About this Handbook

The information contained in the Department of Pharmacy Graduate Student Handbook has been compiled for your reference. Students are responsible for knowing the information contained in this Handbook, as well as the information contained in UW reference sources such as the UW General Catalog and the Quarterly Time Schedule.

All rules, policies and information in this Handbook are subject to change, and the Program will periodically issue an updated Handbook to reflect these changes.

If you have questions about this Handbook or the information contained therein, please contact the Graduate Program Director or Advisor.

Last Updated: 9/26/2016
Pharmaceutical Outcomes Research and Policy Program

The University of Washington Pharmaceutical Outcomes Research and Policy Program (PORPP) conducts research and provides graduate and external training in health outcomes and policy research on health care technologies, with a focus on drugs, diagnostics, and devices. The overall goal of the program is to generate evidence that improves health care decisions for patients, clinicians, payers, industry, and government organizations.

PORPP is a nationally and internationally recognized center for pharmaceutical economics, drug safety, and pharmaceutical policy research.

Mission of the Program

• Conduct research on the clinical and economic effects of medicines and other health technology in patient populations.
• Provide graduate and postgraduate training in pharmaceutical outcomes research and policy.
• Disseminate timely information regarding pharmaceutical outcomes research and policies to government, the pharmaceutical industry, health care providers and the general public.
• Inform—through research and scholarship—regional, national, and international policies governing pharmaceuticals, pharmaceutical services, and other medical products.
• Serve as a regional, national, and international resource for industry research, consultation and training partnerships.

Department of Pharmacy

Vision

Our Vision is to be recognized nationally as a leader in pharmacy education and scholarship that optimizes the use of pharmaceuticals and the provision of pharmaceutical care.

Mission

Our Mission is to prepare pharmacists to provide optimal pharmaceutical care and to prepare graduate and post-graduate students to provide leadership in scholarship and practice. The Department generates and disseminates knowledge to assure the safe, effective, and cost-efficient use of medications.

Values

Our values are:

➢ The pursuit of excellence in education and scholarship
➢ A commitment to providing leadership and innovation in pharmaceutical care towards the enhancement of the profession of pharmacy and the health and well-being of the population
➢ A sense of community premised on collegiality, mutual trust and respect, and accepting accountability to the University and the citizens of the State of Washington
School of Pharmacy Strategic Plan, 2015

Vision

- We will be the global leader in pharmacy education, research & service, committed to providing a transformative learning experience in a collaborative and diverse environment focused on improving the health and well-being of the communities we serve.

Mission

- **Inspiring Education**: Develop exceptional, innovative and diverse pharmacy leaders and scientists.
- **Discovering Solutions**: Advance the science, development, implementation, and outcomes of safe and appropriate treatments.
- **Serving People and Communities**: Promote the health and well-being of the public, locally and globally.

Core Values

- Our mission, vision and strategic plan must reflect the values that define the unique identity and character of our School.

We Believe In:
- A Passion for Discovery and Learning
- Excellence in Every Endeavor
- Integration and Synergy of Research & Education
- The Quality & Breadth of Our Academic Programs
- An Essential Partnership of Students, Faculty & Staff
- Cultivating Strong, External Collaborations
- Embracing Diverse Perspectives, Beliefs & Cultures
- Celebrating Scholarship, Achievements & Successes
- Serving for the Greater Good of Society

Vision for Graduate Education, Postdoctoral Training, and Research

- To be recognized nationally and internationally as the premier School of Pharmacy for educating the next generation of scientific leaders who have the expertise to integrate knowledge in chemistry and biology, or health policy and economics, both to carry out cutting edge basic and translational pharmaceutical research, and to train critical thinkers who make the best informed decisions at preclinical and clinical stages of drug discovery and development.

Degrees Offered by the School

- The School is organized into the Departments of Medicinal Chemistry, Pharmaceutics, and Pharmacy.
- The three departments collaborate to provide educational instruction and research that facilitate the achievement of the School's mission and goals.
- The School offers the MS and PhD in Medicinal Chemistry, Pharmaceutics or Pharmaceutical Outcomes, and the MS in Biomedical Regulatory Affairs. A new pathway is available to allow selected students the opportunity to begin a MS or PhD degree while completing the PharmD (Joint PharmD/MS or Joint PharmD/PhD
- The School also awards the professional Doctor of Pharmacy degree (PharmD) to 90+ graduates each year through our traditional four-year curricular pathway.
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THE DOCTOR OF PHILOSOPHY PROGRAM

The Doctor of Philosophy degree is the highest degree conferred by the University of Washington. The Department of Pharmacy has the responsibility to assure that students granted the Ph.D. degree have demonstrated excellence in scholarship and independent research, have attained advanced analytical skills, and possess the ability for creative and innovative thinking.

The University, its Graduate School, and Departments have the responsibility to provide the most favorable environment possible in which graduate students can develop their potential. This environment includes the following:

1) the graduate faculty;
2) the class offerings;
3) the research facilities;
4) the library resources; and
5) a stimulating group of capable graduate student colleagues.

Ph.D. candidates should have the motivation, intellectual ability, and desire to take maximum advantage of this environment to develop their potential as creative scholars and independent research investigators.

PROGRAM OBJECTIVES

This program will train research scholars to analyze the use, outcomes, and cost of healthcare technologies and policies for the promotion of public health and welfare. The program focuses on assessing health outcomes for both patients and society, in terms of effectiveness, safety, morbidity, cost-effectiveness, and efficiency. The particular focus of this program is on pharmaceuticals, as well as medical devices and procedures.

The faculty and staff of the program believe in providing an enjoyable, stimulating, and productive experience for our graduate students. As outlined in this handbook, there are a variety of resources for students to draw upon to help ensure this goal is met. We encourage students to communicate with their academic advisor, dissertation chair, graduate program director, PORPP director, department chair, and dean, sequentially, as needed.

PROGRAM REQUIREMENTS

Graduate School Requirements

➢ Participants in the Ph.D. Degree program must satisfy the general requirements of the University of Washington Graduate School, as well as the additional requirements of the department in which they undertake their training. The requirements of the Graduate School are listed in the General Catalog of the University and are summarized as follows:
➢ **Scholarship:** A cumulative GPA of 3.00 or above is required to receive a degree from the Graduate School, calculated entirely on the basis of numeric grades in 400 and 500 level courses. Failure to maintain a 3.00 GPA either cumulative or for a given quarter, constitutes low scholarship and may lead to a change-in-status action by the Graduate School.

➢ **Allowable Time Period:** The Graduate School requires that all work for the doctoral degree be completed within 10 calendar years, including time spent on leave from the University and applicable work done during the master's degree, if applied toward the residency or other requirements of the Ph.D.

➢ **Residency Requirement:** Doctoral degree students must earn a minimum of 90 credits, 60 of which must be earned at the UW. With approval of the Graduate School, a recent prior master's degree from another institution may be applied toward one year of resident study, provided the master's degree falls within the ten year time period allowed for completion of all work for the doctoral degree.

➢ **Passage of the General Examination.** (See Departmental Program Requirements below).

➢ **Dissertation:** A dissertation must be prepared and submitted to the Graduate School. This dissertation must be acceptable to the Dean of the Graduate School, represent a significant contribution to knowledge, and clearly indicate proficiency in research. The Candidate must register for a minimum of 27 credits of dissertation over a period of at least three quarters, at least one of which must come after the student passes the General Examination. The Graduate School requires that dissertations be published by the Graduate School using ProQuest. The Department of Pharmacy also requires one bound copy of the dissertation to be submitted to the program advisor upon completion.

**Departmental Program Requirements**

➢ **Required Core Courses:** In order to develop mastery of fundamental aspects of theory and methods, the core courses are considered essential for all students in the program. In rare instances core courses can be waived if the student has had recent similar coursework or is focusing in a distinct research area. Approval of the Graduate Program Director and the Chair of the PORPP Curriculum Committee is required. (See Core Program components on page 9 and Course Waiver Policy on page 18).

➢ **Scholarship:** In addition to the Graduate School requirement to maintain a cumulative 3.0 GPA, students must achieve a minimum passing grade of 2.7 in all required core courses.

➢ **Credits:** A minimum of 73 credits of coursework must be satisfied, exclusive of PHARM 800 (Dissertation) and PHARM 600 (Independent Research). These must include a minimum of 43 credits of core courses, 18 credits of electives (several classes are highly recommended), and 12 credits of seminar (PHARM 597).

➢ **Doctoral Preliminary Examination:** By the end of their second year in the program, students must satisfactorily complete the Preliminary Examination demonstrating mastery of core concepts before they will be allowed to proceed in the doctoral program. Two attempts to pass each topic area of this examination are allowed.

➢ **Teaching:** Students are strongly encouraged to seek at least 1 academic year of teaching
assistantships during their tenure in the program.

- **Continuous Enrollment and Official On-Leave Requirement**: Per UW guidelines, to maintain graduate status, a student must be enrolled on a full-time (10 credits/quarter), part-time, or On-Leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. Formal requests for on-leave status must be filed with the University on a quarter by quarter basis. A specific PORPP requirement is that only two consecutive quarters of leave (non-medical) will be granted during a students’ progress toward their degree. Medical leave is not subject to this requirement. While working on their dissertations, students must make satisfactory progress to receive credit for PHARM 800 and have full or part-time status. For additional information, and to access the on-line request, please see the Graduate School website:

  http://www.grad.washington.edu/policies/memoranda/memo09.shtml

- **Ethics Training**: All first and second year PORPP graduate students, starting with the incoming 2010 class, must fulfill a School of Pharmacy Ethics Training requirement by attending all FIVE in-person or online courses offered from this website:  http://depts.washington.edu/uwbri/  You do NOT have to sign up for the discussion series.

- All first year post-docs must attend all FIVE summer BRI lectures, but not the discussion series.

  Registration information:
  For the PI/Director, you may put Anirban Basu. For the grant information; put “Pharmacy” for the grant title, “65-2563” for the grant budget, and “graduate student (non-trainee)” for position. You may skip registering for the discussion groups.
  The topics covered are:
  - Conflict of interest
  - Data acquisition and ownership
  - Peer review
  - Responsible authorship
  - Research misconduct

  We will track completion of these seminars as part of fulfilling the “research ethics” component of your graduate training.

- **General Examination**: In order to achieve official status as a doctoral candidate, students must complete a General Examination defending their choice of dissertation topic and demonstrating an understanding of the concepts and methods necessary for successful completion of the dissertation. The General Examination will be conducted by the student's Supervisory Committee and will consist of a written and an oral exam. Two attempts to pass this examination are allowed. Registration as a graduate student is required the quarter that the general exam is taken. If the general exam is taken during summer quarter, the student must register for at least 2 credits that quarter.

- **Seminars**: All graduate students must participate in a minimum of twelve credits of seminar (PHARM 597) while in residence. Students will be required to prepare approximately one presentation per year, plus a final presentation on the subject of their dissertation. All students are required to attend seminar until they have graduated from the program.
➤ **Dissertation Defense:** A successful final examination, consisting of an oral defense of the dissertation, must be completed.

➤ **Registration for final quarter:** Registration as a graduate student is required the quarter that a Final Examination is taken AND the quarter the dissertation is submitted. The degree is conferred the quarter in which the student's dissertation is electronically submitted to the Graduate School.

## CURRICULUM OVERVIEW

The program of course work can be divided into four components: 1) core courses; 2) electives; 3) seminars and literature review; and 4) independent research and dissertation. A suggested schedule and details for completion of this curriculum follows in the Progression to Doctoral Degree section.

### Core Program

The core program consists of the following classes and is designed to provide the knowledge and skills necessary to achieve mastery of the subject. **Core courses are in bold font.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 512, 513 Epidemiologic Methods I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>BIOST 511, 512, 513 (or 517-518) Medical Biometrics I, II &amp; III</td>
<td>8-12</td>
</tr>
<tr>
<td>PHARM 532 Methods in Pharmaceutical Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PHARM 533 Pharmacoepidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHARM 534, 535 Cost &amp; Outcomes in Health &amp; Medicine I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>PHARM 568 Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSERV 523 Advanced Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>2 of the following: BIOSTAT 536, 537, 540</td>
<td>7-8</td>
</tr>
<tr>
<td>BIOSTAT 536, Categorical Data Analysis in Epidemiology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOSTAT 537, Survival Data Analysis in Epidemiology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOSTAT 540, Correlated Data Regression (3)</td>
<td></td>
</tr>
<tr>
<td>PHARM 597 Graduate Seminar</td>
<td>12</td>
</tr>
<tr>
<td>PHARM 800 Dissertation</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
<tr>
<td>PHARM 600 Independent Study</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>118-123</strong></td>
</tr>
</tbody>
</table>

### Electives

Students should determine their choice of electives in consultation with their Academic Advisor (appointed at beginning of training) or their Dissertation Advisor (once one is identified). Electives are chosen based on research interests and dissertation topic. Elective classes MUST be taken for a grade, when there is a choice between taking the class for a grade, or for "credit/no credit". See Appendix B. Students conducting research with a professor should register for PHARM 600 if not dissertation related or before passing the general exam if so.
Seminar

PHARM 597 seminar (1 credit/quarter; 3 quarters/year) offers students the opportunity to discuss a variety of topics with faculty and guest speakers. Students are required to enroll in PHARM 597 each quarter until they graduate, unless other arrangements are made with the Graduate Program Director.

Independent Research and Dissertation

Independent research is an essential element of preparation for the Doctoral degree. Students may earn up to 9 credit hours per quarter at the discretion of their supervisory committee. Doctoral Candidates must complete at least 27 credit hours of Dissertation Research, PHARM 800.

Summer Quarter Opportunities: 1st and 2nd Years

Following preliminary examinations (see discussion later in this section), students have the summer quarter to explore research topics and future career interests. Options include, but are not limited to, research assistantships with PORPP or affiliate faculty and paid summer internships locally and internationally. Students should plan ahead for an enriching summer quarter experience that will complement their studies. Second summer opportunities may include investigation into topics and data sources for dissertation research.

PROGRESSION TO DOCTORAL DEGREE

The Ph.D. program is designed so that a well-prepared and focused student can complete the Ph.D. program in approximately four years. A suggested time frame is:

First & Second Year: Completion of core courses and preliminary examinations. In the second year, students should consider research involvement with faculty members to begin the process of determining their potential interests in dissertation research.

Summer Quarter after Second Year: Explore potential dissertation topics and data sources available for investigation of these topics.

Third Year: Selection of dissertation topic (with PORPP faculty approval of short proposal) and establishment of Supervisory Committee. Ideally, a short proposal should be completed and approved by the end of the fall quarter of the third year. Completion of specialization coursework and General Examination follow.

Fourth Year: Completion of dissertation and Dissertation Defense. Some students will not complete their general examination until the fall quarter of the fourth year, and their dissertation and Defense until the fifth year.

Specific Tasks:

1. **Completion of Course Work**

   Students are expected to complete the core curriculum, specialization courses, and elective coursework within their first three years at the University. A suggested schedule of classes is attached as Appendix A. Students should be aware that many required courses are offered as a series, with individual classes available only one quarter of each year. Students who do not take the first course in a series or who fail
to achieve the required 2.7 passing grade in one course in a series may be unable to move on to the second class in the series until the following year. It is recommended, therefore, that students follow the suggested schedule as closely as possible.

2. Preliminary Exam
Preliminary examinations will be given for demonstration of mastery of the core competencies. Students will take four two-hour examinations covering core competencies after meeting coursework requirements. The four examinations will be in the areas of 1) epidemiology, 2) biostatistics, 3) cost and outcomes evaluation, and 4) health economics and drug policy evaluation. The exams will be given once a year, generally at the beginning of the Summer Quarter. It is strongly encouraged that students sit for a specific examination at the end of the academic year following completion of the core course work. The examinations will be written and will be graded numerically. An average passing grade of 70% in each of the core competencies is required. Students must satisfactorily complete preliminary examinations in all core areas before they will be allowed to take the General Examination.

Two attempts to pass each preliminary examination are allowed. If a student achieves less than a passing grade for any core area, the student is allowed to re-take that section of the examination in Fall Quarter of the same year. The repeat examination will also be written, and the student must receive an average grade of 70%. Should the student fail to pass the examination the second time, the student's advisor will explore the option of completing a master's degree in the program.

3. Selection of Dissertation Advisor and Doctoral Supervisory Committee
Appointment of the Doctoral Supervisory Committee should be completed as soon as feasible because four months must lapse between the appointment of the Doctoral Supervisory Committee and the request to the Dean of the Graduate School for the warrant for General Examination. Please see the Dissertation Worksheet (Appendix C) for a quick-reference guide to the process.

The selection of the Doctoral Supervisory Committee should be given great consideration. This committee will supervise the student's research closely and will be the ultimate judge of the acceptability of his/her work and whether the student's achievement warrants the award of a doctoral degree. Students have a great deal of discretion in the choice of their dissertation topic. Students should take the time to get to know the research specialties of members of the faculty, and to consult with them about their proposed dissertation research, before requesting appointment of the Doctoral Supervisory Committee.

At the request of the student, the Graduate Program Advisor submits the names of the potential committee members via the MYGRAD Program. The committee is composed of a minimum of four members, at least three of whom (including the Chair and GSR) must be members of the Graduate Faculty with an endorsement to chair doctoral committees and 2 must be PORPP faculty. The committee must include an expert in the field most relevant to the topic of the student's dissertation to ensure that the student has a broad understanding of the subject area. The chair of the committee is chosen by the student, and must be a regular or research faculty member of PORPP (including joint faculty with other departments and a member of the Graduate Faculty). Faculty members with adjunct or affiliate appointments may chair the dissertation committee only with the approval of the Graduate Program Director. All members of the committee should be at the rank of Assistant Professor or higher. An additional non-voting Graduate School Representative (GSR) is identified by the student. Check with the program office for the rules regarding committee composition. Please read Graduate School Memorandum No. 13 found in Appendix E of this handbook for full details regarding Supervisory Committees.
A Human and Animal Subjects form must be read and signed by the student, as well as the committee chair. Information regarding this procedure can be found here:

https://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentor-memos/review-of-graduate-student-research-by-the-institutional-review-board-irb/

This form must be signed and kept in the student’s files, within the department.

4.  **Short Proposal**

A short proposal prepared by the student in consultation with their advisor and committee should be submitted by the student’s Dissertation Advisor for review by the PORPP graduate faculty at a regularly scheduled quarterly meeting, or via email (by July 15th) during Summer Quarter.

**Short Proposal Format**

- Arial font size 11, single spaced, ½ inch margins
- Including all references, document must not exceed 4 pages
- Contents should include:
  - Title page (1 page)
    - Title and names only (include proposed dissertation committee)
  - Summary Page (1 page)
    - Background (1 paragraph)
    - Rationale (1 paragraph)
    - Overall research objective (1 sent.)
    - Specific aims -
      - list each scientific aim (what you hope to understand)
      - the approaches you propose to achieve each aim
      - state hypotheses for each aim
    - Summary implications of proposed work (1-2 sentences)
  - Details Page (1 page)
    - Data sources and Methods for each aim
    - Study limitations
    - Study implications
    - Proposed timeline- including plans for grant applications
  - References (1 page max)

The PORPP graduate faculty will meet to review the short proposal with the goal of providing feedback to the student and dissertation advisor. The student should provide a revised short proposal to the faculty based on feedback (final approval may be contingent on a sufficiently revised short proposal). Once approved, a full dissertation proposal should be prepared for consideration by the advisor and full dissertation committee.

5.  **Full Proposal**

The student should prepare a full proposal in close collaboration with their entire committee. Ongoing communication with your committee is one of the most important elements of a successful dissertation.

**Full Proposal Format**

- Arial font size 11, single spaced, ½ inch margins
Excluding title page, references, and appendices, main body of document must not exceed 13 pages.

Contents should include:
  - Title page (1 page)
  - Summary page (1 page – see Short Proposal format above)
    - Background/Rationale
    - Research objective
    - Specific aims and approach for achieving each aim
    - Study implications
  - Research Strategy - This section should describe what you plan to do and methodology for each Aim (~8 pages).
  - Significance*
  - Innovation*
  - Approach
    - Each Specific Aim
    - Hypotheses
    - Overall Evaluation Plan
    - Setting
    - Data sources
    - Analysis
    - Limitations
    - Alternative Approaches
  - Detailed timeline (~ ¼ - ½ page)
  - Assessment of human subjects approval requirement (~ ¼ - ½ page)

Appendices should only include lengthy, study related documents such as draft surveys and reference tables greater than 1 page in length.

*Significance and Innovation comprise no more than 3 pages, total.

6. General Examination

The General Exam consists of a written and an oral component. The oral exam is a Graduate School (and PORPP) requirement, while the written exam is a Departmental/PORPP requirement. It is important to remember that the oral exam cannot take place any sooner than four months after the appointment of the Supervisory Committee. Furthermore, the Committee must agree that the student is ready to take the exam based on reading the dissertation proposal, and provide approval before the exam can be officially scheduled. Thus, a minimum of 4 weeks is generally required between finishing a proposal and taking the oral component of the general exam. See the Dissertation Worksheet for details.

In addition, the student must have earned a minimum of 73 credits, including all the departmental course requirements, have been enrolled full-time for 3 out of 4 consecutive quarters, and completed a minimum of 6 full-time quarters or the equivalent. Registration as a graduate student is required the quarter that the general exam is taken. If the general exam is taken during summer quarter, the student must register for at least 2 credits that quarter.

Students should contact the Graduate School Program Office to insure that they have completed all the department and Graduate School requirements. The General Examination is taken after the dissertation proposal has been completed and before significant data collection or analysis for the dissertation research has begun. The student must have a date and time selected, and approved by his/her supervisory
committee before requesting the general examination. All emails should be received by the Graduate Program Advisor, Penny Evans (pennyev@uw.edu). The student must request a general examination by going to the MyGrad-Student View website: http://www.grad.washington.edu/mygrad/student.htm

The General Examination is administered by the Doctoral Supervisory Committee, and is required for advancement to Ph.D. candidacy. It deals primarily with the general topic of the student's dissertation and is designed to:

a. Measure the student's ability to analyze and synthesize information,

b. Determine whether the student has sufficient breadth of knowledge of the topic of his or her dissertation.

c. Evaluate whether the student has adequate knowledge of recent advances and important problems relevant to the student's area of interest.

The General Examination consists of two parts -- written and oral. The written General Examination generally consists of one or two questions from each committee member related to the student's individual dissertation topic. Approximately one week will be allowed for the student to complete the written section. The oral portion of the exam includes a defense of the written questions and the dissertation proposal, and is scheduled as soon as possible after a successful written exam. A student who performs poorly on the written portion of the General Examination may be re-examined at the discretion of the Committee before the oral portion is taken. The Committee members may require additional course work to remedy perceived deficiencies in any relevant area. The student may take the General Exam a maximum of two times.

7. Completion of Dissertation

The decisions about acceptable dissertation organization and content reside with the student’s dissertation committee. The dissertation project is intended to assure that the student has achieved mastery in the full range of skills needed for advanced research in their field of study. It should also represent a unique and genuine contribution to knowledge in the field.

The dissertation must consist of two or more chapters that are each publishable research papers, (i.e. within each chapter, sections would include: Introduction and Background, Methods, Results, Discussion, and Conclusions). The Dissertation should include: 1) an abstract that describes the entire body of research, 2) an introduction to the dissertation that addresses the overall theme, rationale and specific aims, 3) the 2-4 papers as individual chapters, and 4) a brief summary chapter that discusses the implications and potential impact of the findings from the research.

It is strongly advised that one or more of the papers be submitted for publication before the Dissertation Defense to provide the student with experience in submitting their research and improve dissemination of the findings.

For details concerning the formatting of your dissertation please refer to this website: http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/final-submission-of-your-thesisdissertation/required-sections-for-your-document/

The process for submitting an electronic dissertation, can be found in the Thesis/Dissertation website:
Additional Guidance on Organization and Content of Dissertation

Generally, a doctoral dissertation should include formulation of a hypothesis or the specific aims of the project, a literature evaluation, collection and analysis of data, and interpretation of results. The written report should include such topics as a statement of the problem approached, background, relevant previous research, methods, potential results, and implications. It should demonstrate not only the ability to locate and access required data, but also an ability to independently design and analyze research projects, and to assess the implications and importance of the results.

8. Appointment of the Dissertation Reading Committee

At least one quarter after the student has passed the General Examination, and several months prior to the desired date of the Final Examination, the student should ask (generally three) of his/her supervisory committee to act as the Reading Committee. Once the chosen faculty agree, the student notifies the Graduate Program Advisor (Penny Evans), who completes the on-line request through MyGrad Program. Using forms supplied by the Graduate School, the Reading Committee reports on the distinctive achievements of the dissertation project, the methods employed, and the results obtained.

9. Scheduling of the Final Examination

No later than three weeks prior to the desired date of the Final Examination, the student must request the final examination by using the MyGrad-Student View website: http://www.grad.washington.edu/mygrad/student.htm and completing the on-line request by inserting the date and time of the exam that has been previously agreed upon by all members of the supervisory committee. All committee members will receive an email notice of the date and time of the exam. The warrant must be printed out by the Graduate Program Advisor, and given to the Chair of the Committee the day of the exam. The GSR may print out the form that he/she must submit, or the Graduate Program Advisor may print the form out, and give it to the GSR on the day of the examination. The Final Examination consists of an oral defense of the dissertation before the entire Doctoral Supervisory Committee. At least four members of a supervisory committee (including the Chair, Graduate School Representative, and one additional Graduate Faculty member) must be present at an examination.

Registration as a graduate student is required the quarter that a Final Examination is taken AND the quarter the dissertation is submitted. The degree is conferred the quarter in which the student's dissertation is accepted by the Graduate School.

After the student’s successful completion of the Final Examination, the signed Doctoral Dissertation Reading Committee Approval Form and the signed Warrant authorizing the Final Examination should be given to the Graduate Program Advisor. The Doctoral Dissertation Reading Committee Approval Form must be submitted electronically, with the dissertation to the Graduate School by 11:59pm the last day of the quarter. The completed dissertation must be submitted electronically by 11:59pm the last day of the quarter. Details regarding the electronic submission process are outlined above (7).

10. Award of Doctoral Degree

All of the requirements for the Ph.D. degree must be satisfied by the last day of final exams of the quarter in which the Doctoral Final Examination is taken. The dissertation must be submitted to the
Graduate School by the end of the quarter in which degree requirements are completed or by the
deadline specified in the Graduate Registration Waiver Fee. Otherwise, the candidate will be expected to
register for the following quarter and the candidate's degree will be awarded the following quarter. In
addition to University requirements for filing copies of the dissertation, a copy of the dissertation should
be filed with the Graduate Program Advisor.

**Individual Development Plan**

All continuing students must complete the Individual Development Plan (IDP) form by October 15 each
year, a sample of which can be found in Section B of the Appendix. New students must complete this
form by April 15 of their first year. It is recommended that students make an appointment with their
academic advisor or dissertation chair to review the APR prior to submission to the Graduate Program
Coordinator. These forms will be reviewed by the PORPP faculty during the Fall Quarter faculty
meeting.

**MINIMALLY ACCEPTABLE PROGRESS (MAP)**

In order to remain in the Ph.D. program a student must continue to make progress toward the degree.
The following norms have been established as Minimally Acceptable Progress (MAP) recognizing that
most students will satisfy these requirements well before the indicated deadline.

**Requirement**
- Pass Preliminary Examinations
- Pass all course work requirements
- Establish a Supervisory Committee
- Pass General Examination
- Dissertation Defense

**MAP Deadline**
- By the end of year 3
- By end of Spring Quarter of year 3
- By end of Autumn Quarter of year 4
- By the end of year 2 after passing the Preliminary Examination
- 2 years after passing General Examination

All students are required to satisfy these conditions for minimally acceptable progress. If one of the
requirements for the Ph.D. is not satisfied by the year shown, the student will be placed on academic
probation in that quarter. If the requirement is not satisfied by the following quarter, the student will be
placed on final probation. Failure to satisfy the requirement within two quarters of the deadline shown
will result in dismissal from the program.

**Financial Assistance**

The Department of Pharmacy will make every effort to provide as much financial support as is feasible
for aspiring doctoral students. However, the student must understand that such support is dependent
primarily upon funds received from outside sources. This financial support is available in the form of
research assistantships, teaching assistantships, and fellowships. The general PORPP policy is to
provide support for students through a combination of these sources for their first two years, after which
time they are expected to identify funding sources in collaboration with their research advisors.
Allocation of student funding is determined by a committee consisting of the Graduate Program
Director, the Program Director, and the Curriculum Chair.

**Master of Science Degree Requirements**

**Coursework:** The MS student must earn a minimum of 37 credits, including 25-29 credits in core
courses, 3 credits in seminar, and 9 credits of thesis (PHARM 700). See Appendix A for a suggested
schedule of classes.
Core Program

The core program consists of the following classes and is designed to provide the knowledge and skills necessary to achieve mastery of the subject. **Core courses are in bold font.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 512, 513 Epidemiologic Methods I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>BIOST 511, 512, 513 Medical Biometrics I, II &amp; III</td>
<td>11</td>
</tr>
<tr>
<td>PHARM 534, Cost &amp; Outcomes in Health &amp; Medicine I</td>
<td>3</td>
</tr>
<tr>
<td>Take 2 of the following 4 courses:</td>
<td></td>
</tr>
<tr>
<td>PHARM 535 Assessing Outcomes 3</td>
<td></td>
</tr>
<tr>
<td>PHARM 568 Health Economics 3</td>
<td></td>
</tr>
<tr>
<td>PHARM 533 Pharmacoepidemiology 4</td>
<td></td>
</tr>
<tr>
<td>PHARM 532 Medical Product Development 4</td>
<td></td>
</tr>
<tr>
<td>PHARM 597 Graduate Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHARM 700 Thesis</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

**Selection of Master's Supervisory Committee:** **No later than Fall of the second year, the student should select a Master's Supervisory Committee (minimum of 2 members).** The thesis chair is chosen by the student and must be a regular or research faculty member in the Department of Pharmacy (including faculty with joint appointments in other departments and a member of the Graduate Faculty). Faculty with affiliate or adjunct appointments may chair the thesis committee only with prior approval of the Graduate Program Director. Masters' committees consist of at least two members of the Graduate Faculty. The second member need not be from Pharmacy. After selected Committee members have agreed to serve, the student should notify the Graduate Program Advisor, who will submit the names for acceptance to the Dean of the Graduate School.

**Completion of Master's Thesis:** The master's thesis project may be based on research involving primary data collection, but is often a secondary analysis of data from a completed pharmaceutical study (or other dataset) to investigate a research question not yet considered in that study. The thesis should be formatted as a potentially publishable paper. Decisions regarding acceptable thesis format and content reside with the student's thesis committee. The thesis will be presented at a Departmental seminar.

For details concerning the formatting of your thesis please refer to this website:
http://grad.washington.edu/students/etd/

The process for submitting an electronic thesis, can be found in the Thesis/Dissertation website:
http://www.grad.washington.edu/students/etd/

**Time Period:** Students are expected to complete the MS degree, including conduct of the thesis, within 6 academic quarters. The thesis must be submitted to the Graduate School by the end of the quarter in which degree requirements are completed or by the deadline specified in the Graduate Registration Waiver Fee.
Concurrent Pharm.D.-M.S. Degree Program

Program Description: The Department of Pharmacy offers a combined Pharm.D.-M.S. program in Pharmaceutical Outcomes Research and Policy. This program is available only to outstanding students currently enrolled in the School of Pharmacy's Pharm.D. program who have a proven interest in the field of Outcomes Research and Policy. The concurrent degree program allows students enrolled in the School of Pharmacy's professional program to pursue a Pharm.D. and M.S. degree, and to complete both degrees within a 5-year period. The program offers efficient and specialized training in pharmaceutical outcomes, through research and practical experience, and classroom training.

Admission: Once students are identified as potential candidates for the program, in-depth discussions will begin between the student, potential faculty advisors and the graduate program coordinator. A clear understanding of the program goals and requirements is crucial, because students need to take specific courses in their third year of the Pharm.D. program, which will develop core competency in the graduate program.

Students will formally apply to the program in Autumn of their fourth (and last) year of the Pharm.D. program. If accepted, they will enter the M.S. program in the Spring. Admission requirements are the same as those for our Ph.D. program, and include: a statement of purpose, curriculum vitae, and three letters of recommendation. Applications will be reviewed by the program’s admissions committee, and will be subject to the same standards and evaluation as our current graduate program.

Degree Requirements: Degree requirements are the same as if the two degrees were completed separately. However, up to 12 credits earned toward the PharmD degree may be counted toward the Master’s degree, with the approval of the Master’s program director and if the credits are earned in a core course of the Master’s curriculum. “It is the responsibility of the student to submit a written list of courses which apply toward each respective degree at the time he or she files an application for the Master’s degree. The list must be approved by both programs.” Students must complete a written thesis based on original research for the M.S. degree.

Curriculum:
33 credits theory and methods
5 credits seminar
9 credits thesis

Total credits: 47

Expected Time to Degree: Students will be required to complete both degrees in 5 years.

Course Waiver Policy

1. Any required course may be challenged by demonstrating one of the following to the satisfaction of the student’s academic advisor and graduate program coordinator:

   a. Successful completion of an equivalent course or courses;
   b. Equivalent work experience in content area; or
   c. Alternative career objectives (concentration in field of interest produces course conflict).
II. It is the expectation that waived courses will be replaced by elective course work.

III. Process:

a. The student should first discuss his/her situation with his/her faculty advisor.
b. The student writes a request for waiver. If the course involved is not a Pharmacy course, a copy of the course outline must be attached to the request.
c. After receiving the written request, the student’s academic advisor notes his/her recommendation first, then routes it to the Graduate Program Director and Curriculum Chair for recommendation/vote. The student must submit his/her request no later than Monday of the fifth week of the preceding quarter for which the waiver is requested.
d. If pre-registration is underway, an entry code or request for entry code should be made—in case the waiver is denied.
e. Any questions about the waiver can be raised at a Program faculty meeting, or communicated with the advisor.
f. A waiver request must be approved by the student’s academic advisor, the Graduate Program Director and Curriculum Chair.
g. Once approved or denied, the Graduate Program Director writes a memo to the student regarding the decision. A copy of this memo is placed in the student’s file.

IV. Faculty advisors do not have the prerogative to approve/deny a request for waiver independently.

Auditing Classes
Please review the process for auditing classes here:
https://www.washington.edu/students/reg/audit.html

Administrative Offices - Office of the Dean

The School of Pharmacy Office of the Dean consists of the Dean's Office and three sub-offices - the Office of Professional Programs, the Office of Academic and Student Programs, and the Office of Development and Alumni Relations.

Dean's Office

Personnel: Sean Sullivan, Dean 685-8153
Christene James, Administrator 543-5002

The Dean's Office is located in room H-364 of the Health Sciences Building. Students wishing to meet with the Dean should contact Sarah Millar (543-5050) for an appointment.

Office of Professional Pharmacy Education

Personnel: Peggy Odegard, Associate Dean for Professional Programs 543-0760
Terri O'Sullivan, Director 543-3324
The Office of Professional Pharmacy Education coordinates the School's professional experience programs (practicums), organizes career day activities, provides service to over 550 practitioner clinical and affiliate faculty members, and advises the Dean on issues relating to professional practice.

**Student Services**

Andrew Brusletten: Director of Student Services  
685-5818  
Cher Espina: Assistant Director for Advising, Admissions & Recruitment  
616-2916

Located in room H-362 of the Health, Sciences Building, the Office of Student Services is responsible for the provision of student services and advising, coordination of the School curriculum, and conducting Pharm.D. program admissions.

**Office of Advancement and Alumni Relations**

The Office of Advancement and Alumni Relations is responsible for fundraising (including student scholarships), the Pharmacy Alumni Association (PAA), and publications and other external communications for the School of Pharmacy.

**Departments of the School**

**Medicinal Chemistry**

Kent Kunze, Ph.D., Chair  
The Department of Medicinal Chemistry seeks to provide an understanding of the biological effects of drugs at the molecular level. Topics addressed in the professional program through courses offered by the Department include background training in the mechanisms of drug action and drug metabolism, and structure-activity relationships.

Research activities of department faculty include studies on various aspects of drug metabolism, mechanisms of drug action and drug metabolism, biophysical aspects of metabolic enzyme systems, microbial metabolism, structure-activity relationships, and biomedical mass spectrometry and aspects of protein folding and protein engineering.

Department faculty offices and laboratories are located on floors -1 and 1 of the H-Wing in the Health Sciences Center.

**Graduate Program**

The Department of Medicinal Chemistry offers a program of graduate study leading primarily to the degree of Doctor of Philosophy. Occasionally students complete the M.S. degree. The primary areas of research training of the Department of Medicinal Chemistry are in chemical and molecular aspects of drug action and of drug metabolism including both laboratory experiments and theoretical work. Studies in the field include, for example, the relationship between chemical structure and biologic effect, function and toxicity, delineation of the metabolic spectrum of drugs or foreign substances in man and animals, and the factors (environment, disease, etc.) that affect this spectrum of metabolites; the study of the nature and catalytic properties of the enzymes responsible for metabolic reactions and the molecular mechanisms by which such reactions occur. Theoretical studies on conformational aspects of important enzymes involved in these processes are under study.
Pharmaceutics

Kenneth Thummel, Ph.D., Chair and Graduate Program Director
Pharmaceutics refers to the study of the relationship between drug dosage forms and clinical response. The curriculum for the Pharm.D. program includes required courses addressing three main subjects within Pharmaceutics: physiochemical aspects of dosage forms; biopharmaceutics (performance of drug delivery systems); and clinical pharmacokinetics (the kinetics of drug absorption, distribution, and elimination). In addition, the Department offers elective courses addressing such topics as drug interactions and pharmaceutical biotechnology. Department Faculty offices and laboratories are located on the second floor of the H-Wing in the Health Sciences Center.

The research program of the department includes six NIH-funded laboratories addressing a variety of fundamental and clinical problems pertaining to drug transport, metabolism, and toxicity associated with several diseases (AIDS, cystic fibrosis, leukemia, epilepsy, pain management, transplantation). Most projects involve collaborative arrangements with investigators from other departments in the University or at the Fred Hutchinson Cancer Research Center. The collaborative relationship of Pharmaceutics faculty with colleagues in the Department of Medicinal Chemistry in the field of drug metabolism has received worldwide recognition.

Graduate Program
The Department of Pharmaceutics offers programs of graduate study leading to the degrees of Master of Science and Doctor of Philosophy. The program provides research training in the fundamental aspects of drug disposition, drug delivery, and drug action in animals and man. Drug disposition includes the phenomena of absorption, distribution, and elimination. Pharmacokinetics is the study of time course of these processes and the time course of pharmacological effects. Drug delivery includes targeting of drugs to tissues or specific cells to improve therapeutic effect. These areas of research have a wide range of applications, particularly in the pharmacological characterization of new drug molecules in pharmaceutical development. Graduates of this program possess expertise in a variety of analytical techniques and the elaboration of mathematical models to describe drug disposition and pharmacological processes.

Pharmacy

H. Steve White, PhD, Chair
The mission of the Department of Pharmacy is to prepare pharmacists to provide optimal pharmaceutical care, and to prepare graduate and postgraduate students to provide leadership in scholarship and practice. The Department generates and disseminates knowledge to assure the safe, effective, and cost-efficient use of medications.

Research activities of Department faculty take many forms, ranging from randomized clinical trials of experimental drugs to the evaluation of costs and health benefits of pharmaceuticals and expanded professional services. The Department of Pharmacy faculty conduct research in pharmaceutical outcomes research, pharmacotherapy and clinical pharmacokinetics. Last year faculty received over $1.7 million in grants from the private sector and governmental agencies. Studies are underway on chronic disease management practices in such areas as pulmonary disease, mental illness, cardiovascular disease, and infectious disease. Faculty also study the safety and cost-effectiveness of drugs, women's health issues, and the effects and financing of pharmaceutical care.
The Department also accepts responsibility for assisting in improving the present level of pharmacy practice. Activities in this area include participation in continuing education activities, dissemination of information concerning the advances or innovations in pharmacy, and development of public or community education programs to inform the public of services available from pharmacists.

Department faculty offices are located on the third floor of the H-wing in the Health Sciences building. Faculty members also conduct teaching, research, and service programs at affiliated institutions, including University of Washington Medical Center, Harborview Medical Center, Group Health Cooperative of Puget Sound, Veterans Affairs Puget Sound Health Care System, Regence Washington Health, and Children's Hospital and Medical Center. In addition, research and teaching programs are conducted at Rubenstein Memorial Pharmacy, the Hearthstone Retirement Center, and numerous community hospitals and pharmacies. Over 400 clinical and affiliate faculty also hold appointments in the Department.

School of Pharmacy Faculty
Please take the time to explore the School of Pharmacy website: https://sop.washington.edu/ and familiarize yourself with the School’s leadership, departments and faculty.

Clinical and Affiliate Faculty
In addition to the School of Pharmacy's full and part-time faculty, a large number of practicing pharmacists contribute to the School's academic programs. These individuals are members of our affiliate and clinical faculty. Affiliate faculty serve in numerous vital capacities, including lecturing in selected courses and acting as preceptors for students enrolled in practicums. Over 400 pharmacists throughout the Pacific Northwest are members of our clinical faculty, representing a variety of pharmacy practice settings such as community, hospital, nursing home, government and industry. Information on the names, addresses and practice settings of clinical faculty may be obtained from the Office of Professional Programs (H-364 Health Sciences Building, 685-8738).

ADMISSION, RETENTION, AND GRADUATION STANDARDS
Graduate Study in Pharmaceutical Outcomes Research and Policy is designed to prepare students for advanced research with the aim of promoting safe, effective, and cost-efficient use of pharmaceuticals to provide patients with optimum health care and quality of life. The educational process requires assimilation of knowledge, acquisition of skills and development of judgment.

The University of Washington Department of Pharmacy endeavors to select applicants who have the ability to become highly competent researchers. As an accredited pharmacy school, it adheres to the guidelines promulgated by the American Council of Pharmaceutical Education in its "Guidelines for Accreditation Standards." Within these guidelines, the University of Washington Department of Pharmacy has the freedom and ultimate responsibility for the selection of students; the design, implementation, and evaluation of its curriculum; the evaluation of students; and the determination of who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement, but also on non-academic factors that serve to insure that the candidate can complete the essential functions of the academic program required for graduation.

The School of Pharmacy, as a part of the University of Washington, is committed to the principle of equal opportunity. The School does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran or Vietnam era veteran
status. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

Technical standards, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential abilities required by the curriculum are in the following areas: motor, sensory, verbal and written communication, intellectual (conceptual, integrative, and quantitative abilities for problem solving and decision making), and the behavioral and social aspects for the performance of pharmaceutical care.

The University of Washington Department of Pharmacy graduate curriculum requires essential abilities in information acquisition. The student must have the ability to master information presented in course work in the form of lectures, discussion groups, case studies, small group projects, practicum experiences, computer technology, written material, and projected images. The student must have the cognitive abilities necessary to master relevant content in biomedical science at a level deemed appropriate by the faculty, and must be able to develop appropriate reasoning and decision making skills.

**GRADUATE STUDENT APPOINTMENTS**

Graduate stipends are available to eligible students. Tuition waivers, teaching assistantships, ARCS stipends and research assistantships are awarded each year to incoming and continuing graduate students based on need and availability. The graduate program administers an endowed fellowship from the Eli Lilly and Company, which is awarded annually to a qualified student.

**Research Assistantships**

Faculty conducting independent research generally have competitive research positions for graduate students that include tuition waivers, health benefits and a stipend. Research Assistant (RA) appointments are effective fall quarter through spring quarter. The standard appointment is at 50%, which is equivalent to 20 hours of work per week. Graduate student service appointees must enroll for at least 10 credits each quarter to remain eligible for their appointments and receive salary, tuition waivers and insurance benefits, and must continue to make satisfactory progress toward their degrees.

Summer appointments are occasionally available. A summer Graduate Student Appointment requires students to be enrolled for at least 2 credits to continue to receive their salary and benefits. Announcements of summer Research Assistant appointments usually are made in the spring quarter.

**Teaching Assistantships**

The Department of Pharmacy has a limited number of Teaching Assistant (TA) appointments to award each year. As with Research Assistant appointments, Teaching Assistant appointments are effective fall quarter through spring quarter. The standard appointment is at 50%, which is equivalent to 20 hours of work per week. If a TA is exceeding 20 hours per week, they should notify the faculty member for whom they are TA’ing, who should make the appropriate adjustments. If satisfactory resolution is not achieved, the TA should notify the Director or Associate Director of the Graduate Program. Graduate student service appointees must enroll for at least 10 credits each quarter to remain eligible for their appointments and receive salary, tuition waivers and insurance benefits, and must continue to make satisfactory progress toward their degrees.
Typical TA duties include: assistance with the conceptual design of a course; preparing examinations; playing a major role in coordinating the class; grading of written assignments; holding office hours for students; some formal teaching of class; facilitating a small group session as part of a course. Written evaluations of TA performance are completed each quarter by the course coordinator, and are distributed to the TAs, for their review and comment.

GSEAC/UAW Unionization

The UW/UAW Contract for Academic Student Employees is on the Web

In March 2004, a majority of eligible graduate students voted in favor of being represented by GSEAC/UAW for the purpose of bargaining on compensation, benefits, hours and working conditions for Academic Student Employees. Check out the UW/UAW contract that is currently in effect: http://www.washington.edu/admin/hr/laborrel/contracts/uaw/contract/a01.html

To address the many questions related to the implementation of the new contract there is also a list of common questions and answers that arose during the negotiation. Access this page at: http://hr.uw.edu/labor/unions/uaw/frequently-asked-questions/

GRADES AND GRADING POLICY

An explanation of the grading system at the University of Washington may be found at the beginning of each Quarterly Time Schedule or the University Catalog.

Admission to the Graduate School allows students to continue graduate study and research at the University of Washington only as long as they maintain satisfactory performance and progress toward completion of their graduate degree program. The Graduate School and the Department of Pharmacy requires that you maintain a minimum cumulative GPA of 3.0. The GPA includes all graded courses including those taught by PORPP faculty and those that are provided by other departments in the University. (Peripheral courses may, at the option of the student and instructor, be taken on a satisfactory/not satisfactory basis).

A graduate student whose performance and progress toward a degree is deemed unsatisfactory by the departmental faculty (see Minimally Acceptable Progress, page 16) will be placed on academic probation. He/she will be reviewed quarterly by their Supervisory Committee and provided with an explanation of performance expectations and a timetable for correction of deficiencies. If the student's performance does not make clear progress toward meeting the Department's expectations during the probationary quarter, he/she may be placed on final probation and subsequently dropped from the program. A documented explanation along with the Department's recommendations concerning the student's academic continuation in the graduate program is transmitted to the Dean of the Graduate School who will make a final decision regarding the student's status. The Dean's decision will be transmitted to the student by letter and placed in the student's permanent record. Re-admission to the Department of Pharmacy may be requested by petition to the Director of Graduate Programs.

FINAL EXAMINATION POLICY

School of Pharmacy final examinations for courses are administered in accordance with the University of Washington Examination Schedule published in the Quarterly Time Schedules. The Dean may permit an instructor to change the time of a final examination upon prior application demonstrating good cause
for such change. In such cases, the following guidelines shall be observed:

1. With the Dean's permission, a final examination may be posted or moved to an earlier time within the examination period if agreed to by all students and the instructor. Before approving the rescheduling of a final examination, the Dean shall obtain assurances that the change will not have an undue adverse impact on the students. The Dean shall notify the Registrar of the approval granted for the date of a final examination.

2. An instructor shall not schedule a final class examination before the beginning of finals week. An instructor shall not, except in very unusual circumstances, grant permission to individual students for an early examination. If the student is unable to take an examination on the scheduled date, the procedure outlined in the following paragraph should be followed.

3. A student absent from any examination through sickness or other cause, judged by the instructor to be unavoidable, shall be given an opportunity to take a rescheduled examination or perform work judged by the instructor to be the equivalent.

If the instructor determines that neither alternative is feasible during the current quarter, the instructor may exempt the student from the requirement. Examples of unavoidable cause include death or serious illness in the immediate family, illness of the student and, provided previous notification is given, observance of regularly scheduled religious obligations, and might possibly include attendance at academic conferences or field trips, or participation in university-sponsored activities such as debating contests or athletic competition. Students are responsible for taking any number of examinations for which they are scheduled on a given day.

**ACADEMIC GRIEVANCE PROCEDURE**

Students who encounter academic problems, such as, but not limited to, faculty, departmental or school policies affecting individual student prerogatives, deviations from stated grading practices (but not individual grade challenges), unfair treatment and similar issues, may seek resolution of their complaints as described below.

Students who believe they have been discriminated against on the basis of race, religion, color, sex, national origin, age, handicap, or status as a disabled veteran or Vietnam-era veteran should refer to the Human Rights Grievance Procedure contained in the University of Washington Operations Manual, D45.5.

**Informal Conciliation**

The student is encouraged first to attempt to resolve a grievance with the faculty or staff member(s) most directly concerned. If discussion with the faculty or staff member(s) concerned does not resolve the grievance, the student may request the chairperson of the department to conciliate. If this discussion does not result in resolution of the grievance, the student may request the Director of Academic and Student Programs to conciliate. If the student is dissatisfied with the informal conciliation, he or she may file a formal written complaint with the Dean.

**Initiation of Formal Complaint**

The School of Pharmacy Academic Grievance Committee is composed of three faculty members or
administrators and two students. A senior faculty member is appointed by the Dean to serve as Chairperson of the Committee. The Dean shall consult with representative members of the student body for ad hoc nominations of student members. No person who has an obvious conflict of interest shall be appointed. Appointments of student members shall be from classes other than that of the complainant.

A formal grievance will be referred to the Chairperson of the School of Pharmacy Academic Grievance Committee who shall within five working days (hereafter, time limitations are stated in working days) of its receipt, notify the student and the faculty or staff concerned of the membership of the Committee. The student and the faculty or staff member concerned shall then have the right to exercise one preemptory challenge of Committee membership. If a challenge is made, the Dean shall designate another faculty or student member to replace the member challenged. All members of the Committee shall have the right to vote upon any matter that may come before it. No faculty member of the Committee shall be from the department of any of the parties to the grievance.

**Hearing Procedures**

When a formal complaint has been filed by a student, the Chairperson of the Academic Grievance Committee shall distribute a copy of the complaint to each faculty or academic staff person directly involved. The Chairperson shall establish a time and place for a hearing to be held within 5 days from the date of final determination of the Committee membership, unless for good reason stated in writing to the complainant and other concerned parties, the Chairperson schedules the hearing for a later specified date. The Chairperson shall announce the time and place of the hearing to the student, the members of the faculty and staff involved, the Dean, the chairperson of the department and all other prospective witnesses. A list of the persons notified will be given to the student and the other individuals directly involved.

Hearings will be conducted in closed session except when and to the extent mutually agreed upon by the student and faculty or staff involved. All parties may present evidence and testimony necessary either to establish or refute the alleged grievance. Only evidence presented at the hearing will be considered in determining the adequate summary of the proceedings shall be kept and shall include, as a minimum requirement, a tape recording of the proceedings. Such summary shall be retained by the Dean until the student graduates to insure adequate review, if requested. Upon graduation the summary shall be destroyed.

Within 5 days after the hearing adjoums, the panel shall present to the Dean its report, including findings, conclusions and recommendations for action. The Committee shall reach its findings and recommendations by a majority vote of all the members. Dissenting opinions, if desired, may be presented with the majority report. The Dean, within 5 days after receipt of the Committee report, shall issue his decision as to the action to be taken on the grievance. The Dean's decision shall include an evaluation of the validity of the grievance and a statement of the action to be taken. Copies of the decision shall be transmitted to the student, the faculty and staff member(s), their chairperson, and the Grievance Committee.

The decision of the Dean shall become final at the close of the seventh day after issuance, unless the student or any other party directly involved files a written request for consideration of the findings by the Provost.
Appeal Procedure

When a request for reconsideration has been received, the Dean shall transmit to the Provost a copy of the decision issued by him, together with the documentation, transcripts or tape recordings of testimony and other information relevant to the grievance.

The Provost shall examine the record and determine that either:

1. there are no procedural irregularities and the decision is fair, in which case he will reject the request thereby making the decision of the Dean immediately final; or

2. the record reflects some basis for reconsideration, in which case he will remand the matter to the Dean for appropriate action.

The Provost shall notify the student and the Dean of his finding within 10 days after receipt of the student's request.

In support of the high value placed on academic honesty and professional integrity, acts of misconduct will not be tolerated. Students are required to honor the obligations described in WAC 478-120-020 and WAC 478-120-024. They are also expected to report incidents of misconduct to the appropriate instructor, Department Chair or the Associate Dean for Assessment.

University of Washington Student Conduct Code

The Student Conduct Code for the University of Washington and the website of the Office of Community Standards and Student Conduct (CSCC) describe the rights and obligations of students with regard to appropriate conduct and disciplinary procedures in the event of a breach of conduct. Faculty, students, staff, and administrators should be familiar with the entire contents of the UW Student Conduct Code, the basis on which the School of Pharmacy's Policies and Procedures were developed. Here are excerpts:

From WAC 478-120-020: Student Conduct Code – Standards of Conduct:

Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. That responsibility includes, but is not limited to:

- Practicing high standards of academic and professional honesty and integrity;
- Respecting the rights, privileges and property of others;
- Refraining from any conduct that would substantially disrupt or materially interfere with university operations;
- Refraining from any conduct that would cause harm to or endanger the health, safety, or welfare of other persons; and
- Complying with the rules, regulations, procedures, policies, standards of conduct, and orders of the university and its schools, colleges, departments, units, and programs.

From WAC 478-120-016: Statement of Jurisdiction:
The university may also hold students accountable under this conduct code for off campus misconduct (i.e., misconduct that does not occur on university premises or in the context of a university-sponsored event or activity) that the university reasonably determines adversely affects a university interest.

Prohibited Conduct

Based on WAC 478-120-024, specific instances of misconduct include, but are not limited to:

Abuse of others and abuse of the student conduct process

Academic misconduct such as:

Cheating may be defined as the use of unauthorized assistance in taking quizzes, tests, or examinations; or the acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s). Examples of cheating may include:

- Copying the work of another student during an examination or other academic exercise, or permitting another student to copy one’s work
- Completing an academic exercise (such as taking an examination or writing a paper) for another student or allowing another student to complete one’s assigned academic exercise
- Possessing unauthorized notes, study sheets or other materials during an examination or other academic exercise
- Collaborating with another student during an academic exercise without the instructor’s consent
- Asking for or receiving questions or answers to an examination from a student who has taken the same exam you are about to take
- Altering graded work and submitting it for reevaluation

Falsification, which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.

Plagiarism, which is the submission or presentation of someone else’s words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Examples of plagiarism may include:

- The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment
- The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials
- Fabricating or inventing sources

Prohibited collaboration.

Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.

Multiple submissions of the same work in separate courses without the express permission of the instructor.
Taking deliberate action to destroy or damage another’s academic work in order to gain an advantage for oneself or another.

The recording of instructional content without the express permission of the instructor, and/or the dissemination or use of such unauthorized records.

**Unauthorized possession** or disposition of academic materials may include:

- Selling or purchasing examinations or other academic work
- Taking another student’s academic work without permission
- Possessing examinations or other assignments not formally released by the instructor
- Submitting the same paper for two different classes without specific authorization

**Disruptive behavior** may include:

- Interfering with a student’s right to hear an instructor or speaker
- Interfering with a student’s right or ability to complete an academic exercise in an appropriately conducive environment
- Harassment of a member or visitor in the academic community
- Creating an impediment to the conduct of academic business

**Disruptive behavior** of using social networking, websites, the Internet or email may include:

- Reporting on or about official medical activities and/or patients’ personal health information
- Requiring patients to participate in ‘social networking’ activities to influence or maintain the provider/patient relationship
- Posting of and/or the discussion of student grades, evaluations, course feedback, etc.
- Participating in activities that may compromise the provider/patient or faculty/student relationship
- Providing unsanctioned medical advice on social networking sites

**Other Unprofessional or unethical behaviors** may include:

- Violation of the standards of professional conduct during pharmacy practice experiences and at practice sites
- Other conduct unbecoming a pharmacy student
- Violation of the University of Washington and/or School of Pharmacy policies on substance abuse and the Washington law regarding health professions as defined in the uniform disciplinary act (RCE 130)
- Domestic violence
- Harassment or bullying
- Hazing
- Sexual assault, exploitation or harassment
- Violation of disciplinary sanctions or law

Faculty are encouraged at the beginning of the quarter to define actions in addition to the examples given above that would constitute misconduct in their classroom. Students should clarify any questions they have on assignments or class expectations with their instructors.
SCHOOL OF PHARMACY POLICY AND PROCEDURES ON MISCONDUCT

Questions on the School of Pharmacy’s Student Misconduct Policy and Procedures should be directed to Dr. Stanley Weber, Associate Dean for Assessment and Accreditation, who is the Dean’s delegate for the School of Pharmacy’s Student Misconduct process.

Reporting Misconduct

- **Misconduct related to an Academic Exercise:** If student misconduct is charged relative to an academic exercise, the faculty member responsible for the academic exercise during which the alleged misconduct occurred shall notify the Department chair.
  
  *Note: If the student exhibits disorderly or disruptive behavior, the faculty member has a right to exclude the student from that class session (WAC 478-120-020)*

- **Misconduct not related to an Academic Exercise:** If student misconduct is charged unrelated to an academic exercise, students or faculty members shall notify the Associate Dean for Professional Education, who will refer the report to either the Academic and Professional Standards Misconduct Committee or the Director of Community Standards and Student Conduct, whichever appropriate.

Matters outside the jurisdiction of the School of Pharmacy will be referred to the Associate Dean for Professional Education who will notify the Director, Student Conduct and Community Standards.

Informal Hearing Process

The informal hearing may be initiated by the Chair of the Department in which the alleged misconduct took place or by the Associate Dean for Assessment and Accreditation, if the alleged misconduct was unrelated to an academic exercise.

*Note: A student may request a hearing by the appropriate university disciplinary committee at any time during the informal proceedings. If such a request is made, the matter will be referred to the appropriate university disciplinary committee. (WAC 478-120-065(6)).*

Report of misconduct involving an academic exercise

When student misconduct is charged, the member of the faculty responsible for the academic exercise during which the alleged misconduct occurred shall notify the Department Chair. The Department Chair will conduct an informal hearing to investigate the matter, holding an interview with the student who is charged with misconduct, and possibly the instructor, witnesses, or other individuals. The primary purpose of this informal hearing is to provide a face-to-face opportunity for the student to respond to allegations of misconduct before any disciplinary action is taken; a student waives the right to a hearing by failing to attend.

During the informal hearing, the Department Chair shall provide the student with the following information: 1) a description of the alleged misconduct and the reasons for the belief that the student may have engaged in misconduct, 2) the specific section(s) of the Standards of Academic and Professional Conduct, School of Pharmacy Admissions, Retention and Graduation Standards, and/or UW Student Conduct Code allegedly violated, 3) a review of possible sanctions that could be imposed including disciplinary warning, reprimand, restitution, disciplinary probation, forfeiture, suspension or
dismissal from the School of Pharmacy and the University (WAC 478-120-040) and, 4) rights the student possesses as described in the Student Conduct Code (WAC 478-120-065) and WAC (478-120-075).

The Department Chair has the authority to enter into writing one of the following orders:

- An order exonerating the student or dismissing the disciplinary proceedings if it appears there has been no misconduct
- An initial order imposing a disciplinary sanction
- An order referring the case to the School of Pharmacy’s Academic and Professional Standards Misconduct Committee or to the appropriate University disciplinary committee (referral coordinated by the Associate Dean for Assessment and Accreditation)

Based on the findings of the investigation and informal hearing, if it is determined that misconduct did occur, the Department Chair will make a written report to the Associate Dean for Assessment and Accreditation that will include, a description of the alleged misconduct, a record of the proceedings and findings, and recommended action to be taken. The Associate Dean will then conduct an administrative review.

Within ten days of the conclusion of the hearing and any associated investigations, the Associate Dean for Assessment and Accreditation will provide the student with a written letter that includes a statement of the decision, the reason for the decision and information about appealing the decision. No unfavorable action may be taken until student has been given such notice and information.

The student has the right to appeal any initial order recommended by the Department Chair and approved by the Dean or his/her delegate as defined in WAC 478-120-075. Students should consult the UW Student Conduct Code (478-120-075) or contact Elizabeth Lewis, Director of Community Standards and Student Conduct at (206) 685-6194 or Dr. Stanley Weber, Associate Dean for Assessment and Accreditation, for information on this process.

If the student chooses not to appeal, the initial order becomes the final order at the end of the appeal period set forth in the UW Student Conduct Code except that orders of dismissal shall be reviewed by the President or the President’s delegate.

Reports of misconduct occurring outside of an academic exercise

Reports made to the Associate Dean for Assessment and Accreditation will be referred either to the School’s Academic and Professional Standards Misconduct Committee (see process described below) or Elizabeth Lewis, Director of Community Standards and Student Conduct, whichever is appropriate.

If referred to the Office of Community Standards and Student Conduct, the student will be contacted by Elizabeth Lewis regarding specific procedures.

Referral to the Academic and Professional Standards Misconduct Committee

The report will be referred to the Chair of the School of Pharmacy’s Academic and Professional Standards Misconduct Committee by the Associate Dean for Assessment and Accreditation, if either the Department Chair refers this to the Committee for alleged misconduct involving an academic exercise,
the Associate Dean refers this to the Committee for alleged misconduct outside of an academic exercise or desires further review, or this is a repeat offense.

The Academic and Professional Standards Misconduct Committee, selected by the Dean, will consist of three voting members of the faculty (one of whom will be designated as Chair) and when appropriate, one student. The Committee shall conduct an informal hearing, during which the Committee:

- Investigates the alleged misconduct, possibly holding informal interviews with the student who is charged with misconduct, instructor, witnesses or other individuals
- Determines, through a consideration of the evidence regarding the current incident and the student’s history of academic misconduct, recommendations to be made to the Associate Dean for Assessment and Accreditation.

If the committee determines that misconduct did occur, then depending on the severity of the incident and the student’s history, any of the disciplinary actions described in the University of Washington Student Conduct Code may be recommended, including disciplinary warning, reprimand, restitution, disciplinary probation, forfeiture, suspension or dismissal from the School of Pharmacy and the University.

The Committee has the authority to enter into writing one of the following orders:

- An order exonerating the student or dismissing the disciplinary proceedings if it appears there has been no misconduct
- An initial order imposing a disciplinary sanction
- An order referring the case to the appropriate University disciplinary committee (Associate Dean contacts the Director, Community Standards and Student Conduct, who coordinates the referral)
- An order referring the case directly to the UW Faculty Appeal Board because exceptional circumstances exist, such as recommended suspension or dismissal, hazing or restitution in excess of $300. See WAC 478-120-100(3)(b)(i). (Associate Dean contacts the Director, Community Standards and Student Conduct, who coordinates the referral)

At the conclusion of its investigation and hearing, the Chair of the Academic and Professional Standards Misconduct Committee shall issue a written report to the Associate Dean for Assessment and Accreditation that shall include: a) a description of the alleged misconduct; b) a record of the proceedings of the Committee and its findings; and c) recommendation of action to be taken. Upon receipt of the written report from the Academic and Professional Standards Misconduct Committee, the Associate Dean for Assessment and Accreditation will conduct an administrative review.

Within ten days of the hearing and any associated investigations by the Academic and Professional Standards Misconduct Committee, the Associate Dean for Assessment and Accreditation will provide the student with a written letter that includes a statement of the decision, the reason for the decision, and information about appealing the decision. No unfavorable action may be taken until student has been given such notice and information. This written letter will be the committee’s initial order.

The student has the right to appeal any order recommended by the School of Pharmacy Academic and Professional Standards Misconduct Committee and approved by the Dean or his/her delegate as described in WAC 478-120-075. If the student chooses not to appeal, this initial order becomes the final
order at the end of the appeal period set forth in the UW Student Conduct Code, except that orders of dismissal shall be reviewed by the President or the President’s delegate.

Students should consult the UW Student Conduct Code (478-120-075) or contact Elizabeth Lewis, Director of Community Standards and Student Conduct at (206) 685-6194 or Dr. Stanley Weber, Associate Dean for Assessment and Accreditation for information on the process.

Disciplinary Records

Any final order resulting from a disciplinary proceeding shall become a part of the student’s disciplinary record, unless the student is exonerated. All recording and maintenance of records regarding disciplinary hearings shall be retained by both the Associate Dean for Assessment and Accreditation and the Director, UW Community Standards and Student Conduct, and handled in accordance with procedures outlined in the University Student Conduct Code (see WAC 478-120-145).

Choosing Alternate Members

It is recognized that all steps will be conducted in a reasonable and timely manner. For this reason, Departmental and School executives may designate an appropriate member to act in their stead.

The Dean will appoint alternate members in the event the faculty or student member serving on the Academic and Professional Standards Misconduct Committee, the Associate Dean for Assessment and Accreditation, the Department Chair, or other principles are involved in the incident.

School of Pharmacy Misconduct Algorithm

Please see the policy and procedures algorithm for misconduct.

Travel Policy for Graduate Students and Post-Doctoral Fellows
Revised, March 2013

It is the PORPP policy to support student travel when a student’s research poster or podium presentation has been accepted by a professional organization for presentation within North America. PORPP faculty strongly believes that dissemination of scholarly products is fundamental to the training of graduate and post-doctoral students. It is expected that students will exhaust all available means of obtaining travel support from other sources prior to seeking PORPP student travel support including: 1) funds from research programs from which the abstract was generated, graduate school funds, and conference specific funds. Therefore, PORPP funds should be considered a supplement rather than the sole source of funding. The specific details of the travel policy are listed below:

- Funds will be allocated by quarter with extra money in the first quarter to accommodate the larger volume of requests related to ISPOR.
- Allocation scheme:
  - Priority and additional funds will be allocated to students with abstracts accepted for podium presentations.
  - Remaining funds will be split evenly among students with abstracts accepted for poster
presentation.

- Eligible travel expenses:
  - Lowest cost round trip coach class airfare to and from Seattle to the conference city
  - Double occupancy hotel (sharing a room with another student, if possible)
  - Reimbursement will be for actual business-related meal expenses only, and receipts are required. Meals will not be reimbursed for more than the GSA standard per diem for the city to which the student traveled.
  - Transportation to and from the conference hotel and the airport will be covered with receipt.
  - Conference registration at the “early bird” rate. Not to include social events.
  - Fees associated with submissions of abstracts, and/or costs of poster production.

- **Students are eligible to receive travel funds every other year.**
- Everyone must apply for available student funding via the target conference
- Everyone must apply for Grad School funding (The application must be submitted by the Graduate Program Advisor through MyGrad Program and this funding is also available every other year).
  - Up to $300 for domestic airfare and $500 for international airfare
  - [http://www.grad.washington.edu/students/fa/gsfei/travel.shtml](http://www.grad.washington.edu/students/fa/gsfei/travel.shtml)
  - Applications are routed through PORPP
- Students should notify the Graduate Program Advisor upon submission of abstracts
- Additional details may be found in the student handbook page 33

**UW SUSPENDED OPERATION/INCLEMENT WEATHER POLICY**

(Compiled from the University of Washington Operations Manual). In the event of an emergency situation adversely affecting University operations, public health, or the well-being and safety of students, faculty, or staff employees, the President or his designee may declare a temporary suspension of any or all operations of the institution. Emergency situations which might affect such a suspension decision include, but are not limited to: severe weather conditions, natural disaster, fire or related hazard, and mechanical or equipment failure. As a general policy, the University will limit any suspension to those operations most directly affected by the emergency so as to minimize disruption of regular teaching, research, and public service programs.

Any decision to suspend operations temporarily will be declared by the Office of the President in consultation with senior University officers, and when appropriate, with state or federal officials. To the degree practical under the circumstances, notice of a suspension decision will be made by the Office of Information Services to radio, television and newspaper media. To the degree practical, such announcements will include basic information regarding the nature of the emergency, applicability to facilities, units and/or employees, and anticipated duration of the suspension. Thus students wondering about possible UW closure should monitor major radio and TV stations (such as KIRO, KOMO, KING) for information.

**Inclement Weather**

The University’s normal policy is to remain open during inclement weather. Thus students are responsible to have alternative transportation plans in the event of snow or other severe weather conditions. When such weather conditions occur, one of the following decisions will be made by the
Office of the President:

The University will remain open and operating on a regular schedule, except as expressly announced to the contrary (e.g. conditions may warrant the suspension -or cancellations of evening classes or scheduled public events even though the University otherwise remains open).

Most University operations will be temporarily suspended. No classes will be held, administrative offices will be closed, and, except as expressly announced to the contrary, all scheduled public events will be canceled. The University of Washington Medical Center, Harborview Medical Center, and other essential services (e.g. University Libraries, Physical Plant, University Police, and the Residence Halls) will remain open, but may operate on a restricted schedule or restricted scope of activities.

FIRE ALARM PROCEDURE POLICY

In the event of a fire alarm sounding, all students should evacuate the building immediately using the nearest exit, unless there has been prior notification that the alarm is for test purposes only.

Students should be aware that it is a finable offense under the Seattle Fire Code to remain in the building during an alarm. The maximum amount of the fine is $500 and/or 180 days in jail.

Please remember that your safety takes priority above anything else. While it may not always be convenient to stop activities and evacuate during a fire alarm, it is necessary.

In the event of a fire, please follow the procedures below (from the UW Emergency Plan):

a. Call for help by activating the fire alarm manual pull station located at exits. If time permits, use a telephone to give more specific information.

b. Leave the building immediately by the nearest exit route or an alternate route if the nearest exit is blocked. Keep to the right of the stairwell as you descend. Fire fighters may be coming up on the left as you are going down.

c. Do not use elevators. Elevators are not available and may not be safe for evacuation purposes. When the fire alarm sounds, the elevators will be automatically recalled to a predetermined floor and shut off.

d. As you leave your area, take the following precautions, if it is safe to do so. These activities must not significantly delay your departure. Exercise good judgment.

   1. Close doors as you leave

   2. Shut off heat-producing equipment (Bunsen burners, etc.)

   3. Return hazardous materials to their proper storage units.

   e. Assist persons with disabilities out of the building or to the Area of Evacuation Assistance designated for the building and inform responding emergency personnel to assist the disabled with evacuation.

   f. After evacuation, report to your emergency assembly point, in front of South Campus
Center.

g. Stand clear of Fire Department personnel and equipment; follow the directions of the Seattle Fire Department.

h. Do not re-enter the building until the Seattle Fire Department has declared the building safe.

INDEMNIFICATION POLICY

The official policy of the University of Washington is as follows:

"...the University will provide legal defense, indemnification, and protection from any expenses connected with the defense, settlement or payment of monetary damages related to actions, claims or proceedings instituted against ... students while acting at the direction or specific request of the University in the course of responsibilities imposed by approved programs of the University.

Provided, that the above provisions will not apply to actions, claims, or proceedings arising out of acts taken in bad faith. The following are examples of types of conduct which will normally be deemed to have been taken in bad faith: (1) The act was committed with the willful intention of causing injury or harm, or was reckless or malicious in nature. (2) The act was committed in willful violation of law or University regulations. (3) The act was committed while under the influence of alcohol or a controlled substance."

This policy has been established according to the requirements of RCW 28B.20.250.253.255, and RCW 69.50.101.

POLICY ON SPECIAL ACCOMMODATIONS

The University, through the Disabled Student Services Office, arranges academic accommodations for enrolled disabled students. Services must be arranged in advance and require documentation of the disability. Technical and adaptive equipment is available through both the Disabled Student Services Office and Desktop Computing Services. Additional information is available by calling 543-8925.

LIBRARIES

Students of the School of Pharmacy will find many of the references needed for classes in either the Health Sciences Library or Suzzallo Library and the specialty libraries located on upper campus.

The Health Sciences Library is located on the second and third floors of the T-Wing, in the Health Sciences Building. This facility contains the largest collection of biomedical literature in the Pacific Northwest, and also serves as the Pacific Northwest and Regional Health Sciences Library of the National Library of Medicine. This library is open Monday through Thursday 8:00 am to 11:00 pm and Sunday 12:00 pm to 11:00 pm. During interim periods between quarters the hours of operation may be altered slightly.

The library subscribes to a large number of periodicals in the biomedical field. Journals are shelved alphabetically on the main floor of the library. The most recent issues of periodicals are found in the New Acquisitions area. The library also maintains a Reserve Reading Desk where specific course readings are available for a two hour reserve. The Reserve Desk is located on the second floor of the
library (the third floor in the building).

In addition to providing reference material for students, the library also serves as a good place for studying. Small conference rooms have been designated as audiovisual rooms containing video and audio playback machinery for various self-learning resource materials.

The Health Sciences Library staff provides tours of the library at the beginning of each quarter for new students and faculty. Students are advised to sign up for one of these tours, as they describe the services of the library in considerably more detail than is possible here.

**Suzzallo and Allen Libraries**, located in the center of upper campus, contain nearly five million volumes. They provide an unparalleled variety of texts on scientific, economic, and social issues. The UW Libraries Catalog (available on-line) is a fully integrated, computerized system that provides bibliographic information and circulation status for the cataloged holdings of the University Libraries. Suzzallo and Allen Libraries are open 7:30 am to 10:00 pm Monday through Thursday, 7:30 am to 5:00 pm Fridays, and 1:00 pm to 5:00 pm on Saturdays and Sundays. The hours of libraries may change between quarters. For current hours call 543-0140

**COMPUTING SERVICES**

IT Connect [http://itconnect.washington.edu/](http://itconnect.washington.edu/) is the central UW organization for computing and networking, and it offers a variety of computing options and services. Each quarter, IT Connect provides a series of short training sessions on computer use including the use of the UNIX system, using the internet, presentation software, and word processing, database and spreadsheet software. They also provide an excellent help line for any computer questions online at help@uw.edu, or phone 543-5970. Computer access for individuals with disabilities is available by calling 685-4144.

**GRADUATE STUDY ROOM**

The Department of Pharmacy provides the graduate students with a newly renovated (Summer of 2014) Graduate Study Room. This room has Wi-Fi internet access, a wireless duplex printer, a large projection screen and a small refrigerator, microwave and espresso machine. There are also 2 small conference rooms with individual access. This locked room will provide students with a convenient area to study, collect materials, and relax between classes. Each student will also have a mailbox in which to receive notices.

**UW Creative**

The University of Washington maintains an excellent service for various educational resources ranging from photographic development to printing large scale posters. For a reasonable fee you can have a computer generated presentation printed to slides, overheads, or on posters. UW Creative can provide valuable assistance on the production of graphics and illustrations, and maintains a digital imaging service. UW Creative is located in Room T-252 in the Health Sciences Center. [http://www.uwcreative.com/](http://www.uwcreative.com/)

**SPORTS AND RECREATION FACILITIES**

A wide variety of sports and recreation facilities are available to students at a small cost. Swimming, weight training, and exercise equipment may be found at the IMA building, along with a variety of team sports (543-4590). Students may also want to try renting a canoe, kayak, or sailboat at the Waterfront
Activities Center (543-9433) or hitting a few golf balls at the driving range.

GRADUATE RESOURCES
Web-Links to Campus services:

Career & Internship Center: http://careers.washington.edu/
Graduate School: http://www.grad.washington.edu/
Disability Resources for Students: http://depts.washington.edu/uwdrs/
Graduate and Professional Student Senate: http://www.gpss.washington.edu/
Hall Health Center: http://depts.washington.edu/hhpecweb/
International Student Services Office: http://iss.washington.edu/
University Libraries: http://www.lib.washington.edu/
Health Sciences Library: http://healthlinks.washington.edu/hsl/
Recreational Sports Programs: http://depts.washington.edu/ima/
Registrar’s Office: http://depts.washington.edu/registra/about/offices.php
Sexual Assault & Relationship Violence: http://depts.washington.edu/livewell/advocate/
Student Activities and Union Facilities: http://depts.washington.edu/sauf/
Student Fiscal Services: http://f2.washington.edu/fm/sfs/
Student Counseling Center: http://www.washington.edu/counseling/
Student Financial Aid: http://www.washington.edu/students/osfa/
Student Insurance: http://www.washington.edu/admin/hr/benefits/insure/students/index.html
Graduate Appointee Insurance: http://www.washington.edu/admin/hr/benefits/insure/gaip/index.html
Student Legal Services: http://depts.washington.edu/slsuw/
Student Loans: https://f2.washington.edu/fm/sfs/students/sign
Student Organizations: http://depts.washington.edu/sao/
Student Parent Resource Center: http://depts.washington.edu/osfaweb/spre/
University Bookstore: http://www.bookstore.washington.edu/home/home.taf
Women’s Center: http://depts.washington.edu/womensctr/
Short Term Loans: http://f2.washington.edu/fm/sfs/students/short-term

Appendices (attached)
A. Approved curriculum for PhD, Master’s, and PharmD/MS Track-in Programs
B. List of suggested electives
C. Dissertation Worksheet
D. Memo 13 Doctoral Committee
E. Individual Development Plan
Appendix A
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TOTAL CREDITS 41

*Students must enroll in Seminar each quarter until they have passed their General Examination

**Students must maintain 10 credits/quarter minimum to maintain full-time student status to be eligible for TA/Raships and to maintain benefits

*** Required prerequisite: principles of microeconomics

§Students take either Health Econ or Assessing Outcomes (Pharm 535)
&Students take either P'Epi or Medical Products Development & Policy

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### PORPP Program of Study
PharmDMS Track-In - 4 quarters
**FINAL - 8/2/2010**
*Enter having taken Economic Evaluation (PHARM 534); may also have taken either Assessing Outcomes (PHARM 535) or Health Econ (PHARM 568) as 3rd year Pharmacy student*

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<tr>
<td>PHARM 532 or 533p</td>
<td></td>
<td>Medical Products Develop &amp; Policy (odd yrs) or Pharmacoepi (even yrs)</td>
<td>4</td>
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<tr>
<td>PHARM 597</td>
<td>Seminar</td>
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<tr>
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<tr>
<td>PHARM 535 or PHARM 568</td>
<td>Assessing Outcomes or *Health Econ</td>
<td>3</td>
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<tr>
<td>EPI 512</td>
<td>Epidemiologic Methods I</td>
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<tr>
<td>BOSTATS 611</td>
<td>Medical Biometry I</td>
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<td>BOSTATS 612</td>
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|                | **TOTAL CREDITS** |               | 39           |

- **Required prerequisite: principles of microeconomics**
- **Students must maintain 10 credits/quarter minimum to maintain full-time student status to be eligible for TA/Raships and to maintain benefits**
- **Students take either Assessing Outcomes (PHARM 535) or Health Econ (PHARM 568) and either Medical Products Development & Policy (PHARM 532) or Pharmacoepi (PHARM 533)**

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<tr>
<th>Core</th>
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<th>Electives</th>
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### PORPP Suggested Program of Study

#### Doctor of Philosophy in Pharmaceutical Outcomes

**FINAL - 6/2/2019**

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
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<th>Spring Quarter</th>
<th>Summer Quarter</th>
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<tr>
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<tr>
<td>EPID 512</td>
<td>Experimental Methods I</td>
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<tr>
<td>HSERV 525</td>
<td>Advanced Health Services Research Methods</td>
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<td>HSERV 525</td>
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<tr>
<td>BIODESTATS 536</td>
<td>Categorical Data Analysis (or other methods)</td>
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**TOTAL CREDITS:** 124

*Students must enroll in Seminar each quarter during their program.
**Students must maintain 10 credits/quarter minimum to maintain full time student status to maintain eligibility for TARAsports and to maintain benefits.
***Required prerequisite principles of microeconomics.
Students must take 2 of the 3 second year Biostats courses-536, 537, 540.

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<td>G &amp; Q</td>
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<td>HSERV 523</td>
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<td>Total 2-yr Biostats (range 7-17)</td>
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<td>Electives</td>
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<td>Dissert</td>
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<td>Total</td>
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| Total (High) | 120 | must add Advanced CER Methods to this

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50. 100
51. 102
52. 104
53. 106
54. 108
55. 110
56. 112
57. 114
58. 116
59. 118
60. 120
Appendix B
Electives

Below is a selection of available electives appropriate for areas of specialization.

This list is not all-inclusive. Students are encouraged to check the websites of classes in these departments and in other listings; and then to work with their mentor to formulate a plan to optimize selections to fit interests.

**Bold = highly recommended as an elective**

**BIOMEDICAL & HEALTH INFORMATICS**
- **MEBI 530: Medical Informatics** (3)
- **MEBI 533: Public Health & Informatics** (3)
- **MEBI 534: Biology & Informaticists** (3)
- **MEBI 552: Clinical Decision Support** (3)

**BIOSTATISTICS/STATISTICS**
- **BIOST 516: Statistical Methods in Genetic Epidemiology** (3)
- **BIOST 529: Sample Survey Techniques** (3)
- **BIOST 536: Categorical Data Analysis** (4)
- **BIOST 537: Survival Data Analysis** (4)
- **BIOST 540: Longitudinal & Multilevel Data Analysis** (3)
- **CS&SS 508: Introduction to R for Social Scientists** (1)
- **CS&SS 510: Maximum Likelihood Methods for the Social Sciences** (5)
- **CS&SS 526: Structural Equation Models for the Social Sciences** (3)
- **CS&SS 529: Sample Survey Techniques** (3)
- **CS&SS 536: Analysis of Categorical and Count Data** (3)
- **CS&SS 560: Hierarchical Modeling for the Social Sciences** (4)
- **CS&SS 564: Bayesian Statistics for the Social Sciences** (4)
- **CS&SS 566: Causal Modeling** (4)
- **CS&SS 567: Statistical Analysis of Social Networks** (4)
- **CS&SS 569: Visualizing Data** (4)
- **CS&SS 589: Multivariate Data Analysis for the Social Sciences** (3)
- **STAT 516, 517, 518: Stochastic Modeling of Scientific Data** (3,3,3)
- **STAT 519: Time Series Analysis** (3)
- **STAT 542: Multivariate Analysis** (3)

**ECONOMICS, ECONOMETRICS AND COST-EFFECTIVENESS**
- **IND E 250 – Healthcare Modeling and Decision Making**
- **ECON 400: Advanced Microeconomics** (5)
- **ECON 450: Public Finance: Expenditure Policy** (5)
- **ECON 454: Cost-Benefit Analysis** (5)
- **ECON 500: Microeconomic Analysis I** (4)
- **ECON 518: Contract Theory** (3)
- **ECON 534: Empirical Industrial Organization** (3)
- **ECON 580: Econometrics I: Introduction to Mathematical Statistics** (4)
- **ECON 581: Econometrics II** (4)
- **ECON 591: Microeconomics of Development** (3)
- **ECON 592: Development Policy** (3)
- **ECON 594: Economic Growth** (3)
- **ECON 595: Growth and Inequality** (3)
PPM 506: Advanced Microeconomics for Policy Analysis (4)
PPM 512: Data Analysis Practicum (4)
HSERV 587: Health Policy Economics (3)

**Epidemiology**

**EPI 510: Epidemiologic Data Analysis (3)**
EPI 514: Application of Epidemiologic Methods (5)

**EPI 515: Advanced Epidemiological Methods I (3)**
EPI 516: Advanced Epidemiologic Methods II (4)
EPI 517/PHG 511: Genetic Epidemiology (3)
EPI 520: Epidemiology of Infectious Diseases (3)
EPI 524: Cancer: Epidemiology and Biology (3)
EPI 529: Emerging Infections of International Public Health Importance (3-)
EPI 530: AIDS: A Multidisciplinary Approach (2)
EPI 542: Clinical Epidemiology (2)
EPI 546: Psychiatric Epidemiology (3)
EPI 548: Research Methods for Social & Contextual Determinants of Health (3)
EPI 570: Occupational & Environmental Epidemiology (2)
EPI 573: Methods in Using Biological Measurements (3)
EPI 582: Design and Analytic Strategies to Enhance the Validity of Epidemiologic Studies (2)
EPI 583: Epidemiology Seminar (1, max. 12)

**EPI 588: Preparing, Writing, and Critiquing Scientific Research Proposals (2-3)**
EPI 591: Current Literature in Epidemiology (1, max. 15)

**Evaluation Sciences**

HSERV 527: Survey Research Methods (4)
BIOST 529: Sample Survey Techniques (3)
SOC WL 590: Topics in Advanced Research Methods (3)
EDPSY 588: Survey Research Methodology & Theory (3)
EDPSY 592: Advanced Educational Measurements (3)
EDPSY 595: Item Response Theory Models of Testing (3)
GH 533: Survey Research Methods (4)

**Global Health**

GH 531: Research & Evaluation Methods in Global Health (3/4)
GH 533: Survey Research Methods (4)
GH 543: Global Health Pharmacy: Medicines, Practice, & Policy (2)

**Health Services**

HSERV 509: Public Health & Informatics (3)
HSERV 512: Health Systems & Policy (3)
HSERV 513: Health Policy Research (3)
HSERV 514: Social Determinants of Population Health & Health Disparities (3)
HSERV 518: Social & Ethical Issues (2-4, max. 4)
HSERV 521: Advanced Qualitative Methods in Anthropology & Public Health (5)
HSERV 522: Health Program Evaluation (1-5, max. 5)

**HSERV 523: Advanced Health Serv. Research Meth. I: Large Public Databases; Big Data (4-5)**

**HSERV 527: Survey Research Methods (4)**
HSERV 528: Critically Appraising & Applying Evidence in Healthcare (3)
HSERV 529: Intro to Systematic Reviews & Meta-Analysis of Evidence (3)
HSERV 551: Public Health Law (2)
HSERV 552: Health Policy Development (3-)
HSERV 575: Cancer Prevention & Control (3)
HSERV 589: Community Based Participatory Research & Health (3)

HEALTH MANAGEMENT
HSMGMT 500: Risk & Insurance Seminar (3)
HSMGMT 501: Epidemiology/Critical Evidence Appraisal (2-4, max. 4)

METHODS
BIOST 524: Design of Medical Studies (3)
HSERV 529: Introduction to Systematic Reviews and Meta-analysis of Evidence (3)

PROGRAMMING
BIOSTATS 509: Introduction to R
FISH 552/553: Intro and Advanced R Programming
INFX 501: Concepts in Algorithmic Thinking for Information (1)
INFX 502: Database Concepts for Information Professionals (1)

PUBLIC AFFAIRS; PUBLIC POLICY & MANAGEMENT
PPM 506: Advanced Microeconomics for Policy Analysis (4)

PUBLIC HEALTH GENETICS
PHG 512: Legal, Ethical, And Social Issues in Public Health Genetics (3)
PHG 580: Interactive Seminar (1, max. 30)

QUALITATIVE METHODS
HSERV 590: Qualitative Research Methods in Public Health (3)
HSERV 521: Advanced Qualitative Methods in Anthropology & Public Health (3)
GEOG 426: Qualitative Methods in Geography (4)
EDPSY 586, 587: Qualitative Methods of Educational Research (5)
## Qualitative Courses on UW Seattle Campus
### Updated Summer, 2013

<table>
<thead>
<tr>
<th>Course</th>
<th>Dept/Instructor</th>
<th>Typically Offered</th>
<th>Content</th>
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<tbody>
<tr>
<td>BH 552 Advanced Qualitative Methods</td>
<td>Medical History/Ethics Helene Starks</td>
<td>Winter Every other even year</td>
<td>Subjectivity/reflexivity, phenomenology, discourse analysis, grounded theory (theory and design for each)</td>
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<tr>
<td>EDPSY 586/587 Qualitative Methods of Educational Research</td>
<td>Education Michael Knapp</td>
<td>Fall/Spring Yearly</td>
<td>Fall – design and beginning field work; Spring – data analysis and presentation</td>
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<tr>
<td>ENGL 562 Discourse Analysis</td>
<td>English Gail Stygall or Sandra Silberstein</td>
<td>Fall Yearly</td>
<td>Basics of language analysis beyond the sentence level, including both discourse analysis and sociolinguistics, focus on critical discourse analysis (CDA)</td>
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<tr>
<td>GEOG 425/525 Qualitative Methodology in Geography</td>
<td>Geography Lucy Jarosz</td>
<td>?</td>
<td>Ethnography, focus groups, interviewing, discourse and content analyses, narrative analysis, and archival analysis</td>
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<tr>
<td>GWSS 503 Feminist Research and Methods of Inquiry</td>
<td>Gender, Women's Studies &amp; Sexuality</td>
<td>Spring Yearly</td>
<td>Focuses on how similar objects of study are constituted in different disciplines for feminist scholars</td>
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<tr>
<td>HSERV 521A Seminar in Advanced Qualitative Research Methods</td>
<td>Public Health James Pfeiffer</td>
<td>Spring Yearly</td>
<td>Epistemology, grounded theory, question development, data gathering (interviewing), data analysis (coding), identifying themes, interpreting data, content analysis, matrices, visual displays</td>
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<tr>
<td>HSERV 526/GH 537 Qualitative Research Methods for Public Health</td>
<td>Public Health Stephen Bezruchka</td>
<td>Winter Yearly</td>
<td>Research questions, direct observation, informant interviews, insider/outside issues, coding, focus groups, formal methods (piles sort, rankings, free list) &amp; indirect observation, analysis, presenting data</td>
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<tr>
<td>HSRV 576 Health, Culture &amp; Community</td>
<td>Health Serv/Nursing Noel Chrisman</td>
<td>Spring ?</td>
<td>Ethnographic approaches to understanding culture, CBPR</td>
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<tr>
<td>HSERV 590 Community Based Participatory Research</td>
<td>Public Health Bonnie Duran</td>
<td>? Yearly</td>
<td>Integrated understanding of the theory, principles, methods and applications of Community-Based Participatory Research (CBPR)</td>
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<tr>
<td>INSC 572</td>
<td>Information School Raya Fidel</td>
<td>??</td>
<td>Field work, interviewing, analysis</td>
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<tr>
<td>NMETH 582/3 Interpretive Methods</td>
<td>Nursing ?</td>
<td>Winter/Spring Yearly</td>
<td>Phenomenology, grounded theory, discourse analysis, narrative analysis, case study research, storytelling, CBPR, qualitative policy work</td>
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<tr>
<td>Course Code</td>
<td>Title</td>
<td>Instructor(s)</td>
<td>Offered</td>
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<tr>
<td>PBAF 525A</td>
<td>Qualitative Methods for Policy Analysis</td>
<td>Public Affairs Sara Curran</td>
<td>Shifts, but usually spring Yearly</td>
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<tr>
<td>POLS 502</td>
<td>Qualitative Research Methods</td>
<td>Political Science Elizabeth Kier or Susan Whiting</td>
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<tr>
<td>URDBP 519</td>
<td>Qualitative Research Planning</td>
<td>Urban Studies Bob Mugerauer</td>
<td>Spring Yearly</td>
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### I. Identify Dissertation Topic Area, Chair, and Committee

<table>
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<tr>
<th>Action Items</th>
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<tbody>
<tr>
<td>1. Identify a Dissertation Advisor (Chair) based on discussions with various faculty regarding research interests and topics</td>
</tr>
<tr>
<td>2. Develop general dissertation topic area with Chair</td>
</tr>
<tr>
<td>3. Select the rest of the committee in conjunction with your Chair</td>
</tr>
<tr>
<td>a. Committee can be formed any time after passing the Preliminary Exams and passing core courses. See student handbook for committee requirements (min. 2 PORPP faculty) &amp; the Graduate School GSR guidelines.</td>
</tr>
<tr>
<td>4. Email Penny (cc Beth Devine.) your committee list</td>
</tr>
<tr>
<td>a. Penny will submit your committee information to the Graduate School. No action needed by student to Graduate School for this step.</td>
</tr>
<tr>
<td>5. Read and sign “Use of Human &amp; Animal Subjects for UW Graduate Students” form, and have Committee Chair sign also. Read and review the Graduate School webpage: <a href="http://grad.uw.edu/policies-procedures/general-graduate-student-policies/human-subjects-and-animal-care-approval-information/">http://grad.uw.edu/policies-procedures/general-graduate-student-policies/human-subjects-and-animal-care-approval-information/</a> (Form is found as a link on this website)</td>
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### II. Write Short Dissertation Proposal (SDP)

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<tr>
<td>1. Write SDP in collaboration with your dissertation advisor, and with input from other proposed committee members</td>
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<tr>
<td>a. The format described in the Student Handbook must be followed, including 4 page limit (title page, summary page, details page, and references page – i.e., 2 pages of text)</td>
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<tr>
<td>2. Your advisor should email your SDP to Penny for review at the next upcoming quarterly PORPP faculty meeting (or July 15th for summer quarter)</td>
</tr>
<tr>
<td>a. Your Chair will present the proposal and coordinate feedback, revisions, and formal approval</td>
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<tr>
<td>3. Receive formal approval from PORPP faculty of SDP before moving to your full proposal</td>
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### III. Write Full Dissertation Proposal (FDP)

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<td>1. Write your FDP in collaboration with all committee members</td>
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<tr>
<td>a. Do not wait until ‘final’ draft to show to all committee members – get committee feedback throughout on multiple drafts</td>
</tr>
<tr>
<td>b. See the student handbook for required FDP format (note new 13 page limit)</td>
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<tr>
<td>2. Deliver your final draft FDP to your committee at least 1 month before your tentative General Exam date</td>
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<tr>
<td>a. Your committee needs to provide formal approval (stating you are ready to take the General Exam) before formally scheduling your exam with the graduate school</td>
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<tr>
<td>b. To clarify, your committee will need to see your FDP approximately 1 month before your tentative oral exam (1 week to read and approve, 1 week to write and coordinate questions, 1 week for you to take written exam, and 1 week for committee to read written exam).</td>
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<tr>
<td>Steps</td>
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<tr>
<td>IV. Take Your Dissertation Proposal Defense</td>
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<tr>
<td>Steps</td>
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</table>
| **V. Complete Research and Write Dissertation** | 1. Complete your research and write your dissertation  
   a. Ensure that all members of the committee comment on chapter outlines, analysis plans, tables and drafts.  
   b. Expect to write multiple drafts (3-10) of the paper/chapter prior to submission.  
   c. See the student handbook for dissertation chapter requirements. As of 2016, this consists of two publishable papers, but is subject to change.  
   d. Here is the link to the Graduate School website which deals with the steps, prerequisites and deadlines for submitting your electronic thesis or dissertation [http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/](http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) |
| **VI. Form Dissertation Reading Committee** | 1. Email Penny your reading committee members.  
   a. Penny submits this to the Graduate School  
   b. Often all members except the GSR are named to the reading committee. |
| **VII. Take Final Exam (Defense)** | 1. Coordinate schedules with your committee far in advance (e.g., 3 months) of your defense to hold a tentative date. Work with Penny to reserve H371 or an alternative room within the Health Sciences building.  
   a. The defense cannot be officially scheduled with the Graduate School until the committee has had the opportunity to read a full draft of your dissertation and formally agrees you are ready for your defense.  
   2. REGISTRATION AS A GRADUATE STUDENT IS REQUIRED THE QUARTER THAT A FINAL EXAMINATION IS TAKEN AND THE QUARTER THE DISSERTATION IS SUBMITTED. THE DEGREE IS CONFERRED THE QUARTER IN WHICH THE STUDENT'S DISSERTATION IS ACCEPTED BY THE GRADUATE SCHOOL.  
   3. Schedule exam with GS using MyGradStudent program once your committee has read a full draft of your dissertation and formally (via email) agrees you are ready for your defense  
   4. Email Penny (cc Beth Devine), and with confirmation from your Chair that the committee has approved; she will approve the exam date.  
   a. Students can reschedule their date of defense due to their progress or faculty schedules.  
   b. At least 4 committee members must be present at defense (this includes GSR). Depending on the Chair’s preference, in special circumstances committee members can call in  
   c. At the beginning of the defense, the Chair will bring the Graduate School warrant for your committee to sign and the GSR will bring the GSR report.  
   d. You must also print out and bring the [Doctoral Dissertation Reading Committee Approval Form](http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/). This is a form in the “Prerequisites” section of the Electronic Thesis/Dissertation website that you must print out and bring to your final exam, so that all of your reading committee members can sign it. This form requires original signatures, no faxes, stamps or scans are accepted. This form must be submitted electronically to the Graduate School by 11:59pm on the last day of the quarter in which you defend/pass your final examination. |
e. The format of the exam is similar to the Dissertation Proposal Defense (a public and a private component)

5. Return signed warrant to Penny
   a. Penny will confirm the results of the defense with the Graduate School.
   b. The GSR submits the GSR report per the instructions on the report.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Final Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. Submitting Final Dissertation to Graduate School</td>
<td>1. <strong>The Graduate School is now only accepting Electronic Theses/Dissertations.</strong> Please go to the Instructions website: <a href="http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/final-submission-of-your-thesisdissertation/">http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/final-submission-of-your-thesisdissertation/</a> for all necessary information and deadlines. However, our program still requires one bound copy of your dissertation for our records. There is information on the above website regarding ordering a bound copy.</td>
</tr>
<tr>
<td></td>
<td>2. You must submit your dissertation within 60 days of your defense to the Graduate School (this is a program requirement)</td>
</tr>
<tr>
<td></td>
<td>a. Email Penny with your final dissertation (pdf) for program records, and provide a bound paper copy.</td>
</tr>
<tr>
<td></td>
<td>b. All requirements for the PhD must be completed the quarter you successfully defend your dissertation, or the quarter after at the latest (this is a program requirement)</td>
</tr>
<tr>
<td></td>
<td>c. The official graduation date is the quarter in which you submit the dissertation. Even though you have 60 days to submit, if the date of submission falls into the next quarter, you must be registered for 2 credits unless you elect the 2-week late fee period.</td>
</tr>
<tr>
<td></td>
<td>d. Formatting of dissertations is now up to the discretion of the student’s reading committee and Program guidelines.</td>
</tr>
<tr>
<td></td>
<td>e. <strong>Program guidelines are as follows:</strong> (a) full abstract, not to exceed 500 words that describes the entirety of the dissertation, (b) the (minimum two) dissertation papers, formatted in the style of journal articles, and (c) an implications section, not to exceed 2,000 words, that describes the relevant clinical, patient, payer and/or policy implications of the program of research.</td>
</tr>
</tbody>
</table>

**Websites**

GSR eligibility: [http://grad.uw.edu/policies-procedures/doctoral-degree-policies/graduate-school-representative-gsr-eligibility/](http://grad.uw.edu/policies-procedures/doctoral-degree-policies/graduate-school-representative-gsr-eligibility/)

Graduate School Doctoral Degree Requirements: [http://grad.uw.edu/policies-procedures/doctoral-degree-policies/doctoral-degree-requirements/](http://grad.uw.edu/policies-procedures/doctoral-degree-policies/doctoral-degree-requirements/)

Graduate School Final Submission of Your Electronic Thesis or Dissertation (ETD) Instructions: [http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/final-submission-of-your-thesisdissertation/](http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/final-submission-of-your-thesisdissertation/)

*Last modified 10/07/2016*
Appendix D
The Graduate School

to schedule the Final Examination. At the Final Examination the dissertation is evaluated and, if a majority of the supervisory committee members in attendance agree that the evaluation is positive, the recommendation is made to the Dean of the Graduate School (via the warrant) that the degree be awarded. If members of the doctoral supervisory committee do not agree with the majority recommendation concerning the examination, the minority report portion of the warrant must be used.

Questions concerning the appointment and functions of supervisory committees for master's or doctoral students may be directed to the Graduate School's Graduate Enrollment Management Services office.

Revised: June 2010
The Graduate School

Emeritus/a and affiliate faculty may serve as a Chair if the above conditions are met. Co-Chairs may be appointed when both serve with equal importance on a student’s supervisory committee and equally share the responsibility for the student's progress.

The GSR represents the broad concerns of the Graduate School with respect to high standards of scholarly performance, ensuring that the student’s mastery of the subject matter is broad and comprehensive. The GSR is a voting member of the committee and must attest to the validity of examinations, must indicate approval of the process by which examinations are conducted, must ensure that the student is treated in an unbiased manner, and must represent The Graduate School in ensuring university-wide standards of scholarly performance. Thus, the GSR must sign the warrant and submit a standardized report on the examination process to the Dean of the Graduate School. As a full voting member of the dissertation supervisory committee, the GSR provides an important service function to The Graduate School and the University.

As with all doctoral supervisory committee members, the GSR is proposed to the Graduate School by the Graduate Program Coordinator in the student’s degree-offering unit and must be a member of the Graduate Faculty with an endorsement to Chair. Faculty members with primary, joint, or affiliate appointments in the student’s degree-offering unit or the committee chair's department are not eligible to serve as the GSR. It is vital that a conflict of interest in the selection of the GSR be avoided. Budgetary relationships, personal relationships, or research and/or publication relationships between the GSR and either the student or the committee chair are examples of possible conflicts of interest. (See GSR Eligibility for more information.) The GSR is responsible for ensuring that no such conflicts of interest, or appearance of conflicts of interest, exist, and must attest to this upon request.

Functions of the Doctoral Supervisory Committee

Doctoral supervisory committee member responsibilities include the approval of a course of study which will fulfill the general course requirements of the student's major and supporting fields, conducting the student's General Examination and, when appropriate, recommending advancement to Candidacy. The doctoral supervisory committee approves the Candidate’s dissertation proposal and guides the student in carrying out appropriate research for the dissertation. The Graduate School does not stipulate the content of the dissertation; guidance on the dissertation is the responsibility of the supervisory committee. At least four members of the committee (including the Chair(s), GSR, and one additional Graduate Faculty member) must be present at both the General and Final Examinations.

After the General Examination, the Graduate Program Coordinator informs the Dean of The Graduate School of at least three members of the supervisory committee who will serve on the reading committee. At least one of the members of the reading committee must hold an endorsement to chair doctoral committees. The reading committee is appointed to read and approve the dissertation.

When the reading committee has read a draft of the entire dissertation and the members of the doctoral supervisory committee agree that the Candidate is prepared to take the Final Examination, all members of the doctoral supervisory committee must give the student approval
The Graduate School

Memo 13: Supervisory Committee for Graduate Students

This memo outlines the policy for the supervisory committee of master’s students and doctoral students with the exception of those pursuing Practice Doctorates. For policies regarding Graduate School Practice Doctorates, see Graduate School Memo 45.

As a general principle, each student working toward a graduate degree at the University of Washington is guided by a faculty supervisory committee. This committee serves an important evaluative and mentoring function for the student throughout his or her graduate career.

The Master's Supervisory Committee

Appointment of a supervisory committee for students aspiring to the Master's degree is determined by the Graduate Faculty in the degree-offering unit or program. The Graduate Program Coordinator, in consultation with the student and appropriate faculty members, appoints a committee of two to four members. The Chair and at least one-half of the total membership must be members of the graduate faculty.

Doctoral Dissertation Supervisory Committee

The appointment of a doctoral supervisory committee indicates that the Graduate Faculty in the student's field find his/her background and achievement a sufficient basis for admission into a program of doctoral study and research. (Students are not admitted directly into a doctoral program when they are admitted to the Graduate School.)

Appointing the Doctoral Supervisory Committee, including the Graduate School Representative (GSR)

In order to allow time to identify a suitable Graduate School Representative (GSR), it is suggested that the doctoral supervisory committee be established at least four months prior to the intended date of the General Examination. The appointment of a committee is initiated by the Graduate Program Coordinator (GPC) after consultation with appropriate Graduate Faculty members in the student's field and with the student. The GPC recommends members of the supervisory committee to the Dean of The Graduate School by entering this information into MyGradProgram (MGP).

The doctoral supervisory committee consists of a minimum of four members, at least three of whom (including the Chair and the GSR) must be members of the Graduate Faculty with an endorsement to chair doctoral committees. A majority of the members must be members of the Graduate Faculty. The GSR must be a productive scholar in his or her own research area that may differ from that of the student's dissertation project. The remaining members must be identified by the student’s appointing department or program as productive scholars in the student’s major field and/or subfields. The Chair(s) of a committee must be able and willing to assume principal responsibility for advising the student. In addition, the Chair(s) should have adequate time available for this work and should expect to be accessible to the student.
Appendix E
Individual Development Plan  
MS Pharmaceutical Outcomes Research and Policy Program  
University of Washington

Purpose of the Individual Development Plan

The purpose of an Individual Development Plan (IDP) is to prepare you for your future career after you graduate from the MS program in PORPP. It is important that you think carefully about your individual career goals and the skills you need to be successful in that career. It is quite likely that your career success will require a much wider range of skills than the ability to design and perform research. Your mentor and other resources at UW and affiliated institutions will be helpful, but you must take primary responsibility for your career preparation.

Outline of the IDP Process

The development, implementation, and revision of IDPs require a series of steps to be conducted by graduate students and their mentors. These steps are an interactive effort, and so both the student and the mentor must participate fully in the process. An Appendix offers guidance and resources for developing your IDP. The UW Graduate Mentoring Page (with handbooks for students and faculty) is also a resource.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Conduct self-assessment, a tool for you and your mentor(s) to identify your career goals and competencies to reach your goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Write an IDP, including your MS Progress Table and MS Timeline. Share with mentor(s) and revise</td>
</tr>
<tr>
<td>Step 3</td>
<td>Implement the IDP and revise as needed</td>
</tr>
<tr>
<td>Step 4</td>
<td>Identify and explore potential career paths with mentor(s). Assess how your knowledge and skills match the competencies required by your chosen career(s), and revise your IDP to prioritize developmental areas that you will need for your career(s).</td>
</tr>
<tr>
<td>For Mentors</td>
<td>Review IDP and help revise</td>
</tr>
<tr>
<td></td>
<td>Establish regular progress review</td>
</tr>
<tr>
<td></td>
<td>Discuss opportunities with mentee</td>
</tr>
</tbody>
</table>

Once you have drafted your IDP, meet with your mentor(s) to discuss the draft, and schedule regular meetings to review and assess your progress. Make use of as many mentors as you find helpful—you will find that most people are very willing to help to guide you in understanding your goals and defining what mentoring you need.

Your IDP should be considered a living document that will evolve over time as you move through your training. You will be expected to update it in consultation with your mentor annually, and before it is reviewed annually by the PORPPP Faculty.
Individual Development Plan
MS Pharmaceutical Outcomes Research and Policy Program
University of Washington

Please complete your IDP (with your updated CV, Progress Table, and Timeline) and review with your mentor/chair. Obtain their signature, and submit electronically to Penny Evans at pennyev@uw.edu. The IDP for first year students is reviewed at the PORPP faculty meeting in Spring. The IDP for returning students is reviewed annually at the PORPP faculty meeting in the Fall.

Student: ____________________________ Date: ____________________________

Advisor/Mentor/Chair: ______________________________________________________

Dissertation or Research Topic: ____________________________________________

Year Entered Program: ___________ Estimated month/year of graduation: ___________
1. Self-Assessment

The self-assessment will help you to gauge your skills, strengths and areas that need further development. Some of the skills and strengths that are relevant to career decisions in research include: technical abilities (breadth and depth of expertise), writing skills, oral communication skills, organizational ability, leadership, self-motivation, decision-making, creativity, work ethic, problem solving abilities, knowledge (depth and breadth), perseverance, and ability/desire to take risks. Take a realistic look at your current abilities. This is a critical part of career planning. Involve your mentors, faculty, colleagues, family and friends in the assessment process by asking them to identify your strengths and the areas you need to develop.

There are no word limits in the IDP form.

*Please review the Appendix Self-Assessment Guide to initiate the self-assessment process.*

a) Describe/List Your Existing Strengths:


b) Describe/List Areas for Further Development:


Page 3 of 20
2. Academic Goals

After completing the self-assessment, defining goals (academic and career) begins with articulating your interest(s), based on your strengths and the jobs that you might want in different employment sectors (e.g. academia, industry, non-profit, government, or other research/teaching-related areas). Think about where you want to be in your career.

When completing each section, please indicate how sure or unsure you are about your future goals and objectives.

If you can't decide on your preferred career path now, define what you need to know to make the choice, how you will obtain that information, and the time period over which you will work on determining your path. Execute that plan and then develop the actual IDP as your specific career goals become better defined.

a) What are your **academic goals** for the coming next year? (short-term objectives; be specific)

1. Academic Goals: (generally)

2. Courses you intend to complete in the upcoming academic year (course name and number):

   Core Courses:

   Elective Courses:
b) If you have established your thesis committee, list the members here:


c) Biomedical Research Integrity Program (BRI)
Which 5 out of 5 lectures did you “attend” to satisfy the BRI requirement stated in the graduate Student Handbook? You do not need to attend all 5 in one summer. Check the topics completed to date, and the quarter of completion.

<table>
<thead>
<tr>
<th>Check if completed</th>
<th>Topic</th>
<th>Quarter completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Conflict of interest</td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Data acquisition and ownership</td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Peer review</td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Responsible authorship</td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Research misconduct</td>
<td></td>
</tr>
</tbody>
</table>

3. Career Goals

d) What are your broader career goals for the coming next year? (short-term objectives; be specific)


c) What do you want to be doing within 2-5 years after you graduate? (medium-term objectives)


4. Acquiring Knowledge and Research Skills

Once you have an idea of your strengths, the gaps in your knowledge or experience, and your career goals, think of ways to fill those gaps during your doctoral program. The remaining sections of the IDP pose questions about what skills you will need to be successful in your career and how you will develop those skills and gain essential experience. You should involve your mentor and committee members in helping you define what you need and in addressing those needs.

**Briefly describe your research projects in the past 12 months** (accomplishments, products, traineeships, research assistantships, or other jobs and detailed tasks, which can include classroom papers/projects, PHARM 600 independent studies, thesis plans). Please include human subjects' information for each project, as relevant. If you have no projects, please state so.
Briefly describe your research goals for the next 12 months (products, traineeships, research assistantships, or other jobs and detailed tasks, which can include classroom papers/projects, PHARM 600 independent studies thesis plans). Please include human subjects' information for each project, as relevant. If you have no projects, please state so.

---

a) What specific skills or expertise (methods, techniques, knowledge, specific courses, etc.) have you already acquired during the course of your project(s)?

---

b) What specific skills or expertise (methods, techniques, knowledge, specific courses, etc.) do you need to learn to accomplish this project and/or your career goals?
5. Development of Career Skills (Professional Development)

Once you have an idea of your strengths, the gaps in your knowledge or experience, and your career goals, think of career skills (professional development) you wish to gain during your doctoral program.

a) **Communication skills**: List progress you have made in developing communication skills and specific areas to improve in the future (e.g., skills in grant writing, manuscript writing, poster and oral presentations, science writing for the public, networking)

b) **Teaching experience (if a career goal)**: List previous, current and future specific teaching assistantships and other teaching opportunities, including formal or informal training in didactics

c) **Mentoring (if a career goal)**: List previous, current and future mentoring opportunities, informal and formal.

d) **Leadership, time management, research management, etc.**: List accomplishments and future areas for improvement in these and other relevant areas.
6. Setting Goals for Progress

a) **Oral and poster presentations:** List oral and poster presentations (e.g., works-in-progress, seminar presentations, local, regional, national, and international presentations, abstracts submitted) given/planned in the past 12 months and next 6 months. Include conferences you attended, noting titles and dates of presentations & posters on your CV. Describe how you will fund travel for future conferences.

b) **Publications:** List all publications since entering the PhD Program, including those that you are preparing for submission to journals, and the status of your submitted papers (i.e., In Progress; Submitted; Accepted/In Press; Published since entering the PhD Program), both below and on your CV.

c) **Funding needs and applications:** Describe future funding needs and list specific sources of previous and potential funding and type of award, with expected submission dates.
d) Progress toward career goals in other areas: Please add additional information as relevant.

7. Moving to the Next Step in Your Career

With your career goals in mind, reserve time and effort to develop professional competencies for the job search process that may increase the chances of securing a job offer of your choice in a timely manner. Take time to identify areas you need to improve and the resources available within and outside of the University.

a) Key contacts to make to explore career options and investigate leads:

b) Potential sources for letters of reference (cultivate these relationships early):

c) Development of CV/resume, research summary, etc.
d) **Other steps to take** (e.g., tips from mentor(s) for moving to the next step; other professional development, informational interviews, networking/attending conferences):


8. **Student Evaluation of Program**

a) Describe your interactions with your mentor. Specify ways that your mentor helped you achieve your goals for the program. Note areas that might be improved in your relationship with your mentor.


b) Identify areas in the program that you think need improvement. Please be specific.
**MS Program Timeline**

Please work with your faculty advisor to complete the ENTIRE table with dates.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Year in Program</th>
<th>Status (Planned, In Progress, Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed all PORPP Core Courses</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Complete optional Elective Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 9 credits of Pharm 700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete PORPP Seminar each quarter enrolled</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Form Thesis Committee</td>
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<td></td>
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<tr>
<td>Write Thesis Proposal</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>IRB Approval for Thesis Research</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Collect/ Analyze Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write Thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Thesis for Publication</td>
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<td></td>
</tr>
<tr>
<td>Submit Final Thesis to Graduate School</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Course Requirements
### MS Progress Table

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>Suggested Elective Courses (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>EPI 512</td>
<td>Epidemiologic Methods I</td>
</tr>
<tr>
<td>EPI 513</td>
<td>Epidemiologic Methods II</td>
</tr>
<tr>
<td>BIOST 511 or 517</td>
<td>Biostatistics I</td>
</tr>
<tr>
<td>BIOST 512 or 518</td>
<td>Biostatistics II</td>
</tr>
<tr>
<td>BIOST 513 (if taking 511 &amp; 512)</td>
<td>Medical Biometry III</td>
</tr>
<tr>
<td>PHARM 534</td>
<td>Econ.Eval Hlth/Med</td>
</tr>
<tr>
<td>PHARM 535^</td>
<td>Assessing Outcomes Hlth/Med</td>
</tr>
<tr>
<td>PHARM 568****</td>
<td>Health Econ</td>
</tr>
<tr>
<td>PHARM 532^</td>
<td>Med. Prod. Dev/Policy (odd yrs)</td>
</tr>
<tr>
<td>PHARM 533^</td>
<td>Pharmacoepi (even yrs)</td>
</tr>
</tbody>
</table>

### Other Course Requirements
- All Quarters**
- 9 credits

### Other Requirements
- Completed all Core Courses
- Completed optional credits of elective courses
- IRB approval (for thesis research)
- Completed required credits of PORPP seminar
- Completed 9 credits of PHARM 700

---

^Students must take 2 of the following 4 courses: PHARM 532, 533, 535 and 568
**Students must enroll in Seminar each quarter during their MS program. A waiver may be requested from the Graduate Program Director if research requires off-site presence for the majority of a quarter.
***Required pre-requisite: principles of microeconomics (pre-req course requires approval of Pharm 568 instructor)
Appendix
University of Minnesota
The Graduate School
Academic & Professional Development

Step 1: Conduct Self-assessment

The self-assessment will help you to gauge your skills, strengths and areas that need further development. Some of the skills and strengths that are relevant to career decisions in research include: technical abilities (breadth and depth of expertise), writing skills, oral communication skills, organizational ability, leadership, self-motivation, decision-making, creativity, work ethic, problem solving abilities, knowledge (depth and breadth), perseverance, and ability/desire to take risks. Take a realistic look at your current abilities. This is a critical part of career planning. Involve your mentors, faculty, colleagues, family and friends in the assessment process by asking them to identify your strengths and the areas you need to develop.

Here are some questions to initiate the self-assessment process. These questions are not intended to be comprehensive, but can serve as a tool for you and your mentor to identify your career goals and competencies required to reach your goals.

Career Goals

- What are your short-term career goals? How will you achieve these goals within the next two to five years?
- What are your long-term career goals? How will you achieve these goals within the next 10 to 15 years?
- What did you do last year to help develop contacts relevant to your short-term or long-term goals? Did you have opportunities to network with individuals from institutions or companies you feel may be a good fit for your future career aspirations?

Percentage Time Spent on Graduate Experience

What percentage of your time have you spent in the past year on the following components of the graduate experience? How much time would you need to spend this year?

- Coursework
- Research
- Thesis writing
- Grant writing
- Attending research-related meetings or seminars
- Background reading
- Presenting at conferences or professional meetings
- Writing for publication
- Course development (for instructors/TA)

---

1 Web Site: [http://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/plan](http://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/plan)

2 Web Site: [http://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/idpstep1](http://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/idpstep1)
• Teaching
• Job search process such as CV/résumé building and formatting, interviewing, etc.
• Student advising
• Attending career development workshops

Scholarly Competencies

Research

• What research theories or questions have you developed in the past year? How can you continue to build on those theories or questions? Are there other related theories or questions to develop?
• What research-related skills have you acquired? What feedback have you received on your research skills? What further skills do you need to acquire to be successful with your research and future career? How will you gain exposure to these skills and evaluate your competency?
• What research collaborations (intradisciplinary or interdisciplin ary) have you established? Are they successful and beneficial to your scholarly or scientific work? If so, how can you continue to build on those successes for the coming year? If they have not been successful, how can you improve on your collaborative research skills?
• How much time do you spend on projects that did not work? Are you continuing to solve problems with the projects, or could there be more important work to consider for this year? If so, how will you identify such projects?
• What research-related seminars did you attend? Were they beneficial to your work? What seminars do you need to attend this year?

Thesis Writing

• How much time have you spent narrowing the scope of your thesis/dissertation topic or drafting parts of the thesis/dissertation?
• Have you developed a schedule this year to meet with your advisor regarding the thesis/dissertation? If you are just beginning your graduate program, are you familiar with your department's process to move students from the coursework to the completing your thesis or completing your dissertation defense? If not, who can you ask?
• Do you have a writing support group or resources where you can get feedback on your work? If not, how can you join a group?
• How productive were you last year with writing the thesis/dissertation? What are your writing strengths and areas needing improvement? How would you seek assistance?

Teaching

• Did you do any teaching in the past year (courses, seminars, laboratories)? Would you like additional opportunities to teach? How will you find these teaching opportunities?
• What sorts of feedback, formal or informal, have you received on your course content, syllabi, pedagogy, consideration of diverse learners and overall teaching abilities? In which areas do you need to improve? How will you improve your teaching and what resources are available?
Papers and Publications

- What papers did you author or co-author in the past year? Were any of the papers submitted for publication? If not, could any of those be submitted for publication this year, or do you need to write different papers? How will you identify potential publishing venues?
- What types of feedback, formal or informal, have you received on your writing skills?
- What specific areas of writing do you need to improve?

Professional Development Competencies

Presentations

- What presentations (journal clubs, seminars, scientific meetings or professional conferences) did you make in the past year? What sorts of feedback did you receive on the content of your presentation and your presentation skills? Are there specific presentation skills you would like to improve? How will you do so and what are your resources? What presentations would you need to make this year?

Fellowships and Grants

- What fellowship or grant proposals did you write? Were they funded? If yes, how will you assure that you make progress on these projects this year? If the proposal was not funded, what can you do to improve the application for future submission?
- What feedback have you received on your grant writing skills? Are there specific areas you need to develop to attract potential funders? How will you improve your skills and what resources are available?
- What grants do you need to write this year?

Research & Budget Management

- How much experience do you have with research and budget management? Do you need to gain more experience managing a research or project budget? How will you accomplish this?

Leadership

- What leadership experiences have you had that allowed you to identify objectives, implement plans and acquire decision making skills?
- What positions (within and outside the University) can you pursue this year to enhance your leadership skills?

Conflict Management

What opportunities have you had to develop skills related to conflict management? Such skills might include the ability to understand:

- psychological, physiological and behavioral aspects of conflict
- cross-cultural considerations in dealing with conflict
- prevalent conflict management styles and strategies
- positive opportunities that can be presented by conflict
• differences between the roles, responsibilities, process and expected outcomes of mediation, arbitration and negotiation
• differences between compromise, cooperation, collaboration and consensus building

Competencies for the Job-search Process

Below is a list of suggested professional development competencies related to the job search process that could be developed to increase the chances of securing a job offer of your choice in a timely manner. Take time to identify areas you need to improve and the resources available within and outside of the University.

CV/Resume Building and Formatting

• Formatting for the appropriate audience (e.g. teaching versus research university)
• Including information pertinent to the job description and qualifications
• Using a consistent, well-organized format that is easy to read and professional

Job Interviews

• Preparing and researching for the interview
• Understanding different types of interviews for industry and academia
• Recognizing and effectively responding to different forms of questions such as theoretical, leading and behavioral
• Properly communicating essential qualities such as clear communication skills, enthusiasm, leadership experience, teamwork oriented, decision-making abilities, organizational skills and maturity
• Gaining experience with mock interviews that provide in-depth feedback
• Developing interviewing techniques such as SAR (situation, action, result)
• Handling difficult questions with poise and purpose
• Identifying common cultural barriers to the job search
• Developing questions for the interviewer
• Maintaining appropriate contact after the interview

Informational Interviews

• Tailoring the interview to your personality preferences
• Establishing contact with an individual from the company or institution of interest
• Formulating effective interview questions
• Maintaining appropriate contact after the interview

Networking

• Identifying opportunities to meet with individuals who may be interested in your research and professional experiences
• Communicating your scholarly, research and career interests to individuals in academic and professional communities who may be aware of employment opportunities that match your specific experience and skills.
Job-Talk

- Tailoring the content for institutional or organizational fit
- Clearly communicating your research or scholarly agenda
- Engaging the audience in your presentation
- Addressing questions clearly and effectively

Cover Letter

- Reflecting a clear understanding of the organization or institution’s mission and structure
- Clearly stating an interest in the position and your qualifications to fulfill the position
- Highlighting research and/or teaching interests
- Detailing the required competencies for the position mentioned in the CV or résumé

Teaching Portfolio

- Teaching philosophy
- Course syllabus
- Lesson plans
- In-class and out-of-class activities
- Assessment methods

Emerging Areas of Competencies: Collaborative Leadership

Regardless of your chosen career path, at some point you will likely find yourself engaged in a collaborative endeavor, such as co-teaching, collaborative research, or working on a team project. Working in teams often requires the ability to translate discipline-based concepts, methods and practices in ways that experts from other fields will find understandable. Effective collaborative leadership also requires considerable attention to group dynamics, the professional development of team members, negotiating the division of labor and credit, as well as managing conflict. Although there are specific skills and competencies required to effectively engage in collaborative and interdisciplinary activity, such as building trust and creating clarity, these are not routinely taught within the academic and professional curriculum.

Rather than simply identifying the gaps in your skills and competencies, we encourage you to assess your collaborative leadership skills by reflecting on the unique traits you possess. These may be strengths that are not yet valued by your field(s) of study, but which have the potential to transform thinking and learning in your disciplinary area. It is also useful to keep in mind that the skills and competencies that are most useful for professional and career development are not a fixed set, but rather continuously change based on your experiences and your goals.
University of Washington – The Graduate School

Possible Themes and Topics for Goal Setting

It can be challenging to think of what to set goals for in your life, here are some ideas to help jumpstart your thinking. The more specific the better.

Academic

- **What specific knowledge do you need to gain to accomplish your thesis/dissertation?**
  - Are there courses or trainings you need to take?
  - Are there independent studies you would like to do with mentors or advisors?
- **What specific skills (methods or techniques) do you need to acquire?**
  - Are there graduate school courses that would help you learn these skills?
  - Could working with other students or faculty members help you attain these skills?
  - Would you like to gain more experience in teaching?
    - Are there specific teaching opportunities that you know of? How can you obtain these?
    - Is there any formal or informal training that may help you feel more confident teaching?
- **What presentations do you anticipate giving?**
  - Do you plan on presenting at conferences?
  - Do you plan on presenting to your dissertation committee?
- **Do you plan on publishing any papers?**
  - Are there certain journals that you are targeting?
  - What are the anticipated titles/topics of the manuscripts?
  - What are the anticipated dates of submission?
  - Are these first author or collaborative publications?
  - If you anticipate on co-authoring, do you need to reach out or follow-up with potential collaborators?
- **Are you planning on submitting applications for funding?**
  - Who are the sources of the funding and what type of award do you seek? When are the deadlines?
  - What are next steps to get ready to submit?

Career

- **What is your overall career goal?**
  - Where do you see yourself working, and in what capacity, in 10 years? (long-term)
  - Where do you see yourself working, and in what capacity, in 5 years (medium-term)
  - What do you want to accomplish towards reaching your career goals in the next year (short-term)
- **Are there relationships with mentors, advisors, or faculty that you hope to cultivate?**
  - What steps can you take to make these connections?
  - Are there letters of reference that you hope to obtain before you are on the job market?
- **Are there any professional development workshops or trainings that you hope to take?**
  - What are the topics? (e.g., leadership, management, collaboration, mentoring)
- **Are you interested in setting up informational interviews, job shadowing, or interning?**
  - If so when does this fit into your timeline?
○ What organizations would you ideally like to intern for?
○ Do you have any contacts at these places?
○ Are there upcoming networking opportunities where you can make contacts?

**Personal Goals**

- **Are there things that you could do to make your life feel more balanced?**
  ○ Would you like to set goals around fitness, eating more healthfully, contemplative time?
  ○ Do you want to spend more time with your partner, friends, or family? How can you make time in your schedule for this?
- **Are there any financial goals you hope to reach or debts/loans that you plan on paying off by a certain time?**
- **Is having a child/children part of your life plan? If so when could this fit into your timeline?**

This list was informed by templates developed by the UW Department of Medicine and Division of Pulmonary & Critical Care Medicine.
Individual Development Plan
PhD Program in Pharmaceutical Outcomes Research and Policy Program
University of Washington

Purpose of the Individual Development Plan

The purpose of an Individual Development Plan (IDP) is to prepare you for your future career after you graduate from the PhD program in PORPP. It is important that you think carefully about your individual career goals and the skills you need to be successful in that career. It is quite likely that your career success will require a much wider range of skills than the ability to design and perform research. Your mentor and other resources at UW and affiliated institutions will be helpful, but you must take primary responsibility for your career preparation.

Outline of the IDP Process

The development, implementation, and revision of IDPs require a series of steps to be conducted by graduate students and their mentors. These steps are an interactive effort, and so both the student and the mentor must participate fully in the process. An Appendix offers guidance and resources for developing your IDP. The UW Graduate Mentoring Page (with handbooks for students and faculty) is also a resource.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Conduct self-assessment, a tool for you and your mentor(s) to identify your career goals and competencies to reach your goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Write an IDP, including your PhD Progress Table and PhD Timeline. Share with mentor(s) and revise</td>
</tr>
<tr>
<td>Step 3</td>
<td>Implement the IDP and revise as needed</td>
</tr>
<tr>
<td>Step 4</td>
<td>Identify and explore potential career paths with mentor(s). Assess how your knowledge and skills match the competencies required by your chosen career(s), and revise your IDP to prioritize developmental areas that you will need for your career(s).</td>
</tr>
</tbody>
</table>

Once you have drafted your IDP, meet with your mentor(s) to discuss the draft, and schedule regular meetings to review and assess your progress. Make use of as many mentors as you find helpful—you will find that most people are very willing to help to guide you in understanding your goals and defining what mentoring you need.

Your IDP should be considered a living document that will evolve over time as you move through your training. You will be expected to update it in consultation with your mentor annually, and before it is reviewed annually by the PORPP Faculty.
Individual Development Plan
PhD Program Pharmaceutical Outcomes Research and Policy Program
University of Washington

Please complete your IDP (with your updated CV, Progress Table, and Timeline) and review with your mentor/chair. Obtain their signature, and submit electronically to Penny Evans at pennye@uw.edu. The IDP for first year students is reviewed at the PORPP faculty meeting in Spring. The IDP for returning students is reviewed annually at the PORPP faculty meeting in the Fall.

Student: ____________________________ Date: ____________________________

Advisor/Mentor/Chair: _________________________________________________

Dissertation or Research Topic: _________________________________________

Year Entered Program: ________ Estimated month/year of graduation: ________
1. Self-Assessment

The self-assessment will help you to gauge your skills, strengths and areas that need further development. Some of the skills and strengths that are relevant to career decisions in research include: technical abilities (breadth and depth of expertise), writing skills, oral communication skills, organizational ability, leadership, self-motivation, decision-making, creativity, work ethic, problem solving abilities, knowledge (depth and breadth), perseverance, and ability/desire to take risks. Take a realistic look at your current abilities. This is a critical part of career planning. Involve your mentors, faculty, colleagues, family and friends in the assessment process by asking them to identify your strengths and the areas you need to develop.

There are no word limits in the IDP form.

Please review the Appendix Self-Assessment Guide to initiate the self-assessment process.

a) Describe/List Your Existing Strengths:

b) Describe/List Areas for Further Development:
2. Academic Goals

After completing the self-assessment, defining goals (academic and career) begins with articulating your interest(s), based on your strengths and the jobs that you might want in different employment sectors (e.g. academia, industry, non-profit, government, or other research/teaching-related areas). Think about where you want to be in your career.

When completing each section, please indicate how sure or unsure you are about your future goals and objectives.

If you can’t decide on your preferred career path now, define what you need to know to make the choice, how you will obtain that information, and the time period over which you will work on determining your path. Execute that plan and then develop the actual IDP as your specific career goals become better defined.

a) What are your academic goals for the coming next year? (short-term objectives; be specific)
1. Academic Goals: (generally)

2. Courses you intend to complete in the upcoming academic year (course name and number):
   Core Courses:

   Elective Courses:
3. What are your plans regarding the preliminary, general or final dissertation examinations?
   Preliminary Examination:
   [ ] Completed (give date)__________
   [ ] Aim to complete this coming academic year
   [ ] Aim to complete in future academic years

   General Examination:
   [ ] Completed (give date)__________
   [ ] Aim to complete this coming academic year
   [ ] Aim to complete in future academic years

   Final Dissertation Examination:
   [ ] Aim to complete this coming academic year
   [ ] Aim to complete in future academic years

b) If you have established your dissertation committee, list the members here:


c) Biomedical Research Integrity Program (BRI)
   Which 5 out of 5 lectures did you “attend” to satisfy the BRI requirement stated in the graduate
   Student Handbook? You do not need to attend all 5 in one summer. Check the topics completed to
date, and the quarter of completion.

<table>
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<th>Check if completed</th>
<th>Topic</th>
<th>Quarter completed</th>
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<tr>
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<td>[ ]</td>
<td>Data acquisition and ownership</td>
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<td>[ ]</td>
<td>Peer review</td>
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<td>[ ]</td>
<td>Responsible authorship</td>
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</tr>
<tr>
<td>[ ]</td>
<td>Research misconduct</td>
<td></td>
</tr>
</tbody>
</table>

3. Career Goals

d) What are your broader career goals for the coming next year? (short-term objectives; be specific)
e) What do you want to be doing within 2-5 years after you graduate? (medium-term objectives)

f) What do you want to be doing in 10 years? (long-term objectives)

g) What is your overall career goal? (as of now – you can change your mind later)
4. Acquiring Knowledge and Research Skills

Once you have an idea of your strengths, the gaps in your knowledge or experience, and your career goals, think of ways to fill those gaps during your doctoral program. The remaining sections of the IDP pose questions about what skills you will need to be successful in your career and how you will develop those skills and gain essential experience. You should involve your mentor and committee members in helping you define what you need and in addressing those needs.

a) Briefly describe your research projects in the past 12 months (accomplishments, products, traineeships, research assistantships, or other jobs and detailed tasks, which can include classroom papers/projects, PHARM 600 Independent studies, dissertation plans). Please include human subjects’ information for each project, as relevant. If you have no projects, please state so.

b) Briefly describe your research goals for the next 12 months (products, traineeships, research assistantships, or other jobs and detailed tasks, which can include classroom papers/projects, PHARM 600 Independent studies dissertation plans). Please include human subjects’ information for each project, as relevant. If you have no projects, please state so.

b) What specific skills or expertise (methods, techniques, knowledge, specific courses, etc.) have you already acquired during the course of your project(s)?
c) What specific skills or expertise (methods, techniques, knowledge, specific courses, etc.) do you need to learn to accomplish this project and/or your career goals?


5. Development of Career Skills (Professional Development)

Once you have an idea of your strengths, the gaps in your knowledge or experience, and your career goals, think of career skills (professional development) you wish to gain during your doctoral program.

a) Communication skills: List progress you have made in developing communication skills and specific areas to improve in the future (e.g., skills in grant writing, manuscript writing, poster and oral presentations, science writing for the public, networking)


b) Teaching experience (if a career goal): List previous, current and future specific teaching assistantships and other teaching opportunities, including formal or informal training in didactics


c) Mentoring (if a career goal): List previous, current and future mentoring opportunities, informal and formal.
d) Leadership, time management, research management, etc.: List accomplishments and future areas for improvement in these and other relevant areas.

6. Setting Goals for Progress

a) Oral and poster presentations: List oral and poster presentations (e.g. works-in-progress, seminar presentations, local, regional, national, and international presentations, abstracts submitted) given/planned in the past 12 months and next 6 months. Include conferences you attended, noting titles and dates of presentations & posters on your CV. Describe how you will fund travel for future conferences.

b) Publications: List all publications since entering the PhD Program, including those that you are preparing for submission to journals, and the status of your submitted papers (i.e., In Progress; Submitted; Accepted/In Press; Published since entering the PhD Program), both below and on your CV.
c) **Funding needs and applications**: Describe future funding needs and list specific sources of previous and potential funding and type of award, with expected submission dates.

![Blank space](image)

d) **Progress toward career goals in other areas**: Please add additional information as relevant.

![Blank space](image)

### 7. Moving to the Next Step in Your Career

With your career goals in mind, reserve time and effort to develop professional competencies for the job search process that may increase the chances of securing a job offer of your choice in a timely manner. Take time to identify areas you need to improve and the resources available within and outside of the University.

a) **Key contacts to make to explore career options and investigate leads**:

![Blank space](image)

b) **Potential sources for letters of reference** (cultivate these relationships early):

![Blank space](image)
c) Development of CV/resume, research summary, etc.:


d) Other steps to take (e.g., tips from mentor(s) for moving to the next step; other professional development, informational interviews, networking/attending conferences):


8. Student Evaluation of Program

a) Describe your interactions with your mentor. Specify ways that your mentor helped you achieve your goals for the program. Note areas that might be improved in your relationship with your mentor.


b) Identify areas in the program that you think need improvement. Please be specific.


Page 11 of 22
PhD Program Timeline
Please work with your faculty advisor to complete the ENTIRE table with dates.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Year in Program</th>
<th>Status (Planned, In Progress, Completed)</th>
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<tr>
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<tr>
<td>Pass Preliminary Exam - Outcomes</td>
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<td></td>
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<tr>
<td>Pass Preliminary Exam - Biostatistics</td>
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<tr>
<td>Pass Preliminary Exam – Epi &amp; Pharmacoepi</td>
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<tr>
<td>Pass Preliminary Exam – Health Econ &amp; Policy</td>
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<td>Complete all Elective Courses</td>
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<tr>
<td>Complete PORPP Seminar each quarter enrolled</td>
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<td>Form Doctoral Dissertation Committee</td>
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<td>IRB Approval for Dissertation Research</td>
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<tr>
<td>Wrote Long Proposal – Committee approves</td>
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<tr>
<td>Pass Written Dissertation Proposal Defense</td>
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<td>Write Dissertation Introduction &amp; Conclusion Chapters</td>
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<td>Submit Manuscripts for Publication</td>
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<td>Event</td>
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<td>Date 2</td>
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<td>Dissertation Defense</td>
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<td>Graduation</td>
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### Course Requirements
#### PhD Progress Table

**CORE COURSES**

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<th>Course Title</th>
<th>Crs.</th>
<th>Grade</th>
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<td>EPI 513</td>
<td>Epidemiologic Methods II</td>
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<td></td>
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<td>BIOST 540(^{a}) Correlated data</td>
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<td>BIOST 512 or 518</td>
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<td>All Quarters**</td>
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\(^{a}\)Students must take 2 of the 3 second year Biostats courses – 536, 537, 540

\(^{**}\)18 credits of electives must be completed. Other recommended electives include:
HSERV 525-Advanced Methods III or BIOSTATS 524-Design of Medical Studies
Other suggested electives can be found in the Appendix of the Student Handbook

\(^{**}\)Students must enroll in Seminar each quarter during their PhD program. A waiver may be requested from the Graduate Program Director if research requires off-site presence for the majority of a quarter.

\(^{***}\)Required pre-requisite: principles of microeconomics (pre-req course requires approval of Pharm 568 instructor)
## OTHER REQUIREMENTS

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<tr>
<td>Passed the Preliminary Exams</td>
<td>/ /</td>
<td>IRB approval (for dissertation research)</td>
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<tr>
<td>Short Proposal Approved</td>
<td>/ /</td>
<td>Passed Oral Dissertation Defense</td>
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<tr>
<td>Committee formalized with Grad School</td>
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<tr>
<td>Passed Written Dissertation Defense</td>
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<td>TOTAL CREDITS: _____ (Must be at least 122)</td>
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- Completed all Core Courses
- Completed 18 credits of elective courses
- Completed 18 credits of PHARM 600
- Completed 12 credits of PORPP seminar
- Completed 27 credits of PHARM 800
Appendix
University of Minnesota
The Graduate School
Academic & Professional Development

Step 1: Conduct Self-assessment

The self-assessment will help you to gauge your skills, strengths and areas that need further development. Some of the skills and strengths that are relevant to career decisions in research include: technical abilities (breadth and depth of expertise), writing skills, oral communication skills, organizational ability, leadership, self-motivation, decision-making, creativity, work ethic, problem solving abilities, knowledge (depth and breadth), perseverance, and ability/desire to take risks. Take a realistic look at your current abilities. This is a critical part of career planning. Involve your mentors, faculty, colleagues, family and friends in the assessment process by asking them to identify your strengths and the areas you need to develop.

Here are some questions to initiate the self-assessment process. These questions are not intended to be comprehensive, but can serve as a tool for you and your mentor to identify your career goals and competencies required to reach your goals.

Career Goals

- What are your short-term career goals? How will you achieve these goals within the next two to five years?
- What are your long-term career goals? How will you achieve these goals within the next 10 to 15 years?
- What did you do last year to help develop contacts relevant to your short-term or long-term goals? Did you have opportunities to network with individuals from institutions or companies you feel may be a good fit for your future career aspirations?

Percentage Time Spent on Graduate Experience

What percentage of your time have you spent in the past year on the following components of the graduate experience? How much time would you need to spend this year?

- Coursework
- Research
- Dissertation writing
- Grant writing
- Attending research-related meetings or seminars
- Background reading
- Presenting at conferences or professional meetings
- Writing for publication
- Course development (for instructors/TA)

1 Web Site: http://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/plan
2 Web Site: http://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/idpstep1
• Teaching
• Job search process such as CV/résumé building and formatting, interviewing, etc.
• Student advising
• Attending career development workshops

Scholarly Competencies

Research

• What research theories or questions have you developed in the past year? How can you continue to build on those theories or questions? Are there other related theories or questions to develop?
• What research-related skills have you acquired? What feedback have you received on your research skills? What further skills do you need to acquire to be successful with your research and future career? How will you gain exposure to these skills and evaluate your competency?
• What research collaborations (intradisciplinary or interdisciplinary) have you established? Are they successful and beneficial to your scholarly or scientific work? If so, how can you continue to build on those successes for the coming year? If they have not been successful, how can you improve on your collaborative research skills?
• How much time do you spend on projects that did not work? Are you continuing to solve problems with the projects, or could there be more important work to consider for this year? If so, how will you identify such projects?
• What research-related seminars did you attend? Were they beneficial to your work? What seminars do you need to attend this year?

Thesis/ Dissertations Writing

• How much time have you spent narrowing the scope of your thesis/dissertation topic or drafting parts of the thesis/dissertation?
• Have you developed a schedule this year to meet with your advisor regarding the thesis/dissertation? If you are just beginning your graduate program, are you familiar with your department’s process to move students from the coursework to the completing your thesis or completing your dissertation defense? If not, who can you ask?
• Do you have a writing support group or resources where you can get feedback on your work? If not, how can you join a group?
• How productive were you last year with writing the thesis/dissertation? What are your writing strengths and areas needing improvement? How would you seek assistance?

Teaching

• Did you do any teaching in the past year (courses, seminars, laboratories)? Would you like additional opportunities to teach? How will you find these teaching opportunities?
• What sorts of feedback, formal or informal, have you received on your course content, syllabi, pedagogy, consideration of diverse learners and overall teaching abilities? In which areas do you need to improve? How will you improve your teaching and what resources are available?
Papers and Publications

- What papers did you author or co-author in the past year? Were any of the papers submitted for publication? If not, could any of those be submitted for publication this year, or do you need to write different papers? How will you identify potential publishing venues?
- What types of feedback, formal or informal, have you received on your writing skills?
- What specific areas of writing do you need to improve?

Professional Development Competencies

Presentations

- What presentations (journal clubs, seminars, scientific meetings or professional conferences) did you make in the past year? What sorts of feedback did you receive on the content of your presentation and your presentation skills? Are there specific presentation skills you would like to improve? How will you do so and what are your resources? What presentations would you need to make this year?

Fellowships and Grants

- What fellowship or grant proposals did you write? Were they funded? If yes, how will you assure that you make progress on these projects this year? If the proposal was not funded, what can you do to improve the application for future submission?
- What feedback have you received on your grant writing skills? Are there specific areas you need to develop to attract potential funders? How will you improve your skills and what resources are available?
- What grants do you need to write this year?

Research & Budget Management

- How much experience do you have with research and budget management? Do you need to gain more experience managing a research or project budget? How will you accomplish this?

Leadership

- What leadership experiences have you had that allowed you to identify objectives, implement plans and acquire decision making skills?
- What positions (within and outside the University) can you pursue this year to enhance your leadership skills?

Conflict Management

What opportunities have you had to develop skills related to conflict management? Such skills might include the ability to understand:

- psychological, physiological and behavioral aspects of conflict
- cross-cultural considerations in dealing with conflict
- prevalent conflict management styles and strategies
- positive opportunities that can be presented by conflict
• differences between the roles, responsibilities, process and expected outcomes of mediation, arbitration and negotiation
• differences between compromise, cooperation, collaboration and consensus building

Competencies for the Job-search Process

Below is a list of suggested professional development competencies related to the job search process that could be developed to increase the chances of securing a job offer of your choice in a timely manner. Take time to identify areas you need to improve and the resources available within and outside of the University.

CV/Resume Building and Formatting

• Formatting for the appropriate audience (e.g. teaching versus research university)
• Including information pertinent to the job description and qualifications
• Using a consistent, well-organized format that is easy to read and professional

Job Interviews

• Preparing and researching for the interview
• Understanding different types of interviews for industry and academia
• Recognizing and effectively responding to different forms of questions such as theoretical, leading and behavioral
• Properly communicating essential qualities such as clear communication skills, enthusiasm, leadership experience, teamwork oriented, decision-making abilities, organizational skills and maturity
• Gaining experience with mock interviews that provide in-depth feedback
• Developing interviewing techniques such as SAR (situation, action, result)
• Handling difficult questions with poise and purpose
• Identifying common cultural barriers to the job search
• Developing questions for the interviewer
• Maintaining appropriate contact after the interview

Informational Interviews

• Tailoring the interview to your personality preferences
• Establishing contact with an individual from the company or institution of interest
• Formulating effective interview questions
• Maintaining appropriate contact after the interview

Networking

• Identifying opportunities to meet with individuals who may be interested in your research and professional experiences
• Communicating your scholarly, research and career interests to individuals in academic and professional communities who may be aware of employment opportunities that match your specific experience and skills.
Job-Talk

- Tailoring the content for institutional or organizational fit
- Clearly communicating your research or scholarly agenda
- Engaging the audience in your presentation
- Addressing questions clearly and effectively

Cover Letter

- Reflecting a clear understanding of the organization or institution's mission and structure
- Clearly stating an interest in the position and your qualifications to fulfill the position
- Highlighting research and/or teaching interests
- Detailing the required competencies for the position mentioned in the CV or résumé

Teaching Portfolio

- Teaching philosophy
- Course syllabus
- Lesson plans
- In-class and out-of-class activities
- Assessment methods

Emerging Areas of Competencies: Collaborative Leadership

Regardless of your chosen career path, at some point you will likely find yourself engaged in a collaborative endeavor, such as co-teaching, collaborative research, or working on a team project. Working in teams often requires the ability to translate discipline-based concepts, methods and practices in ways that experts from other fields will find understandable. Effective collaborative leadership also requires considerable attention to group dynamics, the professional development of team members, negotiating the division of labor and credit, as well as managing conflict. Although there are specific skills and competencies required to effectively engage in collaborative and interdisciplinary activity, such as building trust and creating clarity, these are not routinely taught within the academic and professional curriculum.

Rather than simply identifying the gaps in your skills and competencies, we encourage you to assess your collaborative leadership skills by reflecting on the unique traits you possess. These may be strengths that are not yet valued by your field(s) of study, but which have the potential to transform thinking and learning in your disciplinary area. It is also useful to keep in mind that the skills and competencies that are most useful for professional and career development are not a fixed set, but rather continuously change based on your experiences and your goals.
University of Washington – The Graduate School

Possible Themes and Topics for Goal Setting

It can be challenging to think of what to set goals for in your life, here are some ideas to help jumpstart your thinking. The more specific the better.

Academic

- What specific knowledge do you need to gain to accomplish your dissertation?
  - Are there courses or trainings you need to take?
  - Are there independent studies you would like to do with mentors or advisors?
- What specific skills (methods or techniques) do you need to acquire?
  - Are there graduate school courses that would help you learn these skills?
  - Could working with other students or faculty members help you attain these skills?
  - Would you like to gain more experience in teaching?
    - Are there specific teaching opportunities that you know of? How can you obtain these?
    - Is there any formal or informal training that may help you feel more confident teaching?
- What presentations do you anticipate giving?
  - Do you plan on presenting at conferences?
  - Do you plan on presenting to your dissertation committee?
- Do you plan on publishing any papers?
  - Are there certain journals that you are targeting?
  - What are the anticipated titles/topics of the manuscripts?
  - What are the anticipated dates of submission?
  - Are these first author or collaborative publications?
  - If you anticipate on co-authoring, do you need to reach out or follow-up with potential collaborators?
- Are you planning on submitting applications for funding?
  - Who are the sources of the funding and what type of award do you seek? When are the deadlines?
  - What are next steps to get ready to submit?

Career

- What is your overall career goal?
  - Where do you see yourself working, and in what capacity, in 10 years? (long-term)
  - Where do you see yourself working, and in what capacity, in 5 years (medium-term)
  - What do you want to accomplish towards reaching your career goals in the next year (short-term)
- Are there relationships with mentors, advisors, or faculty that you hope to cultivate?
  - What steps can you take to make these connections?
  - Are there letters of reference that you hope to obtain before you are on the job market?
- Are there any professional development workshops or trainings that you hope to take?
  - What are the topics? (e.g., leadership, management, collaboration, mentoring)
- Are you interested in setting up informational interviews, job shadowing, or interning?
  - If so when does this fit into your timeline?
○ What organizations would you ideally like to intern for?
○ Do you have any contacts at these places?
○ Are there upcoming networking opportunities where you can make contacts?

**Personal Goals**

- **Are there things that you could do to make your life feel more balanced?**
  ○ Would you like to set goals around fitness, eating more healthfully, contemplative time?
  ○ Do you want to spend more time with your partner, friends, or family? How can you make time in your schedule for this?
- **Are there any financial goals you hope to reach or debts/loans that you plan on paying off by a certain time?**
- **Is having a child/children part of your life plan? If so when could this fit into your timeline?**

This list was informed by templates developed by the UW Department of Medicine and Division of Pulmonary & Critical Care Medicine.
Review of MS/PhD Student Progress Confidential Mentor Assessment (Not Shared with Mentee)

Please return to Penny Evans at pennye@uw.edu

Student: ____________________________  Date: ____________________________

Advisor/Mentor/Chair: ____________________________

Dissertation or Thesis Topic: ____________________________

Year Entered Program: ___________  Estimated Month/Year of Graduation: ___________

Mentor Comments
Assessment of progress in satisfying MS/PhD Program requirements, including required courses (and preliminary and general examinations for PhD students) (CIRCLE one number):

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<td>Good Progress</td>
<td>Very Good Progress</td>
<td>Exceptional Progress</td>
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Assessment of progress in research projects and/or thesis/dissertation (CIRCLE one number):

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Assessment of progress in professional development (CIRCLE one number):

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Overall assessment of progress (CIRCLE one number):

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Mentor Signature/Date

Director Initials/Date