH 711 Epidemiology**
This course is an introduction to the principles and methods of analytic epidemiology, with particular emphasis on the design of case-control, cohort and intervention studies, and analytic methods for the study of etiologic factors in chronic diseases. A further objective of the course is the development of the ability to evaluate critically the quality of relevant medical literature. Examples will be provided, with particular emphasis on cardiovascular diseases and cancer. The course will include lectures as well as smaller seminar discussions.

This course required for all M.P.H. students.

**SPH PH 765 Environmental Health Sciences I**
This course is offered by the Environmental Health Section. See page 9 for course description.

**SPH PH 766 Environmental Health Sciences II**
This course is offered by the Environmental Health Section. See page 9 for course description.

**SPH PH 811 Health Services Research**
This course emphasizes a problem approach to the study of health care research. Emphasis is on definition of the problem, the scale of the study, and elucidation of the pertinent research methods. Among the possible topics for inclusion are evaluation of: emergency medical services, Professional Standards Review Organizations (PSRO), cost control related to Blue Cross/Blue Shield, sexual history and arthritis studies.

Prerequisite: SPH PH 701 Elementary Biostatistics and SPH PH 711 Epidemiology.
Recommended: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 812 Infectious Disease Epidemiology**
This course will present the methods of studying common infectious diseases in populations. It will include the determinants of these diseases, their distribution within populations, and their control. Primary focus will be on the process of analysis of actual outbreaks of infectious disease with discussion of prepared homework. In addition, there will be lecture presentation regarding specific diseases and agents. Domestic and some tropical diseases will be included. Implications for social policy and preventive approaches will be discussed.

At the end of the course the student will be able to apply the epidemiologic process to an outbreak of an infectious disease; identify variables in infection control that affect social policy; know the common infectious diseases, the methods of surveillance, and known interventions; and identify the characteristics (signs and symptoms, infectious agent, common host, environmental impact, incubation period, common treatment, etc.) of the most common domestic and tropical diseases.

Prerequisite: SPH PH 711 Epidemiology.

**SPH PH 813 Methods in Chronic Disease Epidemiology**
This course will emphasize the specific issues and methods involved in the design, analysis and interpretation of epidemiological studies of etiologic factors in chronic diseases. Examples of the methodology will include studies concerning cigarette
smoking, alcohol consumption, use of oral contraceptives and menopausal estrogens, agents of fetal malformation, ionizing radiation and occupational exposures. Students will analyze and interpret actual epidemiological data and present written critical evaluations of published work.

Prerequisite: SPH PH 711 Epidemiology.

SPH PH 814 Research Methods in Public Health
This methods course will stress the theory and practice of conducting survey research in health fields. Classes will be a mixture of lectures and skill exercises. Topics will include research design, sampling, data collection methods, interviewing, coding and data analysis. The course is appropriate for those who will do research as well as those who will be research consumers.

Prerequisite: SPH PH 711 Epidemiology.

SPH PH 815 Evaluation Research
This course provides an introduction to program evaluation research in public health. It focuses on the principles of planning, conducting, and utilizing the results of research that evaluates the efficacy or impact of various kinds of public health programs whether aimed at the public, patients or professionals. Through a series of case studies, students will acquire a basic understanding of the strengths and limits of evaluation research. The course is intended for professionals who will not themselves be directing such research, but who, as part of their professional activities, may be involved in such research or may use such research in making policy decisions.

Prerequisite: SPH PH 701 Elementary Biostatistics and SPH PH 711 Epidemiology.

SPH PH 816 Cardiovascular Epidemiology
This course provides an in-depth approach to chronic disease epidemiology focusing on cardiovascular disease. The natural history, risk factors, clues to pathogenesis and preventive implications will be reviewed. Students will be expected to participate actively in discussions at each session and instruction will be given by experienced cardiovascular epidemiologists actively engaged in epidemiological investigation and preventive trials.

Prerequisite: SPH PH 711 Epidemiology.

SPH PH 819 Cancer Epidemiology
The purpose of this course is to apply the principles developed in the basic epidemiology course to the study of cancer. The course commences with a descriptive account of time trends and geographic and demographic patterns of cancer mortality and incidence rates. The concepts of both hospital-based and population-based tumor registries are reviewed along with their respective merits and limitations. In regard to analytic epidemiology, the course will focus on contemporary issues in cancer etiology including occupation (e.g., nuclear workers and hematologic malignancies), the environment (e.g., sun exposure and skin cancer), lifestyles (e.g., diet and colon cancer), drug usage (e.g., stilbestrol and vaginal cancer) and genetics (e.g., familial polyposis and colon cancer). Cancer control will be addressed by a review of cancer screening (e.g., Pap smears and cervical cancer) and prevention (e.g., smoking cessation programs and lung cancer). If time allows, the course will also cover principles of collaborative clinical trials in various modalities of cancer therapy. The course format will consist of a series of lectures by both faculty and guests, seminar sessions and directed readings from the current literature.

Prerequisite: SPH PH 711 Epidemiology.

SPH PH 745 Technical Writing and Scientific Literature
Rapid development of data storage and retrieval systems has greatly expanded the storehouse of statistical and research data available for public health planning, administration and research. This course introduces students to information systems such as Index Medicus, Science Citation Index, American Statistics, and other basic resources, with an emphasis on simplifying searches and building efficiency into information dissemination. To assure familiarity with the essential public health resources, considerable time is spent in the library learning where to find important information, how to be selective, and when to utilize computers.

This course is an elective in the Epidemiology and Biostatistics Section. Students do not receive concentration credit.
Public health law is emerging as one of the most important aspects of public health. As an instrument of social policy, the law plays an increasingly significant role in the field of public health. It has a broad impact in such areas as institutional licensing, safety in the workplace, environmental protection and inoculation — and a very personal impact in such matters as the right to die, personal privacy, individual licensing, and civil commitment.

This concentration is designed primarily for the student with a broad interest in health policy and for those who intend to work for regulatory agencies. It may also be appropriate for those holding a J.D. who wish to pursue an academic or research career, or who intend to specialize in health law. Public health law deals with the traditional legal issues of regulation and the allocation of rights and responsibilities as well as unresolved issues of major import for the future.

Health Law concentrators must take PH 751 Public Health Law I, PH 753 Public Health Law II, and two of the following courses:

- PH 752 Administrative Law
- PH 754 Children at Risk
- PH 755 Genetics and Law
- PH 763 Technology, Law and the Working Environment
- PH 851 Human Experimentation and the Law
- PH 852 Environmental Health Law
- PH 854 Mental Health Law
- PH 951, 952 Directed Research

*This course may also be applied to the Environmental Health concentration.

Public Health Law I is a prerequisite for most other courses within this concentration, and faculty recommend that it should be taken during the first semester of the concentrator’s program.

SPH PH 751 Public Health Law I
This course introduces students to the legal system and to a variety of major legal issues and problems that confront the public health professional. Students are exposed to the legal method of analysis and conflict resolution and avoidance, primarily by analyzing individual judicial decisions, with the goal that the legal system will be understood as a tool that can be used to advance (rather than impede) the implementation of specific public health policies. Topics that are dealt with include state public health powers, federal activity in public health, medical malpractice, privacy and confidentiality of medical information, mental health law, abortion and sterilization, patients' rights, emergency medical care delivery, legal status of allied health professionals, human experimentation and rights of the terminally ill.

This course is a prerequisite for most other Health Law courses.

SPH PH 752 Administrative Law
This course introduces students to basic legal concepts pertaining to administrative agencies and how they function. It examines the delegation of authority by the legislature to administrative agencies, their rule-making and adjudicatory authority, the role of due process safeguards and the judicial review of administrative actions. These principles of law are applied to health care through an examination of facility and personnel licensing and regulation. Most of the course, however, does not deal directly with health issues, but examines the law of administrative agencies generally, since this is the law that is applied to administrative agencies in the health field. The course should be taken only by those who feel comfortable reading and interpreting difficult legal material.

Prerequisite: SPH PH 751 Public Health Law I.
SPH PH 753 Public Health Law II
This seminar is designed to provide students with an opportunity to explore selected topics in public health law in greater depth than was permitted in Public Health Law I. Topics selected will change yearly, but all will be concerned with issues relevant to the delivery of health care to large populations: e.g., national health planning, mass immunization programs, OSHA, nuclear power safety, allocation of scarce medical resources, regulation of human experimentation, proposals for national health insurance. The course is required for Health Law concentrators, and will provide participants with an opportunity to learn legal research techniques. A term paper is required, as is frequent use of the Law School library.
Prerequisite: SPH PH 751 Public Health Law I.

SPH PH 754 Children at Risk
An examination of children who are at risk in our society because of health-related problems e.g., those who are abused, developmentally handicapped, mentally ill or retarded and of the effectiveness of services provided these children by existing institutions and by various professionals such as physicians, nurses, lawyers, psychologists, social workers and educators. Attention is paid to the role of decision-makers in determining priorities. Proposals for change, both medical and legal, are analyzed. A paper and oral presentation are required.

SPH PH 755 Genetics and Law
It is commonly assumed that not only does the law “lag behind” science and technology, but that this is inevitable. This course examines that assumption critically, focusing on the ways in which public policy is made in the area of scientific research and technology development and application with a view toward suggesting ways in which decision making can be influenced by the legal process. Concentration is on measurement of risks and benefits, and the use of such measurements by administrative agencies, legislatures and courts. Proposals for new decision-makers, such as a Science Court, are also explored. Case studies will likely include genetic screening, recombinant DNA research, cancer research, AID, IVF, cloning and the use of animals in experimentation. A paper and oral presentation of it are required.
Prerequisite: SPH PH 751 Public Health Law I, its equivalent or permission of the instructors.

SPH PH 763 Technology, Law and the Working Environment
This course will address the relationship between technology-related problems and the law applicable to the work environment. The National Labor Relations Act, the Occupational Safety and Health Act of 1970, the Toxic Substances Control Act and state workers' compensation will be examined. Suits by workers in the courts will also be discussed. Problems related to occupational health and safety, collective bargaining as a mechanism for altering technology in the workplace, job alienation, productivity, and the organization of work will be addressed.

SPH PH 851 Human Experimentation and the Law
Experimentation with human beings has always been controversial, with societal gains measured against acceptable subject risks. This course concentrates on an in-depth examination of a number of experiments that have been conducted on human subjects and the current regulations involving research with human subjects with a view toward answering questions concerning the use of human subjects, definition and acceptability of risk, the role of Institutional Review Boards, and proposals for monitoring of research and indemnification of injured subjects. Particular emphasis in the course is placed on the doctrine of informed consent and its role in promoting autonomy and enhancing rational decision-making. This course is especially recommended for those planning a career that will involve experimentation or research. A paper and oral presentation of it are required.
Prerequisite: SPH PH 751 Public Health Law I or its equivalent.

SPH PH 852 Environmental Health Law
This course will examine the legal, institutional and political framework of environmental law in focusing on air, water and waste pollution regulation. Students will gain a familiarity with the scientific and legal basis for statutes and regulations, alternative approaches to protecting natural resources, agency practice and procedure, the processes of litigation, including enforcement cases, theories and remedies in challenges to government control, legal defenses and political responses of those who are regulated, and possible new tools for citizen action including freedom of information acts, open meeting requirements, and citizen suit statutes.
Prerequisite: SPH PH 751 Public Health Law I.

SPH PH 854 Mental Health Law
This course explores the interaction of the fields of law and psychiatry. Subjects discussed include an overview of clinical psychiatry, institutionalization, deinstitutionalization, the insanity defense, incompetency to stand trial, the right to treatment and the right to refuse treatment, involuntary commitment, dangerousness, the meaning of mental illness, the use of invasive treatments, psychotherapy, privacy and professional ethics. Legal cases make up most of the course material.
Prerequisite: SPH PH 751 Public Health Law I or its equivalent.
The Health Systems Concentration covers a number of different topic areas to serve the needs of different types of students. It includes courses that address the major components of the American health system: federal, state, and local governments' policies, programs, and service delivery systems, the quasi-governmental institutions that have been created in recent years to mediate between the interests of the government and the private health care sector, and private, nonprofit medical care delivery systems. It views them from several perspectives, including policies and practices, organizational structures and operating systems, and the effects they have on health and the social system. A new topic area is international health. Emphasis is on health care in developing countries and the problems of resource allocation management and planning within the framework of balanced socio-economic development when resources are usually severely constrained.

As the size of the health care system has increased in recent years, the importance of educational programs such as the Health Systems Concentration has grown accordingly. At one time, individuals working within the health system, whether they were doctors, lawyers, hospital administrators, nurses, allied health professionals, legislators, or personnel of governmental agencies, could obtain a reasonable understanding of the health care system through their daily work. With the growing complexities of the field, however, formal study has become a necessity. The Health Systems Concentration offers this formal study to health care practitioners who may select courses which stress the aspects of the system that are of greatest value to them. There are course sequences which emphasize various parts of the system: financial and administrative, planning, general knowledge, aging and long-term care, and international health.

Developing the capacity to identify and solve problems in a practical way within a sound conceptual framework is an emphasis throughout the Health Systems Concentration. As one way of furthering this goal, the case study method of education, already used in some parts of the curriculum, will be expanded. As well, it is expected that in 1982 a health economics course will be offered, structured in a manner to be relevant to students with both domestic and international interests.

Students intending to concentrate in Health Systems must complete the core course, Introduction to Health Systems and Public Health, in the fall semester. In addition, Health Systems concentrators must take at least four of the following courses:

- PH 728 Issues in Long-Term Care for Elderly and Chronically Disabled
- PH 734 Health Care Finance
- PH 735 Cases in Nonprofit Accounting
- PH 736 Social Policy
- PH 738 Public Health Marketing
- PH 742 International Health Issues: Introduction to Health Care in Developing Countries

*PH 811 Health Services Research
*PH 830 Cases in Health Care Systems I
*PH 832 Community Health Care
*PH 834 Health Regulation and Planning
*PH 835 The Hospital: An Organizational Analysis
*PH 836 HMO Management
*PH 837 Case Mix Analysis
*PH 838 Issues in Health Care Systems
*PH 839 Mental Health System: Structure, Governance, and Current Issues

*This course may also be applied to the Research concentration.
Selection of courses will depend upon the student’s interests and orientation. Beyond the four courses required for the concentration, any Health Systems course may be taken as an elective. All Health Systems concentrators are urged to acquaint themselves with the financial aspects of health care systems in PH 734 Health Care Finance and/or PH 735 Cases in Nonprofit Accounting. In addition, PH 751 Public Health Law I is strongly recommended.

SPH PH 728 Issues in Long-Term Care for the Elderly and Chronically Disabled
The economic and social burdens faced by the elderly and chronically disabled are extreme. Correspondingly, society faces huge financial, moral, and programmatic problems in planning for and implementing health care in the broad sense for these persons. The course explores the health issues facing elderly and chronically disabled persons. Programs in long-term care are analyzed in terms of their rationale, their bureaucratic and cost implications, and in how well they “fit” the elderly and chronically disabled. Particular emphasis is placed on Home Care, Nursing Home Care for the elderly, independent living programs for chronically handicapped persons, and to a lesser extent, long-term care for children. At the end of the course, the student should have an understanding of the patient and social issues in long-term care and be in a position to begin to undertake creative solutions to these problems.

SPH PH 732 Introduction to Health Systems and Public Health
This course provides a basic structural and functional understanding of the United States’ health care delivery system. Selective comparative examples from Canada, Europe, and developing countries will be included. Emphasis will be placed on major trends in domestic health care, the process of policy development in health, the interrelationships of federal and state roles and their relationships to the private sector, manpower development, financing of health services, the role of third-party payers, the relationship of medical care and public health, alternative forms of service delivery, primary care, aging and long-term care, and the role of hospitals. This course is required for all M.P.H. students.

SPH PH 734 Health Care Finance
This course is designed to familiarize the student who has little accounting background with financial issues affecting health care. Emphasis will be placed on how to understand and use financial information rather than on the preparation of financial reports. Half of the course will be devoted to an examination of broad financial issues including national health expenditures, the regulatory environment, National Health Insurance, and the financing of ambulatory care. The other half of the course will be devoted to an examination of analytical tools used in financial decision making, including break-even analysis, present value, and cost allocation. Some cases will be used. No accounting background is assumed. Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

SPH PH 735 Cases in Nonprofit Accounting
This course will combine didactic and case study approaches to the fundamentals of nonprofit accounting, with emphasis on health care institutions. Topics to be covered will include accrual accounting, fund accounting, budgeting, and financial control systems. Interpretation of accounting documents for decision-making will be stressed.

SPH PH 736 Social Policy
This course provides a review of issues in policy, design, implementation, and practice, and the contribution of social science to each of these dimensions of the policy-making process. Case examples from the medical care field are developed by outside speakers.

SPH PH 738 Public Health Marketing
This is a marketing management course with specific applications to health care and nonprofit organizations. The course provides basic marketing knowledge (consumer behavior, product policy, promotion, access, pricing, market analysis), particularly focusing on those aspects of marketing that are more relevant to public health (social marketing, nonprofit marketing, de-marketing). Marketing concepts are communicated through textbook and article readings. In addition, cases are used to develop analytical, managerial decision-making skills. The use of case analysis allows the examination of marketing tools, issues, programs, and institutions, as well as the relationship of marketing to other health care management functions. Prerequisite: SPH PH 735 Cases in Nonprofit Accounting or permission of the instructor.

SPH PH 742 International Health Issues: Introduction to Health in Developing Countries
This course will provide an in-depth orientation to health care systems, principles of socio-economic development and management in developing countries. Particular attention will be paid to decision-making, opportunity costs and resource allocation in resource-poor environments; financing — public, private, and donor; manpower choices and the role of auxiliaries; the environment and its relationship to morbidity and mortality; nutrition; population dynamics and family planning; preventive and curative services. In addition there will be an introduction to and overview of communicable and vector-borne diseases for non-physicians. The intent of this course is to assist the student in developing a good grasp of the basic determinants of health in developing countries; an understanding of alternative intervention strategies; and approaches to solving problems in health care. There will be substantial reading and at least two papers will
complement lectures and classroom discussion. The format of the class will be lecture/seminar with ample opportunity for group discussion.

Prerequisite: consent of the instructor.

**SPH PH 811 Health Services Research**

This course is offered by the Epidemiology and Biostatistics Section: See page 11 for course description.

**SPH PH 830 Cases in Health Care Systems I**

This course will focus on the application of principles of organization development and management in the public or quasi-public nonprofit sector. Students will obtain skills immediately transferable to the work situation. They will learn the importance of strategic planning in order to make organizations run smoothly and effectively. Heavy emphasis will be placed on problem-solving, process and motivational issues that usually confront public agencies. Students will be expected to participate fully in class discussions and to be prepared at the end of the term to write a paper applying the principles of organization development and management.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 832 Community Health Care**

This course will explore the determinants of and responses to illness, disability and decreased human potential in urban communities by evaluating the needs of special populations and examining the appropriateness of various care delivery approaches. Particular attention will be paid to the roles of the teaching hospital, the neighborhood health center and the welfare system in affecting community health. Finally, occupational health, environmental health and self-help approaches will be explored.

**SPH PH 834 Health Regulation and Planning**

A trend analysis of issues and statistical findings on the characteristics of the health care system is explored. Through extensive readings, case studies and lectures, the lessons learned from such trend analysis are integrated into a framework which explores the health planning and regulation implications of (1) costs and reimbursement; (2) organization of medical care; (3) role of voluntarism; and (4) personal responsibility versus institutional responsibility for wellness. Specific attention is placed on a detailed exploration of the National Health Planning and Resource Development Act's implementation, a review of rate-setting policies, a critique of
quality assurance programs and a review of occupational and environmental health issues involving health planners.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 835 The Hospital: An Organizational Analysis**
This course will be a comprehensive review of generic aspects of the modern hospital's structure and operation. Issues studied will include: planning, resource development and allocation, control systems, an overview of hospital finances (revenue generation and expense control), external relations, intra-organizational interaction (e.g., the medical staff and the administrator) and institutional strategies. Students will be required to participate in an in-depth analysis of a specific hospital.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 836 HMO Management**
This course will examine the health maintenance organization as an alternative mode for the delivery of health care. Group practice HMOs and independent practice associations will be compared with respect to their organizational structure, acceptability to providers and consumers, and impact on services and costs. The students will also become familiar with methods of attracting and maintaining provider personnel, financial analysis, control and marketing, management information systems, and legal and national policy issues.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 837 Case Mix Analysis**
This course covers currently recognized aspects of case mix analysis for the health care system such as: the various methodologies for discovering the mix of cases by diagnosis, intensity and resource consumption; the applications that are being made to components of the system from hospital groupings to case payment, regional planning, rate setting, quality assurance, and management by case mix concepts; and, the evaluation of the implementation problems and systems changes that could occur or are now occurring as a result of growing attention to case mix analysis. Students should not take this course as an introduction to the health care system.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 838 Issues in Health Care Systems**
A limited number of advanced students will participate in a discussion and research seminar focusing on current issues in the health care field. Reading assignments will utilize newspaper articles, position papers published by various lobbying associations and other current documents. The class will analyze each issue from a variety of perspectives — social, financial, organizational, etc. Early sessions will be centered on topics selected by the faculty and built around readings prepared by faculty members. Later sessions will be centered on student presentations. Each student will be expected to prepare a substantial paper during the course.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 839 Mental Health System: Structure, Governance and Current Issues**
This course presents the basic tenets of mental health and illness in historical perspective. It analyzes the role of federal, state and local governments in providing mental health services, and the relationship of the public system to care provided in the private sector. Detailed discussions of the operation of mental health institutions will cover issues of governance, administrative control, mental health manpower, deinstitutionalization and effectiveness of various treatment programs.

Prerequisite: SPH PH 732 Introduction to Health Systems and Public Health.

**SPH PH 743 Communication Skills Workshop**
This course is designed to introduce students to the increasing number of data banks and sources of secondary information that can be used to write proposals, professional papers and reports. The course will also allow students to review and refine basic composition skills.

Each class period will include the reading, interpretation, and analysis of biomedical literature. Students will read an article or chapter and analyze it for content; they will also be asked to explain in their own words what the article says and what it means. Using text explication methods, the instructor will review texts with students, describing methods for interpreting, taking notes, and writing analyses. The second part of each class period will include a review of composition skills, e.g., different types of words, usage, syntax, grammar, sentence structure, paragraphing, conclusions and introductions. Included will be regular vocabulary exercises emphasizing words and concepts common to the practice of public health.

This is a non-credit course.
A major objective of the Social and Behavioral Sciences Section is to provide students with knowledge of the conceptual, empirical, and theoretical contributions of the social and behavioral sciences to public health. By understanding the social forces surrounding their professional work, students can participate more fully in societal decision-making concerning public health and become more effective public health practitioners. At the present time the School of Public Health does not offer a concentration in the social and behavioral sciences. A concentration is being developed and should be available in about two years.

In the interim, however, every student in the School of Public Health is required to take PH 721 Behavioral Sciences and Public Health. This course introduces students to a range of issues and concerns that, irrespective of their future career choices in public health, will profoundly influence the work they undertake. The remaining Section courses reflect a mix of topics felt to be important in public health training as well as topics of special expertise among the Section faculty.

Informal tracks are possible that can provide students with advanced knowledge about areas of specific interest. For example, if students were to combine PH 722 Planned Social Change, PH 723 Social Problems, and PH 724 Professions and Organizations, they would have been exposed to a sequence of courses that would be extremely useful in implementing planned change in the public health sector. A variety of informal tracks are possible.

While a number of the Section courses will be of interest to many students, those whose professional work entails health planning, health systems research, health interventions, and program development will find several of the Section course offerings particularly useful.

Courses in this Section include:

- PH 721 Behavioral Sciences and Public Health
- PH 722 Planned Social Change
- PH 723 Social Problems
- PH 724 Professions and Organizations
- PH 725 Issues in Biomedical Ethics
- PH 727 Stress, Life Satisfaction and Health
- PH 730 Social-Medical Perspectives on Geriatric Health Care
- PH 741 History and Philosophy of Public Health
- PH 821 Health Promotion
- PH 822 Socio-Medical Sciences Seminars
- PH 824 Sex Roles and Sexuality in Health and Health Care

**SPH PH 721 Behavioral Sciences and Public Health**

This core course provides a general introduction to the role of cultural, social, and behavioral factors in the etiology and acquisition of disease by individuals and groups. In addition, individual, group, and institutional responses to illness, including the use or nonuse of professional and nonprofessional sources of assistance, are explored. Drawing on medical sociology, medical anthropology, and social psychology, this course provides a broad overview of the theoretical, empirical, and conceptual contributions of the various social and behavioral sciences to understanding public health issues in contemporary society.

This course required for all M.P.H. students.

**SPH PH 722 Planned Social Change**

Public health professionals are often confronted
School of Public Health
Boston University School of Medicine
Application for Admission

(Please type or print. Legibility is important to accurate assessment.)

1. Name
   Last First Middle

2. Application is for Entry in January 1982 □ September 1982 □
   Probable Concentration:
   □ Research
   □ Health Law
   □ Health Systems
   □ Environmental Health
   □ Full-time (3 or 4 courses per semester) □ Part-time (2 courses per semester)

3. Current Mailing Address
   Street
   City
   Home Telephone
   State Zip Code Area Code Number
   Work Telephone
   Area Code Number

4. Permanent Address
   Street
   City
   Telephone
   State Zip Code Area Code Number

5. Citizenship
   (denote country)

6. Sex: Male □ Female □

7. Age ______

8. Do you wish to be identified as a member of a minority group? Yes □ No □
   If yes, please specify which group ________________________.

9. List in chronological order all colleges, graduate and professional schools attended.

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10. Academic or professional honors or awards (please list) ____________________________________
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    ____________________________________

11. Specialty Board Certifications (please list) ____________________________________________
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12. Work experience (please list last five positions in chronological order)

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13. Describe your motivation for pursuing graduate study. Please relate your interest in public health to your formal education, current employment, and career aspirations.

14. If you wish to explain or draw the attention of the Admissions Committee to anything concerning your candidacy, please write it briefly on an 8½” x 11” sheet and attach it to this application. Please include your publications on such an addendum.

15. Please give names, full titles, and addresses of three (3) persons to whom you have sent the enclosed assessment forms.

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Boston University Policy prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, age, handicap and veteran status. This policy extends to all rights, privileges, programs and activities, including admissions, employment, financial assistance, educational and athletic programs, and is required by Federal Law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Vietnam Era Veterans Readjustment Assistance Act of 1974, and the regulations thereunder. Inquiries regarding the application of these laws to Boston University should be addressed to the Affirmative Action Officer, 19 Deerfield Street, Boston, MA 02215 (617/353-4471), or to the Director of the Office for Civil Rights, DHED.

__________
Signature

__________
Date
School of Public Health
Letter of Assessment

To the Applicant: This recommendation will become part of your Admissions file. It will not be disclosed to any unauthorized individual without your consent. If you matriculate at Boston University, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the boxes and sign the statement below.

I have read the information above and I hereby □ waive □ do not waive my right of access to this document should I matriculate at Boston University.

Applicant’s Signature __________________________ Date __________

To the Assessor:
Name of Applicant ____________________________

Last   First   Middle   Maiden

The person whose name appears above has applied for admission to the School of Public Health at Boston University. The Admissions Committee attaches great weight to an applicant's qualifications that are not adequately reflected in past academic records. Therefore, you can assist us in our evaluation of this applicant by responding frankly to the questions in this form.

Note: Under the 1974 Family Educational Rights and Privacy Act, the applicant named above will have access to this recommendation unless he or she has waived that right.

1. How long have you known the applicant?

2. Under what circumstances have you known the applicant?

3. What are the applicant's main strengths?

4. What are the applicant's main liabilities or weaknesses?

5. How well does the applicant communicate orally and in writing? (If English is not the applicant's native language, how would you rate his/her oral and written proficiency in English?)
6. Please assess the applicant's analytical skills (compared to other professionals):

Unable to Judge □ Poor □ Average □ Very Good □ Exceptional □

(This category is for truly outstanding individuals)

7. Are you familiar with the applicant's scholastic record? _____ Yes _____ No
(If yes, is the scholastic record an accurate index of the applicant's academic ability?)

_____ Yes _____ No Please Explain:

8. On the scale below, please compare the applicant's intellectual ability with that of others of the same general background whom you have known during your professional career. Please indicate the reference group (students, employees, etc.)

Unable to Judge □ Poor □ Average □ Very Good □ Exceptional □

(This category is for truly outstanding individuals)

9. The Admissions Committee would appreciate any additional statement you may wish to make concerning the applicant's capacity for graduate study in public health and his/her potential for a responsible and successful professional career.

10. Summary Evaluation

_____ I do not recommend this applicant for admission to Boston University's Master of Public Health degree program.

_____ I feel that the applicant's qualifications are marginal, but if admitted he/she would greatly benefit from study in the program.

_____ I recommend this applicant for admission and feel his/her performance should be comparable to that of most graduate students.

_____ I strongly recommend this applicant for admission and feel that he/she has the capability to perform at a superior level.

Thank you for your cooperation and effort in providing this information.

School of Public Health
Boston University School of Medicine

Signature __________________________ Date __________________________

Name (Please print clearly or type) _____________________________________________

Position (Please print clearly or type) ___________________________________________

After you have signed the form, please put it in the enclosed envelope, sign your name across the envelope seal, and return it to the applicant.
Receipt Form

Important Instructions

Open staple and remove form.

1. When completing this form, it is essential that you enter all the information requested exactly as you entered the comparable data on your Application Form.

2. Type or print with ball-point pen. No carbon is required.

3. Mail this Receipt Form, a $25 check or money order payable to BOSTON UNIVERSITY and your Application Form to the School of Public Health.

4. Please do not send cash.

5. Do not detach any of these copies.
   White copy—Admissions
   Yellow copy—Applicant

Print or type full name:

(Last) (First) (Middle)

Please list your telephone number at work:

Enter the name and address to which you wish this form sent after validation:

Name

Street

City State Zip

Validation of this form by the School of Public Health acknowledges receipt of your application for admission and the nonrefundable applicable fee of $25. Normal processing of your application will require approximately 4 to 8 weeks after it is completed with all required supplementary data.
To the Applicant: This recommendation will become part of your Admissions file. It will not be disclosed to any unauthorized individual without your consent. If you matriculate at Boston University, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the boxes and sign the statement below.

I have read the information above and I hereby [ ] waive [ ] do not waive my right of access to this document should I matriculate at Boston University.

Applicant’s Signature Date

To the Assessor:
Name of Applicant

The person whose name appears above has applied for admission to the School of Public Health at Boston University. The Admissions Committee attaches great weight to an applicant's qualifications that are not adequately reflected in past academic records. Therefore, you can assist us in our evaluation of this applicant by responding frankly to the questions in this form.

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1. How long have you known the applicant?

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3. What are the applicant's main strengths?

4. What are the applicant's main liabilities or weaknesses?

5. How well does the applicant communicate orally and in writing? (If English is not the applicant's native language, how would you rate his/her oral and written proficiency in English?)
6. Please assess the applicant's analytical skills (compared to other professionals):

   Unable to Judge □  Poor □  Average □  Very Good □

   Exceptional
   (This category is for truly outstanding individuals)

7. Are you familiar with the applicant's scholastic record? _____ Yes _____ No
   (If yes, is the scholastic record an accurate index of the applicant's academic ability?)
   _____ Yes _____ No  Please Explain:

8. On the scale below, please compare the applicant's intellectual ability with that of others of the same general background whom you have known during your professional career. Please indicate the reference group (students, employees, etc.)

   Unable to Judge □  Poor □  Average □  Very Good □

   Exceptional
   (This category is for truly outstanding individuals)

9. The Admissions Committee would appreciate any additional statement you may wish to make concerning the applicant's capacity for graduate study in public health and his/her potential for a responsible and successful professional career.

10. Summary Evaluation
    - I do not recommend this applicant for admission to Boston University's Master of Public Health degree program.
    - I feel that the applicant's qualifications are marginal, but if admitted he/she would greatly benefit from study in the program.
    - I recommend this applicant for admission and feel his/her performance should be comparable to that of most graduate students.
    - I strongly recommend this applicant for admission and feel that he/she has the capability to perform at a superior level.

    Thank you for your cooperation and effort in providing this information.

School of Public Health
Boston University School of Medicine

Signature __________________________ Date __________________________

Name (Please print clearly or type) __________________________

Position (Please print clearly or type) __________________________

After you have signed the form, please put it in the enclosed envelope, sign your name across the envelope seal, and return it to the applicant.
To the Applicant: This recommendation will become part of your Admissions file. It will not be disclosed to any unauthorized individual without your consent. If you matriculate at Boston University, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the boxes and sign the statement below.

I have read the information above and I hereby □ waive □ do not waive my right of access to this document should I matriculate at Boston University.

Applicant's Signature ___________________________ Date ________________

To the Assessor:

The person whose name appears above has applied for admission to the School of Public Health at Boston University. The Admissions Committee attaches great weight to an applicant's qualifications that are not adequately reflected in past academic records. Therefore, you can assist us in our evaluation of this applicant by responding frankly to the questions in this form.

Note: Under the 1974 Family Educational Rights and Privacy Act, the applicant named above will have access to this recommendation unless he or she has waived that right.

1. How long have you known the applicant?

2. Under what circumstances have you known the applicant?

3. What are the applicant's main strengths?

4. What are the applicant's main liabilities or weaknesses?

5. How well does the applicant communicate orally and in writing? (If English is not the applicant's native language, how would you rate his/her oral and written proficiency in English?)
6. Please assess the applicant's analytical skills (compared to other professionals):

Unable to Judge □  Poor □  Average □  Very Good □  Exceptional (This category is for truly outstanding individuals) □

7. Are you familiar with the applicant's scholastic record? _____ Yes _____ No
(If yes, is the scholastic record an accurate index of the applicant's academic ability?)
_____ Yes _____ No  Please Explain:

8. On the scale below, please compare the applicant's intellectual ability with that of others of the same general background whom you have known during your professional career. Please indicate the reference group (students, employees, etc.)

Unable to Judge □  Poor □  Average □  Very Good □  Exceptional (This category is for truly outstanding individuals) □

9. The Admissions Committee would appreciate any additional statement you may wish to make concerning the applicant's capacity for graduate study in public health and his/her potential for a responsible and successful professional career.

10. Summary Evaluation
   ______ I do not recommend this applicant for admission to Boston University's Master of Public Health degree program.
   ______ I feel that the applicant's qualifications are marginal, but if admitted he/she would greatly benefit from study in the program.
   ______ I recommend this applicant for admission and feel his/her performance should be comparable to that of most graduate students.
   ______ I strongly recommend this applicant for admission and feel that he/she has the capability to perform at a superior level.

Thank you for your cooperation and effort in providing this information.

School of Public Health
Boston University School of Medicine

Signature ___________________________________________ Date __________

Name (Please print clearly or type) __________________________________________

Position (Please print clearly or type) _______________________________________

After you have signed the form, please put it in the enclosed envelope, sign your name across the envelope seal, and return it to the applicant.
with efforts to effect purposive or deliberate change in other systems: personality systems, groups, organizations or communities. By focusing upon planned change, efforts in the health field (and efforts in other institutions as well) are examined. The causal models that change agents employ are analyzed. Attention is given to various models of change, ranging from educative to power strategies. The various ways in which different types of systems can resist change are examined. Finally, attention is given to ethical considerations in planning change and problems of evaluating the impact of a proposed change.

Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 723 Social Problems
Various social problems, such as poverty, alcoholism, drug addiction, suicide and mental illness have immediate relevance for public health professionals. This course considers how a social problem is defined, its prevalence, and the role of social values and significant social groups in formulating solutions for social problems. Attention is given to the growing role of health institutions in defining problems and in developing solutions. Assessment of the relative effectiveness of various measures to meet contemporary social problems is undertaken.

Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 724 Professions and Organizations
While health professions and organizations are major mechanisms to meet the health needs of the population, they also represent major impediments to the achievement of health goals and the provision of humanized health services. This course considers the culture and habits of such established health professions as doctors, nurses and social workers, as well as various emerging health professions. The interaction between organizational and professional norms is examined. The course also treats such topics as role definition, role conflict and authority systems within large complex health organizations. In addition, problems of coordinating personnel and avoiding goal displacement or the departure from established health goals in health organizations are examined. The problems of appraising the organizational environment and the impact of the environment on the organization are also addressed.

Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 725 Issues in Biomedical Ethics
Through a series of case studies, this seminar examines the types of ethical issues that confront health care providers and their patients. The medical-scientific, moral and socio-economic bases of these issues and the decision-making processes that providers and patients engage in are analyzed. Topics include: the bioethics movement, human experimentation, the concept and exercise of informed, voluntary consent, the role of institutional review boards, models of provider-patient relationships, abortion, genetic counseling and screening, amniocentesis and selective abortion, euthanasia and the allocation of scarce resources.

Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 727 Stress, Life Satisfaction and Health
Attention is given to the role of stress in the etiology of such diseases as heart disease and stroke, and in the development of such health problems as alcoholism and accidents. Stress factors also appear to be related to levels of general life satisfaction and happiness which people experience. Although stress appears to be a very important variable, it is defined in various ways and there are a number of conceptual problems in studying stress. This course provides an introduction to and critical review of relevant conceptual, theoretical and empirical literature in this field.

Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 730 Social-Medical Perspectives on Geriatric Health Care
This course will consider the problems of aging in America and the nature of the older population and will discuss and criticize the major health and social service programs that have been implemented to meet older peoples' needs. Course topics will include physiological aging, the demography and epidemiology of aging, aging and industrialization, retirement and the economics of aging, housing, Medicare and Medicaid, the Older Americans Act of 1965, older people and hospitals, and alternatives in long-term care (nursing homes, home care, congregate housing and ambulatory primary care).

Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 741 History and Philosophy of Public Health
The goals, objectives and aspirations of modern public health work do not necessarily constitute a well-defined and consistent system. Often unstated assumptions directly contradict cherished hopes or desired outcomes. The purpose of this course is to provide an opportunity for class members to begin to make explicit the network of values and presuppositions that guide public health policy and to see where inconsistencies exist or identify areas where change is occurring. Historical examples will be used to provide perspective, while contemporary problems will be discussed in relation to the historical case. Classwork will consist of discussion of the readings, which will be drawn from literary, historical and contemporary sources. A term paper will be required.

Recommended: SPH PH 721 Behavioral Sciences and Public Health.
SPH PH 821 Health Promotion
This course examines major strategies employed by public health and welfare agencies to promote the health of various populations in society. Strategies examined include those focusing on individual behavior, those employing mass media techniques, as well as administrative and legal mechanisms of promoting health. The course will provide both a theoretical overview as well as an introduction to and evaluation of the effectiveness of selected programs using these techniques. Class requirements will include a term paper as well as class presentation.
Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 822 Socio-Medical Sciences Seminars
Students who are free to take daytime classes may enroll for seminars taught by the Department of Socio-Medical Sciences and Community Medicine in the first-year medical school curriculum. Seminars are offered from approximately mid-April to the end of May. Public health students may obtain course credits (two credits per seminar) for attending selected seminars and doing an extra paper or assignment. Topics in the past have included Social Issues in Psychiatry and Psychopharmacology; Child Abuse, Emergency Care in the Inner City; Community Based Primary Care; The Role of the Physician in Different Practice Settings; Urban Practice Settings; Urban Practice: Primary Care Pediatrics; Deviance and Social Control; Physician-Patient Encounters; Medical Care System: Public Policy Issues; Issues in Health Care for Women plus many others. Lists of topics to be offered will be circulated in the spring so that students may register for this offering for the spring semester or first summer session. (Note: May not be offered Spring 1982)
Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SPH PH 824 Sex Roles and Sexuality in Health and Health Care
The purpose of this course is to describe and analyze the ways in which contemporary adult sex roles and sexuality affect morbidity, disability and mortality and the utilization and delivery of health care. The general and gender-specific health care needs that women and men have in relation to their physical, emotional and sexual well-being will be examined. The course will review such areas as birth control, pregnancy and birthing, abortion, cancer surgery, rape, incest, and general medical and gynecologic care. These areas will be considered in terms of patterns of care available from health care institutions, the impact of provider's knowledge and attitudes, the technologic orientation of medical care, and the composition of the health labor force. Through readings, oral presentation, and a paper, students will develop the ability to evaluate the appropriateness of various kinds of health care services for women and men and to consider lay and provider initiatives to improve those services.
Recommended: SPH PH 721 Behavioral Sciences and Public Health.

SCHOOL OF PUBLIC HEALTH COURSES

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<th>Title</th>
<th>Section</th>
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</thead>
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<tr>
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<td>Elementary Biostatistics</td>
<td>Epidemiology and Biostatistics</td>
</tr>
<tr>
<td>703</td>
<td>Intermediate Biostatistics</td>
<td>Epidemiology and Biostatistics</td>
</tr>
<tr>
<td>704</td>
<td>Statistical Methods in Research</td>
<td>Epidemiology and Biostatistics</td>
</tr>
<tr>
<td>711</td>
<td>Epidemiology</td>
<td>Epidemiology and Biostatistics</td>
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<tr>
<td>716</td>
<td>Physiology and Pathophysiology</td>
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<td>722</td>
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<tr>
<td>723</td>
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<tr>
<td>724</td>
<td>Professions and Organizations</td>
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<tr>
<td>725</td>
<td>Issues in Biomedical Ethics</td>
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<tr>
<td>727</td>
<td>Stress, Life Satisfaction and Health</td>
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<td>728</td>
<td>Issues in Long-Term Care for Elderly and Chronically Disabled</td>
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<td>730</td>
<td>Social-Medical Perspectives on Geriatric Health Care</td>
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<td>732</td>
<td>Introduction to Health Systems and Public Health</td>
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<td>Public Health Marketing</td>
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<td>History and Philosophy of Public Health</td>
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<tr>
<td>742</td>
<td>International Health Issues: Introduction to Health Care in Developing Countries</td>
<td>Health Systems</td>
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754 Children at Risk
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835 The Hospital: An Organizational Analysis
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861 Problems of Urban Environment
862 Radiation Protection
865 Food Sanitation and Safety
866 Seminar in Environmental Health Risk Assessment
962 Directed Studies in Environmental Health
ADMISSION CRITERIA AND APPLICATION PROCEDURES

The School of Public Health admits students in two categories: full-time degree status (three or four courses each semester) and part-time degree status (two courses each semester). Students may move freely between full- and part-time status upon notifying the Registrar of the change. Applicants to the School of Public Health should: (a) hold a baccalaureate degree from a recognized institution of higher learning and have relevant experience in some field of health*, or, (b) hold a postbaccalaureate degree in a health-related area or an advanced professional degree. Although exceptions may be made, it is the intent of the School of Public Health to admit only applicants with the requisite training and experience.

All applicants except those holding an M.D., Ph.D., J.D., or other doctoral-level degree, must take the aptitude section of the Graduate Record Examination. (See below for scheduling details on the GRE.) The School of Public Health is most interested in accepting qualified, experienced health care professionals, and Graduate Record Examination scores are not the sole criteria for acceptance into the School.

In reviewing applicants for admission the Admissions Committee takes into account the following factors: (1) Academic ability. Students must be capable of graduate-level work in such areas as research methodology and policy analysis. Therefore, the applicant should have a previous academic average of approximately 3.0. Precise Graduate Record Examination norms have not been determined, but scores are considered in the evaluation of academic potential. (2) Professional background. This includes the professional education and experience of the applicant as well as his or her employment record. Primary emphasis will be on the quality of the background. In light of the School’s stated goal of a heterogeneous student body, the specific nature of the applicant’s professional background will be weighed in relation to the backgrounds of other applicants. (3) Potential for innovation, contribution and achievement in public health. The committee attaches particular significance to these characteristics. Applicants who have demonstrated these qualities will be given special consideration.

At times, the Admissions Committee finds it helpful in its assessment of a candidate to conduct a personal interview. In such instances, applicants will be notified by mail.

In summary the School of Public Health is interested in applicants with the academic ability for graduate study of a high caliber, the professional training and experience that will enable them to benefit from and contribute to their education, and the potential for leadership and achievement.

* The requirement of health experience does not apply to students entering the Research Concentration. (See Epidemiology and Biostatistics Section, page 10.)

The Graduate Record Examination

The Graduate Record Aptitude test is scheduled for October 17 and December 12 in 1981; February 6, April 24, and June 12 in 1982. Applicants should arrange to take the test as early as possible by writing to the following address:

Graduate Record Exam
Educational Testing Service
Box 955
Princeton, NJ 08541
Telephone: (609) 883-8900

For those students who are unable to take the Graduate Record Examination at a regularly scheduled
time, the Educational Testing Service has a Special Administration Service of the Aptitude Test once a month on a Tuesday morning. For further information write:

GRE: NESAS
Educational Testing Service
111 Washington St.
Brookline Village, MA 02146
Telephone: (617) 739-2210

Educational Testing Service requires approximately six weeks to process and forward the scores.

Please note that GRE scores sent to the School of Public Health must be less than four years old. Applicants who have taken the examination prior to September 1, 1977, will be required to retake it.

Applicants should specify that scores be sent to the Boston University School of Public Health, using the code 3087-4, department code 50.

**Test of English as a Foreign Language**

Applicants from countries where English is not the language of instruction must submit TOEFL scores to the Office of Admissions. The TOEFL is administered at test centers throughout the world. For more information write to:

Test of English as a Foreign Language
Educational Testing Service
Box 899
Princeton, New Jersey 08541

Application forms are also available at American embassies and consulates, offices of the U.S. Information Service and bi-national centers abroad.

**Dual-Degree Programs**

The School of Public Health offers dual-degree programs with the School of Law and the School of Social Work at Boston University. In addition, a dual-degree program with the School of Medicine, leading to the M.D./M.P.H., is under faculty review.

**J.D./M.P.H.**

The J.D./M.P.H. dual-degree program is an accelerated four-year course of study leading to the award of both the J.D. and M.P.H. degrees. The program reflects the University's recognition of the interrelationship between the legal system and the promotion, organization and delivery of health care services. The University's goal in drawing upon its outstanding teaching and research resources in the field of health law and public health to establish the Law and Public Health Program is to train graduates for leadership roles in dealing with important and complex issues related to the improvement and delivery of public health care. That goal is served by a program that offers a number of highly qualified individuals the opportunity to obtain rigorous training in both law and public health. Graduates of the J.D./M.P.H. dual-degree program will be especially well prepared to understand these complex interrelationships and to exercise leadership in both private and public sector decision-making in this area of major social and economic significance.

Separate application and admission to the School of Law and the School of Public Health under the procedures and standards of the respective schools is required for participation in the dual-degree program. Applicants may apply simultaneously to the two schools, or alternatively, students enrolled in the School of Law may apply during their first year of law study for admission to the School of Public Health M.P.H. degree program.

Students admitted to the J.D./M.P.H. Law and Public Health Program enroll in the School of Law for each of the first three years of study, but take two School of Public Health courses in both the second and third years of study for credit toward both the J.D. and M.P.H. degrees. The J.D. degree is awarded following the completion of three years of study and the fourth year of study is in residence at the School of Public Health. The latter gives advanced standing credit for four courses taken at the School of Law and awards the M.P.H. degree upon completion of the fourth year of course work.

For more information on the J.D./M.P.H. dual-degree program, students should write to the school they will apply to first.

**M.S.W./M.P.H.**

The M.S.W./M.P.H. dual-degree program is a three-year course of study leading to the award of both the M.S.W. and M.P.H. degrees. The program is based on the recognition that many social workers are involved in the health delivery system and are interested in taking a broader, population-based look at the system. In addition, new roles are evolving for social workers in the health sector. These include social work in the administration of health delivery systems and participation in the health policy process at local, state and national levels.

Students are admitted to one of the two schools and complete that school's basic course work. Before the end of the first year, application is made to the other school. Students are held, in each school, to the same admission standards as other students.

For more information on the M.S.W./M.P.H. dual-degree program, students should write to the school they will apply to first.

**Guest Students**

Students from other recognized graduate programs and individuals of appropriate educational or professional background may be allowed to enroll in specific courses without being admitted to the School of Public Health. Prospective Guest Students must submit an outline of their backgrounds and a statement of their reasons for wishing to take the particular course. This statement should be mailed directly to the Office of Admissions of the School of Public Health. Guest Students will be admitted to
individual courses, and are expected to fulfill all course requirements (such as term papers, exams, and so on). Guest Students may take a maximum of two courses.

A Guest Student who wishes to become a degree candidate must apply formally to the School of Public Health. Courses taken by Guest Students will be applied toward the M.P.H. degree.

**Dates for Application and Review**

There will be a January 1982 and September 1982 admission cycle.

**Applications for January 1982 admission** will be accepted after October 1, 1981. Applicants for January admission who submit completed applications by October 19, 1981, will be notified by November 16, 1981. Applications will be accepted after October 19, but students will be admitted only on a space-available basis.

Unless otherwise specified, candidates who are not accepted for January admission or who apply too late for consideration will automatically be considered for admission in September 1982.

**Applications for September 1982 admission** will be accepted after October 1, 1981. Applications completed by March 1, 1982, will be reviewed for possible early admission to be announced April 16, 1982. Applications received by April 16, 1982, will be reviewed and acceptances will be announced by May 31, 1982.

Applications completed after April 16, 1982, will be reviewed according to the applicant’s qualifications, and admission will depend on available space.

**Instructions for Application**

The admission process has been designed to ensure greater applicant control over the timely arrival of transcripts and letters of assessment. The process is completely dependent upon your compilation and submission of the various necessary documents. All documents (except GRE scores) must be submitted together to the School of Public Health; these include:

1. Application form
2. Letters of Assessment (3)
3. Transcripts
4. Application fee

No application will be accepted unless all of the above documents are submitted together. Incomplete applications (those missing a document) will be returned to the applicant unreviewed.

Please follow these instructions:

1. Read all application material thoroughly.
2. Fill in the application form completely. All applications must be typed or printed clearly.

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3. Enclose the application fee: The application fee is a nonrefundable $25. Please make checks payable to Boston University.
4. Arrange to take the aptitude section of the Graduate Record Examination and have the results sent to the School of Public Health at the address under item 7 below. Remember to specify our code number (code 3087-4, department code 50).
5. Use the enclosed assessment forms and envelopes.

Enclosed in this application packet are envelopes specially designed to enable you to maintain control over your application while ensuring confidentiality to assessors and school officials. Send the assessment forms and envelopes, with your name and address clearly printed on both the form and the envelope and the appropriate box checked on the back of the envelope to those individuals from whom you are requesting a letter of assessment. The assessor will complete the form, seal it in the enclosed envelope, type his or her name and title in the appropriate place at the end of the form and sign his or her name on the line across the envelope seal. This envelope is then returned to you.

Transcripts will be handled in a similar manner. Enclose one of the envelopes, with your name and address clearly printed on the front and the appropriate box checked on the back, with your transcript request. The school registrar will enclose the transcript in the envelope, seal the envelope and enter his or her signature on the line across the envelope seal. This envelope will also be returned to you. Additional envelopes may be requested from the address below. If for some reason a school registrar is unable or unwilling to send the requested credential(s) directly to you: (1) notify the School of Public Health office in writing prior to submission of your application; and (2) advise the registrar to mail the requested credential(s) to the address below.

6. When you have received all the necessary assessments and transcripts, filled out the application and included the fee, your application will be complete.

7. Send your complete application to:
   Office of Admissions
   Boston University School of Public Health
   Building A-407
   80 East Concord Street
   Boston, MA 02118

Upon receipt of your complete application, the receipt enclosed in the application kit will be signed and returned to you. It will serve as a confirmation that everything except the GRE scores has been received. An incomplete application will be returned to you. This system will allow you to assess the status of your application at any time without making direct inquiries to our office.
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Tuition and Fees

Tuition and fees are to be paid in full at the time of registration. Preregistered continuing students must pay by the deadline indicated on their tuition bill. Checks to cover tuition and fees should be made payable to Boston University. Boston University also accepts Master Charge or Visa for payment of tuition and fees up to the extent of the unused card credit limit. Students planning to use this method of payment must contact the School of Public Health Registrar at least one week prior to the registration deadline.

No student may withdraw in good standing unless all current obligations to the University are paid. The Trustees of the University reserve the right to change tuition rates or fees at their discretion whenever it is deemed advisable.

Tuition and Fees for 1981 – 1982

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per credit hour)</td>
<td>$196</td>
</tr>
<tr>
<td>Tuition (per four-credit course)</td>
<td>$784</td>
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<tr>
<td>Registration fee for part-time students</td>
<td>$25</td>
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<tr>
<td>(per semester)</td>
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<tr>
<td>Part-time tuition cost per semester</td>
<td>$1,593</td>
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<tr>
<td>(two courses and registration fee)</td>
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</tr>
<tr>
<td>Full-time tuition rate per semester</td>
<td>$3,150</td>
</tr>
<tr>
<td>(12 – 18 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

There is no registration fee for full-time students. All fees are nonrefundable. The student is assessed at actual cost for any breakage or damage to University property. Library fines are assessed by the Librarian.

Medical Insurance

Costs for full-time students are as follows:
U.S. citizens (optional): $90 per year
International students (required): $100 per year

Part-time students are also eligible to purchase medical insurance. For information, contact the Office of the Comptroller, 881 Commonwealth Avenue. A folder on medical insurance is included with each student's registration materials. The insurance premium is subject to change.

Service Charges

Transcript: $2 each
Late Registration Fee: $50 full-time students, $15 part-time
Late Payment Fee: $50 full-time students, $15 part-time
Reissue of picture I.D. card: $5

Financial Aid

There are two loan programs available to students enrolled in the School of Public Health: the Guaranteed Student Loan (GSL) is available to students who are enrolled at least half-time; and the Health Education Assistance Loan (HEAL) is available to students who are enrolled full-time. Guaranteed Student Loan applications are available at participating banks and HEAL applications are available in the school's Office of Financial Assistance. Inquiries about both programs may be made to Mr. Charles Terrell, Office of Financial Assistance, Boston University Medical Center, 80 East Concord Street, Boston, MA 02118; (617) 247-6055.

The Guaranteed Student Loan Program

Guidelines vary slightly from lender to lender, but the basic features of the Guaranteed Student Loan Program permit any student pursuing at least a half-time course of study toward a degree (i.e., two courses each semester) to borrow funds for educational purposes. A borrower is not required to repay on principal until six months after discontinuation of enrollment. Half-time graduate students may borrow up to the amount sufficient to cover direct expenses (tuition, fees and so on) not exceeding $2,500 per year. Full-time graduate students (12 – 18 credits per semester) may borrow up to the amount sufficient to cover direct expenses not exceeding $5,000 per year. No graduate or professional student may borrow more than $25,000 altogether, not exceeding $5,000 per year.

The standard rate of interest for guaranteed loans is 7 percent simple interest (9 percent for first-time loans).
borrowers although there may be additional insurance charges in some states of up to 1 percent. This interest rate amounts to a $70 annual payment for every $1,000 borrowed. All students can receive a federal or state subsidy for all or most of the interest during at least half-time enrollment. Thus, a needy student might borrow under the program without interest liability until nine months after leaving school.

New York state residents who are full-time students are able to borrow an additional $15,000 under the New York State Supplemental Loan Program. Consequently, a New York state resident is able to secure a maximum of $7,500 per year. Interest on the extra $2,500 is not subsidized, however. You must pay the 7 percent interest on the additional $2,500 while in school. New Jersey state residents who are full-time students are able to borrow an additional $7,000 under the New Jersey Higher Education Assistance Authority. Therefore, a New Jersey state resident is able to secure a maximum of $7,000 per year. Interest on the additional $2,000 is not subsidized and you must pay the 7 percent interest on the additional $2,000 while in school.

Guaranteed Student Loans are available through local banks or other financial institutions. A student should inquire at his or her hometown bank about the program. Specific guidelines for the program vary from lender to lender and students are advised to consult local banks to determine their eligibility and obligations under the program.

Health Education Assistance Loan
A student may borrow up to $15,000 per academic year, to an outstanding total of $60,000. Loans may be used only for educational expenses (including tuition, fees, and so on). In addition, students who borrowed while in school may also borrow during periods of internship, residency and authorized periods of deferment, but only to pay interest accruing on prior loans.

There is no federal interest subsidy under this program. Interest is charged at the 91-Day Treasury Bill rate plus 3.5 percent. Interest may be paid on an ongoing basis or accrued until repayment begins. If interest is accrued, it will be compounded semi-annually and added to the loan principal. An insurance premium, not to exceed 2 percent per annum, will be charged at the time an individual loan is processed.

Repayment will begin 9 to 12 months after all formal training has been completed including that provided in accredited internship and residency programs. A deferment of up to 3 years will be granted to borrowers who return to full-time study at an institution of higher education, train in an internship or residency program, or serve in the Armed Forces, Peace Corps, or specified programs under ACTION or the National Health Service Corps after the repayment period has commenced. Borrowers may take from 10 to 15 years to repay the loan once repayment commences.

Repayment will be carefully monitored. Under law, there will be no discharge of loans by bankruptcy during the first 5 years of the designated 10 to 15 year repayment period. Persons in professional practice who default on their loans may have payments for any federally supported health care service such as Medicare and Medicaid reduced by the amount of the loan default. If a borrower breaches obligations entered into under a federal payment for service contract, the United States Government will be entitled to recover damages.

Traineeship Programs
The School of Public Health cooperates with the U.S. Public Health Service in offering Public Health Traineeships to persons from a variety of professional backgrounds who wish to enter the field of public health. A traineeship is an award based on need which will help to defray part of a student's educational expenses. The recipient of a traineeship is not required to perform services for the School. To be eligible for an award a student must be matriculated full-time or part-time in a degree program. The availability of traineeships is entirely dependent on the receipt of federal funds, and they therefore are awarded solely on a yearly basis.

Veterans' Affairs Office
This office is the official liaison between the University and the Veterans Administration.

All those eligible for veterans' educational or other benefits must be certified in advance of registration by this office. The Veterans' Affairs Office is located at 881 Commonwealth Avenue, 2nd floor, Boston, Massachusetts 02215; (617) 353-2390.
Degree Requirements

Students must satisfactorily complete twelve four-credit graduate courses, including four required core courses, four concentration courses and four electives. A grade point average of no less than 2.7 (see Grading System below) must be maintained in order to graduate. A thesis or master's paper may be required of students who hold only a baccalaureate degree and have limited experience in health care.

All School of Public Health students must complete at least eight courses in residence as degree candidates from among the course offerings.

All of the requirements for the degree must be completed within five calendar years after initial registration for the School. A degree candidate in good standing may request a leave of absence from the School. Leaves of absence will be included in this five-year period.

Transfer of Credit

Requests for transfer of credit will be considered on an individual basis by the Section Chiefs. Transfer credits will normally be applied only toward core or concentration requirements. Under unusual circumstances, transfer credits may be applied toward elective requirements, but never in reference to courses which have been taken in the past.

Waiver of Courses

Students may petition to have core courses in the School of Public Health waived on the basis of course work performed elsewhere or comparable professional experience. Students may be asked to demonstrate their proficiency in the courses to be waived. Such waivers will not diminish the overall number of courses to be taken in the School of Public Health (twelve), nor will they be applied to courses other than core courses.

Transcripts

All students are entitled to transcripts of their records in either official or unofficial form. An official transcript bears the signature of the registrar and school seal. It may only be sent directly to a school, firm or agency and may not be given to the student. A student may obtain an unofficial transcript which does not have a signature or the school seal and is stamped "Student Copy."

All transcript requests should be made to the Registrar of the School of Public Health. Each transcript (official or unofficial) costs $2. Single orders for more than ten are $1 each for those after the first ten. Payment should accompany the written request.

Withdrawals, Leaves of Absence and Refunds

During a regular semester, up to the end of the fifth week, a student who reduces his or her course load and thus becomes responsible for a lower tuition charge than that which was initially assessed will receive a credit for the difference.

Students who find it necessary to withdraw from the University must file an Official Withdrawal Form with the School of Public Health office within five days of the withdrawal. Mere absence from classes does not reduce a student's financial obligation nor guarantee that a final grade will not be recorded.

Students who withdraw from a course after the fifth week of class will receive a grade of "W" (Withdrawn) on their permanent record card. Students not planning to register for one or more semesters, but who are not withdrawing, must file an Official Leave of Absence Form with the School of Public Health during the normal registration period prior to the semester that the leave of absence will become effective.

Upon receipt of the Official Withdrawal Form from the School of Public Health, the Comptroller's Office will credit the student's account as follows:

- Prior to the start of classes: 100% of tuition and fees
- During the first two weeks of classes: 80% of tuition
- During the third week of classes: 60% of tuition
- During the fourth week of classes: 40% of tuition
- During the fifth week of classes: 20% of tuition
- After the fifth week of classes: No refund

Note: Tuition payments will not be refunded after the start of classes; rather, a credit will be made to the student's account. A credit balance in a student's account resulting from a withdrawal, overpayment or adjustment will be refunded upon written request. Registration fees and deposits are non-refundable.
Suspension or Dismissal
Boston University, through its various faculties or appropriate committees, may suspend or dismiss any student from the University for reasons of poor scholarship, aptitude, conduct or health. (See the School of Public Health Students' Handbook for a more detailed discussion of the grounds for termination or suspension. See also the University regulations on nonacademic grievances and arbitration.)

Grading System
Each student receives a point grade in each course. To be considered for the master's degree, a candidate must earn a minimum cumulative grade point average of 2.7, based on the following grading system:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D = 1.0
- F = 0.0
- I = Incomplete
- W = Withdrawn after five weeks

Registration
Registration will be conducted by mail in the weeks preceding the beginning of classes. There will also be an opportunity for on-site registration during the first week of instruction.

Late fees of $30 for part-time students and $100 for full-time students are charged if a student registers later than the official close of the registration period. Registrations may not be accepted without full payment. Students with pending loan applications must submit the notice of receipt of your loan application issued by the Boston University Financial Aid Office (353-2965). No student may register after the deadline announced in each semester's registration material.

Privacy Act Information
Under the provisions of Family Educational Rights to Privacy Act each Boston University student has the right to inspect certain educational records kept by the University concerning him or her, to request correction of any inaccurate information, and to file complaints concerning any misleading information contained therein. Parents of dependent students may inspect their son's or daughter's academic record after establishing proof of that dependency.

The University protects the student by limiting disclosure without his or her consent, by restricting access only to those with a legitimate need to know, and by safeguarding against third-party redisclosure of personally identifiable information.

Procedures for exercising rights under the act are advertised through the annual notification of rights sent to each student and supporting parent at registration. Copies of the University's Compliance Manual, access and other forms are available at each college office.

For further information contact your college office or the Associate Registrar at the University Access Office, 881 Commonwealth Avenue, 353-3609.

Grievance and Arbitration
Procedure under Title IX
Federal (Title IX) and other laws as well as University policy prohibit institutional discrimination against students on the basis of sex. Students who have reason to believe that their rights under law have been denied in such areas as admissions, financial assistance, employment, dormitory assignment, disciplinary actions, or other campus matters may seek to resolve them in the following manner:

1. Address a written statement setting forth the grievance and the remedy sought to the Dean of Student Life.

2. The Dean of Student Life shall forward a copy of the statement to the appropriate individual within one week of receipt of statement, i.e.,
   - A. If a complaint raises an academic individual, it will be forwarded to the dean of the appropriate school or college.
   - B. If the statement arises from a non-academic unit, it will be forwarded to the administrative head of that unit.

3. Within two weeks after receipt of the statement, the responsible individual shall seek to meet with all parties to the statement. He or she may receive both oral and written presentations and may make independent inquiry. Within one week after such a meeting, the dean or administrative head will make a decision as to the merits of the student's statement. A copy of that decision will be sent to the student and the department and the Dean of Student Life and the Provost. In the event that the student is not satisfied with the resolution of the grievance, appeal may be had to the Dean of Student Life, and from there to the Provost.

Equal Opportunity Policy
Boston University policy prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, age, handicap and veteran status. This policy extends to all rights, privileges, programs and activities, including admissions, employment, financial assistance, educational and athletic programs, and is required by Federal Law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Vietnam Era Veterans Readjustment Assistance Act of 1974, and the regulations thereunder. Inquiries regarding the application of these laws to Boston University should be addressed to the Affirmative Action Officer, 19 Deerfield Street, Boston, MA 02215 (617/353-4475), or to the Director of the Office of Federal Contract Compliance Programs, U.S. Department of Labor.
Libraries

All of the libraries within the University are open to the University community. The libraries have holdings of 1,314,000 volumes, with an additional 1,000,000 volume equivalents in microform.

The Alumni Medical Library is located in the Instructional Building (80 East Concord Street) on the School of Medicine campus. It houses over 82,000 books, periodicals and audio-visual materials. Services such as interlibrary loan and on-line bibliographic searches are available on request. Although the largest part of the collection is medically related, public health materials are being added rapidly.

Mugar Memorial Library, 771 Commonwealth Avenue, is the central library of Boston University. It has a large collection of materials relevant to health systems, health planning, ethics and the behavioral sciences. The library maintains an audio-listening area, a music library, an African studies library, and an excellent rare books and manuscripts collection.

Mugar Library also holds the personal papers of over 800 public figures in literature, journalism, theatre, film, music, politics and diplomacy.

The departments of Astronomy, Biology, Chemistry and Physics, the School for the Arts, the School of Theology, and the School of Law maintain their own specialized libraries. Additional libraries include the Educational Resources Library, the Krasker Film Library, the Minority Research Library, and the Career Resource Library.

An interlibrary loan system further extends the resources, and a consortium arrangement enables graduate students to use the libraries of Boston College, Brandeis, M.I.T., Northeastern, Tufts, Wellesley, and the University of Massachusetts.

Academic Computing Center

The Computing Center operates an IBM 370/168 for instructional programs and research activities throughout the campus. Large-scale, general purpose time sharing is supported by VPS, an operating system developed at Boston University that allows standard IBM programming languages and applications packages to be run using interactive terminals. Batch-processing facilities are also supported by VPS and by the OS/VSI system, running concurrently under VM/370.

The principal programming languages for students are FORTRAN, PL/1, and PASCAL, though many other languages are available, as well as popular statistical packages such as SPSS, BMD-P, and SAS.

Any Boston University graduate student may obtain a non-funded research account (NFR) under his/her advisor. The initial allocation for the account is $500 per semester. Students may use the terminals on a first-come, first-served basis.

Technical assistants in the major terminal clusters are available to answer questions about the system, terminal usage, and program syntax. Consulting services are available for statistics, data analysis, and most major programming languages and applications.

Computing Center offices, central equipment, and public access facilities occupy the west end of the physical sciences building at 111 Cummington Street.

Center for Applied Social Science

This interdisciplinary research and training center, located at 197 Bay State Road, relates social science to the solution of societal problems, such as the impact of new technology on other facets of society. The Center sponsors workshops and seminars, coordinates a Summer Institute on Evaluation Research, and offers a workshop series on decision-making for human service administrators, ethnicity, and women in science. Current projects include a pro-
program in science and technology, projections regarding workers' expectations for policy-making, and a disability analysis of health data and the meaning of work.

Center for Law and Health Sciences
The Center for Law and Health Sciences at 765 Commonwealth Avenue is the component of the Boston University School of Law responsible for organizing and undertaking research and educational programs examining the diversity of relationships between law and the medical care and health delivery systems. The Center provides a vehicle for focusing research at the Law School on the interactions of law and health care issues and, conversely, for incorporating analyses of legal questions into interdisciplinary projects undertaken within the health affairs units of the University.

Among the Center's current activities are the following: (1) developing research projects in such areas as developmental disabilities, health care planning, financing and regulation, and long-term care; and (2) providing workshops, seminar series, and colloquia on health law issues, particularly with an interdisciplinary focus.

George Sherman Union
The George Sherman Boston University Union, 775 Commonwealth Avenue, serves many of the social, cultural, and recreational needs of the University community. Special exhibits, lectures, recitals, films, gallery showings, and a comprehensive recreation program are some of the activities that take place here.

The University Bookstore, in the Union's basement, carries text and reference books, as well as paperbacks, a variety of best sellers, and books on creative arts and other subjects. Orders are placed upon request.

Gerontological Center
The University's diverse commitments to research, education and service in the field of aging are coordinated and augmented by the Boston University Gerontological Center, 730 Commonwealth Avenue, which promotes understanding and professional competence in dealing with the biological, medical, psychological, and social aspects of aging. The Center maintains a library of interdisciplinary collections including journals, directories, state-of-the-art information and vertical file material, unpublished papers and reports, statistical data, newsletters, dissertations, information on proposal writing and grantsmanship, audio-visual training aids, and governmental and legislative references. An updated listing is kept of local and nationwide conferences, workshops, and lectures.

In addition to sponsoring lectures, workshops and conferences, the Center offers an annual Summer Institute in Gerontology, which includes courses for graduate and undergraduate credit.

The Center awards the Louis Lowy Certificate in Gerontological Studies to students in any one of the University degree programs who have completed their degree program with a specified number of courses focusing on gerontology.

Health Care Management Program
In cooperation with the Boston University Medical Center, the School of Management offers a program leading to the MBA with a concentration in health care management. The program provides professional management training for a wide variety of employment settings in the health care industry, including hospitals, long-term care facilities, mental health and related human services, and prepaid group practices. The Health Care Management Program includes sixteen four-credit-hour courses and can be pursued on either a part-time or full-time basis.

Health Policy Institute
The Health Policy Institute, located at 53 Bay State Road, houses several centers and programs in the health field. The Center for Industry and Health Care studies organization, financing, and delivery of the health services available to employees in private industry and works with corporations and unions to develop health systems. The Center for Educational Development in Health conducts teacher training and designs curricula for health care personnel in less developed countries as well as domestically. The Project for Strengthening Health Delivery Systems in the Third World, one of several international programs at the Institute, is working to increase primary care capabilities in West and Central Africa.

The Institute is also affiliated with the Boston Area Health Education Center, a federally funded program, that was established to respond to the mal-distribution of health manpower in Boston.

International Student Office
The International Student Office, 19 Deerfield Street, provides services to approximately 2,100 international students and 120 international faculty at the University, who represent 108 different countries. The Office regularly conducts workshops to inform students and staff about U.S. immigration regulations, employment regulations and tax laws, and regulations of foreign governments regarding currency exchange.

To assist new students in adjusting to the University, Boston, and life in the U.S., ISO conducts special orientation programs. The Office advises students on such matters as language difficulties, housing, cultural adjustment and personal problems. Other services include an international Hospitality Program, a Wives' Program, an Intercultural Series and monthly open houses.

ISO publishes a newsletter, coordinates an emergency loan fund, and sponsors numerous activities to promote international awareness.
THE SCHOOL OF PUBLIC HEALTH FACULTY

Full-Time

George J. Annas, J.D., M.P.H., Harvard University. Chief, Health Law Section, and Associate Professor of Public Health (Health Law). Areas of interest: patient rights, genetics, health care regulation, health law, human experimentation, and science and technology, and regulation.

William Bicknell, M.D., Duke University, M.P.H., University of California at Berkeley. Chief, Health Systems Section, and Associate Professor of Public Health (Health Systems). Director, Office of Special Health Programs, Health Policy Institute, Boston University. Areas of interest: international health, the organization and delivery of health care, health manpower development and utilization, health and social services for the elderly.

Theodore Colton, M.S., University of North Carolina, Sc.D., The Johns Hopkins University. Chief, Epidemiology and Biostatistics Section, and Professor of Public Health (Epidemiology and Biostatistics). Areas of interest: biomedical research design, cancer epidemiology and clinical trials.

Douglas K. Decker, M.A., Harvard University, Ph.D., University of Michigan. Associate Director, School of Public Health, and Assistant Professor of Public Health (Health Systems). Area of interest: health care systems.

Leonard H. Glantz, J.D., Boston University. Associate Director, School of Public Health, and Assistant Professor of Public Health (Health Law). Areas of interest: patient rights, rights of children, legal aspects of health care regulation and mental health law.

John Groopman, Ph.D., Massachusetts Institute of Technology. Assistant Professor of Public Health (Environmental Health). Areas of interest: environmental health and chemical carcinogenesis.


Sol Levine, Ph.D., New York University. Professor of Public Health (Social and Behavioral Sciences). Areas of interest: rehabilitation, health organizations and social policy, social stress and life satisfaction.

Allan R. Meyers, Ph.D., Cornell University. Director of Admissions and Assistant Professor of Public Health (Health Systems). Areas of interest: social gerontology, primary care, medical education and international health.

David M. Ozonoff, M.D., Cornell University, M.P.H., The Johns Hopkins University. Chief, Environmental Health Section, and Assistant Professor of Public Health (Environmental Health). Areas of interest: health effects of improperly managed toxic waste disposal, environmental carcinogens, history of public health, and risks and benefits of recombinant DNA technology.

Janet T. Pozen, Ph.D., The Johns Hopkins University. Assistant Professor of Public Health (Social and Behavioral Sciences). Areas of interest: prenatal and maternity care, medical education and training, physician career development and evaluation research.

Arthur Schatzkin, M.D., State University of New York, Downstate, M.P.H., Dr.P.H. (anticipated January 1982), Columbia University. Assistant Professor of Public Health (Epidemiology and Biostatistics). Areas of interest: chronic disease epidemiology, socioeconomic and racial differentials in health and medical care, and health policy.

Norman A. Scotch, Ph.D., Northwestern University, S.M. Hgy., Harvard University. Director, School of Public Health, and Professor of Public Health (Social and Behavioral Sciences). Associate Dean, Boston University School of Medicine. Areas of interest: epidemiology of chronic disease, social stress, the dying patient, alcohol use and abuse, and applied genetics.


Dennis Slone, M.B.B.Ch., University of Witwatersrand Medical School, Johannesburg, South Africa. Research Professor of Public Health (Epidemiology and Biostatistics). Co-Director, Drug Epidemiology Unit, Boston University School of Medicine.

James R. Sorenson, Ph.D., Cornell University. Chief, Social and Behavioral Sciences Section, and Associate Professor of Public Health (Social and Behav-
ioral Sciences). Areas of interest: medical sociology, evaluation research, medical education and applied human genetics.

Part-Time

Joel J. Alpert, M.D., Harvard University. Professor of Public Health (Health Law). Professor and Chairman, Department of Pediatrics, Boston University School of Medicine; Director of Pediatrics and Project Director of Primary Care Program at Boston City Hospital.

Nicholas A. Ashford, Ph.D., J.D., University of Chicago. Lecturer in Public Health (Health Law). Assistant Director of Center for Policy Alternatives, Massachusetts Institute of Technology.

Arthur Berarducci, M.P.H., Yale University. Lecturer in Public Health (Health Systems). Vice President and Executive Director, Hospital at Parker Hill, Boston.

Louis J. Bertonazzi, M.A., Suffolk University. Adjunct Assistant Professor of Public Health (Health Law). State Senator.


Julie Buring, M.S., University of Washington. Adjunct Instructor of Public Health (Epidemiology and Biostatistics). Instructor, Department of Public Health, Harvard Medical School.

Roberta Clarke, D.B.A., Harvard University. Lecturer in Public Health (Health Systems). Assistant Professor of Marketing, Boston University School of Management.


Marie Feltin, M.D., University of California at San Francisco, M.P.H., Harvard University. Lecturer in Public Health (Health Systems). Director, East Boston Health Center Home Care Program; Internist, The Urban Medical Group.

Paul Gertman, M.D., The Johns Hopkins University. Lecturer in Public Health (Epidemiology and Biostatistics). Associate Professor of Medicine, Boston University School of Medicine.

Charles Hennekens, M.D., Cornell University, Dr. P.H., Harvard University. Adjunct Assistant Professor of Public Health (Epidemiology and Biostatistics). Associate Professor of Medicine, Department of Preventive Medicine, Harvard Medical School.

William Kannel, M.D., University of Georgia, M.P.H., Harvard University. Lecturer in Public Health (Epidemiology and Biostatistics). Chairman, Department of Preventive Medicine and Epidemiology, and Professor of Medicine, Boston University School of Medicine.

Jack Kasten, J.D., Boston College, M.P.H., University of Michigan. Adjunct Associate Professor of Public Health (Health Systems). Senior Vice President, Arthur D. Little, Inc.

Herbert L. Kayne, Ph.D., University of Illinois. Lecturer in Public Health (Epidemiology and Biostatistics). Associate Professor of Physiology and Biostatistics, Boston University School of Medicine.

Donald Korst, M.D., University of Wisconsin. Lecturer in Public Health (Epidemiology and Biostatistics). Professor of Medicine, Boston University School of Medicine.

George Lamb, M.D., State University of New York, Upstate. Lecturer in Public Health (Epidemiology and Biostatistics). Professor of Pediatrics, Boston University School of Medicine; Director, Parent and Child Services, Department of Health and Hospitals, Boston.

Seymour Lederberg, Ph.D., University of Illinois. Adjunct Professor of Public Health (Health Law). Professor of Biology, Brown University.

Barry Levy, M.D., Cornell University, M.P.H., Harvard University. Lecturer in Public Health (Environmental Health). Associate Professor and Director, Occupational and Environmental Medicine, Department of Family and Community Medicine, University of Massachusetts Medical School.

Kenneth J. Linde, M.P.H., University of Pittsburgh. Adjunct Assistant Professor of Public Health (Health Systems).

Dustin L. Mackie, D.Sc., Harvard University, M.B.A., Boston University. Adjunct Assistant Professor of Public Health (Health Systems). Executive Director, Family Health Plan of Massachusetts.
William Malamud, M.D., Boston University. Lecturer in Public Health (Health Systems). Professor of Psychiatry and Public Health, Boston University School of Medicine.

Thomas Mangione, Ph.D., University of Michigan. Lecturer in Public Health (Social and Behavioral Sciences). Associate Director, Center for Survey Research, Boston.

Robert J. Master, M.D., New York Medical College. Assistant Professor of Public Health (Health Systems). Medical Director, Upham's Corner Health Center; Director, The Urban Medical Group, Inc.

Daryl B. Matthews, M.D., Ph.D., The Johns Hopkins University. Adjunct Assistant Professor of Public Health (Health Law).

Frances Miller, J.D., Boston University. Adjunct Associate Professor of Public Health (Health Law). Associate Professor of Law, Boston University School of Law.


Peter Reich, M.P.H., Boston University. Lecturer in Public Health. Professional writer and editorial consultant.

Martin Rein, M.S.S.W., Columbia University, Ph.D., Brandeis University. Professor of Public Health (Health Systems). Professor, Department of Urban Studies, Massachusetts Institute of Technology.

Lynn Rosenberg, Sc.D., Harvard University. Assistant Professor of Public Health (Epidemiology and Biostatistics). Biostatistician and Epidemiologist, Drug Epidemiology Unit, Boston University School of Medicine.

Hugues Ryser, M.D., University of Berne, Switzerland. Lecturer in Public Health (Environmental Health). Professor of Pathology and Pharmacology and Public Health, Boston University School of Medicine.

Philip E. Sartwell, M.D., Boston University, M.P.H., Harvard University. Adjunct Professor of Public Health (Epidemiology and Biostatistics). Chairman Emeritus, Department of Epidemiology, The Johns Hopkins School of Hygiene and Public Health.

Dennis Sebian, M.E., Dartmouth College. Adjunct Assistant Professor of Public Health (Environmental Health). Grants and Environmental Affairs Manager, Boston Water and Sewer Commission.

Ascher J. Segall, M.D., University of Lausanne, Switzerland, D.P.H., Harvard University. Professor of Public Health (Epidemiology and Biostatistics). Director, Center for Educational Development in Health, Boston University.

James Staton, M.H.A., Duke University. Lecturer in Public Health (Health Systems). Administrator for Health System Services, University Hospital.

Judith P. Swazey, Ph.D., Harvard University. Adjunct Professor of Public Health (Social and Behavioral Sciences). Executive Director, Medicine in the Public Interest.

Donald F. Taylor, M.S.W., Boston University. Lecturer in Public Health (Health Systems). Associate Professor of Psychiatry (Social Work) and Public Health, Boston University School of Medicine; Adjunct Associate Professor, Boston University School of Social Work. Program Director, Area Health Education Center.


Ann Tousignant, M.P.H., Yale University. Lecturer in Public Health (Health Systems). Regional Director, Massachusetts Hospital Association.

Elaine Shepard Ullian, M.P.H., University of Michigan. Adjunct Assistant Professor of Public Health (Health Systems). Director of Planning, University Hospital.

Peter Van Etten, M.B.A., Harvard University. Adjunct Assistant Professor of Public Health (Health Systems). Chief Financial Officer, Tufts-New England Medical Center.


Stephen Weiner, LL.B., Yale University. Adjunct Associate Professor of Public Health (Health Law). Practicing Attorney.

Susan Wilner, D.Sc., Harvard University, M.P.H., Boston University. Lecturer in Public Health (Health Systems). Senior Research Associate, Harvard Community Health Plan, Boston.
The student body of the School of Public Health reflects the policy of selecting a heterogeneous class. In each of the classes, approximately 25 different occupational groups have been represented. The following is a sample of occupations (by groups) from Public Health classes.

**Administrative Positions**
- Director of Neighborhood Health Center
- Project Director, Health Maintenance Organization
- Coordinator, Drug Addiction Program
- Program Developer, Department of Public Health
- Associate Administrator, Community Hospital
- Clinic Coordinator, Ambulatory Services
- Home Health Coordinator, Hospital
- Area Director, American Heart Association
- Director, Hospital Laboratory
- Public Relations Director, Psychiatric Hospital
- Claims Coordinator, Insurance Company
- Associate Director, Cancer Control Center
- Manager, Tumor Registry
- Administrator, Physical Rehabilitation Program
- Nursing Director, Health Maintenance Organization
- Emergency Services Coordinator, Hospital
- Infection Control Officer, Hospital
- Director, Mental Health Center

**Research**
Public Health students are project directors, analysts, research associates and research assistants in a multitude of settings and content areas. Settings include hospitals, health maintenance organizations, health systems agencies, the Department of Public Health, the Environmental Protection Agency, insurance companies, private consulting companies, medical schools, a school of public health and local universities. The subject matter varies from highly scientific areas (basic research in cancer immunology) to health services research (P.S.R.O. evaluation, computer systems applications, and diagnosis).

**Medicine**
Physicians who have been enrolled are from such areas as cardiology, pediatrics, general surgery, hematology, optometry, ophthalmology and pathology. Some have specialized in epidemiology and preventive medicine; others are making the transition from private practice to administrative medicine or school health.

**Government**
Public Health students have been employed in federal regional offices, state offices, and local health departments. A few have been involved in administration of federal projects; some have been involved in statewide health planning, regulation, or data analysis. One has served as a town sanitary/health officer, and another serves as a city program manager.

The education backgrounds of the students are varied. They include the following:

- Baccalaureate level — B.A. and B.S. degrees in liberal arts, science and health professions.
ACADEMIC CALENDAR

Tentative Unapproved
Boston University
Office of the University Registrar
Academic Calendar 1982 – 83

PLEASE NOTE: The School of Public Health follows
the School of Medicine academic calendar. Times
and dates may vary slightly from those listed here.
An official School of Public Health calendar will be
available in spring 1982.

SUMMER I
  Registration Begins
  Registration Ends, Instruction Begins
  Holiday, Classes Suspended
  End of Session
SUMMER II
  Registration Begins
  Registration Ends, Instruction Begins
  Holiday, Classes Suspended
  End of Session
SEMESTER I
  New and Continuing Students
    On-Campus Registration
  Registration Ends, Instruction Begins*
  Holiday, Classes Suspended
  Mid-Semester
  Registration Begins for Semester II 1982 – 83
  Holiday, Classes Suspended
  Fall Recess — Instruction Suspended at 12 Noon
  Instruction Resumes
  Instruction Ends
  Final Exams Begin
  Final Exams End
SEMESTER II
  *On-Campus Registration Begins at George Sherman Union
  Registration Ends, Instruction Begins
  Holiday, Classes Suspended
  Spring Recess
  Mid-Semester
  Instruction Resumes
  Registration for Semester I, 1983 – 84
  Holiday, Classes Suspended
  Instruction Ends (for Colleges with a Reading Period)
  Reading Period (Where Applicable)
  Final Exams Begin
  Final Exams End
  COMMENCEMENT

  Monday, April 26, 1982
  Tuesday, May 18, 1982
  Monday, May 31, 1982
  Saturday, June 26, 1982
  Tuesday, June 1, 1982
  Tuesday, June 29, 1982
  Monday, July 5, 1982
  Saturday, August 7, 1982
  Sunday, September 5, through
  Wednesday, September 8, 1982
  Thursday, September 9, 1982
  Monday, October 11, 1982
  Saturday, October 23, 1982
  Thursday, November 4, 1982
  Thursday, November 11, 1982
  Wednesday, November 24, 1982
  Monday, November 29, 1982
  Monday, December 13, 1982
  Tuesday, December 14, 1982
  Wednesday, December 22, 1982
  Wednesday, January 19, 1983
  Monday, January 24, 1983
  Monday, February 21, 1983
  Saturday, March 12, through
  Sunday, March 20, 1983
  Saturday, March 19, 1983
  Monday, March 21, 1983
  Tuesday, April 5, 1983
  Monday, April 18, 1983
  Tuesday, May 3, 1983
  Wednesday, May 4, through
  Friday, May 6, 1983
  Monday, May 9, 1983
  Tuesday, May 17, 1983
  Sunday, May 23, 1983

*Registration for evening programs and late registration for day programs continue during the first week of classes, September 9 – 15
and January 24 – 27.

The University, in scheduling classes on religious holidays, intends that students observing those holidays
be given ample opportunity to make up work. Faculty members who wish to observe religious holidays
will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.
How to reach Boston University Medical Center

From the North
Northeast Expressway or Tobin Memorial Bridge to Fitzgerald Expressway (Central Artery). Exit to Albany Street-East Berkeley Street. Follow Albany Street to East Newton Street.

From the South
Southeast Expressway. Exit to Massachusetts Avenue. Take first right onto Albany Street. Follow Albany Street to East Newton Street.

From the West
Massachusetts Turnpike to end. Follow signs for Fitzgerald Expressway (South). Take Albany Street-East Berkeley Street Exit. Follow Albany Street to East Newton Street.

From Logan International Airport
Use Sumner Tunnel. From the tunnel exit take Expressway (South). Exit to Albany Street-East Berkeley Street. Follow Albany Street to East Newton Street.

By public transportation
Rapid transit
Orange Line to Northampton Station. Walk southeast one block on Massachusetts Avenue, then turn left at Harrison Avenue. Walk one block to Boston University Medical Center.

Bus
No. 47, from Central Square, Cambridge. Travels by or near Boston University, Longwood Avenue medical area and Dudley Station. Monday through Friday.
No. 68, from Copley Square, Boston. Monday through Friday.
For schedules and routes, call Massachusetts Bay Transportation Authority, 722-5700.