



**College of Public Health
and Health Professions**

*Department of Health Services Research,
Management and Policy*

UNIVERSITY of FLORIDA

PHD IN PUBLIC HEALTH

HEALTH SERVICES RESEARCH CONCENTRATION

2017-2018 Student Handbook

Program Director

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TABLE OF CONTENTS

| | |
|---|------------------------------|
| Department Overview..... | 2 |
| PhD in Public Health, Health Services Research Concentration..... | 2 |
| Faculty | 3 |
| Contact Information..... | 7 |
| Mission Statement | 9 |
| Competencies | 10 |
| Financial Assistance..... | 111 |
| Selection Of Discipline For Degree & Major Professor | 11 |
| Supervisory Committee | 12 |
| PhD in Public Health, Health Services Research Concentration Curriculum..... | Error! Bookmark not defined. |
| Plan Of Study..... | 16 |
| Student progress..... | 19 |
| Readmission Procedures..... | 19 |
| Guidelines for the completion of doctoral degree | 20 |
| Requirement 1: Written Preliminary Exam/Qualifying Exam | 21 |
| Requirement 2: Dissertation Proposal Presentation | 23 |
| Requirement 3: Dissertation Research..... | 25 |
| Requirement 4: Oral Dissertation Defense / Final Dissertation Examination | 25 |
| Exit Interview and Alumni..... | 26 |
| Responsible Conduct of Research..... | 27 |
| Requirements..... | 30 |
| Confidentiality statement..... | 30 |
| FERPA | 30 |
| HIPAA | 30 |
| Preventing Sexual Harassment | 31 |
| Blood borne Pathogen Training | 31 |
| Flu Vaccine | 31 |
| Academic Integrity Form..... | 31 |
| Grievance Procedure..... | 32 |
| HSRMP forms..... | 34 |
| Committee Meeting Report..... | 35 |
| Individual Development Plan | 36 |
| Academic Integrity Attestation..... | 41 |
| Graduate Assistant Evaluation | 42 |
| Approval of Independent Study | 43 |

DEPARTMENT OVERVIEW

The Department of Health Services Research, Management and Policy is one of eight departments in the College of Public Health and Health Professions at the University of Florida. The department consists of faculty with complimentary skills and expertise in research areas including but not limited to health services research, health policy, health management, health outcomes, and health economics.

The objective of the graduate program is to prepare students to apply theory and concepts from a range of relevant disciplines. The department uses a student-centered approach to meet the goals of students in their chosen field of study.

PHD IN PUBLIC HEALTH, HEALTH SERVICES RESEARCH CONCENTRATION

Health services research is a multidisciplinary field of inquiry, both basic and applied, that examines the use, costs, quality, accessibility, delivery, organization, financing, and outcomes of healthcare services. The objective is to increase knowledge and understanding of the structure and processes of the healthcare system, and to assess subsequent effects on individuals and populations. Health services research draws on a variety of disciplines, and integrates their conceptual frameworks and methods to provide new ways of studying and understanding the health care system.

The PhD in Public Health, Health Services Research concentration prepares individuals to conduct inquiry that will inform government officials, corporate leaders, clinicians, health plan managers, and others making decisions about complex health-related problems and issues. Students in the PhD Program learn to apply research methods and scientific knowledge to the study of health services organizations and systems.

Graduates of our program find career opportunities in academic, private sector, and public service settings. For example, some graduates will combine research interests with a teaching career and accept academic appointments in a wide range of health-related departments in the nation's colleges and universities. Other graduates will pursue health services research in the context of healthcare delivery and choose employment opportunities with hospitals and health systems, managed care companies, the pharmaceutical industry and consulting firms. Finally, graduates may pursue careers in government or other public service entities (such as private foundations), whose programs are increasingly dependent upon the findings and methodologies of health services research.

FACULTY



Arch G. Mainous III, PhD

HSRMP Department Chair & Florida Blue Endowed Professor

Dr. Mainous conducted a variety of studies on conditions commonly presenting in primary care including respiratory infections, diabetes, cardiovascular disease and iron disorders. These studies have been funded by a diverse portfolio of funders including National Institutes of Health, Agency for Healthcare Research and Quality, the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention. Much of Dr. Mainous' research has focused on improving the delivery of health care by attempting to improve detection of disease and providing the right care for the right individual.

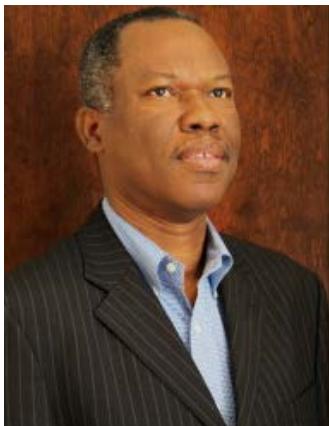


Kalyani Sonawane, PhD

PhD Program Director & Clinical Assistant Professor

Dr. Sonawane's research focuses on comparing the effectiveness and harms of healthcare interventions/healthcare delivery models to inform clinical decision-making and policy. Her expertise is in the use of large healthcare databases (including administrative claims databases, national surveys, electronic medical records, and patient registries) to conduct comparative effectiveness research studies. She has a strong interest in understanding the treatment patterns in patients with cardiovascular diseases and cancers. Before joining the University of Florida, she was a Health Outcomes Researcher at Anthem BlueCross BlueShield.

FACULTY



Valery E. Madsen Beau De Rochars, MD, MPH

Assistant Professor

Dr. Madsen provides epidemiologic expertise, investigating, designing, developing, implementing, evaluating, and improving strategies to prevent and control disease risk factors and hazardous exposures and to control epidemics. At the Emerging Pathogens Institute, he is serving as coordinator for underground research activities in the research laboratory located in Gressier, Haiti to answer questions on public health matters in Haiti.



Ashish A. Deshmukh, PhD, MPH

Assistant Professor

Dr. Deshmukh is a clinical decision scientist and health economist. His research focuses on the development and evaluation of simulation models that have the potential to improve clinical decision-making and inform health policies. He is also interested in the design and analysis of economic evaluation studies using population-based observational data or as part of clinical trials. His primary research application area is in prevention and management of HPV-associated cancers. He also has strong interest in evaluation of smoking cessation interventions, and behavioral interventions targeted towards improving screening in cancer patients. He is leading several studies evaluating determinants of anal and breast cancer prevention, management and outcomes.



R. Paul Duncan, PhD

Malcolm and Christine Randall Professor

Dr. Duncan is a nationally prominent health services researcher, best known for his studies of access to various forms of medical and dental care. In recent years, much of his work has focused on health insurance and the uninsured. Between 1999 and 2003, he served as Principal Investigator for three major surveys examining health insurance circumstances in Florida, Indiana, and Kansas. In 2004, Florida completed a replication of the Florida Health Insurance Study under Dr. Duncan's leadership. His most recent research includes an 8-year contract with the Florida Agency for Health Care Administration to conduct an independent evaluation of Florida's Medicaid reform initiative.

FACULTY



**Daniel J. Estrada, PhD, MBA, MHS
MHA Program Director & Clinical Assistant Professor**

Dr. Daniel Estrada's research interests include the impact of health insurance reimbursement mechanisms on provider behavior patient centered medical homes and disadvantaged populations. Dr. Estrada worked extensively as a healthcare consultant with several consultancies including Accenture. His consulting practice focused exclusively on health insurance plans and large scale system integration projects. In addition, he spent several years as a hospital administrator at UF Health for the Department of Pediatrics in the College of Medicine. Dr. Estrada brings a wealth of real world experience to his classrooms and enjoys providing practical insights to theoretical concepts for his students.



**Jinbai Huo, PhD, MD, MsPH
Assistant Professor**

Dr. Huo is a health services researcher and health economist, and his main research interests focus on delivery of health care, health disparities, health policy, and economic evaluation, with a particular focus on the cancer care. He has expertise in utilization, comparative effectiveness and cost-effectiveness analysis using large national claims and survey databases, such as SEER-Medicare data, Texas Medicare data, MarketScan® Commercial Claims & Encounters data, MarketScan® Health Risk Assessment Survey data, Medicare Fee-For Service Provider Utilization & Payment data, and National Health Interview Survey data.



**Ara Jo, MS, PhD
Clinical Assistant Professor**

Dr. Jo, from South Korea, earned dual Bachelor's degrees in Economics and in Exercise Science at Ewha Womans University, a Master of Science in Sport Management at Florida State University and her PhD in Health Services Research from the University of Florida. With her diverse educational background, her primary research interests focus on chronic disease prevention strategies such as screening, physical activity and risk score, and body composition assessments. She is particularly interested in normal weight obesity and overweight population with high muscle mass who are typically misclassified in health care setting. She is eager to further develop her career in developing more accurate risk assessment for effective and efficient chronic disease prevention through multidisciplinary approaches.

FACULTY



Frederick R. Kates, PhD

Clinical Assistant Professor

Dr. Kate's research is in tobacco control with an emphasis on water pipe tobacco smoking among 18-24 year olds. The South Carolina Public Health Association recognized Dr. Kates with the J. Michael Suber Media Excellence Award for sharing best pedagogical practices and online course development strategies on a YouTube channel dedicated to improving the delivery of instruction.



Nicole M. Marlow, PhD, MSPH

Clinical Assistant Professor

Dr. Marlow worked as an epidemiologist with the Health Services Research Division of the American Cancer Society, evaluating patterns of care, disparities, and clinical outcomes for cancer patients using a national, hospital-based cancer registry (the National Cancer Database). Her personal research interests include the implementation of patient reported outcomes for clinical decision support of chronic pain management, comparative effectiveness research in chronic pain disorders, and access to care issues for patients with functional limitations and disabilities.

CONTACT INFORMATION

Faculty and Staff

| NAME | TITLE | WORK | EMAIL | ROOM # |
|-----------------------------------|--|----------|--|---------|
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MISSION STATEMENT

The defining and distinguishing characteristics of the University of Florida's mission are its research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. The mission of the College is to preserve, promote, and improve the health and well-being of populations, communities, and individuals. The PhD program provides doctoral level training within the College, in order to conduct inquiry that will inform government officials, corporate leaders, clinicians, health plan managers, and others making decisions about complex health-related problems and issues. The program is a multidisciplinary field examining the use, cost, quality, accessibility, delivery, organization, financing, and outcomes of health care interventions and services where students learn to apply research methods and scientific knowledge to the study of health services organizations and systems.

COMPETENCIES

- Know how to apply alternative theoretical and conceptual models from a range of relevant disciplines to HSR.
- Apply in-depth disciplinary knowledge and skills relevant to health services research.
- Use knowledge of the structures, performance, quality, policy, and environmental context of health and health care to formulate solutions for health policy problems.
- Pose innovative and important research questions, informed by systematic reviews of the literature, stakeholder needs, and relevant theoretical and conceptual models.
- Select appropriate interventional (experimental and quasi-experimental) or observational (qualitative, quantitative, or mixed methods) study designs to address specific health services research questions.
- Know how to collect primary health and health care data obtained by survey, qualitative, or mixed methods.
- Know how to assemble secondary data from existing public and private sources.
- Use a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs.
- Implement research protocols with standardized procedures that ensure reproducibility of the science.
- Ensure the ethical and responsible conduct of research in the design, implementation, and dissemination of health services research.
- Work collaboratively in multi-disciplinary teams.
- Use appropriate analytical methods to clarify associations between variables and to delineate causal inferences.
- Effectively communicate the findings and implications of health services research through multiple modalities to technical and lay audiences.
- Understand the importance of collaborating with policymakers, organizations, and communities to plan, conduct, and translate health services research into policy and practice.

FINANCIAL ASSISTANCE

It is the general policy of the department of Health Services Research, Management and Policy (HSRMP) that graduate students have adequate financial support and the department is committed to finding financial support for all doctoral students if 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 academic year, every graduate student will receive a letter of offer specifying the total amount of the stipend for that period and other pertinent information. Students will be asked to sign the letter to indicate that it has been read, understood, and accepted. A copy of this document will be kept in the student's personnel file, and a fully executed copy will be provided to the student.

At the end of every semester, each graduate assistant will receive a written evaluation of their performance from their supervisor(s). A copy of the evaluation will be kept by department human resources staff and the student will also receive a fully executed copy for their records. (-see page 44). The program director will also keep a copy.

SELECTION OF DISCIPLINE FOR DEGREE & MAJOR PROFESSOR

Upon entering the department, the PhD Program Director will assign each incoming student a "first-year" advisor/mentor. During the course of the year, each student is encouraged to meet with HSRMP faculty members so as to find the best scientific and interpersonal fit. Students may change advisors during the summer following their first year upon with written agreement from both the new and original advisors. After the summer of the first year, if a student desires to change the major advisor, they must inform the PhD Program Director in writing. The student will then be assigned to a new advisor as part of a no-fault one time change in mentorship. The department PhD program director will advise each student on general policies as set forth in this document. The department chair, associate chair, and academic program coordinator are responsible for general oversight of the PhD program for quality assurance, assignment of teaching duties, and recruitment of students.

SUPERVISORY COMMITTEE

The supervisory committee is proposed by the student's first year 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 PhD 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 should set up their supervisory committees by the end of their second semester. The student is encouraged to meet with the supervisory committee as often as possible.

The supervisory committee shall consist of at least two graduate faculty members (including the chair) from within the department of HSRMP. 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 PhD program faculty. All PhD program faculty members are voting members. Other supervisory committee members must be graduate faculty as recognized by the University Graduate School. At least one graduate faculty member must be selected to serve as an external committee member that is outside of the HSRMP department.

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

- 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 PhD 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, it is advised that a minimum of two meetings are held each year. Student will be required to submit a Committee Meeting Report form after each meeting (--see page 36).
- 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.

Changes in the Committee Membership

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.

If any changes to your committee need to be made, please alert the program's Academic Coordinator.

PHD IN PUBLIC HEALTH, HEALTH SERVICES RESEARCH CONCENTRATION CURRICULUM

| Public Health Core Courses: 15 Credits | | | |
|---|---|-------------|----------------------------------|
| Course Number | Course Title | Cred | Freq.(2014-2016) |
| HSA 6114 | US Health Care Systems | 3 | Fall OC - Spring OL |
| PHC 6001 | Principles of Epidemiology in Public Health | 3 | Fall OC - Spring & Summer OL |
| PHC 6050 or PHC 6052 | Biostatistics | 3 | Spring OL Fall OC - Spring OL |
| PHC 6313 | Environmental Health Concepts in Public Health | 3 | Fall OC-Spring OL-odd Sum OL |
| PHC 6410 | Psychological, Behavioral, and Social Issues in Public Health | 3 | Fall OC - Fall OL |
| Quantitative Methods and Statistics: 12 Credits | | | |
| PHC 6053 | Regression Methods for the Life Sciences | 3 | Spring OC |
| PHC 6937 | Public Health Research Methods | 3 | TBD |
| <i>Choose two</i> | <i>of the following courses:</i> | 6 | <i>Varies</i> |
| | <i>PHC 6716 Survey Research Methods (Required for HSR, SBS) (3 credits)</i> <i>PHC 6937 Survival Analysis (3 credits)</i> <i>PHC 6937 Stochastic Epi Modeling (bios) (3 credits)</i> <i>PHC 7090 Advanced Biostatistical Methods I (3 credits)</i> <i>PHC 7091 Advanced Biostatistical Methods II (3 credits)</i> <i>PHC 6711 Measure in Epi and Outcomes Research (3 credits)</i> <i>PHC 7595 Intro to Molecular Epidemiology (3 credits)</i> <i>PHC 7056 Analysis of Longitudinal Data (3 credits)</i> | | |
| Health Service Research Core Courses: 36 Credits | | | |
| HSA 7936 | Health Care Costs & Financing | 3 | Fall |
| HSA 7106 | Health Care Access & Utilization | 3 | Fall |
| HSA 7759 | Quality & Outcomes in HSR | 3 | Spring |
| HSA 7116 | Health Services Organizational Research | 3 | Spring |
| HSA 7414 | Society, Health and Medical Care | 3 | Fall |
| HSA 7157 | Research Foundations of Health Policy | 3 | Spring |
| HSA 7437 | Advanced Health Economics | 3 | Spring |
| HSA 7708 | <i>Health Services Research Methods II</i> | 3 | TBD |
| <i>Research Focus</i> | <i>to be chosen by student/advisor</i> | 3 | Any |
| <i>Research Focus</i> | <i>to be chosen by student/advisor</i> | 3 | Any |
| <i>Research Focus</i> | <i>to be chosen by student/advisor</i> | 3 | Any |
| Professional Issues: 6 Credits | | | |
| PHC 6XXX | Seminar in Public Health Teaching | 1 | Fall as needed |
| PHC 7427 | Ethics in Population Science | 2 | Summer A |
| PHC 7727 or PHC 6162 | Grant Writing for Public Population Health Research Public Health Grant Writing | 2 | Summer C TBD |
| PHC 6937 | Public Health Journal Club | 1 | Any |
| Teaching & Research: 21 Credits | | | |
| PHC 6940 | Supervised Teaching | 3 | Any |
| PHC 7979 | Supervised Research | 3 | Any |
| PHC 7980 | Research for Doctoral Dissertation | 15 | Any |
| • OC = Campus • OL = Online | | 90 | Total Credits |

PLAN OF STUDY

Students with a previous graduate degree can petition the graduate council to have up to **30 credits** applied towards the doctoral program. Prior to petitioning the graduate council, the course list must be approved by the student's academic advisor and PhD Program Director. 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.

1. Required Core Courses

It is mandatory that all students take the required courses. The required courses (total 36 credits) are listed below-

- **Public Health Core Courses**

Five public health core courses totaling 15 credits.

- **Quantitative Methods and Statistics**

Four methods courses totaling 12 credits.

- **Health Services Research Core Courses**

- Eight HSR core courses totaling 24 credits. The overarching goal of core courses is for students to learn the basic concepts in health services research, management, and policy. The courses are offered by department core faculty.

- **Research Focus Courses**

Three Research focus courses totaling nine credits.

Students must select courses that remain in the same theme of their research interest. These are not to be treated as elective coursework. The student must acquire approval from the PhD Director before course registration.

2. Other required courses

- Public Health Journal Club
- PHC 6XXX Seminar in Public Health Teaching (1 credit)
- PHC 7727 Grant Writing (2 credits)
- PHC 6940 Supervised Teaching (3 credits)

3. Independent study (HSA 7905)

The overarching objective of independent study should be learning of advanced concepts techniques in the student's area of interest not already covered under the required courses. A brief plan of study including the objective of course, nature of delivery method, scheduled

meeting time, outcomes, and criteria for evaluation should be submitted and approved by the PhD Program Director. (--see page 45)

4. Advanced Integrative Seminar (HSA 7938)

Students are enrolled in HSA 7938 – Advanced Integrative Seminar in HSR in preparation for the written qualifying exam. This seminar is offered in Summer A and offers an overview of the concepts and content covered in the program.

5. Supervised Research (HSA 7979 – Dissertation Proposal)

Once a student has successfully completed their written qualifying exam they will be enrolled in HSA 7979 in preparation for their admittance to candidacy. Students are required to take **minimum 15 credits** of HSA 7979 before they can be admitted to candidacy.

6. Research for Doctoral Dissertation (HSA 7980)

For the purpose of UF Graduate School the date of the dissertation proposal is considered as the oral portion of the Qualifying Exam. There must be a minimum of two semesters between the oral portion of the Qualifying Exam and the date of the PhD Degree.

A total minimum of **90 credit hours** is required for the doctoral degree.

| | | | |
|---|--------------|----------------------------|-------------|
| Student: | UFID: | Matriculation Date: | MPH: |
| PhD Program in Public Health, Health Services Research Plan of Study | | | |

| COURSES | TITLE | CREDITS | GRADE | YEAR/TERM TAKEN | COURSE SUBSTITUTED |
|---|--|---------|-------|-----------------|--------------------|
| PUBLIC HEALTH CORE COURSES | | | | | |
| HSA 6114 | US Health Care Systems | 3 | | | |
| PHC 6001 | Principles of Epidemiology in Public Health | 3 | | | |
| PHC 6313 | Environmental Health Concepts in Public Health | 3 | | | |
| PHC 6410 | Psychological, Behavioral & Social Issues in Public Health | 3 | | | |
| Choose one: | PHC 6050 Biostatistics | 3 | | | |
| | PHC 6052 Biostatistics | 3 | | | |
| Total 15 | | | | | |
| QUANTITATIVE METHODS AND STATISTICS | | | | | |
| PHC 6053 | Regression Methods for the Life Sciences | 3 | | | |
| PHC 6716 | Survey Research Methods | 3 | | | |
| PHC 6937 | Public Health Research Methods | 3 | | | |
| Choose one: | PHC 6711 Measure in Epi and Outcomes Research | 3 | | | |
| | PHC 6937 Survival Analysis | 3 | | | |
| | PHC 6937 Stochastic Epi Modeling | 3 | | | |
| | PHC 7056 Analysis of Longitudinal Data | 3 | | | |
| | PHC 7090 Advanced Biostatistical Methods I | 3 | | | |
| | PHC 7091 Advanced Biostatistical Methods II | 3 | | | |
| Total 12 | | | | | |
| HEALTH SERVICE RESEARCH CORE COURSES | | | | | |
| HSA 7106 | Health Care Access & Utilization | 3 | | | |
| HSA 7116 | Health Services Organizational Research | 3 | | | |
| HSA 7157 | Research Foundations of Health Policy | 3 | | | |
| HSA 7414 | Society, Health and Medical Care | 3 | | | |
| HSA 7437 | Advanced Health Economics | 3 | | | |
| HSA 7708 | Health Services Research Methods II | 3 | | | |
| HSA 7759 | Quality & Outcomes in HSR | 3 | | | |
| HSA 7936 | Health Care Costs & Financing | 3 | | | |
| Research Focus | To be chosen by student/advisor | 3 | | | |
| Research Focus | To be chosen by student/advisor | 3 | | | |
| Research Focus | To be chosen by student/advisor | 3 | | | |
| Total 36 | | | | | |
| ADVANCED SEMINARS | | | | | |
| HSA 7938 | Advanced Integrative Seminar in HSR | 3 | | | |
| PROFESSIONAL ISSUES | | | | | |
| PHC 6XXX | Seminar in Public Health Teaching | 1 | | | |
| PHC 7427 | Ethics in Population Science | 2 | | | |
| PHC 6937 | Public Health Journal Club | 1 | | | |
| Choose one: | PHC 6162 Public Health Grant Writing | 2 | | | |
| | PHC 7727 Grant Writing for Public Pop. Health Research | 2 | | | |
| Total 6 | | | | | |
| TEACHING & RESEARCH | | | | | |
| PHC 6940 | Supervised Teaching | 3 | | | |
| PHC 7979 | Supervised Research for Dissertation Proposal | 15 | | | |
| PHC 7980 | Research for Doctoral Dissertation | 3 | | | |
| Total 21 | | | | | |
| TOTAL PROGRAM HOURS 90 | | | | | |

STUDENT PROGRESS

All PhD students in the college of Public Health and Health Professions (PHHP) are required to fill out a Monitoring Plan at the end of each year.

- **Monitoring Plan**

The monitoring plan tracks detailed progress of the student including completion of coursework, publications, attendance to scientific meeting, etc. The monitoring plan is available online (<https://internal.phhp.ufl.edu/phhp/idp>).

- **Individual Development Plan (IDP)**

The IDP tracks the general progress including goals and expectations, and strengths and weaknesses of the student each year. (--see page 37) A pdf version of the IDP can be found here (<https://phhp-main-new.sites.medinfo.ufl.edu/files/2011/01/PHHP-IDP.pdf>).

Students must meet with the PhD Program Director once a year to discuss and update the IDP.

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 PhD program in effect at the time of readmission.
- Three letters of recommendation from faculty members in the HSR department.

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

GUIDELINES FOR THE COMPLETION OF DOCTORAL DEGREE

A general timeline for completion of doctoral program is as follows-

| STEP | TIME FRAME |
|---|-----------------------------|
| Application | Early Spring Year 0 |
| Admission | Late Spring Year 0 |
| Assignment to Advisory | Summer Year 0 |
| Orientation | Summer Year 0 |
| First Semester Plan of Study | Summer Year 0 |
| Prepare list of courses for transfer credits | Fall Year 1 |
| Develop full plan of study | Spring Year 1 |
| Select supervisory committee | Spring/Summer Year 1 |
| Approval from supervisory committee on dissertation topic | Spring Year 2 |
| Take written preliminary examination | Summer Year 2 |
| Write dissertation proposal with input from supervisory committee | Fall Year 3 |
| Defend dissertation proposal | Fall Year 3 |
| Conduct dissertation research | Fall Year 3 – Fall Year 4 |
| Write dissertation with ongoing input from supervisory committee | Fall Year 4 – Spring Year 4 |
| Schedule defense upon approval of supervisory committee chair | Early Spring Year 4 |
| Submit dissertation draft to supervisory committee (2 weeks prior to defense) | Early Spring Year 4 |
| Defend dissertation | Mid-Spring Year 4 |
| Make revisions suggested by supervisory committee | Mid-Spring Year 4 |
| Submit final dissertation to graduate school for approval | Mid-Spring Year 4 |

GUIDELINES FOR THE COMPLETION OF DOCTORAL DEGREE

Students are awarded doctoral degree only after the successful completion of the following requirements-

REQUIREMENT 1: WRITTEN PRELIMINARY EXAM/QUALIFYING EXAM

Each student will be required to take a closed book, in-class written preliminary exam (also known as qualifying exam) which will test the students overall knowledge and understanding of core concepts of HSR. Satisfactorily passing the preliminary examination is a requirement before enrolling in PHC 7979 – Supervised Research for Dissertation Proposal.

A. Exam Pre-requisites

- To take the written preliminary examination, the student must:
 - (1) Have a minimum 3.00 GPA;
 - (2) Have completed all Public Health Core courses, HSR Core courses and Quantitative Methods and Statistics courses;
 - (3) Have completed letter-grade course work;
 - (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).
- All students who plan to take the preliminary exam are required to enroll in HSA 7938 – Advanced Integrative Seminar during the summer A semester. The instructor of HSA 7938 will review the content of all required courses with the student prior to the preliminary exam.

B. Exam Format

- The preliminary examination will be a written in-class, closed book examination. It will take place during the Summer B semester.
- The duration of the examination is eight hours divided into two four-hour sessions. One session in the morning and one session in the afternoon with a one-hour break in between.
- In each session the student is given the option to choose two out of the four questions to answer.
- All questions will be comprehensive in nature which will require application of theories, principles, and concepts of HSR along with critical-thinking.

C. Evaluation

- After the completion of the exam members of the faculty will meet and review the student's responses. Each answer will be deemed satisfactory or unsatisfactory based on the general consensus of the faculty.

D. Pass/Fail criteria

- The Pass/ Fail criteria for the preliminary exam will be as follows-
 1. Distinction: A student who answers **all four questions** satisfactorily will pass with a distinction
 2. Pass: A student who answers **three questions** satisfactorily will pass. The Program Director may decide to have the student remediate the topic area that the student answered inaccurately.
 3. Marginal Pass: A student who answers **two questions** satisfactorily will be awarded a marginal pass. In this case, the student will be required to remediate the content area where they displayed deficiency.
 4. Fail: A student who answers **three or all four questions unsatisfactorily** will fail and will not be allowed to remediate. The student will be terminated from the program.

E. Remediation

- If the student fails two questions, it is expected that the student will remediate within one semester following the semester the qualifying exam was taken.
- The nature and format of remediation is determined by the PhD Program Director and is developed in support of the individual needs of the student.

GUIDELINES FOR THE COMPLETION OF DOCTORAL DEGREE

REQUIREMENT 2: DISSERTATION PROPOSAL PRESENTATION

1. It is suggested that the research proposal be presented no later than one year following successful completion of preliminary 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 supervisory committee for a doctoral candidate's dissertation should comprise of at least four members selected from the Graduate Faculty. At least two members, including the chair, must be from the academic unit recommending the degree. At least one member serves as external member and should be from a different educational discipline, with no ties to the home academic unit. One regular member may be from the home academic unit or another unit.
3. The written proposal should include the **first three chapters** of the dissertation and should be distributed along with "key" references to the committee at least 14 days prior to the oral dissertation proposal presentation. There is no page limit for the written proposal.
4. 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 two 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.
5. 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
 - Analytical methods
 - Measurement methods
 - Data and statistical analysis skills
 - Differentiation of clinical/policy and statistical significance
 - Basic concepts covered in the professional courses
6. 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.

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

- The student's academic record is satisfactory (GPA of 3.0 or higher)
- Required coursework is completed
- The student has passed the written preliminary/qualifying examination
- The student has successfully defended their dissertation proposal
- The Admission to Candidacy form has the required approvals

Students are responsible for scheduling their proposal and dissertation defenses and for completing all necessary paperwork required by the Graduate School. Students must coordinate the room scheduling and form collection with the program's Academic Coordinator.

If the student fails the oral portion of the qualifying exam, he or she may retake it only once and it must be 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 oral portion of the qualifying exam and the date of the degree, there must be a minimum of two semesters. The semester in which the oral 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 oral portion of the qualifying exam and the conferring of the degree.

GUIDELINES FOR THE COMPLETION OF DOCTORAL DEGREE

REQUIREMENT 3: DISSERTATION RESEARCH

Students should refer to the Graduate School's dissertation checklist:

<http://graduateschool.ufl.edu/media/graduate-school/pdf-files/Dissertation-Checklist.pdf>

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://graduateschool.ufl.edu/about-us/offices/editorial/thesis-and-dissertation/>)

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.

All work for the PhD degree must be completed within five calendar years after the completion of the PhD oral qualifying examination.

REQUIREMENT 4: ORAL DISSERTATION DEFENSE / 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.

Students must follow dissertation submission criteria and deadlines outlined by the Graduate School (<http://graduateschool.ufl.edu/graduate-life/graduation/graduation-checklist/>)

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.

An announcement of the examination is sent at least one week 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. The Chair of the committee and the student must be present in person; however other members of the supervisory committee may attend via phone or video conference if attendance in person is not possible.

At the time of the oral defense, the student should have three forms that require signatures:

- 1) Electronic Thesis and Dissertation Signature Page (ETD)
- 2) Final Exam Submission Form
- 3) UF Publishing Agreement

These forms are provided to the student by the program's Academic Coordinator. Once the forms are completed and returned to the Academic Coordinator, they will be submitted electronically. Students will receive an email alert once this is completed. The Coordinator will provide the student with the ProQuest Publishing Agreement. This form needs to be **completed and delivered to the Graduate School by the student** as soon as possible.

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.

EXIT INTERVIEW AND ALUMNI

All students are required to complete an exit interview with the Program Director during the semester of their graduation. This will be scheduled by department staff.

After graduation, HSR alumni are encouraged to keep in touch with the department. Alumni can contact the Program Director or staff to update contact information, current position, and share success stories.

University of Florida Graduate School policies, including grievance procedures and other pertinent information, can be found on the University of Florida Graduate School website: <http://graduateschool.ufl.edu>.

RESPONSIBLE CONDUCT OF RESEARCH

Integrity in scholarly work has received considerable attention in recent years both in academic circles and in the news. Some notorious cases of fraud have made those in higher education sensitive to this issue. Some of these instances, especially in the sciences, have surfaced when attempts to replicate work failed. In the humanities and social sciences, plagiarism assumes greater prominence. Cheating, the bane of many high school and undergraduate teachers, can resurface at the graduate level as well. Moreover, in our increasingly complex professional world, graduate students may find themselves embroiled in abuses of confidentiality or conflicts of interest. All five of these problems are of major concern to graduate students, faculty, and other graduate educators.

Although many graduate students will have few problems with the ethical decisions involved in maintaining integrity in their work, others may not see the issues so clearly. Some may even be unaware of the potential for problems with integrity in graduate study. The Graduate School has prepared these guidelines for units to be consistent should fraud, plagiarism, cheating, abuses of confidentiality, or conflicts of interest arise.

FRAUD

Fraud usually involves the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence. Falsification of results may take one of two forms: (1) fabrication of data or (2) omission or concealment of conflicting data for the purpose of misleading other scholars. An intermediate form, difficult to detect especially in quantitative analyses, occurs when students are sloppy about categorization. All researchers, irrespective of discipline, can agree that the fabrication of data is fraudulent, and most will agree that the deliberate omission of conflicting data is also fraudulent. But a few scholars might argue that one person's conflicting data is another person's irrelevant data. In general, the best researchers are those who come to terms with any piece of evidence which others may regard as conflicting. Strong support for a given hypothesis involves disposing of or dealing with alternative hypotheses.

The best insurance against fraud in graduate student research is careful and close supervision by the faculty advisor and exemplary behavior by other members of the academic community. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways, such as by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student's reading in the field, by regular progress reports to the faculty advisor, and so forth. Faculty should normally expect such communication, and in the absence of faculty initiative, graduate students should initiate dialogues with faculty. Such communication will help the student develop intellectually and will lessen the possibility of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly and with a clear regard to the rights of the graduate student such that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with

established University procedures. The Graduate School will provide information on those procedures to any interested party.

PLAGIARISM

Unlike fraud, which is usually the deliberate creation of false data or results, plagiarism is the use of another's words, ideas, or creative productions or omission of pertinent material without proper attribution (i.e., without giving due credit to the original source). Flagrant cases of plagiarism may involve extensive borrowing of material from articles, books, or creative productions with perhaps only slight modifications. In such cases, penalties are usually severe for the student and would likely result in expulsion from Graduate School or, if a degree has already been earned, the rescinding of that degree. Less extensive cases of plagiarism may be either intentional or unintentional (e.g., carelessness or ignorance of the commonly accepted rules) but may also have severe repercussions. In using other people's work, one must cite that work in the text or, more commonly, in footnotes, and use either direct quotations or skillful paraphrasing for all ideas that are not one's own. Since much of the basic information about our disciplines comes from outside ourselves through a variety of sources common to all work in a discipline, it is unnecessary to footnote those facts and ideas, which are, so to speak, in the common domain of the discipline. Otherwise, we would be footnoting everything we know. But an intimate familiarity with the literature of the discipline, or a sub-discipline thereof, lets one know when the distinctive words or ideas of another researcher should be given proper attribution. The fairly common practice among scientists of citing the previous significant literature relating to the subjects of their articles or books serves as something of a safeguard against plagiarism, but such reviews of the pertinent literature are less usual in the humanities.

Every graduate student should have a comprehensive knowledge of what constitutes plagiarism. Ignorance of the concept of plagiarism on the part of the student is no excuse for resorting to it at the graduate level, if indeed ignorance is an acceptable excuse at the undergraduate level. Graduate students who have any confusion about the concept should discuss plagiarism with faculty members. Students should expect faculty members to demand that they know what constitutes plagiarism. There are problems, however, not always associated with traditional perceptions of plagiarism. One of these is the danger, when borrowing from the works of others, of quoting, paraphrasing, or summarizing the material in such a way as to misrepresent what the author is trying to say. A second problem arises when a student is overly dependent on the work of another, even if it is cited meticulously. Still another problem is plagiarizing oneself by submitting the same data or findings in more than one article or by reviewing the same book in two different journals. And, finally, there is the problem of a graduate student's findings being used by his or her mentor without proper attribution to the student either in the article or book, indeed of not giving credit for joint or co-authorship in articles or books where a substantial amount of the work is done by the student. The student should discuss any perceived problem of this nature with the faculty member involved, the chair of the department, or, if need be, with the Graduate School.

In nearly all of these instances of plagiarism, or variations therein, the best preventive is the example and consultation of the faculty advisor and the rest of the academic community, who should be sensitive to all of these nuances. Again, as with cases of fraud, University of Florida faculty should handle any suspicion of plagiarism with due regard to the student's rights, and any detection of plagiarism should be adjudicated in accordance with established University procedures. The Graduate School will provide procedural information on request.

CHEATING

Cheating at the graduate level may not differ morally from the same action on the undergraduate level, but many find graduate cheating more reprehensible and the consequences, understandably, are more severe. Academic dishonesty for one whose presence in graduate school declares he or she has opted for the intellectual life is a serious matter indeed. While cheating in the classroom is covered by regulations emanating from other parts of the University, cheating on qualifying or preliminary examinations is not. Such dishonesty, once proven, will at the very least result in failure of the examination and may mean termination of the student's enrollment.

ABUSES OF CONFIDENTIALITY

Abuses of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one's own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of an abuse of confidentiality is when the graduate student gains archival or library materials about living or recently-living subjects and uses them in his or her research without permission from the library or archive or, in some cases, from the individual. Any research on live subjects can present similar dilemmas. Confidentiality is one of the forms of integrity, which is relatively easy to abuse and relatively difficult to detect. Once again, as with fraud and plagiarism, the example of the graduate student's mentor and that of the rest of the academic community is the best preventive.

CONFLICTS OF INTEREST

Conflicts of interest between graduate students and faculty members may arise in a variety of ways. We have already alluded to the problems that can occur when the research of a graduate student is inadequately acknowledged by faculty, either by failure to footnote properly or to give co-authorship credit. But another set of professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest

which may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules that try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on the grounds that such students may be perceived by others to have an unfair advantage. A business relationship including a consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student's degree work.

Requirements

CONFIDENTIALITY STATEMENT & HEALTH INFORMATION POLICY (COMPLETED ANNUALLY)

All members of the workforce in UF medical components and affiliated entities, including faculty, staff, students, volunteers, and third parties are required to sign **UF's Confidentiality Statement**. All members of the workforce, whether full-time or part-time, temporary or permanent, paid or not paid, must sign the UF Confidentiality Statement within five business days of joining the workforce or student body, and annually thereafter, agreeing to maintain the confidentiality of patient health information created, received, and maintained by the University of Florida (<http://privacy.ufl.edu/uf-health-privacy/confidentiality-statement/registration/>).

FERPA (COMPLETED ANNUALLY)

The 1974 Family Educational Rights and Privacy Act, also known as the Buckley Amendment, is a federal law (20 U.S.C. 1232g) that protects the privacy of a student's educational record. FERPA applies to all educational institutions receiving funds from the United States Department of Education, from kindergarten through university level.

FERPA training is required annually for UF faculty, staff, and graduate assistants. When working with student records, a student assistant should work cooperatively with their supervisor to ensure FERPA compliance.

HIPAA (COMPLETED ANNUALLY)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a broad federal law that is in part designed to provide national standards for protection of certain health information. As required by HIPAA, the federal Department of Health and Human Services (DHHS) promulgated complex regulations known as the Privacy Rule, which implement the federal law. This is completed in myTraining.

PREVENTING SEXUAL HARASSMENT (COMPLETED BIANNUALLY)

GET80 Harassment Prevention. Every employee of the university (e.g. GA, TA, RA) is expected to complete this training every two years.

BLOOD BORNE PATHOGEN TRAINING (COMPLETED ANNUALLY)

All employees, students, and affiliates at risk of exposure to bloodborne pathogens must participate in annual bloodborne pathogen training. This includes those who handle human blood, tissues, primary human cell lines, and certain human body fluids.

BBP/BMW Training is available through myTraining, with unique content based on audience:

UF_EHS850G – General Audience

UF_EHS850C – Clinical Audience

UF_EHS850D – Dentistry Audience

NOTE: Those needing only Biomedical Waste training must complete the online UF_EHS851 course in myTraining.

FLU VACCINE (COMPLETED ANNUALLY)

Students, Faculty and Staff are all encouraged to get a flu shot. Flu shots are available from the main campus (Infirmary Building) and Health Science Center (Dental Tower, Room D2-49) locations, as well as SHCC outreach events across campus.

ACADEMIC INTEGRITY FORM (COMPLETED BIANNUALLY)

The University of Florida expects that every member of its academic community share its commitment to honesty, integrity, and the search for truth. To meet these standards, academic dishonesty is prohibited and will not be tolerated. Students are required to sign this form every two years. (-see page 42)

GRIEVANCE PROCEDURE

The following is the grievance procedure from the [Graduate School Student Handbook](#).

The HSR program uses the Graduate School's procedure for handling student grievances.

The University of Florida is committed to a policy of treating all members 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 is the next alternative. In most cases these individuals can work with the student and the person causing the grievance to resolve the issue informally, as specified below.

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 Ombuds is located in 31 Tigert Hall, **392-1308**.

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 the student first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the student may wish to present his or her 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.

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 department chair or a designated representative of the department. 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 Ombuds 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.

HSRMP FORMS

COMMITTEE MEETING REPORT

Name:

UF ID#

Date of meeting:

B) Summary of discussion

C) Progress from previous meeting

D) Recommendations

E) Tentative date of next meeting

Dissertation Chair Signature:

Student Signature:

Committee member 1:

Committee member 2:

Committee member 3:

Committee member 4 (external):

Additional mentors (if applicable):

INDIVIDUAL DEVELOPMENT PLAN

Click [here](#) to download form (Must be updated annually)

College of Public Health & Health Professions

Individual Development Plan

RESPONSIBILITIES

STUDENTS: Read the following responsibilities in advance of your meeting, and discuss with your advisor any questions you may have. This list is intended to help you understand where you should take ownership over your graduate training and how your advisor can support you with your goals.

STUDENT RESPONSIBILITIES

- ... take the primary responsibility for the successful completion of my degree.
- ... meet regularly with my advisor and provide her/him with updates on the progress and results of my activities and experiments.
- ... work with my research advisor to develop a thesis/dissertation project and select a committee.
- ... initiate requests for feedback and seek advice from my advisor, committee, and other mentors.
- ... be knowledgeable of the policies and requirements of my program.
- ... attend and participate in lab meetings, seminars, and journal clubs.
- ... keep up with original literature in my field.
- ... be a good lab citizen, maintaining a safe and clean space and working collegially with everyone.
- ... maintain a detailed, organized, and accurate lab notebook.
- ... discuss policies on work hours, sick leave, and vacation with my advisor.
- ... discuss policies on authorship and attendance at professional meetings with my advisor.

ADVISOR RESPONSIBILITIES

- ... be committed to your education and training as a future member of the scientific community.
- ... be committed to helping plan and direct your research project, allowing you to take ownership of your research while setting reasonable goals and establishing a timeline for completion.
- ... provide and seek regular and honest feedback on an ongoing basis.
- ... be committed to improving as a mentor.
- ... be open, encouraging you to come to him/her with concerns and helping to find acceptable solutions to problems as they arise.
- ... be knowledgeable of, and guide you through, your Home Program's requirements/deadlines.
- ... advise and assist with your thesis committee selection.
- ... lead by example and facilitate your training in complementary skills needed to be a successful scientist, such as communication, writing, management, and ethical behavior.
- ... discuss authorship policies, acknowledge your scientific contributions to the advisor's lab, and work with you to publish your work in a timely manner prior to your graduation.

CAREER PLANNING

CAREER PLANNING

1. What Program requirements do you need to complete, and what is your plan to fulfill them?

2. What are your primary goals in your academic training?

3. What are your career goals?
 - a. Where do you envision yourself 1 year post-graduation?

 - b. Where do you envision yourself 5 years post-graduation?

 - c. What guidance would help you with your development and exploration of career options?

 - d. Are there any factors that you are concerned may negatively affect your progress?

 - e. What help can your advisor or other faculty/staff provide? Also, indicate if you need help finding professional or personal development resources.

4. What positions are you applying to, and have you been able to get the guidance you need?

5. What features of the research group (if applicable) and your relationships with colleagues are most helpful and supportive to your wellbeing?

SELF EVALUATION

One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to your own goals, checking the boxes for skills that you would like to target in the coming year (1 being low; 3 being high). Ask your advisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

| | | | | | | | | | | | |
|--|-----|-----|---------------------|--|---------------------------|-------------------------------------|---------------------|---------------------|-----|-----|--------------------------|
| RESEARCH SKILLS & SCIENTIFIC THINKING | | | Target Skill | LEADERSHIP/PERSONNEL MANAGEMENT | | | Target Skill | | | | |
| Broad-based knowledge of science | (1) | (2) | | (3) | <input type="checkbox"/> | Delegating; providing instruction | | (1) | (2) | (3) | <input type="checkbox"/> |
| Critical reading of scientific literature | (1) | (2) | | (3) | <input type="checkbox"/> | Providing constructive feedback | | (1) | (2) | (3) | <input type="checkbox"/> |
| Experimental design | (1) | (2) | | (3) | <input type="checkbox"/> | Dealing with conflict | | (1) | (2) | (3) | <input type="checkbox"/> |
| Interpretation of data | (1) | (2) | | (3) | <input type="checkbox"/> | Leading and motivating others | | (1) | (2) | (3) | <input type="checkbox"/> |
| Statistical analysis | (1) | (2) | | (3) | <input type="checkbox"/> | Serving as a role model | | (1) | (2) | (3) | <input type="checkbox"/> |
| Creativity and innovative thinking | (1) | (2) | | (3) | <input type="checkbox"/> | Setting expectations | | (1) | (2) | (3) | <input type="checkbox"/> |
| WRITING | | | Target Skill | PROFESSIONALISM/INTERPERSONAL | | | Target Skill | | | | |
| For a scientific publication | (1) | (2) | | (3) | <input type="checkbox"/> | Identifying and seeking advice | | (1) | (2) | (3) | <input type="checkbox"/> |
| For a research proposal | (1) | (2) | | (3) | <input type="checkbox"/> | Upholding commitments / deadlines | | (1) | (2) | (3) | <input type="checkbox"/> |
| For a lay audience | (1) | (2) | | (3) | <input type="checkbox"/> | Maintaining positive relationships | | (1) | (2) | (3) | <input type="checkbox"/> |
| Grammar / structure | (1) | (2) | | (3) | <input type="checkbox"/> | Approaching difficult conversations | | (1) | (2) | (3) | <input type="checkbox"/> |
| Editing your own writing | (1) | (2) | | (3) | <input type="checkbox"/> | Contributing to a team | | (1) | (2) | (3) | <input type="checkbox"/> |
| ORAL COMMUNICATIONS | | | | Target Skill | PROJECT MANAGEMENT | | | Target Skill | | | |
| To a specialized audience | (1) | (2) | (3) | | <input type="checkbox"/> | Planning projects | (1) | | (2) | (3) | <input type="checkbox"/> |
| To a lay audience | (1) | (2) | (3) | | <input type="checkbox"/> | Breaking down complex tasks | (1) | | (2) | (3) | <input type="checkbox"/> |
| In a classroom | (1) | (2) | (3) | | <input type="checkbox"/> | Time management | (1) | | (2) | (3) | <input type="checkbox"/> |
| One-on-one | (1) | (2) | (3) | | <input type="checkbox"/> | Managing data and resources | (1) | | (2) | (3) | <input type="checkbox"/> |
| English fluency | (1) | (2) | (3) | | <input type="checkbox"/> | | | | | | |

MENTORING

Mentoring is a distributive process, allowing you to take advantage of the talents and experiences of many people throughout your training. You may want to consider using all or some of the IDP as an impetus for conversations with each of your mentors, not just your advisor. In the space below, consider the breadth of mentoring you currently receive.

| | |
|--|--|
| Lead Mentor | |
| Thesis Committee: as a group (list names) | |
| Thesis Committee: one-on-one (list names) | |
| Additional Mentors (list names) | |
| Collaborators (list names / roles in your research) | |

What have you found most beneficial of the mentoring you have received? Is there anything that would improve the mentoring you receive?

What important activities and skills do you bring to a mentoring relationship?

ACTION PLAN

THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER THE DISCUSSION OF THE STUDENT'S RESPONSE TO IDP ITEMS. Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by the two of you.

1 Communication

What is the best way to set meetings and communicate regularly?

2 Target Skills

What skills did you identify as most important development targets for the coming year?

3 Activities

List any activities in which you and your advisor agree you should participate to achieve your academic objectives in the coming year.

4 Projected Timeline for Major Goals**5 Financial Support**

What is the current plan for financial support during the upcoming year? If financial support is not assured, or if additional support is needed, what opportunities exist to apply for or secure this funding (e.g.: scholarships)?

6 Additional Actions

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor?

7 Following-Up

How often do you and your advisor plan to meet?

8 Other

ACADEMIC INTEGRITY ATTESTATION



College of Public Health
and Health Professions

Department of Health Services Research,
Management and Policy

UNIVERSITY of FLORIDA

P.O. Box 100195
Gainesville, FL 32610-0195
352-273-6073 - Phone
352-273-6075 - Fax
<http://hsrmp.phhp.ufl.edu>

Academic Integrity Attestation

Date: _____

I have read and familiarized myself of the following documents:

- (1) University of Florida *Student Code of Conduct and Student Honor Code*
<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
- (2) *Ten Suggestions for Preserving Academic Integrity*; (appended)
- (3) American College of Healthcare Executives *Code of Ethics*.
http://www.ache.org/ABT_ACHE/code.cfm

Student Name: _____

Student Signature: _____

Program Director or Delegate: _____

Signature: _____

The Foundation for The Gator Nation

An Equal Opportunity Institution

GRADUATE ASSISTANT EVALUATION

(MUST BE SUBMITTED AT THE END OF EACH SEMESTER OF THE GA DUTY)

Student Name:

Supervisor Name:

Position:

From:

(Progress Period Evaluated)

Overall Rating:

(Scale 1 to 5) (1: low, 5: high)

Responsibilities:

Strengths:

Areas for Improvement:

Recommendation(s) / Goal(s):

Student Signature

Date

**Research/Teaching Advisor/Chair Supervisory
Committee Signature**

Date

APPROVAL OF INDEPENDENT STUDY

Name:

UF ID#

College:

Major:

Course Number:

Number of Credit Hours Requested:

Semester: , 20

Professor:

Department:

Grade Option:

Letter Grade

Satisfactory/Unsatisfactory

To Be Completed By Instructor

(Please attach a course syllabus that addresses the following four points.)

- I. Objective of the course
- II. Nature of the teaching-learning process and the proposed schedule of meeting
- III. Proposed work products
- IV. Criteria to assess the work product

Student Signature

Date:

Instructor Signature

Date:

Department Head Signature

Date:

Suggestions for changes in this handbook?

Please contact the PhD Program Director.