

**Implementation Science & Community Health Outcomes Certificate**

**Program Handbook – 2024 - 2025**

**Institute for Clinical and Translational Research**

**Reference this handbook to learn about the policies, requirements, procedures, and resources for the Implementation Science & Community Health Outcomes Certificate Program.**

**Welcome to the online Certificate in Implementation Science and Community Health Outcomes handbook.**

This handbook contains:

* Overview
* Program Goals
* Application and Admission
* Advisement Goals and Process
* [Curriculum Requirements](https://sites.google.com/a/wisc.edu/t2trcertificate/certificate-in-clinical-and-community-outcomes-research/curriculum)
* Project Requirements
* Resources on Research Methods and Other Training Opportunities
* Career Outlook
* Forms for Student and Advisors
* Grievance Process

**Overview**

Current funding trends reflect an emphasis on research that looks for ways to translate what has been learned in controlled settings into positive outcomes in clinical practice and community health. This research requires the ability to:

* Consider multiple factors that interact to influence a community or organization.
* Form and manage research partnerships with communities and organizations.
* Evaluate whether a health intervention or prevention method works or will be used.
* Articulate policy implications of health issues and interventions.

**The Certificate in Implementation Science and Community Health Outcomes focuses on the development of these skills.**

The Certificate addresses a well-documented gap in what should be a continuum between basic health and medical research discoveries and the application of those discoveries in clinical and public health practice. To bridge this gap new discoveries must move beyond efficacy studies to research that tests effectiveness in real-world settings, exploring factors that facilitate or impede positive health outcomes. This research requires engagement among community members, organizations, clinicians and researchers as partners in the research process and draws on a distinct set of skills. This certificate focuses on the development of skills to engage successfully in clinical and community health outcomes research.

**Program Goals**

**Foundational knowledge to be acquired:**

* Evolution and history of translational and outcomes research in health and health care.
* Significance and specific contributions of translational and outcomes research to health care system development and, more specifically, patient health.
* Research designs and methods appropriate for translational and outcomes research.
* Common obstacles faced by translational and outcomes researchers and strategies to overcome them.
* Presenting translational and outcomes research to various audiences.
* Implications of organizational context of research.
* Developing community partnerships.
* Designing research that is compatible with identified organizational goals and values.
* Understanding communities and community partners.

**Application/performance skills to be acquired:**

* Framing a research question and designing a study that is consistent with translational and outcomes research.
* Distinguishing translational and outcomes research from other types of research.
* Determining appropriate research design and methods for identified translational and outcomes research questions.
* Formulating quasi-experimental and experimental field research designs.
* Devising data gathering methods for working in community organizations that are cognizant of organizational culture and values, staffing, and workflow.
* Implementing research and design methods that provide direct benefits for the community/organizational site.

**Human dimension (ethics and transdisciplinarity) skills to be acquired:**

* Committing to relationship accountability with community partners through the research process, which encompasses consent, recruitment, retention, compensation, data reporting, dissemination of results, and provision of sustainable resources and programming.
* Recognizing the value of collaborating with researchers in other disciplines.
* Identifying sources and resources for collaboration with researchers across disciplines.

**Interdisciplinarity:**

* The objective of this certificate program is to enroll students and professionals from a variety of disciplines and workforce sectors, including non-health fields such as education, public policy, anthropology, sociology, social work, and business. Course participation will be enriched by the perspectives of people who will have a variety of approaches to community health research questions.

**Application and Admission**

**Graduate, Professional, and Capstone Certificates**

Graduate, Professional, and Capstone students may enroll in the Certificate program. ***Course requirements are the same for all.***

The **Graduate Certificate** is for students currently enrolled in any of the approved graduate programs at UW-Madison. It is intended to supplement basic research training.

The **Professional Certificate** is for students enrolled in professional programs at UW-Madison: Doctor of Medicine (MD), Doctor of Pharmacy (PharmD), Doctor of Veterinary Medicine (DVM), Juris Doctorate (JD), Master of Public Health (MPH), and Doctorate in Nursing Practice (DNP).

**Graduate and Professional Application Guidelines:** Graduate and professional students from any discipline are eligible to apply for enrollment in the Certificate program. To be considered for admission, follow the application procedures in the Graduate School’s Guide on the [ISCHO Admissions website tab](https://guide.wisc.edu/graduate/institute-clinical-translational-research/implementation-science-community-health-outcomes-graduate-professional-certificate/index.html#admissionstext)

**NOTE TO UW-MADISON PhD STUDENTS**: PhD students should start their Certificate program early enough to complete the ISCHO courses prior to the start of their dissertator status. The [Graduate School’s Academic Policies and Procedures](https://policy.wisc.edu/library/UW-1247) states: “If a dissertator pursues a graduate degree or certificate in another area, the dissertator fee status will be discontinued and regular graduate fees will be assessed.

The **Capstone Certificate** is for non-degree-seeking students looking for specialized training in translational and outcomes research.

**Capstone Certificate Application Guidelines:** Capstone applicants must possess a baccalaureate degree or its equivalent and not be currently enrolled in a graduate or professional degree program. To be considered for admission, follow the application procedures in the Graduate School’s Guide on the [ISCHO Admissions website tab](https://guide.wisc.edu/nondegree/capstone/implementation-science-community-health-outcomes-capstone-certificate/#howtogetintext).

**Advisement**

After you have been admitted to the ISCHO Certificate program, you will be contacted with the name of your Certificate adviser. The Certificate adviser is not the same person as the student's degree program adviser. An objective is to match each student with an adviser from a discipline other than their own, to expose students to a variety of perspectives.

**ISCHO Certificate Faculty Advisers**

* [Barbara King](https://nursing.wisc.edu/staff/king-barb/), PhD, RN, APRN-BC,FAAN, School of Nursing and ISCHO Certificate Director
* [Betty Chewning,](https://apps.pharmacy.wisc.edu/sopdir/betty_chewning/) PhD, School of Pharmacy
* [Beth Fields](https://www.adrc.wisc.edu/beth-fields-phd-otrl-bcg), PhD, OTR/L, BCG, School of Education
* [Élise Arsenault Knudsen](https://nursing.wisc.edu/staff/arsenault-knudsen-elise/), PhD, RN, ACNS-BC, School of Nursing
* [Marlon Mundt](https://www.fammed.wisc.edu/directory/652/), PhD, School of Medicine and Public Health
* [Susan Passmore](https://nursing.wisc.edu/staff/passmore-phd-susan/), PhD, School of Nursing
* [Kristen Pecanac](https://nursing.wisc.edu/staff/pecanac-kristen/), PhD, RN, School of Nursing
* [Kristen Pickett](https://kinesiology.education.wisc.edu/fac-staff/pickett-kristen/), PhD, MA, School of Education, Department of Kinesiology
* [Julie Poehlmann](https://humanecology.wisc.edu/staff/poehlmann-julie/), PhD, MS, School of Human Ecology
* [Andrew Quanbeck](https://isel.wisc.edu/staff/quanbeck-andrew/), PhD, School of Medicine and Public Health
* [Jennifer Weiss](https://www.medicine.wisc.edu/directory/weiss_jennifer), MD, MS, School of Medicine and Public Health
* [Douglas Wiegmann,](https://directory.engr.wisc.edu/ie/Faculty/Wiegmann_Douglas/) PhD, MS, College of Engineering, Department of Industrial and Systems Engineering

The certificate advisement process is driven by the student. Students are responsible for scheduling meetings with their certificate adviser to discuss and plan their certificate program. Each student is provided with a certificate checklist to guide them through all the procedures for completing all certificate requirements.

Students are encouraged to think before the first certificate advisement meeting about what three elective courses they would like to take. Some students already will have taken some of their electives, while some students would like advice before choosing their elective courses relevant to their unique research and career interests.

Students may propose a course for consideration as elective credit that is not listed among approved electives, including a course they have already completed or one that fulfills a requirement for their degree program.

**Objectives of the Certificate adviser**

Certificate advisers typically serve as the student's project adviser, but students can choose a different faculty member to serve as their project adviser.

The objectives of the Certificate adviser are to:

* Help students plan their certificate program.
* Advise students on their project ideas.
* Assist students to develop their rubric for evaluating their project.
* When the student has completed their project, evaluate whether the student has fulfilled the requirements for the project.

**Curriculum Requirements**

The Certificate in Implementation Science and Community Health Outcomes curriculum consists of four courses and a project for a total of 11-to-13 credit hours. Depending on your course load, you may be able to complete course requirements within two years. The certificate requirements are flexible in that you may propose qualifying courses to be considered as elective credit and you may adapt your master's or PhD project to meet the project requirement.

If you are a graduate or a professional student, at least one of your electives must be from outside your degree discipline. Your Certificate Adviser can help you identify courses that qualify as elective credit.

* **Graduate** and **Professional Certificate** students should refer to the Graduate School’s Guide on the [ISCHO Requirements website tab](https://guide.wisc.edu/graduate/institute-clinical-translational-research/implementation-science-community-health-outcomes-graduate-professional-certificate/index.html#requirementstext) for course requirements.
* **Capstone** students should refer to the Graduate School’s Guide on the [ISCHO Requirements website tab](https://guide.wisc.edu/graduate/institute-clinical-translational-research/implementation-science-community-health-outcomes-graduate-professional-certificate/index.html#requirementstext) for course requirements.

**Project Requirements and Guidelines**

The purpose of the project is to apply and demonstrate your understanding of clinical and community outcomes research principles and methods. Your project will serve as a measure of what you have learned in the certificate program. Your project experience will be enhanced if you take POP HLTH 709 - Translational and Outcomes Research in Health and Health Care before or during your project. ***POP HLTH 709 is a core requirement of the certificate program.***

Principles and methods to be demonstrate:

* Develop a research question addressing a health concern of an actual community.
* Select an evidence-based approach to address the health concern.
* Involve investigators from two or more disciplines and stakeholders from two or more sectors as partners in your project.
* Demonstrate an understanding of collaboration skills for sustainable partnerships, e.g., benefits to the community partner(s) are built into the project; evidence of partner input to project design.
* Employ data gathering and analysis methods that respect community partners’ organizational culture, values, staffing, and workflow.

**Requirements for Project Completion**

Certificate advisers typically serve as the student's project adviser, but students can choose a different faculty member to serve as their project adviser. Either way, you must work with your certificate adviser to make sure your project meets certificate requirements by doing the following:

1. Schedule a meeting with your certificate adviser to discuss your project ideas(s).
2. Obtain approval signature from your certificate adviser on your project plan, your rubric for evaluating your project, and other materials your adviser will use to review your project.

When you are ready to work on your project, obtain your certificate adviser's consent and department/program online authorization to register (for independent study) for project credit (two credit hours).

1. Complete your project.
2. Evaluate your project.
3. Present your project to your advisor and discuss the study and findings. (PhD students give an oral presentation at their dissertation defense. Students can send their PP slides to the ISCHO advisor.)
4. Ask your adviser to review your project and complete the project review form.

**Consider your project options**

Certificate students have flexible options for fulfilling the project requirement. Discuss your project ideas with your Certificate Adviser. Below are some examples of how you can fulfill the project requirement and the [research skills to be applied](https://sites.google.com/a/wisc.edu/t2trcertificate/certificate-in-clinical-and-community-outcomes-research/curriculum/project-requirements-and-guidelines/detailed-steps-and-suggestions-for-completing-your-project/research-skills-to-be-applied).

Examples of project options:

1. Use your project from your degree program. If you are a graduate student, you may adapt your master’s or PhD project to meet the criteria for a Certificate project OR write a proposal of how it could be adapted to meet Certificate requirements. (In this case, the proposal would be your project.) If you select this option, your Certificate Adviser will determine whether your project will meet Certificate criteria, while your adviser for your degree program will determine whether you will meet the school/department requirements. These requirements won’t necessarily be the same.
2. Work with a faculty researcher. Certificate students may work with a faculty member who is conducting research or develop an independent component of a project to make it consistent with Certificate objectives and methods.
3. Critique a proposal or completed study that is not consistent with Implementation Science and Community Health Outcomes principles and propose a new design that would be consistent. (In this case, the proposal would be your project.)
4. Develop a competitive funding proposal that would qualify for submission to the [Wisconsin Partnership Program’s (WPP)](https://wpp.med.wisc.edu/) Community-Academic Partnership grant program. In this case, the proposal would be your project. Request and review the WPP’s application guidelines for the Community-Academic Partnership Fund program.

Develop a research question that 1) addresses a health issue considered a priority in a real community/population, 2) reflects the involvement of members of the community/population in identifying the health issue, and 3) asks about the effectiveness of:

* an intervention or implementation of an evidence-based practice that addresses the health issue, 4) is relevant from the perspective of one or more potential funders, and 5) is in the research interest area of a UW-Madison faculty researcher.
* Conduct a search of evidence-based approaches to address the health issue within similar communities/populations, e.g., similar culturally, similar health and environmental characteristics, similar socioeconomic characteristics.
* Involve members of the target community in choosing from among evidence-based approaches.
* Develop a funding proposal for implementing and evaluating the approach in the specific community. Involve member(s) of the community in developing or reviewing and having input to the funding proposal. Include in the proposal: your research question, rationale for focusing on the health issue, a description of input received from the community, background on the health issue and evidence, rational for your choice of an evidence-based approach, pertinent funding program(s), methods, and a budget.

**Research skills to be applied**

1. In your project plan, explain how your project will apply ***at least three*** of the following five principles and/or methods.

* Develop a research question about a health concern of an actual community. Examples of ways to apply the principles/methods:
* Write a research proposal that is consistent with the principles of clinical and community outcomes research.
* Involve community partner(s) in developing the research question.
* Develop your research question with a focus on the local relevance of a public health problem and ecological perspectives that recognize and attend to the multiple determinants of health.

1. Select an evidence-based approach to addressing the health concern. Examples of ways to apply the principles/methods:

* Explain how your project seeks to solve problems in translating new and existing findings from efficacy studies into improvements in clinical practice and community health.
* Cite several evidence-based approaches to the health problem and describe the factors that went into your decision to choose the one you did.
* Involve investigators from two or more disciplines and/or stakeholders from two or more sectors as partners in your project. Examples of ways to apply the principles/methods:
* Collaborate with researchers from two or more disciplines to design your study, e.g., medicine, engineering, pharmacy, nursing, social work, business, public policy, others.
* Collaborate with community stakeholders from two or more sectors to design your study, e.g., from local government, education, commerce, faith-based and/or community-based organizations, others.
* Incorporate the perspectives of your collaborators in the background/rationale section of your research proposal.
* Document or report how the perspectives of various collaborators influenced the design of your study.

1. Demonstrate an understanding of collaboration skills for sustainable partnerships, e.g., benefits to the community partner(s) are built into the project; evidence of partner input to project design. Examples of ways to apply the principles/methods:

* Write a research proposal that uses a collaborative approach that engages community members, organizations, and clinicians as partners in the research process, i.e.:
  + Recognizes community as a unit of identity.
  + Builds on strengths and resources within the community.
  + Facilitates a collaborative, equitable partnership in all phases of the research, involving an empowering and power-sharing process that attends to social inequalities.
* Implement research that provides direct benefits for the community/organizational site, i.e.:
* Fosters co-learning and capacity building among all partners.
* Integrates and achieves a balance between knowledge generation and intervention for mutual benefit of all partners.
* Focuses on the local relevance of public health problems and ecologic perspectives that recognize and attend to the multiple determinants of health.
* Involves systems development using a cyclical and iterative process.
* Disseminates results to all partners and involves them in the dissemination process.
* Involves a long-term process and commitment to sustainability.

1. Employ data gathering and analysis methods that respect community partners’ organizational culture, values, staffing, and workflow. Examples of ways to apply the principles/methods:

* Design a plan for data gathering and analysis that reflects organizational culture, values, staffing, and workflow, and is responsive to the needs of residents and/or staff.
* Develop a relationship with a community partner and begin collaborative work on consent, recruitment, retention, and compensation of study participants; data reporting; dissemination of results; and/or provision of sustainable resources and programming.

**Resources on Research Methods and Other Training Opportunities**

* ICTR’s [Research Services](https://ictr.wisc.edu/research-services/)
* ICTR’s [Mentorship Initiatives](https://ictr.wisc.edu/program/mentorship-initiatives/)
* Graduate School’s [Individual Development Plan](https://grad.wisc.edu/professional-development/individual-development-plan/) for graduate students and postdoctoral researchers.
* Qualitative and Mixed Methods - [Online videos of lectures](https://videos.med.wisc.edu/events/236)

**Video lectures on the following topics relevant to Translational and Outcomes Research**

* [Community Outcomes Research](https://videos.med.wisc.edu/events/246)
* [Community-Academic Research Partnerships](https://videos.med.wisc.edu/events/74)
* [Dissemination and Implementation (D&I) Research](https://videos.med.wisc.edu/events/248)
* [Finding Evidence-Based Research Resources](https://videos.med.wisc.edu/events/249)
* [Grant Writing](http://www.google.com/url?q=http%3A%2F%2Fvideos.med.wisc.edu%2Fevents%2F250&sa=D&sntz=1&usg=AOvVaw1S1yS7cYt-OCfBrqdyVabD)
* [IRB Issues and Answers](https://videos.med.wisc.edu/events/251)
* [Patient-Centered Outcomes Research](http://www.google.com/url?q=http%3A%2F%2Fvideos.med.wisc.edu%2Fevents%2F252&sa=D&sntz=1&usg=AOvVaw1cUFKbKBmrDZuWC3IhnmNj)
* [Program Planning and Evaluation](http://www.google.com/url?q=http%3A%2F%2Fvideos.med.wisc.edu%2Fevents%2F253&sa=D&sntz=1&usg=AOvVaw11N_hdLMi00_efGlhX47Hl)
* [Research and Policy](https://videos.med.wisc.edu/events/254)

[**HIP Xchange**](https://hipxchange.org/) - Tools, videos, and data downloads to identify socioeconomic disadvantaged locations, improve patient engagement in research, identify patients with chronic conditions, and more.

**Patient-Centered Outcomes Research Resources**

[**Center for Patient Partnerships**](https://patientpartnerships.wisc.edu/) **-** CPP is affiliated with the University of Wisconsin Schools of Law, Medicine & Public Health, Nursing, and Pharmacy. CPP’s mission is to engender effective partnerships among people seeking health care, people providing health care, and people making policies that guide the health care system. CPP accomplishes this through education, advocacy, research & policy. For more information, please email [info@patientpartnerships.org](mailto:info%40patientpartnerships.org). This program provides patient-centered outcomes research resources to pilot applicants.

[**Program of Research on Outcomes for Kids**](https://www.google.com/url?q=https%3A%2F%2Fwww.pediatrics.wisc.edu%2Fresearch%2Fresearch-groups%2Fcox%2F&sa=D&sntz=1&usg=AOvVaw1blq7NhFdcPi0gY51I-Kal) **-** PROKids is a child health services research program within the UW Department of Pediatrics. PROKids focuses on research and quality improvement efforts to optimize the health of children in the community, including access to care, quality and safety of care, and outcomes from care. A central theme in all PROKids activities is the engagement of stakeholders such as children, teens, parents, multidisciplinary healthcare providers, child health advocates, payers, and healthcare leadership in designing, delivering, and evaluating interventions to improve children's well-being. For more information please contact Elizabeth Cox, MD, PhD, at [ecox@pediatrics.wisc.edu](mailto:ecox%40pediatrics.wisc.edu). This program provides patient-centered outcomes research resources (PCOR) to pilot applicants.

[**Sonderegger Research Center**](https://www.google.com/url?q=https%3A%2F%2Fpharmacy.wisc.edu%2Fsrc%2F&sa=D&sntz=1&usg=AOvVaw1xTBvswUDbbowZPUjHWsqg) **-** The School of Pharmacy-based SRC supports the organization, delivery, financing, quality and outcomes of pharmacy within the broader health care system as well as the patient-provider interaction (including access to videotaping capacity and support). This program provides patient-centered outcomes research resources to pilot applicants.

[**Wisconsin Network for Research Support**](https://winrs.nursing.wisc.edu/) - WiNRS is a patient and community engagement resource. WINRS provides a suite of consultation services that address a persistent problem for researchers–how to effectively engage participants, especially people from under-represented communities or “hard to reach” populations. Services include: development of tailored training programs for community or patient stakeholders; Best practices to sustain lay stakeholder engagement; Review of consumer-facing materials; and Advice on strategies for successful recruitment and retention of study/program participants. WINRS staff also coordinate meetings with Community Advisors on Research Design and Strategies, focus groups of Madison community members from diverse racial, socioeconomic, and educational backgrounds who are trained to give feedback to investigators on recruitment plans and materials, consent forms, survey or interview questions, etc. This program provides patient-centered outcomes research resources to pilot applicants.

[**Wisconsin Surgical Outcomes Research Program**](https://www.surgery.wisc.edu/research/wisor/) - WiSOR strives to improve the quality, safety, effectiveness, and efficiency of surgical care through research and innovation. WiSOR provides an intellectual home for surgical outcomes research, while providing support and resources to facilitate and expedite research. WiSOR is also committed to career development and training for the next generation of researchers pursuing health services research in the field of surgery. This program provides patient-centered outcomes research resources to pilot applicants.

[**How to conduct a literature review**](https://www.youtube.com/watch?v=0WHxWO6LBWw) - A voice-over-PowerPoint by Mary Hitchcock, Senior Academic Librarian, Ebling Library.

**Training Grant Opportunities -** Training grants often cover such expenses as tuition and fees, travel and conference registrations. For information about training grant opportunities, visit the sites listed below. Also, ask your colleagues and research administrators in your department.

* [UW ICTR Funding Opportunities](https://ictr.wisc.edu/funding/)
* [NIH Research Training and Career Development Programs](https://researchtraining.nih.gov/programs)
* [Examples of successful applications](https://epibiostat.ucsf.edu/k-grant-writing-workshop)
* [Advanced Fellowship in Women's Health](https://www.womenshealth.va.gov/fellowship/)
* [UW-Madison Office of Postdoctoral Studies](https://postdoc.wisc.edu/)
* [Funding and Financial Aid for Graduate Students](https://grad.wisc.edu/funding/)

**Research-Related Funding Sources**

* [NIH - National Institutes of Health - Grants & Funding](https://grants.nih.gov/)
* [AHRQ - Agency for Healthcare Research and Quality – Funding & Grants](https://www.ahrq.gov/funding/index.html) – Searchable database of AHRQ Grants.
* [GRANTS.GOV](https://www.grants.gov/search-grants) – Search for federal grants by keywords or more specific criteria. All discretionary grants offered by the 26 federal grant-making agencies can be found on Grants.gov. You do not have to register with Grants.gov to find grant opportunities.

**Career Outlook**

In addition to university-related research positions, there are research- and health policy-related positions in government, non-profits, and private health organizations.

Refer to the [ISCHO Certificate Focuses on Health Outcomes Research](https://ictr.wisc.edu/wp-content/uploads/2024/09/CCORCertificateBooklet-2024.pdf) booklet for alumni profiles, testimonials, and advice.

**Job Websites**

* Visit [AcademyHealth’s Job site](https://jobs.academyhealth.org/) for positions in health services and policy research.
* Search [ExploreHealthCareers.org](https://explorehealthcareers.org/) for quality improvement jobs.

**Representative job titles and hiring organizations**

* Policy Analyst, Health Insurance Coverage and Access, Kaiser Family Foundation
* Cancer Survivorship Researcher, Kaiser Permanente Southern California
* Youth Violence Technical Assistance Specialist, American Institutes for Research
* Methods Fellow, Patient-Centered Outcomes Research Institute
* Quality Process Improvement Consultant, Baylor Health Care System
* Vice President for Enterprise Quality and Patient Safety, Visiting Nurse Service of New York
* Health Services Research Analyst, Case Western Reserve University
* Assistant Professor of Pharmacy Practice (tenure track) Social and Behavioral Pharmacy or Health Outcomes, Purdue University
* PhD Methodologist Researcher, University of Colorado School of Medicine

**Examples of Alumni Job Titles**

* Clinical Instructor, School of Pharmacy, UW-Madison
* Assistant Professor, School of Nursing, UW-Madison
* Health Researcher at Mathematica Policy Research, San Francisco
* Department Chair, Assistant Professor, Arkansas State University Clinical Laboratory Science Department
* Associate Professor with Tenure, Department of Medicine, Division of Cardiovascular Medicine, SMPH, UW-Madison; MD, Cardiovascular Medicine
* Assistant Professor, School of Nursing, UW-Madison
* UX Researcher and Strategist, Commercial IT Solutions, Dell, Inc., Austin
* Postdoctoral Research Fellow, Columbia University in the City of New York
* Assistant Professor at Armstrong Institute for Patient Safety and Quality, Johns Hopkins University School of Medicine
* Assistant Professor, School of Nursing, UW-Madison
* Assistant Professor, Gastroenterology, Department of Medicine, SMPH, UW-Madison
* Post-Doctoral Fellow; Brain Injury Research, Shepherd Center, Atlanta
* Assistant Professor, Pharmacy, University of Maryland
* Assistant Professor, Geriatrics and Adult Development, Department of Medicine, SMPH, UW-Madison; MD, Geriatrics
* Research Project Assistant, School of Nursing, UW-Madison
* Assistant Professor, Children's National Medical Center in Washington, DC
* Faculty Associate, School of Nursing, UW-Madison
* Assistant Professor, ObGyn, SMPH, UW-Madison
* Associate Program Analyst, Honorary Associate/Fellow, HIP, DFM Research Admin, UW-Madison

**FORMS**

* Checklist for Completing the Certificate Program form.
* Curriculum Plan and Tracking form.
* List of Approved electives
* Course to Fulfill an Elective Requirement
* Seminar Options form
* Project Plan Approval form
* Project Review form
* Project Rubric form

**Grievance Procedures:**

Any student in a School of Medicine and Public Health graduate program who feels that they have been treated unfairly in regards to educational decisions and/or outcomes or issues specific to the graduate program, including academic standing, progress to degree, professional activities, appropriate advising, and a program’s community standards by a faculty member, staff member, postdoc, or student has the right to complain about the treatment and to receive a prompt hearing of the grievance following these grievance procedures. Any student who discusses, inquiries about, or participates in the grievance procedure may do so openly and shall not be subject to intimidation, discipline, or retaliation because of such activity.

These resources may be helpful in addressing your concerns:

* [Bias or Hate Reporting](https://doso.students.wisc.edu/bias-or-hate-reporting/).
* [Graduate Assistantship Policies and Procedures](https://hr.wisc.edu/policies/gapp/#grievance-procedure).
* [Hostile and Intimidating Behavior Policies and Procedures](https://hr.wisc.edu/hib/).
* [Office of the Provost for Faculty and Staff Affairs](https://facstaff.provost.wisc.edu/).
* [Employee Assistance](http://www.eao.wisc.edu/) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff).
* [Employee Disability Resource Office](https://employeedisabilities.wisc.edu/) (for qualified employees or applicants with disabilities to have equal employment opportunities).
* [Graduate School](https://grad.wisc.edu/) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions).
* [Office of Compliance](https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence).
* [Office Student Assistance and Support (OSAS)](https://osas.wisc.edu/) (for all students to seek grievance assistance and support).
* [Office of Student Conduct and Community Standards](https://conduct.students.wisc.edu/) (for conflicts involving students)
* [Ombuds Office for Faculty and Staff](http://www.ombuds.wisc.edu/) (for employed graduate students and post-docs, as well as faculty and staff).
* [Title IX](https://compliance.wisc.edu/titleix/) (for concerns about discrimination).