Guidelines for the Social and Behavioral (SBS) track in the Ph.D. of Public Health
Social and Behavioral Sciences (SBS) Doctoral Program

Program Administration

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Department of Behavioral Science and Community Health
Guidelines for the Social and Behavioral Science (SBS) track in
the PhD in Public Health

Admission Policies and Procedures
The SBS PhD track adheres to the minimum standards set forth by the UF
Graduate School:

- A grade point average (GPA) of at least 3.0 (4-point system)
- Competitive Graduate Record Examine (GRE) scores

In addition to the above requirements, applicants must have completed and
submitted a SBS track application information form:

- A letter of proposed research interest
- Curriculum Vitae (CV)
- Minimum of three letters of recommendation (one of which must be
  academic)
- Academic writing sample (class paper, first author manuscript)

Please send to:

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Dept. of Behavioral Science & Community Health
College of Public Health & Health Professions
1225 Center Drive, Room 4160
PO Box 100175
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Although a formal interview for applicants is not required at this time, applicants
are encouraged to visit the department prior to or during the application process.
Mission Statement
The mission of the Social and Behavioral Science track within the Public Health PhD program is to prepare scholars to use theories, methods, and perspectives from multiple disciplines within the social and behavioral sciences to create new knowledge, effectively communicate research findings, and transform practice. As such, graduates of the PhD program will be prepared to compete for assistant professor positions at research universities and assume leadership roles at non-profit and government agencies or institutes.

Financial Assistance
It is the general policy of the department of Behavioral Science and Community Health (BSCH) that graduate students must demonstrate adequate financial support and the department is committed to finding financial support for all doctoral students if necessary and possible. However, the nature of that financial assistance may change on a yearly basis and will be based on admission ranking and adequate progression in the program. Financial aid is generally provided in the form of teaching and research assistantships with the expectation that students will contribute no more than 20 hours per week to these activities except in extenuating circumstances. Students taking longer than four years to complete the doctoral program assume responsibility for obtaining their own financial aid.

Prior to the beginning of each semester, every graduate student will receive a letter of offer specifying (1) the total amount of the stipend for that period, (2) the position to which he/she is appointed (e.g., Teaching Assistant, Research Assistant, or other), (3) the starting and ending dates of the appointment, (4) the assignment for that period, (5) the supervisor for that period, and (6) other pertinent information. Students will be asked to sign the form to indicate that it has been read, understood, and accepted. A copy of this document will be kept in the student’s personnel file.

At the end of every academic year, each supervisor will provide a written evaluation of the student to the department of BSCH. Students will receive a copy of the evaluation and have the right to a written rebuttal in case he/she disagrees with the evaluation. The evaluation will also be kept in the student’s personnel file.

When possible, decisions concerning the allocation of state stipends are made by the BSCH executive committee at the same time a decision is made to admit a particular candidate. (Note: Sometimes awards must be finalized at a later date due to delays in decisions regarding allocations from the university to the college.) Allocations will be reviewed on a yearly basis to ensure that the student is making adequate progress.

Outside Activity Disclosure
It is the general policy of the department of Behavioral Science and Community Health that all graduate students who are appointed as a Graduate Assistant
submit an Outside Activities Form. An annual disclosure should be submitted at the beginning of each academic year for each existing outside activity required to be disclosed. Graduate students who receive full funding (stipend and tuition) are allowed to commit to outside activities but are not to exceed 10 hours per week. If the fully funded student wishes to commit to outside activities exceeding 10 hours per week, the department will reduce or suspend funding for the remainder of the academic year. Future funding is not guaranteed but will be considered once all outside activities are reduced to the 10 hours per week or less. Students who do not receive funding may work as many hours needed, as long as the graduate student discusses the outside activities with their advisor.

Selection of Discipline for Degree and Major Professor
Upon entering the department, the BSCH executive committee will assign each incoming student a “first-year” advisor/mentor. During the course of the year, each student is encouraged to meet with several BSCH faculty so as to find the best scientific and interpersonal fit. Students may change advisors during the summer following their first year upon establishing written agreement from both the new and original advisors. (Note: Students are not allowed to maintain funding from the original advisor’s grant or contract when switching advisors unless there is explicit written permission.) After the summer of the first year, if a student desires to change the major advisor, he/she must let the department chair know in writing. The student will then be assigned to a new advisor as part of a no-fault one time change in mentorship.

Students who have made individual arrangements with a professor prior to entering the program and are sponsored through non-College funds provided by this professor may not need to go through this advisor selection process.

The department PhD coordinator will advise each student on general policies as set forth in this document. The department chair, associate chair, and doctoral program coordinator are responsible for general oversight of the PhD program for quality assurance, assignment of teaching duties, and recruitment of students.

Grievance Procedure for Academic Problems
The Department of Behavioral Science and Community Health and the University of Florida is committed to a policy of treating all students of the university community fairly in regard to their personal and professional concerns. A formal grievance procedure exists to ensure that each graduate student is given adequate opportunity to bring complaints and problems of an academic nature, exclusive of grades, to the attention of the University administration with the assurance that each will be given fair treatment.

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related
concerns, and academic matters.

The University has various mechanisms available for handling these problems when they arise, and it can sometimes be confusing for the student in knowing where to turn.

In general it is desirable to settle grievances in an informal fashion rather than initiating a formal grievance. Communication is the key element. As soon as a grievance issue arises, the student should speak with either the supervisory committee chair or the department graduate coordinator. If neither of these individuals is available, the department chair may be contacted.

The department representative will work with you and the person causing the grievance to resolve the issue informally.

**Students must first attempt to resolve the issue through their academic unit and then college.**

*Only if the issue cannot be resolved may students contact the Ombudsman for an appointment.* Documentation must be provided of all formal actions taken to resolve the issue. The Ombudsman is located in 31 Tigert Hall, 392-1308.

**Procedure:**

**Step 1:**

Informal Stage

In the informal phase of the academic grievance procedure, oral discussion between the student and the person(s) alleged to have caused the grievance is strongly encouraged. The discussion should be held as soon as you first become aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, you may wish to present your grievance in writing to the person(s) alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student either orally or in writing.

**Step 2:**

Formal Stage

If the student considers the response to the discussion to be unsatisfactory and feels that the grievance still exists, the grievance should be brought in writing, with all supporting documentation, to the PhD director or department chair. The response of the department to the student’s grievance must be given in a timely fashion.

If the grievance is still considered to be unresolved, the student may then file the grievance in writing with the dean of the college, who shall investigate the matter and respond to the student within a reasonable time.

The right of appeal in writing to the Ombudsman for graduate and professional students, as the authorized representative of the President of the University, shall be the final appeal but only after the prescribed administrative channels and grievance procedures have been exhausted.
Employment-related grievances are covered by the Collective Bargaining Agreement, Article 11, between the Florida Board of Education of the State University System and Graduate Assistants United. Students with employment-related concerns should contact the GAU office at 392-0274.

Issues of research misconduct are covered by Rule 6C1-1.011, Florida Administrative Code. Any allegations of research misconduct should be brought to the attention of the administrative officer (e.g., department chair, dean) to whom the accused party reports. Students may wish to seek advice from the Director of the Division of Sponsored Research, 219 Grinter, 392-1582, before making a formal complaint.

Graduate students who have complaints or problems with other aspects of university life should consult the Dean of Students Office in 202 Peabody Hall, 392-1261 for the appropriate grievance procedure.

For further information please review the following website: http://www.graduateschool.ufl.edu/files/handbook.pdf

**Readmission Procedures**

Students who have left the program prior to graduating and wish to be readmitted require the following:

- A minimum GPA of 3.0 for courses taken during the doctoral program.
- GRE scores that satisfy the admission requirements of the SBS program in effect at the time of readmission.
- Three letters of recommendation from faculty members in the BSCH department.

Readmission is not guaranteed, regardless of the circumstances that necessitate it.

**Supervisory Committee**

The supervisory committee is proposed by the student's major advisor in consultation with the student, nominated by the executive committee, approved by the chair of the department, and forwarded to the Graduate School. The advisor must hold Doctoral Graduate Faculty status within the public health program and all committee members must hold Graduate Faculty status with the Graduate School. The Dean of the Graduate School is an ex-officio member of all supervisory committees. Graduate students must set up their supervisory committees by the time they have completed 12 semester credit hours of course work or the end of their second semester, whichever comes first. The student is encouraged to meet with the supervisory committee as often as possible.

The supervisory committee shall consist of at least four Graduate Faculty members including at least two members from within the department of BSCH. The chair need not be tenured, but must hold a full-time position in the
department and be voted in as a member of the Ph.D. program faculty. All Ph.D. program faculty members are voting members. Other supervisory committee members must be graduate faculty as recognized by the University Graduate School.

In rare cases, one’s doctoral research may require the guidance of a specialist in an area of study other than that of the supervisory committee chair. In such cases, the PhD committee chair may recommend the appointment of a co-chair who should be on the graduate faculty.

Duties of the Supervisory Committee are:

- To provide optimum support and guidance to the student so as to help the student meet his/her academic goals.
- To inform the student of all regulations governing the Ph.D. degree (listed in this document and on the university website). This does not absolve the student from the responsibility of becoming informed of these regulations.
- To meet soon after appointment with the student to consider the student's individual goals and proposed program.
- To evaluate the student’s progress to date.
- To conduct the student's written qualifying examination after the student has completed all required course work. The supervisory committee should also assist in the departmental oral qualifying exam.
- To discuss and approve the student's dissertation topic, and if the student has passed the examination to the committee’s satisfaction, recommend the student's admission to candidacy.
- To monitor and evaluate the student’s progress and give clear directions as to the final work plan leading to graduation.
- To meet as a committee once a year before the student advances to candidacy and every six months thereafter to review the student's research.
- To conduct the final oral examination in defense of the dissertation.

It is important to remember that any changes made to the supervisory committee must be approved by the Dean of the Graduate School as the changes occur. Changes need to be approved at least 30 days prior to the date of the Final Oral Defense so that all new members will have ample time to become familiar with the dissertation. Committee changes cannot be made after a final oral defense takes place.

**Curriculum**

A minimum of 90 credit hours beyond the Master’s degree is required for the doctoral degree and all credits earned in the approved degree program count toward this minimum. All students must demonstrate, through previous course work, the attainment of basic level knowledge in the five core areas of public health (psychological, behavioral, and social issues in public health;
epidemiology; biostatistics; public health administration systems; and environmental health) and assessment and surveillance (see Table 1). Students who do not demonstrate previous coursework in these basic areas must complete it before taking their written qualifying examination.

<table>
<thead>
<tr>
<th>Public Health Core Prerequisites</th>
<th>Public Health/SBS Core Prerequisites*</th>
<th>Prerequisite</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC 6410 Psychological, Behavioral, and Social Issues in Public Health</td>
<td>Prerequisite</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHC 6001 Principles of Epidemiology</td>
<td>Methods requirement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHC 6050 or PHC 6052 Statistical methods for health Sciences</td>
<td>Statistics requirement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHC 6313 Environmental Health Concepts in Public health</td>
<td>Prerequisite</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHC 6102 Intro to Public Health Admin Systems</td>
<td>Prerequisite</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHC 6112 Assessment &amp; Surveillance for PH</td>
<td>Prerequisite</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Course work must be at the 5000 level or higher. Courses for major credit must be taken by letter grade, except for those courses listed as S/U in the catalog. Students with a previous graduate degree can petition the graduate council to have up to 25 credits applied towards the doctoral program. Prior to petitioning the graduate council, the course list must be approved by the BSCH Executive Committee.

Each student, together with his/her supervisor and/or committee, will put together a course program of study specifically designed to meet the student’s interests and professional goals.

**Qualifying Examination**
Qualifying examinations are expected to be completed at the end of the second year of PhD studies. Satisfactorily passing the qualifying examination is a requirement for admission to candidacy (i.e., when the student actually becomes a candidate for the Ph.D. degree). To take the qualifying examination, the student must: (1) have a minimum 3.00 GPA; (2) have completed letter-grade course work; (3) have completed all core courses; and (4) be registered as a student at the time the examination is taken. Exceptions may be granted by the supervisory committee (e.g., if a core course is not offered, but the student has fulfilled all other requirements and has formulated a research program). It is expected that the qualifying exam will focus on the student’s specific area of interest and background information from PhD course work.

**General Guidelines for the Qualifying Examination**
- The format for the qualifying examination will be a combined written/oral examination.
- The written qualifying examination should be completed at or about the time when all course work is completed. It is expected that the qualifying examination will be taken by the end of the second year in the PhD graduate program (i.e., summer of year 2).
• The written part of the qualifying examination for each student will be chaired by a faculty member in the BSCH Department who is a member of the graduate faculty.

• Prior to the written qualifying exam, the student should provide a written 1-page prospectus of their specific research interest area to their committee chair. This should be provided no later than one month prior to the qualifying examination date.

• The qualifying examination committee members will have a meeting prior to the examination to discuss lines of questioning and to address core competencies (relative to each focus area and the student’s dissertation topic). The chair of the examination committee will communicate the proceedings of this meeting to the Graduate Program Administrator.

• Each examiner is required to give an exam question(s) to the chair of the Examination Committee at least two weeks prior to the exam date. The chair of the exam committee, in consultation with the members will choose the final questions for the exam. Any aids (e.g., formula or tables) must be included with the question. All supervisory committee members will grade each section of the exam.

• The written exam will be closed book, however students may bring one double-sided page of listed references. Three questions covering theory, methods, and the student’s research interest area will be posed. Each student is required to type responses to the exam questions (unless determined otherwise prior to administration). Students must take the examination in an approved location on campus.

• The duration of the written exam is 4 hours each day over 3 consecutive days.

• The student’s grade (i.e., pass with distinction, pass, marginal pass, fail), along with any comments from the examiners will be reported to the qualifying examination committee Chair who will then distribute the exam results and comments to the student.

• Grading will follow the following guidelines: Students deemed to have passed with distinction by the committee will be allowed to forgo presentation of the oral component of the exam. Students deemed pass or marginal pass will be required to complete an oral qualifying exam in addition to the written portion. Students graded as a marginal pass will be required to complete a single re-write of a specified section, determined by the committee members. Students who fail the qualifying examination will be terminated from the PhD program.

• Grades:
  o Pass with Distinction (Mean score of 8.75 or above).
  o Pass (Mean score between 6.0 and 8.74 with no mean question scores below 2.0).
  o Marginal Pass (Mean score between 3.0 and 5.99). Students must retake all exam questions scored below a mean of 2.0.
  o Fail (Mean score below 3.0). Students who fail the qualifying examination will be terminated from the PhD program.
• Results of the written exam will be available in writing to the student two weeks following the completion of the third exam question. All communication of grading and exam results to the student will be conducted by the Examination Committee Chair.

**Oral Section of the Qualifying Examination**

• The oral section of the qualifying examination will be held no earlier than two weeks following successful completion of the written portion of the exam.
• All oral exams will be approximately 1.5 hours in length.
• All members of the student’s examination committee must be present for the oral presentation (or available via telephone conference).
• The exam committee chair will present the questions from the student’s written exam, and provide a summary of areas of committee concern. The student will then provide an overview of his or her question responses and respond to committee members’ questions.
• Results of the oral portion of the exam will be available to the student immediately following its completion. After successful completion of both written and oral examinations the student is eligible for admission to candidacy.

The doctoral student becomes a doctoral candidate when the following requirements are satisfied:

• The student’s academic record is satisfactory (3.0 or higher).
• Required coursework is completed.
• The supervisory committee certifies that the student has made satisfactory progress to be admitted to candidacy.
• The student has a dissertation topic approved by his or her supervisory committee.
• The student has passed both the written and oral portions of the qualifying exam.
• The Admission to Candidacy form has the required approvals.

The Student Services Office must be notified at least two weeks in advance of the oral qualifying examination so the Announcement of Examination form can be mailed and the Admission to Candidacy form prepared. This form should be taken to the qualifying exam by the student, signed by the supervisory committee, and returned to the Student Services Office for processing.

If the student fails the oral portion of the qualifying exam, he or she may retake it only once and it must be retaken within one semester.

If a student fails the oral portion of the qualifying examination for a second time, the Graduate School will be notified. A re-examination may be requested but it must be recommended by the student’s supervisory committee and approved by
the Graduate School. At least one semester of additional preparation is considered essential before re-examination.

Between the date of completion of the qualifying exam and the date of the degree, there must be a minimum of two semesters if the candidate is in full-time status or a calendar year if the candidate is in attendance on less than a full-time basis. The semester in which the qualifying examination is completed is counted provided that the exam is completed before the midpoint of the second term. No more than five years may pass between the completion of the qualifying exam and the conferring of the degree.

**Dissertation Proposal Presentation**

1. It is suggested that the research proposal be presented no later than one year following successful completion of qualifying exams. The topic of the research proposal must be an **original research project**. A written abstract of the research proposal, maximum of one page in length, should be provided, examined, and approved by the academic committee chair and committee prior to preparation of the complete proposal.

2. The written proposal, maximum of 12 pages of text plus references, prepared in the format of a granting agency (e.g., NIH R01 format) should be distributed along with "key" references to the committee at least 14 days prior to the oral dissertation proposal presentation.

3. The graduate student will give a succinct, 30-minute presentation (complete with visual aids) that focuses on the proposal topic and methodology. The duration of the oral examination is 2 hours. Examination will commence with the presentation of student’s research proposal. The student will then be examined by the committee. Oral questions posed to the student will be related to the written and oral dissertation proposal.

4. The committee will identify questions relevant to the research focus area, which may include but not be limited to:
   - Literature evaluation skills
   - Writing skills
   - Theoretical application
   - Scientific background
   - Study design
   - Models of disease or conditions related to Social & Behavioral Science
   - Analytical methods
   - Measurement methods
   - Data and statistical analysis skills
   - Differentiation of clinical and statistical significance
   - Basic concepts covered in the professional courses
5. The final evaluation of the proposal by the dissertation committee should be communicated to the student and the graduate academic affairs committee utilizing the following scale:
   a. Pass - With written feedback on strengths and weaknesses
   b. Remedial work needed:
      - Specific needs for additional learning experiences (e.g., scientific area, statistics, and writing) may be identified.
      - Remedial work may include a minor rewrite of the proposal or a major rewrite and re-defense of the proposal.
      - Remedial work must be completed within six months from the time of proposal presentation.

The candidate will propose a format for the final dissertation write up at the oral proposal presentation. The final format will be discussed and agreed upon with the candidate’s committee at this point. (See template in Appendix A)

**Final Dissertation Research**

The PhD final exam consists of an oral defense of the research results that are described in the doctoral dissertation. This exam is given within six months of graduation, after the first submission of the dissertation, and the completion of all other prescribed work for the degree.

Students must submit the dissertation electronically and should refer to the Graduate School Editorial Office for more information regarding the dissertation submission. The guidelines are also online at: (http://gradschool.rgp.ufl.edu/editorial/introduction.html)

Electronic submission requires a signed ETD Submission Approval Form, Final Exam Form, and one electronic copy to the Student Services Office.

The Student Services Office should be informed of the examination one week prior to the defense date in order to process the Final Exam Report form and send out notices.

Copies of the student’s dissertation must be given to the supervisory committee members at least two weeks in advance of the final examination. Graduation may be delayed for those who do not adhere to this rule.

Students are also required to complete an Exit Survey during the semester they plan to graduate. Students can find more information about the Exit Survey in the Student Services Office.

**All work for the Ph.D. degree must be completed within five calendar years after the completion of the Ph.D. qualifying examination.**
**Oral Dissertation Defense**
This will comprise a presentation of the candidate’s research. At the time of the oral defense, all dissertation committee members should sign the signature pages in the dissertation and sign the Final Exam Report form which is to be returned to the Student Services Office. Students will also submit the original copy of their dissertation to the Student Services Office.

A written abstract of the project (200 words minimum) will be provided to the Dissertation Committee Chair no later than two weeks prior to the scheduled presentation.

**Final Dissertation Examination**
Every candidate for a doctoral degree is required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. Because all doctoral dissertations are published, it is necessary that the work be of publishable quality and that it be in a form for publication.

Students must follow dissertation submission criteria and deadlines outlined by the Graduate School (see below). An announcement of the scheduled examination must be submitted in writing to the Dean of the Graduate School by the chair of the supervisory committee at least ten working days prior to the scheduled date. An announcement of the examination is sent at least two weeks prior to the date of examination to faculty members in the College of Public Health & Health Professions inviting them to attend.

At least four Graduate Faculty members, including all members of the supervisory committee, must be present at the oral portion of the final examination. Only the official members of the supervisory committee may sign the dissertation signature pages.

Assuming the candidate is successful, the Final Dissertation Report shall be signed by all faculty members attending the examination. The dissertation, original and copies, are to be signed by the official members of the supervisory committee and by the Dean of the College of PHHP. The signed Final Dissertation Report and the original copy of the dissertation should be returned to the Graduate School after the dissertation has been corrected.

All copies of the dissertation, except the original copy and the college copy, must be provided as a hard bound copy by the student. The original copy and the second copy of the dissertation must be presented to the Dean of the Graduate School on or before the date specified in the University Calendar. A copy of the final dissertation must also be provided to the Chair of the student’s dissertation committee, Chair of the department of BSCH, and committee members by request.
Note: Upon completion of the dissertation, students are required to submit the appropriate paperwork to IRB indicating the completion of the study. If a student continues to analyze data at other institutions, he/she must submit an IRB to the corresponding institution.

**Competencies**
Graduates of the PhD in Public Health (SBS track) will be able to:

- Explain the contributions of the different core areas to public health research and practice
- Apply public health principles learned in core courses to a focused area of study
- Demonstrate understanding of methodological issues applied to public health problems
- Demonstrate appropriate research design and use of methods
- Demonstrate competency in quality assurance/quality control methods
- Demonstrate skills necessary to assess the soundness of assessment and intervention tools used to measure public health concerns
- Apply basic univariate statistics to a dataset (e.g., mean, median, standard deviation, skew) using statistical software such as SPSS
- Apply basic multivariate statistics to a dataset (e.g., multiple regression, logistic regression; hierarchical regression) using statistical software such as SPSS
- Describe ethical challenges in conducting public health research and possible solution
- Develop a full draft of a grant proposal using the NIH format
- Critically evaluate public health research
- Develop a syllabus and evaluation plan for a public health course
- Demonstrate an in-depth understanding of public health issues/problem solving approaches in a core public health concentration and specialization
- Develop concentration-specific expertise to successfully conduct research and teach in that area
- Perform key research tasks (e.g., literature search; literature review; database development; data collection; data analysis; dissemination of findings)
- Participate productively as a member of a research team
- Effectively deliver course material, organize and lead group learning activities/discussions
- Appropriately interact with students
- Provide and receive constructive feedback concerning teaching skills
- Independently craft a research question suitable for a doctoral dissertation
- Independently develop a research procedure suitable for a doctoral dissertation
• Design and submit an IRB application appropriate to the dissertation research project
• Independently carry out a dissertation research project
• Independently analyze dissertation data
• Independently communicate, verbally and in writing, the results of the doctoral dissertation
Appendix A: Public Health/SBS Doctoral Program Timetable

Application
• Student explores research area and potential faculty advisor

Admission
• Initial advisor assigned
• Orientation
• First semester plan of study

Year 1
• Fall - Prepare list of courses for transfer credits
• Spring - Develop full plan of study
• Spring/Summer - Select supervisory committee

Year 2
• Spring - Approval from supervisory committee on dissertation topic and qualifying exam reading list
• Summer - Take written qualifying examination
• Summer - Oral qualifying exam (if needed)
• Summer - Advance to candidacy upon successful completion of exam(s)

Year 3
• Fall - Complete Electronic Dissertation Training
• Fall - Write dissertation proposal with input from supervisory committee
• Fall - Defend dissertation proposal
• Fall |Spring|Summer - Conduct dissertation research

Year 4
• Fall - Conduct dissertation research
• Fall & Spring - Write dissertation with ongoing input from supervisory committee
• Early Spring - Schedule defense upon approval from supervisory committee chair
• Early Spring - Submit dissertation draft to supervisory committee (2 weeks prior to defense)
• Mid Spring - Defend dissertation
• Mid Spring - Make revisions suggested by supervisory committee
• Mid Spring - Submit final dissertation to graduate school for approval
## Appendix B: Course Listing of Public Health/SBS Doctoral Program

<table>
<thead>
<tr>
<th>No.</th>
<th>Completed</th>
<th>Credits</th>
<th>Area</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MPH</td>
<td>3</td>
<td>PH Background</td>
<td>Psychological, Behavioral, and Social Issues in Public Health – PHC 6410</td>
</tr>
<tr>
<td>2.</td>
<td>MPH</td>
<td>3</td>
<td>PH Background</td>
<td>US Health Care Systems – HSA 6114</td>
</tr>
<tr>
<td>3.</td>
<td>MPH</td>
<td>3</td>
<td>PH Background</td>
<td>Environmental Health Concepts in Public Health – PHC 6313</td>
</tr>
<tr>
<td>4.</td>
<td>MPH</td>
<td>3</td>
<td>PH Background</td>
<td>Assessment &amp; Surveillance for Public Health – PHC 6112</td>
</tr>
<tr>
<td>5.</td>
<td>MPH</td>
<td>3</td>
<td>Statistics</td>
<td>Statistical Methods for Health Sciences – PHC 6050 or Statistical Methods in Research I – PHC 6052</td>
</tr>
<tr>
<td>6.</td>
<td></td>
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**COURSES ABOVE HERE MUST BE TAKEN PRIOR TO THE COMPREHENSIVE EXAM**

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*May be taken post-comprehensive exams*
Appendix C: Guidelines for Written Proposal Preparation

Procedures

Written proposals are to be submitted on NIH grant application form PHS 398 continuation pages (rev. 12/04) and prepared according to the directions in the application packet, with the exceptions noted below. Forms and instructions are available on the internet at:
http://grants.nih.gov/grants/funding/phs398/phs398.html

Research Plan

Do not exceed a total of twelve pages for the following parts (a-d): Specific Aims, Background and Significance, Progress Report/Preliminary Studies, and Experimental Design and Methods. Tables and figures are included in the ten page limitation. Applications that exceed the page limitation or PHS requirements for type size and margins (Refer to PHS 398 application for details) will be returned for revision. The 12-page limitation does not include parts e through i. (Human Subjects, Vertebrate Animals, or Literature Cited).

(a) - Specific Aims – (1 page). List the broad, long-term objectives and what the specific research proposed in this application are intended to accomplish, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, or develop new technology.

(b) - Background and Significance – (2-3 pages). Briefly sketch the background leading to the present application, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and public health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives.

(c) - Preliminary Studies/Progress Report – (2-3 pages). Use this section to provide an account of the students'/academic advisors’ preliminary studies pertinent to the application information that will also help to establish the feasibility of the proposed project.

(d) - Research Design and Methods – (4-5 pages). Describe the research design and the procedures to be used to accomplish the specific aims of the project. Include how the data will be collected, analyzed, and interpreted. Describe any new methodology and its advantage over existing methodologies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. As part of this section, provide a tentative sequence or timetable for the project.

See http://grants.nih.gov/grants/funding/phs398/section_1.html#8_research for complete instructions regarding sections (e) and (f).
(e) – Human Subjects Research

(f) – Vertebrate Animals

(g) – Literature Cited. (No page limits). List all references. Each reference must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication. The reference should be limited to relevant and current literature. While there is not a page limitation, it is important to be concise and to select only those literature references pertinent to the proposed research.
Appendix D: Behavioral Science and Community Health Faculty

Barbara Curbow, Ph.D., MA, BA
Chair

Dr. Curbow’s research interests fall within three general areas: psychosocial oncology, health psychology, and occupational health psychology. Within these broad areas, she has largely explored the following four research questions: (1) How do individuals make medical decisions? In particular, what is the role of persuasive communication theories in explaining how people conceptualize risk information and respond to treatment information. (2) How do individuals respond to life stressors? Her interests include both major life events such as cancer and more chronic, ongoing events such as job stress. This broad theme can encompass quality-of-life research (e.g., which life domains are most affected by a specific medical event?) as well as work and family research (e.g., does stress at work spillover to family life?). (3) What are the social and psychological resources that are important to adaptation to life stressors? She has a particular interest in self-related variables (e.g., self-esteem, self-concept, personal changes). (4) What is the process that people undergo to form or change attitudes (including their self-attitudes), beliefs, and behaviors? This can include how they change due to intended events (such as a health communication campaign or information concerning treatment options) and to unintended events (such as an environmental hazard). Currently, her research focuses on health disparities in treatment decision-making for adjuvant chemotherapy among colorectal cancer patients, use of alternative tobacco products, tobacco control, and cancer caregiving.
Dr. Jamie Pomeranz’ research falls within the broader area of health promotion for people with disabilities. A majority of his work has focused on life care planning and for individuals with disabilities including spinal cord injuries, traumatic brain injuries, developmental disabilities, and orthopedic injuries. His current research involves reducing health disparities among people with disabilities through tobacco cessation, cancer screening, and healthy nutrition and exercise.

Dr. Amaya-Burns’ research interests lie in the areas of health disparities among minority and underserved populations in the United States and Latin America. Specifically, my research interests surround two themes: (a) The health determinants associated with HIV/AIDS and tuberculosis prevalence in Guatemalan indigenous communities, and their relationship with Multi-Drug Resistant TB in Guatemala; and (b) The impact of Latino/Hispanic populations’ culture, their migratory status and the current United States political and health systems, in sustaining or destroying the “Latino Paradox”. Topics that I am currently working on or plan to work on include: access to health services, political will, behavior, obesity, heart diseases, mental health among Asian-Americans and Asian immigrants, and Latino/Hispanics in the United States; environmental health: pesticide exposure and its effect on migrant families; risk behaviors in environmental health among rural communities in El Salvador; HIV/AIDS and tuberculosis in the Guatemalan highlands.
Tracey Barnett, Ph.D.
Assistant Professor

Dr. Barnett’s current research interests also include adolescent risk behaviors. She is studying hookah rates and trends among Florida teens and college students; body image perception and smoking rates, particularly for adolescent females; developing public service announcements in tobacco prevention and cessation to be used for college students; changes in tobacco use and other risk behaviors during the transition from high school to college for young women.

Giselle Carnaby (nee Mann), MPH, Ph.D. SLP/CCC
Associate Professor

Giselle Carnaby-Mann is an Associate Professor in Behavioral Science and Community Health, Director of the PhD Public Health (BSCH track) and Co director of the University of Florida, Swallowing Research Laboratory. Her research focus lies in survivorship and the rehabilitation of patients with swallowing disorders following Head/Neck cancer and stroke. She specializes in research epidemiology and biostatistics, and has worked extensively in neurology and dysphagia research trials.
Dr. Christie’s research focuses on psychosocial antecedents and consequents of stress and coping with illness and traumatic life events across the lifespan. Her current research falls in two major areas: (a) cancer diagnosis and survivorship; and (b) informal caregiving.

Dr. Moorhouse has a broad range of research interests which can be categorized across two general areas – instrument development and risky substance abuse behaviors. His primary research interest is validating innovative health science instruments for research and clinical use. Trained extensively in Item Response Theory, specifically Rasch analysis, Dr. Moorhouse has collaborated with PHHP colleagues to expand or develop a variety of measures including the Computer Adaptive Measure of Functional Cognition for Traumatic Brain Injury (CAMFC-TBI) as well as is working to develop a non-compensation recovery measure for people with spinal cord injuries. In addition to his measurement research, Dr. Moorhouse has continued his work in substance abuse. Currently, he serves as a project coordinator on an NIH R-21 project to develop a tobacco cessation program for people with disabilities. Moreover, Dr. Moorhouse is investigating college-aged risky behaviors; specifically hookah use and college binge drinking patterns. He has recently expanded his research agenda by conceptualizing an innovative approach to understanding risky college drinking behavior and negative health outcomes.
Shalewa Noel-Thomas, MPH, Ph.D.  
Clinical Assistant Professor

Dr. Noel-Thomas’ research interests include: community-based participatory research, health disparities, HIV and chronic disease prevention, minority health, sexual health, women's health, immigrant health, health literacy, and psychosocial and ecological determinants of health.

Mary Ellen Young, Ph.D. CRC/R  
Associate Clinical Professor

Clinical/Research Interests  
Psychosocial Adaptation to Chronic Injury and Chronic Illness with specialty interest in  
Neurological Disabilities  
Women with Disabilities  
Measuring Vocational Outcomes  
Sexuality and Disability  
Qualitative Research Methods
Appendix E: Behavioral Science and Community Health Staff

Diamond Collier, B.A.
Program Assistant

Current Job Duties:
- Academic Assistant for the associate chair of academic affairs
- Responds to student inquiries
- Processes student applications for admissions
- Manages student registration
- Maintains student database system ie: verification and updating
- Inputs course development data
- Processes graduate student appointments & tuition waivers
- Oversees semester grade entry and submission
- Manage the hiring and termination process of student assistant and OPS appointments for the Rural South Public Health Training Center (RSPHTC)
- Process biweekly payroll and payroll distributions for student assistants and OPS appointed by RSPHTC

Di Eldridge, B.S.
Administrative Services Coordinator

Current Job Duties:
- Responsible for annual budget administration, salary distributions, and oversee grant budget and payroll activity
- Maintain and insure accuracy of budget allocations, transfers, conversions
- Approve daily expenditures
- Administrator of Foundation and Scholarship funds
- Management of fiscal and administrative monthly reports
- Responsible for personnel administration and appointments
- Administrator of faculty and staff personnel files, benefit and leave activity, hire and termination processing
- Supervision, training, and scheduling of departmental staff
- Executive Committee Board Member
- Backup Building Safety Coordinator
Amanda Glynn, MHS, CRC

*Distance Learning Coordinator*

Current Job Duties:
- Oversee all Distance Learning Program (Life Care Planning, Medicare Set-Aside, Geriatric Care Management, and Forensic Vocational Rehabilitation Certificate programs)
- Hire instructors for Distance Learning Program
- Manage Student Registration for the Geriatric Care Management Program, and Forensic Vocational Rehabilitation Program
- Process Student Application for Admission (Geriatric Care Management, and Forensic Vocational Rehabilitation Graduate Certificate Programs)
- Monitor Students Progress in the Life Care Planning Program, and Medicare Set-Aside Program
- Travel/advertise to increase awareness of Certificate Programs

Eileen Phillips

*Fiscal Assistant*

Current Job Duties:
- Manage department chair’s calendar
- Arrange and process travel for the department chair
- Fiscal manager for accounts payable on all funding in the department
- Research purchasing requests and submit requisitions/purchase orders
- Verify P-card charges and process bank payments
- Verify and approve Student Assistant and OPS timesheets
- Audit Leave Activity Reports and Expense Ledgers
Asia Stryker Harris, B.A.
Office Assistant

Current Job Duties:
- Office purchasing liaison for all supplies, food, etc
- Department meeting and event manager
- Administrator of copier accounts/codes
- Administrator of all department keys
- Department contact list administrator
- Support for faculty in course preparation
- Receptionist duties i.e.: telephone, mail, shipping, greet visitors
- Organize and process faculty, students, & visitors travel
- Auditor of P-card monthly aging reports
- Department manager of all required University trainings
- Building Emergency Coordinator (BEC) for department
- Support and assistance for Distance Learning Programs
- Support and assistance for select grants