

**UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC HEALTH**

**DEPARTMENT OF BEHAVIORAL AND
COMMUNITY HEALTH SCIENCES**

DOCTORAL STUDENT HANDBOOK

Important Contacts

Jeanette Trauth, PhD Director
of the Doctoral Program
6138 Public Health
412-624-0968
trauth@pitt.edu

Paul Markgraf
Student Services Support
Administrator
6104A Public Health
412-624-3107

Academic Year 2017-2018

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BCHS DOCTORAL STUDENTS GRADUATE SCHOOL OF PUBLIC HEALTH

To the Doctoral Students in the Department of Behavioral and Community Health Sciences:

On behalf of the faculty and staff of the Department of Behavioral and Community Health Sciences I would like to welcome new students to our doctoral program, and to offer best wishes to our continuing students. We look forward to working closely with you toward the successful completion of your academic program.

This handbook has been developed to provide background material about the history and philosophy of the Department of Behavioral and Community Health Sciences, the organizational structure of BCHS and the various policies, procedures, protocols, and timelines that are important regarding the Doctoral Program. It also addresses a range of frequently asked questions. We hope this handbook will be a useful guide to you as you proceed through the program.

It is our hope that you have a rewarding academic experience that will enable you to define and realize your career goals. Please feel free to contact your faculty advisor or the Program Assistant/Student Services Liaison in 6126 Parran Hall if you have additional questions.

Sincerely,

Steven Albert, PhD
Professor and Chair
Department of Behavioral and
Community Health Sciences

I. DEPARTMENTAL OVERVIEW

A. MISSION STATEMENT

The mission of the Department of Behavioral and Community Health Sciences is to promote the understanding of social and behavioral factors that influence the health of populations, and to promote positive change by developing and evaluating programs and policies designed to improve the public's health. Students in BCHS learn to: examine public health problems using social and behavioral sciences theory and information; develop and plan programs and policies to address public health problems; implement, manage and evaluate programs and policies; conduct community-based applied research to build a knowledge base and gain understanding; communicate information to policymakers and the public; and advocate for program development and policy change.

BCHS applies research on the dynamics of health behavior change to improve health in communities. We ask how people reason about health behavior, what leads people to consider their health at risk or a particular behavior "risky." We also ask how people adopt a health protective behavior and why behavioral interventions may or may not have desired effects. Testing these interventions requires engaged community partners and multi-level analyses. New investigations examine the neural substrate of health behavior, what happens to the brain when someone changes behavior. These investigations help us understand "syndemics," how different risk behaviors and associated health outcomes are linked. The goal is better health for populations, including the most vulnerable and marginal.

Our curriculum incorporates the latest advances in social, behavioral, and computational science. Students can take advantage of courses and earn certificates offered by centers within the Department, including the Center for LGBT Health, Center for Health Equity, and Institute for Evaluation Science in Community Health. Students can also earn a certificate in community-based participatory research and work with our Concept Mapping Center. The Department has a world-class faculty heavily involved in teaching, research, and community service locally, nationally, and internationally. We collaborate directly with an array of local and regional public health systems, and leaders of many of these organizations serve on our faculty. We are involved in national and international projects funded by NIH, CDC, USAID, and a number of NGOs and foundations. We are particularly noted for our community-based emphasis in research, practice, and evaluation. Faculty and student research sites extend from the US to Thailand, India, and Peru. Postdoctoral fellows hail from countries as diverse as Israel, South Africa, Vietnam, and Pakistan.

Graduates assume positions in a variety of public health and related organizations, including federal, state, and local governmental organizations, as well as a range of private sector and public-funded agencies. MPH graduates are

responsible for community health planning, research and evaluation, and administration of programs designed to improve the health of populations. PhD and DrPH graduates go on to careers in public health research, teaching, and administration.

Additionally, the Department has a state-of-the-art computer-assisted telephone interviewing system housed within our Office of Health Survey Research. Numerous agencies, specifically, the National Institutes of Health (National Institute on Aging, National Institute of Mental Health and National Cancer Institute), Health Resources and Services Administration, Agency for Healthcare Research and Quality, Pennsylvania Department of Health, as well as several local organizations and foundations, provide major support for faculty research efforts.

B. SOCIAL AND BEHAVIORAL ISSUES IN PUBLIC HEALTH

In recent years there has been a growing recognition that the social and behavioral sciences play a critical role in public health practice and research and training. Disciplines such as anthropology, psychology, sociology and health education have emerged as important and essential sub-specialties in both public health practice and research, as well as educational and training programs.

The academic programs in the Department of Behavioral and Community Health Sciences are based on a strong theory and knowledge base in the social and behavioral sciences, with a particular emphasis on social ecology as an organizing construct. Social ecology emphasizes the inexorable connection across the levels of human enterprise including the: genetic, biophysical, intra personal, interpersonal, family and social connections, groups, organizations, communities, and policies.

The academic programs are guided by competency-based education that directly addresses the skills outlined by the Association of Schools and Programs of Public Health (ASPPH) for the DrPH and the Institute of Medicine for PhD degrees in social and behavioral sciences.

Social justice is the core value that guides the activities of the Department. Social justice emphasizes an affirmative stance for embracing diversity by race, ethnicity, gender, age, sexual orientation, religion or spiritual beliefs, and pro-social points of view. It includes participatory practice in which all stakeholders have an equal voice in behavioral and community health activities.

The relevant social/behavioral knowledge areas include: the role of social/behavioral factors in health and illness; health related behavior of specific community sub-groups; the context of populations served (economic, cultural

and political); community dynamics and principles of community development; models of health behavior; group change theory and intervention strategies; lay /professional health communication and interaction; structure of social/organizational networks and processes; program organization and management behavior; relationships between social structure, culture, health policy, political processes, economics, the law and health behavior; and economic and cultural barriers to utilization of health programs.

C. DEPARTMENTAL ORGANIZATION

The organizational structure for the Department is shown in figure 1 (page 6). The Department is concerned with preparing individuals to apply theories, concepts and methods developed within the various social/behavioral science disciplines to the development of programs which have as their mission the prevention of illness and the promotion of health. The Department maintains three educational programs, Master in Public Health in Social and Behavioral Health Sciences (MPH), and Doctor of Public Health (DrPH) and Doctor of Philosophy (PhD). Additionally, at the master's level the Department has joint programs with the School of Social Work (MPH/MSW, MPH/PhD), the Graduate School of Public and International Affairs (GSPIA) (MPH/MID/MIA/MPIA), and the Department of Anthropology in the University's Faculty of Arts and Sciences (MPH/PhD). Students also may avail themselves of several certificate programs. These include certificates in Health Equity, Program Evaluation, Lesbian, Gay, Bisexual, & Transgender Individuals' Health and Wellness, Community Based Participatory Research and Practice, Aging, Global Health, Emergency Preparedness, Latin American Studies, Eastern Asian Studies, and Women's Studies.

General administration of the Department is carried out by the chairperson (Steven Albert), associate chairpersons (Ron Stall –research and science; Jessica Burke - administration) and the Department Administrator (Sue Cotter) in conjunction with the Executive Committee. Additional standing faculty committees are the Doctoral Committee, the MPH Admissions and the Master's Curriculum Committee. Extensive research is carried out by individuals and groups of faculty as well as through partnerships with other departments, schools, and universities and communities.

Department faculty help guide the Department by participating in University and Department committee work and through faculty and staff meetings. Students also are asked to participate in appropriate Department, School, and University committees.

D. FACULTY AND STUDENTS

The Department has sixteen primary faculty members. Additionally, twenty-one faculty members with primary appointments in other University departments hold secondary appointments in Behavioral and Community Health Sciences; and ten persons have adjunct appointments. Contact information for our faculty and staff can be found in Table 1.

The Department has an approximate enrollment of 125 students in its different programs. There are 20 students currently enrolled in the doctoral programs in the 2017-2018 academic year. The Department makes an effort to maintain an optimal number of doctoral students by limiting the number of new admissions.

A listing of recent dissertation titles submitted by doctoral program graduates is shown in Table 2. The range of research topics reflects the multidisciplinary nature of the Department and the range of interests brought to the doctoral program by the doctoral students.

E. DEPARTMENTAL SERVICE ACTIVITY

Departmental service activities are integral to the educational and research programs of the department. To meet the departmental mission for public service, faculty and staff serve as members of organizational boards and/or expert committees of governmental, private or voluntary organizations, provide consultations to community agencies, serve as members of professional organizational boards and/or committees, and participate as speakers or panelists at conferences or as visiting lecturers in other schools. Faculty provide service to communities through advising and monitoring students who are engaged in field work or community-based research.

**FIGURE 1. ORGANIZATIONAL CHART
DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES**

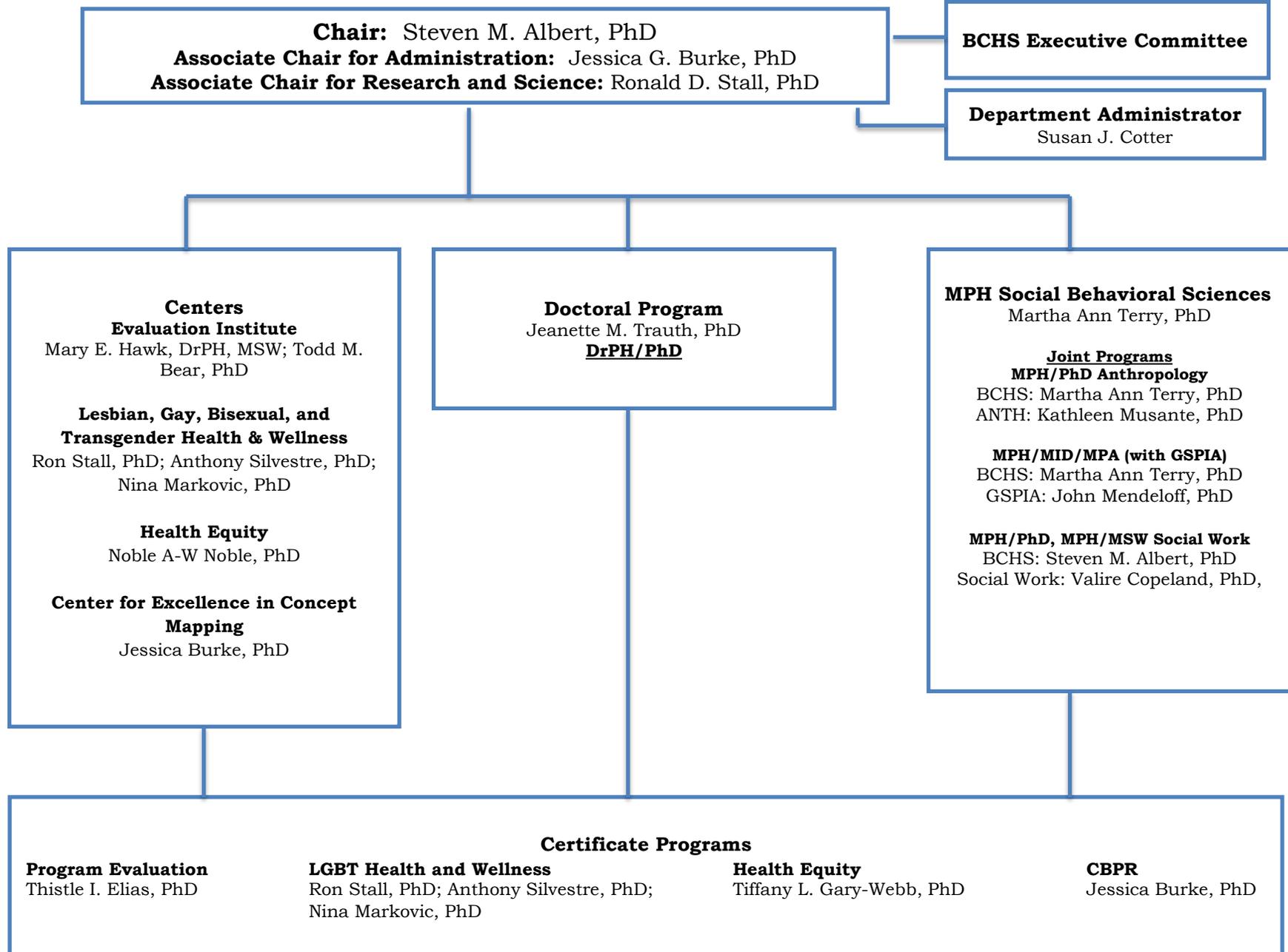


TABLE 1*
BCHS FACULTY CONTACT INFORMATION

Note: A description of each faculty member's research interests can be found online.

Faculty with Primary Appointments				
	Office	Phone	Email Address	Support Staff
Professor				
Steven M Albert, PhD	6126 PubHl	412-383-8693	smalbert@pitt.edu	Celeste Petruzzi
Noble A-W Maseru, PhD	6134 PubHl	412-624-3506	nam137@pitt.edu	Chantel Durrant
Ronald D. Stall, PhD	6120 PubHl	412-624-7933	rstall@pitt.edu	Celeste Petruzzi
Associate Professor				
Jessica G. Burke, PhD	6132 PubHl	412-624-3610	jgburke@pitt.edu	S. Haston/B. Kenrick
Patricia I. Documét, MD, DrPH	6133 PubHl	412-624-1601	pdocumet@pitt.edu	Chantel Durrant
Tiffany L. Gary-Webb, PhD	6135 PubHl	412-624-3131	tgary@pitt.edu	Chantel Durrant
Martha Ann Terry, PhD	6137 PubHl	412-624-5887	materry@pitt.edu	Summer Haston
Jeanette M. Trauth, PhD,	6138 PubHl	412-624-0968	trauth@pitt.edu	Summer Haston
Assistant Professor				
Todd Bear, DrPH	6125 PubHl	412-624-3126	tobst2@pitt.edu	B. Kenrick/S. Cotter/C. Petruzzi
James E. Egan, PhD	6119 PubHl	412-624-2255	jee48@pitt.edu	Celeste Petruzzi
Thistle I. Elias, DrPH	6123 PubHl	412-624-5531	elias@pitt.edu	Summer Haston
Elizabeth M. Felter, DrPH	6122 PubHl	412-383-9629	emfelter@pitt.edu	Summer Haston
Richard Garland, MSW	6118 PubHl	412-624-4631	rig11@pitt.edu	Chantel Durrant
Mary E. Hawk, DrPH	6124 PubHl	412-648-2342	meh96@pitt.edu	B. Kenrick/S. Cotter/ C. Petruzzi
Christina F. Mair, PhD	6136 PubHl	412-624-3131	cmair@pitt.edu	S. Haston/B. Kenrick
Andrea M. Weinstein, PhD	6129 PubHl	412-624-3162	amw140@pitt.edu	Summer Haston
Post Doctoral Scholar				
André J. Brown, Jr., PhD	6116 PubHl	412-624-9157	abrown7@pitt.edu	
Melvin C. Hampton, PhD	6116 PubHl	412-383-6037	mch86@pitt.edu	

Faculty with Secondary Appointments			
	Office	Phone	Email Address
Professor			
Dana H. Bovbjerg	Department of Psychiatry	412-623-5965	bovbjergdh@upmc.edu
Michael Fine, MD	Center for Health Equity Research and Promotion	412-688-4867	finemj@upmc.edu
Kathleen Musante, PhD	Department of Anthropology	412-648-7551	kmdewalt@pitt.edu
Charles F. Reynolds, MD	Department of Psychiatry	412-246-6414	chipr@pitt.edu
Richard Schulz, PhD	Dept. of Psychiatry	412-624-5443	schulz@pitt.edu
Jeannette South-Paul, MD	Dept. of Family Medicine	412-383-2378	southpaulj@upmc.edu
Associate Professor			
Gerald M. Barron, MPH	Health Policy & Mgt. /CPHP	412-383-2400	gbarron@pitt.edu
Valire Carr Copeland, PhD	School of Social Work	412-624-6324	sswvcc@pitt.edu
Denise Charron-Prochownik, PhD	School of Nursing	412-624-6953	dcpro@pitt.edu
Eric D. Donny, PhD	Department of Psychology	412-624-7618	edonny@pitt.edu
Chyongchiou J. Lin, PhD	Dept. of Family Medicine	412-383-2360	cjlin@pitt.edu
Jared W. Magnani, MD	Department of Medicine	412-692-2935	magnanij@pitt.edu
Elizabeth Miller, MD	Dept. of Pediatrics	412-692-6677	elizabeth.miller@chp.edu
Richard K. Zimmerman, MD	Dept. of Family Medicine	412-383-2354	zimmer@pitt.edu
Assistant Professor			
Linda Duchak, MED	Health Policy & Mgt. /CPHP	412-383-2230	lid24@pitt.edu
Deborah E. Polk, PhD	School of Dental Medicine	412-648-8656	dpolk@pitt.edu
Linda B. Robertson, DrPH	Department of Medicine	412-647-8588	robertsonlk@upmc.edu
Wesley M. Rohrer, III, PhD	Department of Health Policy & Management	412-624-3125	wmrun@pitt.edu
Sharon E. Ross, PhD	Dept. of Health and Physical Activity	412-383-4042	seross@pitt.edu
Joanne L. Russell, MPH	Center for Global Health	412-624-1634	joanner@pitt.edu
Instructor			
Barbara L. Folb, MLS	Falk Library	412-648-1974	folb@pitt.edu
Richard W. Rubin, DDS	School of Dental Medicine	412-648-2069	rrubin@pitt.edu
Lecturer			
Robert W.S. Coulter, PhD	Department of Medicine	412-586-9670	robert.ws.coulter@pitt.edu
Chelsea L. Pallatino, PhD	School of Medicine		clp44@pitt.edu

Faculty with Adjunct Appointments			
	Office	Phone	Email Address
Professor, Associate & Assistant			
Joshua A. Breslau, PhD, ScD	RAND Corporation	412-683-2300	joshua_breslau@rand.org
Charles L. Christen, DrPH	Pittsburgh AIDS Task Force	412-345-7456	clc142@pitt.edu
Donna C. Doebler, DrPH	UPMC	412-647-7643	doeblerda@upmc.edu
Thomas E. Guadamuz			teg10@pitt.edu
Karen A. Hacker, MD	Allegheny County Health Dept	412-687-2243	khacker@achd.org
Roderick L. Harris, DrPH	Allegheny County Health Dept	412-812-5704	Dr.Roderick.Harris@gmail.com
Eric G. Hulsey, DrPH	Allegheny Health Choices, Inc	412-325-1100	eric.hulsey@gmail.com
Suzanne M. Kinsky, PhD	UPMC		kinskys@upmc.edu
Sin How Lim, PhD	University of Malaya		howie.ceria@gmail.com
Michael E. Plankey, PhD	Georgetown University	202-784-2607	nwp23@georgetown.edu
Ernesto Pretto, MD	University of Miami		epretto@med.miami.edu
Angelica Starkey, DrPH	Allegheny Health Choices	412-342-8229	drangelicajonel@gmail.com
Michael A. Yonas, DrPH	Pittsburgh Foundation	412-394-2612	yonasm@pghfnd.org
John J. Zanardelli, MPH	United Methodist Services for the Aging	412-341-1030	johnzan@pitt.edu
Lecturer			
Philip B. Hallen, MA	Volunteer		
Professor Emeritus			
Edmund M. Ricci, PhD	Department of BCHS	412-624-6393	emricci@pitt.edu
Myrna A Silverman, PhD	Department of BCHS		woman@pitt.edu

BCHS Departmental Staff				
	Title	Office	Phone	Email Address
David F. Arndt	IT Specialist	6102 PubHI	412-624-2174	arndtd@pitt.edu
Lora Ann Bray	Research Staff	6121B PubHI	412-624-4388	lab47@pitt.edu
Gina Brooks	Research Staff	6121B PubHI	412-624-3612	gib19@pitt.edu
Leigh A. Bukowski	Research Staff	6121A PubHI	412-624-6174	lab108@pitt.edu
Susan J. Cotter	Departmental Administrator	6130 PubHI	412-624-9594	suecot@pitt.edu
Stephanie Creasy	Research Staff	6121A PubHI	412-624-3136	stc69@pitt.edu
Chantel J. Durrant	Support Staff	6121B PubHI	412-624-5665	cjd13@pitt.edu
Jesse T. Evans	Research Staff	6121A PubHI	412-383-7086	jte11@pitt.edu
Abigail L. Foulds	Project Coordinator	A724C PubHL	412-383-7028	abigailfoulds@pitt.edu
Summer R. Haston	Support Staff	6121B PubHI	412-624-3106	srhaston@pitt.edu
Blair P. Kenrick	Personnel Administrator	6104B PubHI	412-383-7357	bpk15@pitt.edu
Jennifer King	Research Staff	6121A PubHI	412-383-8630	jenking@pitt.edu
Paul J. Markgraf	Academic Administrator	6104A PubHI	412-624-3107	pmj111@pitt.edu
Andrew J. Mrkva	Data Manager	6121A PubHI	412-383-7311	a.mrkva@pitt.edu
Teagen L. O'Malley	Research Staff	6121A PubHI	412-383-3299	tlo8@pitt.edu
Celeste V. Petruzzi	Support Staff	6127 PubHI	412-624-3102	celestep@pitt.edu
Natalie Sumetsky	Research Staff	6117 PubHI	412-383-4621	nms77@pitt.edu
Michael Tokosh	Grants Administrator	6131 PubHI	412-624-0676	mtokosh@pitt.edu

TABLE 2
BCHS DISSERTATION TITLES
2010 – 2016

2016

Luis Duran, DrPH. Disgust, Conservatism and Influenza Prevention: An Embodied Cognition Approach to Health Attitudes and Intentions

2015

Dafna Benadof, PhD. *Tooth Brushing Habit Formation in Children of Mexican Immigrant Families in Pennsylvania, U.S.: A Qualitative Study.*

Suzanne Kinsky, PhD. *Exploring Lesbian Health Disparities: Social and Structural Predictors of Adiposity and the Metabolic Syndrome.*

2014

Todd Bear, PhD. Childhood Adversity and Its Effects on Health Over the Lifespan: Analysis of the Allegheny County Health Survey

James Egan, PhD. Gays in the Neighborhood: How Neighborhood and Context Impacts HIV and Substance Use Risks and Resiliences of Gay, Bisexual and Other Men Who Have Sex with Men in New York City.

Charvonne Holliday, PhD. Racial/Ethnic Disparities in Unintended Pregnancy, Reproductive Coercion, and Intimate Partner Violence

Kathleen McGinnis, DrPH. Concordance of Race/Ethnicity of Interventionists and Caregivers of Dementia Patients: Relationship to Study Outcomes

Collette Ncube, DrPH. Transgenerational Risk for Low Birth Weight and Preterm Birth: The Role of Biological and Neighborhood Factors in Racial Disparities.

Elian Rosenfeld, PhD. Exploratory Research on Health Care Providers' Perspectives on Expedited Partner Therapy to Treat Patients with Chlamydia

2013

Alina Bodea Crisan, DrPH. An Exploration of the Ideology of Health Promotion and Critical Implications for Public Health.

Jason Flatt, PhD. Exploring the Relationship between Cognitive Health and the Social Environment of Older Adults.

Roderick Harris, DrPH. A Mixed-Methods Evaluation of a Fall Prevention Program at a Continuing Care Retirement Community

Kamden Hoffmann, PhD. A Participatory Approach to Physical Activity among People with Severe and Persistent Mental Illness.

2012

Yll Agimi, PhD. Role of State Driver Licensing Policies and Physician Reporting Laws on Older Driver Safety.

Tina Bhargava, DrPH. Cognitive Interference in Response to Weight Loss Stimuli in Individuals Participating in a Structured Weight Loss Program.

Thistle Elias, DrPH. Beyond Mom: Promoting a Public Health Perspective on Meeting the Needs of "Neglected" Children.

Mackey Friedman, PhD. HIV Among Men Who Have Sex With Men and Women (MSMW): Prevalence Estimates, Acquisition and Transmission Risks, and Implications for Interventions.

LaToya Harris, DrPH. Ways of Coping: Understanding Workplace Stress and Coping Mechanisms for Hospice Nurses.

Mary Hawk, DrPH. Evaluation of a Community Developed Intervention to Reduce HIV Risk among African American Women.

Jason Manne, DrPH. Physician Orders for Life-Sustaining Treatment (POLST): How Do Nursing Facilities Implement the POLST Program?

Chimeremma Nnadi, PhD. Cancer History, Smoking Related Illnesses and Smoking Cessation Behavior in the Pittsburgh Lung Screening Study (PluSS) Extension.

2011

Amy Herrick, PhD. Syndemic Processes Among Young Men Who Have Sex With Men (MSM): Pathways Toward Risk and Resilience.

Angelica Starkey, DrPH. Financial Distress and Depressive Symptoms among African American Women: Exploring the Role of Religious Coping and Social Support

2010

Charles Christen, DrPH. Exploring the Motivations, Attitudes, Beliefs and Intentions of Men who have Sex with Men for Acquiring Sex Partners.

Donna Almario Doebler, DrPH. Understanding racial disparities in low

birthweight in Pittsburgh, Pennsylvania: The role of area-level socioeconomic position and individual-level factors.

Wilfred Johnson, DrPH. Which Demographic, Social, and Environmental Factors are Associated with Eating Habits and Exercise Patterns of Racial and Ethnic Minority Adolescents.

Examples of Recent Employment Graduates of BCHS Doctoral Program

2016

Luis Duran, DrPH: UPMC Magee Research Institute

2015

Dafna Benadof, PhD: Faculty, Universidad Andrés Bello, Santiago de Chile

Suzanne Kinsky, PhD: UPMC Center for High Value Research

2014

Todd Bear, PhD: Assistant Professor; Director, Office of Health Survey Research

James Egan, PhD: Assistant Professor, Department of Behavioral and Community Health Sciences

Kathleen McGinnis, DrPH: Private Consulting

Collette Ncube, DrPH: Senior Fellow, University of Washington

Elian Rosenfeld, PhD: Postdoctoral Fellow, Women's Health at VA Pittsburgh Healthcare System

2013

Alina Bodea Crisan, DrPH: Consulting

Jason Flatt, PhD: Assistant Professor Institute for Health & Aging University of California, San Francisco

Roderick Harris, DrPH: Deputy Director, Allegheny County Health Department

2012

Tina Bhargava, DrPH: Assistant Professor, Social and Behavioral Sciences, Kent State University

Thistle Elias, DrPH: Visiting Assistant Professor, Department of Behavioral and Community Health Sciences; Senior Associate Director, Evaluation Institute; Director, Evaluation of Public Health Promotion and Health Education Programs Certificate

LaToya Harris, DrPH: Project Manager, Office of Women's Health Services U.S. Department of Veterans Affairs

Mary Hawk, DrPH: Assistant Professor, Department of Behavioral and Community Health Sciences; Senior Associate Director, Evaluation Institute for

Public Health

Jason Manne, DrPH: Attorney at Law, Manne Law Office; Adjunct Professor of Veterans Benefits Law, University of Pittsburgh

2011

Angelica Starkey, DrPH: Senior Policy Analyst, Allegheny HealthChoices, Inc.

2010

Charles Christen, DrPH: Public Health Administrator, HIV Surveillance Coordinator, Allegheny County Health Department

Donna Almario Doebler, DrPH: Director, UPMC Corporate and Special Projects

Wilfred Johnson, DrPH: Special Assistant, U.S. Department of Health & Human Services, Bureau of Primary Health Care Health Resources & Services Administration

II. DOCTORAL PROGRAMS

A. OVERVIEW

The Doctor of Public Health (DrPH) and the Doctor of Philosophy (PhD) are necessary and complementary in Public Health. The DrPH prepares high level professionals to work in public health practice. The PhD prepares individuals for academic careers. While the two degrees are similar in rigor and credit load as well as their focus in the behavioral and community health sciences, there are differences.

The DrPH is a professional degree, focused on advanced training in specific areas delineated by the Association of Schools of Public Health (ASPH): professional leadership, administration, evaluation, and advocacy that will enable graduates to analyze and solve complex public health problems in the behavioral and community health sciences. The DrPH includes a professional practicum in public health practice settings. The PhD degree program is focused on training researchers in the behavioral and community health sciences to integrate state-of-the art theory, designs and analysis approaches to examine current problems in public health. The PhD has a research practicum and a teaching requirement.

B. MISSION STATEMENT

1. DrPH

The DrPH in the Department of Behavioral and Community Health Sciences prepares students for positions of leadership in the social and behavioral sciences areas of public health practice at the local, state and federal levels of government.

2. PhD

The PhD in the Department of Behavioral and Community Health Sciences prepares students to conduct research and teach in the social and behavioral sciences areas of public health in academic settings.

C. COMPETENCIES

1. DrPH

- Integrate the social and behavioral sciences with management, advocacy, leadership, ethics, and communication skills within an area of concentration.
- Utilize social ecological frameworks to design, implement and manage public health programs that translate research into practice;
- Utilize social ecological frameworks to conduct applied research to evaluate public health programs and policies using qualitative and quantitative methodologies;
- Develop partnerships and conduct collaborative projects with diverse communities, community organizations and public health organizations;
- Develop strategies to communicate effectively with diverse constituencies including policy-makers, researchers, public health practitioners and the general public in order to conduct advocacy for change and disseminate evidence-based research results.

2. PhD

- Apply critical thinking and problem solving skills using various models and conceptual frameworks from the social and behavioral sciences;
- Employ a social ecological perspective to the design and implementation of public health research programs;
- Apply qualitative and quantitative methodologies in order to design and conduct rigorous and scientifically valid research at various levels of human activity including the intrapersonal, interpersonal, organizational, community, public policy domains.
- Demonstrate a social justice perspective in the consideration of and sensitivity to ethical issues that influence public health, health policy, and the delivery of health care;
- Apply data management and analysis skills and demonstrate effective oral and written communication skills in the dissemination of research findings.

D. APPLICATION PROCEDURES

1. Minimum Requirements for Admission

All applications must be submitted online through the Schools of Public Health Application Service website: <http://www.sophas.org>.

- **PhD applicants must hold a post-baccalaureate degree e.g. a master of science degree in a discipline relevant to public health such as social work or anthropology or an MD or JD. Please note, DrPH applicants must either hold an MPH degree or must complete the GSPH school core courses in addition to the requirements for the DrPH degree if accepted.** A degree from a school accredited by the Council on Education for Public Health (CEPH) is highly desirable.
- Applicants must clearly state in their application how the program of study will benefit them in achieving their career goals. The Doctoral Committee carefully considers the quality of the applicant's written goal statement in its evaluation.
- Applicants must submit with their application three letters of recommendation from individuals in a position to judge the applicant's professional and/or academic abilities.
- Applicants must have a graduate quality or grade point average of at least 3.3. Transcripts of all college level study must be submitted.
- Applicants must submit the scores on the verbal, quantitative, and analytic writing portions of the Graduate Record Examination (GRE). **The test must have been taken within three years of the application date. There is no absolute cutoff. Scores in the 60th percentile or higher are highly desirable in the different portions of the GRE.**
- Experience in a health-related field is highly desirable.
- Applicants must have completed all other courses listed on the Prerequisite Course Form for GSPH applicants.
- Applicants who hold an international MPH will have their qualifications reviewed on an individual basis. They must hold a degree equivalent to a U.S. MPH, as determined by the University of Pittsburgh's Office of International Services.
- Applicants for whom English is not their first language must submit scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Prior to their initial registration at GSPH, students who have not already earned a degree in the U.S. or in a country outside the U.S. where the national language is English, whose native language is not English and whose TOEFL scores are not higher than 600 on the PBT or 100 on the IBT, and those who have not scored above Band 7 on the IELTS must be tested for English proficiency by the University's English Language Institute (ELI). The requirement to take an English test may be waived if the applicant has received a degree from an accredited institution in the United States.

2. Review Process

Applicants whose credentials were reviewed favorably by the Committee will be asked to participate in a face-to-face or telephone interview. One or more representatives of the Doctoral Committee and at least one potential faculty mentor/advisor will take part in the interview.

The Dean's Office makes the final admission decision based upon the Doctoral Committee's and Departmental Chair's recommendation. After the interview, applicants will be notified of the final decision in writing by the Graduate School of Public Health, Office of Student Affairs.

3. Application Deadlines

The BCHS Doctoral program only accepts application for Fall (August) admission. **A complete application must be uploaded in SOPHAS (www.sophas.org) by December 15th.** GRE scores are required for all applicants.

E. PROGRAM OF STUDY

The program of study includes BCHS (departmental) core courses, GSPH school-wide courses, and electives. Additionally, as part of the doctoral program **PhD** students are expected to gain experience in the conduct of research and teaching experience. **DrPH** students are expected to gain high level practice-based experience. In addition, all doctoral students will gain experience in writing grant proposals and writing for publication. Other professional development experiences vary but may include such things as presenting your research at professional conferences and participating in grant and publications review committees.

All BCHS doctoral students (DrPH and PhD) complete a common set of core courses in addition to the specific courses for their respective programs of study. See the checklist of requirements for the DrPH and PhD. A set of flow charts depicting the various phases of the doctoral program of study can also be found in the Appendix.

1. DrPH Program

The **minimum credit requirement for the DrPH Program is 72 credits** of completed course work and independent research. Twenty-four credits may be awarded for a previously earned master's degree toward the 72 credit total. The remaining 48 credits of required courses for the DrPH are divided into the following areas:

1. Community/Cultural Orientation in Public Health (6 credits)

2. Critical Analysis (24 credits)
3. Communication (3 credits)
4. Management (3 credits)
5. Integration of Research and Public Health Practice (8 credits)
6. Competency area elective (3 credits)
7. A minimum of 1 dissertation credit or FTDR must be earned.

The required DrPH curriculum addresses the seven competencies delineated by the Association of Schools & Programs of Public Health (ASPPH) and an area of Integration of Public Health Research and Practice. The following table lists the required courses and credits. See the Appendix for a proposed sequence of courses for DrPH students. **NOTE: When planning your schedule of courses, you first need to enroll in the classes required to take the Preliminary Examination. In the table below these classes are marked with an asterisk (*).**

DrPH

Checklist of Requirements for the Doctor of Public Health (DrPH) Degree in BCHS

Required Courses	Semester Offered	Credits	Completed Requirement
Community/Cultural Orientation (6 credits)			
BCHS 2554 Intro to Community Health *	Fall, Spring	3	
BCHS 2608, 2609, 2610 Advanced Methods in CBPR series	Spring	3	
Critical Analysis (24 credits)			
BIOST 2041 Intro to Statistical Methods 1 OR * PSYED 2018 Stats 1: Descriptive & Inferential Statistics	Fall Fall, Spring	3	
BIOST 2042 Intro to Statistical Methods 2 OR * PSYED 2019 Stats 2: Analysis of Variance	Spring Fall, Spring	3	
BIOST 2049 or Applied Regression Analysis OR PSYED 2410 Applied Regression Analysis	Spring Fall	3	
BCHS 2525 Intro to Applied Research *	Fall, Spring	3	
BCHS 2558 Health Program Evaluation *	Spring	3	
BCHS 3003 Advanced Evaluation Techniques	Fall	3	
BCHS 3007 Ethnographic & Qualitative Methods *	Spring	3	
BCHS 3555 Doctoral Seminar in BCHS Theories & Models *	Spring	3	
Communication (3 credits)			
BCHS 3504 Doctoral Seminar on Health Communications	Spring	3	
Management (3 credits)			
HPM 2081 Public Health Agency Management	Fall	3	
Integration of Public Health Research and Practice (3-8 credits)			
BCHS 3503 Prevention Science: Translating Knowledge to Practice	Fall	3	
BCHS 3004 Integrative Research Seminar: Grant Writing **	Spring	1	
BCHS 3006 Integrative Research Seminar: Writing for Publication ***	Fall	1	
BCHS 3703 Executive Management Practicum (3 cr. total) ****	Any term	3	
PUBHLT 2022 Public Health Grand Rounds	Fall	0	
PUBHLT 2022 Public Health Grand Rounds	Spring	0	
Competency Area Elective (choose one out of three courses below)			
Leadership			
BCHS 2135/ADMPS 2128/PIA 2131 Leadership	Fall	3	
Advocacy			
HPM 2063 The Politics of Health Policy	Spring	2	
Professionalism and Ethics			
HPM 2131 Public Health Law and Ethics	Fall	3	
Electives		Variable	
Milestones (0-4 credits)			
BCHS 3888 Prep for Comprehensive Exam	Any term	1-3	
Dissertation (FTDR 3999 = 0 credits or BCHS 3010 = 1 credit)	Any term	0-1	
Total REQUIRED Credits		48	
Credits from a Master's Degree		24	

Notes:

* **Required courses for the Preliminary Examination**, which is taken after 1 year of full-time study. **If a student does not have an MPH**, they must also take EPIDEM 2110 Principles of Epidemiology before taking the Preliminary Exam.

** **Prerequisite for BCHS 3004** is successful completion of Preliminary Examination.

*** **Manuscript Submission Requirement:** Students must submit a manuscript to a journal for publication either based on their dissertation or other research **before** graduation. **They must be the 1st author.**

**** **Practicum Requirement:** DrPH students must complete a 360 hour Executive Management Practicum.

The course requirements for the DrPH degree are as follows:

Community Cultural Orientation

According to the ASPH's workgroup regarding this competency, community cultural orientation "results in an ability to understand, communicate with, and effectively interact with people across cultures. This orientation is fundamental to successful community services and critical for intervention-oriented, community-based participatory research."¹ The Department of Behavioral and Community Health Sciences has a clear community orientation and it is embedded in all of the core courses. However, there are some courses that focus more heavily on community and culture. For instance, BCHS 2554: Intro to Community Health focuses on practical methods of community engagement to improve health and develop community capacity. In BCHS 3555: Doctoral Theory Seminar, students explore critically significant conceptual and substantive controversies in public health, with an explicit focus on health inequalities and communities. BCHS 2608, 2609, 2610: Advanced Methods in CPBR & Practice in Public Health. The goal of this advanced course is to familiarize students with methods for conducting community-based participatory research and practice. Students will become conversant in seminal community-based participatory research and practice literature.

Critical Analysis

Critical analysis is defined by the ASPH as "The ability to develop, synthesize, interpret, and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to facilitate studies, interventions and policies for promoting population health."² To attain this competence, advanced skills are required in several areas. These areas include a sound foundation in relevant theories in the field (BCHS 3555: Doctoral Theory Seminar); and, basic and advanced courses in program evaluation (BCHS 2558: Health Program Evaluation and BCHS 3003: Advanced Evaluation Techniques).

In order to design and analyze studies, graduates with the DrPH degree need to be able to use both quantitative and qualitative methodologies. To provide a firm background for advanced study, all students will take: Introduction to Applied Research (BCHS 2525), Introduction to Statistical Methods I and II (BIOST 2041 and 2042) and Applied Regression Analysis (BIOST 2049). They will also learn how to design and analyze qualitative studies in the BCHS 3007: Ethnographic and Qualitative Methods class.

¹ Association of Schools of Public Health, DrPH Competency Project: Summary of Core Competency Statements, accessed 01/26/2009 at <http://www.asph.org/document.cfm?page=1051>

² Ibid.

Communication

The development of communication skills is a fundamental component of the DrPH degree. Accordingly, students will be required to take BCHS 3504: Advanced Health Communication Seminar. This seminar will help to prepare students who may seek careers in public health agencies to plan, implement and evaluate health communication, as well as developing leaders in the public health community who understand the critical need for effective communication strategies—with the public, intra- and inter-agency.

Management

Leaders of public health organizations need an “ability to provide fiscally responsible strategic and operational guidance for a variety of health-related organizations, both public and private, for the purpose of achieving individual and community health and wellness.”³ DrPH students will study the application of management to a public health setting (HPM 2081: Public Health Agency Management). Additionally, the Executive Management Practicum (BCHS 3703), described below, will provide students with opportunities for hands-on experiences in the management and strategic planning of actual organizations.

Competency Area Elective

Students will select a course from one of the three following competency areas to address any gaps in knowledge depending on a self-assessment of prior training and experience.

Competency Area Elective: Leadership

Leadership is essential for graduates who are expected to guide the field of public health as applied to populations. The ASPH defines this competency as, “The ability to inspire trust and motivate individuals and teams to use evidence-based strategies to vision and communicate a positive future that enhances essential public health services for all populations.”⁴ Leadership (BCHS 2135) examines theories about leadership and provides students with feedback on their own leadership styles. Teams, as one context for demonstrating leadership, are explored in depth and methods for recognizing and managing group dynamics are introduced. Students learn how to explore concepts regarding leadership, teams and organization culture; assess their own leadership skills and style; receive feedback from colleagues on their style and behavior; and plan for their own leadership development. This course combines theory with practical application. It is highly participative and students are expected to join in a wide range of exercises and simulations. Students are expected to practice new skills outside of the class.

³ Ibid.

⁴ Ibid.

Competency Area Elective: Advocacy

In the context of the DrPH, the ASPH defines advocacy as, “The use of scientific knowledge and ethical considerations to create and sustain active support for a cause or position with the intent of influencing decision-making regarding policies, practices and beliefs that advance public health at local, tribal, state, national, and international levels.”⁵ In HPM 2063: Political Strategies and Health Policy, students learn the basic principles and strategies for advocacy. This course provides practical knowledge in issues such as agenda setting, interest groups, ideology, and political parties in health; analyzing the political environment for different health policies; and developing political strategies to achieve change in those policy areas. The focus of the course is on U.S. health policy, but the skills acquired are relevant to international settings as well. Through BCHS 3703: Executive Management Practicum, students will have the opportunity to enhance and apply those principles and strategies at sites like the Consumer Health Coalition of Pittsburgh.

Competency Area Elective: Professionalism and Ethics

ASPH defines this competency as “[t]he ability to identify an ethical issue, balance the claims of personal liberty against concerns about population health, consider the full spectrum of the determinants of health, identify the range of options for interventions, demonstrate the values and professional practices which form the basis of public health practice; understand and act upon the ethical concepts of social justice, virtue, and human rights; model accountability; and formulate and commit to personal and institutional development plans.”⁶ HPM 2131: Public Health Law and Ethics, familiarizes students with ethical principles in health. The PUBLHT 2022 Dean’s Grand Rounds, a two-semester, zero-credit requirement, also familiarizes students with new developments in public health in an atmosphere of professionalism and ethics.

Integration of Public Health Research and Practice

The seven competencies delineated by ASPH are addressed in the DrPH curriculum in an integrative fashion. First, **the Executive Management Practicum (BCHS 3703)** requires that students gain experience working in settings where they will develop their skills in various competency areas. In order to facilitate this process, a student is asked to complete a self-assessment prior to beginning the practicum. The self-assessment is used to initiate a discussion between the student and faculty practicum coordinator in order to identify specific skills and/or experiences the student wishes to develop and/or refine in a practice-based setting. The practicum is also intended to give the student an opportunity to apply relevant content learned

⁵ Ibid.

⁶ Ibid.

from coursework.

Students are required to **complete a total of 360 practicum hours**. This can be fulfilled by registering for 1 credit at a time, which requires a student to spend 1 full day per week (i.e. a minimum of 8 hours) for 15 weeks (120 hours/semester). Or, students may register for 3 credits and work full-time (i.e. 35-40 hours per week) for 9-10 weeks during the summer term. This mandatory time requirement is intended to facilitate the student's integration into an organization. Students keep a log of the hours worked during the practicum.

Selection of Sites: Students who register for the Practicum (BCHS 3703) typically spend a period of time researching various sites that would afford them opportunities to develop specific skills. After they identify a site where they wish to work, they schedule a meeting with the faculty practicum coordinator to discuss whether their choice will allow them to meet their goals for the practicum based on their initial self-assessment.

Orientation of Site Preceptors: After a site is selected the student approaches a person at the chosen site and they discuss a scope of work for the student. After the student and site preceptor have met, the faculty practicum coordinator at BCHS contacts the site preceptor and discusses expectations for the practicum.

Faculty Supervision of Students: The faculty practicum coordinator meets with the students regularly--approximately 2-3 times per month during the practicum to discuss the student's experiences and progress toward meeting their practicum goals.

Evaluation of Student Performance: The student is asked to write a reflection paper summarizing their experiences and lessons learned at the end of the practicum. And, the site preceptor is also asked to evaluate the student's performance.

Second, the **Prevention Science: Translating Knowledge to Practice course (BCHS 3503)** is critical to the professional focus of the BCHS DrPH graduates, inasmuch as it equips them with the methodological tools to transfer research findings to organizational practice settings in communities.

Third, the **Integrative Research Seminar: Grant Writing (BCHS 3004)** and the **Integrative Research Seminar: Writing for Publication (BCHS 3006)** are required for all DrPH and PhD students. One semester of the seminar focuses on grant writing and the other semester focuses on writing for publication. The Seminar is designed as a forum for interaction between DrPH and PhD students and between faculty and students. Multiple faculty members participate in the Seminar each semester when it is offered. Students take

these Seminars as a requirement typically during their third and fourth semesters of full-time study. **Successful completion of the Preliminary Exam is a prerequisite to register for the spring semester of the Integrative Seminar on grant writing.**

The **Integrative Research Seminar: Grant Writing (BCHS 3004): focuses on fundamentals of grant writing.** Every graduate of a doctoral program needs to know how to write a successful grant application to fund their work. Whether a student becomes a senior manager leading a public health program in the public or non-profit sectors or is a researcher working in an academic setting, both need funding to support their work. This seminar begins by asking the question, “How do you write a grant proposal that will attract the attention of a funding agency and convince them that your application is significant and should be a priority for funding”? Building on the ideas articulated in the student’s Preliminary Exam, which is a prerequisite for this seminar, we will focus on writing the specific aims and significance sections of an NIH grant proposal. The students’ written work will be shared with and critiqued by other students and faculty participating in the seminar. Finally, we will review and critique examples of successful and unsuccessful grant applications— both program and research grants (especially research grants that the students will most likely be writing at the beginning of their academic careers—namely, R-03s or R-21s).

The **Integrative Research Seminar: Writing for Publication (BCHS 3006): focuses on writing for publication** in a peer-reviewed journal. Students register for this seminar in the fall term. The goal of this seminar is to assist the **student in the process of developing a manuscript, ideally based on their dissertation research, and submit it to an appropriate journal for publication before graduation.** The **student must be the first author** on the manuscript. It is expected that students will work closely with their dissertation advisor and committee on the development of this manuscript. Students will be assigned an “I” (incomplete) grade for this seminar until **after the student submits a journal article.** It is expected that students learn from each other and get practice in offering and receiving critiques and responding to them. This seminar is also expected to foster collaboration among the PhD and DrPH students.

GSPH Core Curriculum

An MPH degree is a requirement for admission into the BCHS DrPH program. All MPH degrees from accredited schools of public health have a similar core set of classes. Therefore, DrPH students will not need to take the GSPH core courses. Students who graduate from a non-accredited school of public health and/or an international public health school, will be required to fulfill the requirements of the GSPH core courses. In the event that a DrPH student has not earned an MPH degree from an accredited program he/she must also complete the GSPH school core courses in addition to the

requirements for the DrPH degree.

Full-Time Dissertation Study

The GSPH requires that doctoral students take at least one dissertation credit or be engaged in full-time dissertation study to be eligible for graduation. This requirement can be met two ways: either by registering for one (1) credit of dissertation research or one term of Full Time Dissertation Research (FTDR, 0 credits). Dissertation research credits count toward the total credits needed for graduation

2. PhD Program

The **minimum credit requirement for the PhD program is 72 credits** of completed course work and independent research. Twenty-four credits may be awarded for a previously earned master's degree toward the 72 credit total. The remaining 48 credits of required courses are divided into the following areas:

1. Theories of behavior and community (6 credits)
2. Research design and methods (10 credits)
3. Elective theory and methods (3 credits)
4. Statistical analysis (12 credits)
5. Interventions (6 credits)
6. Integration of public health research and practice (7 credits)
7. Milestones (4 credits)

PhD students will typically earn 1-3 credits preparing for their comprehensive exam (BCHS 3888) and a minimum of 1 dissertation credit or FTDR must be earned. In addition, **PhD students must be registered as a full-time student for at least one term during their program of study. Registering for FTDR will satisfy this requirement.**

The following table provides a checklist of requirements for the PhD degree in Behavioral and Community Health Sciences. An example of a prototype student course sequence is included in the Appendix. The required coursework focuses on the multiple determinants of public health from a social-ecological and population perspective. Courses examine the behavior of individuals, organizations and communities, research design & methods, statistical analysis, interventions and the integration of public health research & practice.

PhD

Checklist of Requirements for the PhD Degree in BCHS

Required Courses	Semester Offered	Credits	Completed Requirement
Behavior & Community (6 credits)			
BCHS 2554 Intro to Community Health *	Fall, Spring	3	
BCHS 3555 Doctoral Seminar in BCHS Theories & Models *	Spring	3	
Research Design & Methods (11 credits)			
EPIDEM 2110 Principles of Epidemiology *	Fall, Sum.	3	
BCHS 2525 Introduction to Applied Research *	Fall, Spring	3	
BCHS 3007 Ethnographic & Qualitative Methods *	Spring	3	
BCHS 3030 Measurement in the Social & Behavioral Sciences	Fall	2	
Elective: Theory & Methods (Choose any 3 credit graduate course at Pitt)			
BCHS 3002 Health Surveys Methods	Spring	3	
BCHS 3003 Advanced Evaluation Techniques	Fall	3	
BCHS 3504 Doctoral Seminar on Health Communications	Spring	3	
BCHS 2608, 2609, 2610 Advanced Methods in CBPR series	Spring	3	
HPM 2010 Organization Studies	Spring	3	
TBD Students may choose any graduate course at the University	TBD	3	
Statistical Analysis (12 credits)			
BIOST 2041 Intro to Statistical Methods 1 OR *	Fall	3	
PSYED 2018 Stats 1: Descriptive & Inferential Statistics	Fall, Spring		
BIOST 2042 Intro to Statistical Methods 2 OR *	Spring	3	
PSYED 2019 Stats 2: Analysis of Variance	Fall, Spring		
BIOST 2049 or Applied Regression Analysis OR	Spring	3	
PSYED 2410 Applied Regression Analysis	Fall		
BCHS 3707 Applied Multiple Regression Analysis & Causal Mod.	Spring	3	
Interventions (6 credits)			
BCHS 2558 Health Program Evaluation *	Spring	3	
BCHS 3503 Prevention Science: Translating Knowledge to Practice	Fall	3	
Integration of Public Health Research and Practice (3-8 credits)			
BCHS 3004 Integrative Research Seminar: Grant Writing **	Spring	1	
BCHS 3006 Integrative Research Seminar: Writing for Publication ***	Fall	1	
PUBHLT 2011 Essentials of Public Health (required if no MPH)	Spring	3	
PUBHLT 2022 Public Health Grand Rounds	Fall	0	
PUBHLT 2022 Public Health Grand Rounds	Spring	0	
FACDEV 2200 University Teaching OR	Fall/Spring	3	
5 CIDDE Workshops + BCHS 2511: Teaching Pract. Ind Study	Any Term	1-3	
Research Competency Requirement (see Appendix for checklist) ****		0	
Electives		Variable	
Milestones (0-4 credits)			
BCHS 3888 Prep for Comprehensive Exam	Any Term	1-3	
Dissertation (FTDR 3999 = 0 credits or BCHS 3010 = 1 credit)	Any Term	0-1	
Total REQUIRED Credits		48	

Notes:

* **Required courses for the Preliminary Examination**, which is taken after 1 year of full-time study.

** **Prerequisite for BCHS 3004** is successful completion of Preliminary Examination.

*** **Manuscript Submission Requirement:** Students must submit a manuscript to a journal for publication either based on their dissertation or other research **before** graduation. **They must be the 1st author.**

**** **Research Competency Requirement:** Students must demonstrate mastery of research skills (see Doctoral Student Handbook Appendix for checklist).

Credits from a Master's Degree		24	
Total Required Credits for PhD		72	

The course requirements for the PhD degree are as follows:

Behavior & Community

BCHS 2554: Intro to Community Health. This course introduces students to community development as a strategy to improve health and increase community capacity to organize around health and social issues. This approach emphasizes communities as cultural systems rather than as aggregates of individuals, and takes strength-based and social ecology approach, as opposed to identifying community deficits. By the end of the course, students will have acquired practical methods for engaging communities.

BCHS 3555: Doctoral Theory Seminar. The seminar is designed to stimulate critical thinking about specific public health issues. The purpose of this seminar is to evaluate the application of conceptual models and theoretical frameworks to important public health problems or issues. This requires that seminar participants acquire close working familiarity with various conceptual tools and substantive issues. One goal underlying the selection of the substantive issues has been to select those which challenge, provoke, confront, excite, and stimulate seminar participants about economic and political controversies in contemporary healthcare and public health. Similarly, the selection of issues and reading materials dealing with those issues, challenge taken-for-granted assumptions with respect to health and illness, public health and medical care as well as health policies and health politics. A final objective of the seminar is to challenge participants to reassess their conception of the field of public health and their place in it.

Research Design and Methods

EPIDEM 2110: Principles of Epidemiology. Epidemiology is a scientific discipline which seeks to identify and describe patterns of disease occurrence, identify determinants of disease, and evaluate disease prevention efforts. With its focus of study in human populations, epidemiology is directly linked with public health research, policy, and practice. This course provides an introduction to the fundamental definitions, concepts, methods, and terminology used in epidemiology. The material presented in this course is designed to lay the foundation for future study and practice in public health activities.

BCHS 2525: Introduction to Applied Research. The overall goal of the course is to provide students with a basic understanding of social and science research principles, methods and application in the field of behavioral and community health sciences. This course emphasizes the relationship between the social ecological model and research at the various levels of human activity. In addition, the connection between research and social justice is emphasized. It is expected that after this course, students will be able to apply these principles and methods in research settings and will become an informed user of research reports and journal articles. Quantitative and qualitative strategies, research designs, data collection methods, selection strategies, and data analysis are addressed. The relationship of applied research to practical program evaluation,

the link between theory and research, and the translation of research information to public health programs and policies will be emphasized. Participatory research and evaluation is highlighted.

BCHS 3007: Ethnographic and Qualitative Approaches. This course familiarizes students with the basic principles, methodology, and tools of ethnographic and qualitative research and their application to the assessment of public health problems and the design and evaluation of public health programs. The course provides opportunities for students to develop their own skills in ethnographic and other qualitative research methods through community-based fieldwork, critical review of published case studies, and development of proposals. Students engage in active consideration of both the strengths and limitations of ethnographic/qualitative approaches, when to employ them, the kinds of research questions this methodology suggests, and the challenges of combining qualitative and quantitative methods.

BCHS 3030: Measurement in Social & Behavioral Sciences. The goal of this two-credit course is to provide students with fundamental skills to identify, use and create scales and indices for research and evaluation. The course will be primarily based on classical measurement theory, yet item response theory will be discussed as well. Validity and reliability will be explored. Communication of measurement issues to lay and scientific audiences will be addressed. Throughout the course materials will highlight the influence that culture and socio-demographics have on measurement tools and their validity. Sessions will include traditional class instruction and several sessions in a computing lab classroom.

Statistical Analysis

BIOST 2041: Introduction to Statistical Methods I. BIOS 2041 is an introductory applied biostatistics course for students needing a more comprehensive approach than that provided in the BIOS 2011 (Principles of Statistical Reasoning). The course covers basic probability and 1- and 2-sample procedures (point and interval estimation and hypothesis testing) for the normal, binomial, and Poisson distributions. Basic 1- and 2-sample nonparametric tests are also presented.

BIOST 2042: Introduction to Statistical Methods II. BIOST 2042 continues the introduction to applied biostatistical methods begun in BIOST 2041, Introduction to Statistical Methods I. The course presents aspects of univariate regression, 1- and 2-way analysis of variance, analysis of covariance, categorical analysis, and survival analysis.

BIOST 2049: Applied Regression Analysis. This is an introductory course in applied linear regression and extends the simple linear regression methods taught in BIOS 2042. Students at the end of the course will be able to: understand linear regression models with multiple continuous and/or categorical predictors, develop skills to analyze data sets, develop

communication skills through the description of analytic strategies and summarization and interpretation of results.

BCHS 3707: Applied Multiple Regression Analysis and Causal Modeling for the Behavioral & Community Health Sciences. This course is designed to teach advanced graduate students how to use applied multivariate regression analysis to design, propose, and test complex research questions using a causal modeling framework. The course will include a brief review of simple linear regression, and quickly move to advanced multiple regression analysis topics including multiple predictor regression, stepwise regression approaches, the analysis of longitudinal data with regression and examining mediators, moderators and confounding variables and their relationship to the independent and dependent variables of interest. The course will also include several other brief seminars on regression diagnostics, dichotomous predictors and outcome variables, power analysis, and an introduction to other multivariate analysis frameworks including structural equation modeling and longitudinal growth modeling.

Elective: Theory & Methods

Students must choose at least one 3-credit theory or methods course. Students MAY choose from one of the following courses OR ANY OTHER graduate course at the University of Pittsburgh or area consortium schools.

BCHS 3002: Health Survey Methods. This course provides an overview of survey research methodology with an emphasis on its application in the health and health services context. It will provide students with a basis for designing and implementing sample surveys to collect information for administrative purposes or for scientific investigation. Considerations in the appropriate use of the survey approach, sampling, development of survey instruments, data collection, processing and analysis of survey findings will be explored, along with procedural, administrative and ethical contingencies and considerations in planning for and conducting surveys. A major theme of the course is the various potential sources of error in surveys and the methods for minimizing these errors within the framework of available resources.

BCHS 3003: Advanced Evaluation Techniques. The overall goals of this course are 1) to provide students with a set of skills and experiences to design scientific evaluative studies of health programs and, 2) to provide students with an historical perspective on the development of evaluation science. A series of exercises, lectures, class discussions and readings have been prepared to improve the capability of students to conceptualize evaluation problems using a scientific framework and to design scientific evaluation studies. The course provides a venue for critical examination of various approaches and methods that have been developed for use in the scientific evaluation of health programs.

BCHS 3504: Advanced Health Communication Seminar. This seminar will help to prepare students who may seek careers in public health agencies to plan, implement and evaluate health communication, as well as developing leaders in the public health community who understand the critical need for effective communication strategies—with the public, intra- and inter-agency.

BCHS 2608, 2609, 2610: Advanced Methods in CBPR and Practice in Public Health. These courses are organized around themes central to the conceptualization and implementation of community-based participatory research and practice (CBPRP). The goal of this advanced course is to familiarize students with methods for conducting community-based participatory research and practice. Students will become conversant in seminal community-based participatory research and practice literature. Discussion, interactive learning exercises, and examples of current research will be used to provide an advanced understanding of the appropriate methods for studying complex community issues. In addition, the course will discuss strengths and limitations related to community-based participatory research and practice.

Interventions

BCHS 2558 Health Program Evaluation. This course surveys evaluation and policy research methods applied to health. Students learn to critically assess the adequacy of evaluations and how to plan and pilot-test an evaluation.

BCHS 3503 Prevention Science: Translating Knowledge to Practice. The course first provides an overview of basic concepts of prevention and then focuses on applying ecological, developmental and syndemic theories. This is followed by an assessment of various ecological approaches to prevention research. The class also focuses on research designs, from traditional efficacy-effectiveness-dissemination study paradigms to an emerging strategy that begins with community-based research. The class will assess how researchers construct and implement studies to demonstrate both the effectiveness of prevention and the component(s) of an intervention responsible for its effectiveness within the context of both efficacy and effectiveness studies. Finally, the issue of translating prevention programs to practice settings is addressed. We will review findings about the adoption, implementation and sustainability of programs while highlighting the impact of gender and cultural factors.

Integration of Public Health Research and Practice

Students in GSPH who are enrolled in a PhD program are not required to take the school public health core curriculum. However, in order for PhD students to gain a broad exposure to other fields within public health, **students in the PhD program who do not have an MPH degree are required to take the Essentials of Public Health course (PUBHLT 2011).**

BCHS 3004: Integrative Research Seminar: Grant Writing is required of all DrPH and PhD students. One semester of the seminar focuses on grant writing

and the other semester focuses on writing for publication. The Seminar is designed as a forum for interaction between DrPH and PhD students and between faculty and students. Multiple faculty members participate in the Seminar each semester when it is offered (fall and spring). Students take the Seminar as a requirement during their third and fourth semesters of full-time study. **Successful completion of the Preliminary Exam is a prerequisite to register for the spring semester of the Integrative Seminar on grant writing.**

The **Integrative Research Seminar: Grant Writing (BCHS 3004) (spring semester): focuses on fundamentals of grant writing.** Every graduate of a doctoral program needs to know how to write a successful grant application to fund their work. Whether a student becomes a senior manager leading a public health program in the public or non-profit sectors or is a researcher working in an academic setting, both need funding to support their work. This seminar begins by asking the question, “How do you write a grant proposal that will attract the attention of a funding agency and convince them that your application is significant and should be a priority for funding”? Building on the ideas articulated in the student’s Preliminary Exam, which is a prerequisite for this seminar, we will focus on writing the specific aims and significance sections of an NIH grant proposal. The students’ written work will be shared with and critiqued by other students and faculty participating in the seminar. Finally, we will review and critique examples of successful and unsuccessful grant applications— both program and research grants (especially research grants that the students will most likely be writing at the beginning of their academic careers—namely, R-03s or R-21s).

The **Integrative Research Seminar: Writing for Publication (BCHS 3006): focuses on writing for publication** in a peer-reviewed journal. Students register for this seminar in the fall term. The goal of this seminar is to assist the **student in the process of developing a manuscript, ideally based on their dissertation research, and submit it to an appropriate journal for publication before graduation.** The **student must be the first author** on the manuscript. It is expected that students will work closely with their dissertation advisor and committee on the development of this manuscript. Students will be assigned an “I” (incomplete) grade for this seminar until **after the student submits a journal article.** It is expected that students learn from each other and get practice in offering and receiving critiques and responding to them. This seminar is also expected to foster collaboration among the PhD and DrPH students.

It is expected that students learn from each other and get practice in offering and receiving critiques and responding to them. This seminar is also expected to foster collaboration among the PhD and DrPH students.

PUBHLT 2011: Essentials of Public Health. This course provides students with an introduction to, and an overview of, the scope and history of public

health as well as core concepts in public health not covered in the core epidemiology and biostatistics courses.

PUBHLT 2022: Public Health Grand Rounds. This zero-credit experience is designed to familiarize students with new developments in public health in an atmosphere of professionalism and ethics. Students must register and attend these events for at least two semesters.

FACDEV 2200: University Teaching. **All PhD students must complete a teacher training program.** This requirement can be fulfilled in one of two ways. Students may enroll in FACDEV 2200, a 3-credit course offered through the Center for Instructional Development and Distance Education (CIDDE). **This course also includes a requirement that students teach 2 lectures in order to apply what they have learned.**

Alternatively, students may complete a series of 5 CIDDE workshops that provide the essential information for effective teaching: Teaching Fundamentals, Mentoring/Advising, Classroom Methods, and Ethical Issues. A workshop covering each of the four areas above must be completed. In addition, one elective workshop must be selected from other GSPH and/or CIDDE teaching workshops. These workshops are 0-credit and are offered free to students. If you select this option to fulfill your teaching requirement, you must register for 1-3 credits of BCHS 2511/PUBHLT 2017: Public Health Teaching Practicum, which will be overseen by your academic advisor. (See below.)

Either option will enable students to receive the *Student Certification in Teaching Fundamentals* upon completion of the program. Students are awarded a certification of completion and a letter from the Associate Dean of Education. Copies of these documents are stored in the student's academic file housed in the GSPH Office of Student Affairs. Both options, the 3-credit or 0-credit cover the above four topics.

BCHS 2511: Public Health Teaching Practicum. The Public Health Teaching Practicum provides an opportunity for students to apply content from the CIDDE Teaching workshops in a university classroom. Additionally, students will gain experience in developing learning objectives, classroom activities and assessments of learning. Students begin by identifying supervised teaching opportunities with their advisor, then developing and delivering two lessons designed to meet specific learning objectives. Students administer a formal and an informal assessment built around those lessons. Students are expected to demonstrate the basic methods of effective instructional development and good teaching.

PhD Research Competency Requirement

Students are required to demonstrate that they have developed competencies in various research skills as part of the PhD program under the

supervision of one or more faculty members. These skills may be developed as part of the student's graduate student researcher position (GSR), or through other research conducted under the supervision of a faculty member. This requirement carries 0 credits, as it is expected that PhD students conduct research activities as part of their training. **The research competencies include participating in research design, project management, data collection, data management, data analysis, and writing for publication.** See the Appendix for a checklist of research competencies. Students will record on the Research Competency Checklist the activities they performed in each of these areas and faculty supervisors will sign off on each of these activities.

F. ADVISING

1. From Admission to the Comprehensive Examination

Upon admission to a doctoral program, you are matched with a mentor/advisor based on the results of the interview conducted during the admission process. Your mentor/advisor will orient you regarding course choices and requirements as well as help you solve problems that arise during the course of your degree program. Additionally, the mentor/advisor relationship will facilitate your professional and intellectual development. Your advisor's role includes encouraging and, at times, assisting you in the process of refining your ideas and areas of research interest so that, ultimately, you will be prepared to present your work at professional and academic meetings as well as publish in professional journals. In addition, advisors may also facilitate other aspects of professional development, such as joining professional organizations, attending trainings and workshops, obtaining funding for your travels and other activities that would be beneficial to you.

It is your responsibility to ensure that you meet with your mentor/advisor a minimum of two times during the semester. It is also your responsibility to request other meetings when you consider it necessary. Your mentor/advisor has an administrative responsibility (e.g., advising on registration) for you until you have successfully completed the Comprehensive Exam. As part of their advising responsibility, **your advisor will meet with you to discuss your career goals and will fill out a career development plan (IDP), during your first year of study. You and your advisor will update the plan as needed but are required to do so for a second time before your dissertation defense.** The IDP plan is found at the following link: <https://www.publichealth.pitt.edu/academics/academic-requirements/independent-development-plan>. If you wish to change your advisor, you must approach the Director of the Doctoral Program, so that official arrangements can be made.

2. From the Comprehensive Examination to the Dissertation Defense

After you pass the Comprehensive Examination, you choose a dissertation advisor to assist you through the Overview and Dissertation process. In addition to being your advisor, this person now has administrative responsibility for you. Mentoring, however, may not end when the official role ends. You are encouraged to develop relationships with a number of faculty members to enhance your intellectual development. If you wish to change your dissertation advisor, you must approach the Director of the Doctoral Program, so that official arrangements can be made.

G. POLICIES AND PROCEDURES

1. Forms and Deadlines

Registration for each term must be done in consultation with your mentor/advisor who must also sign your registration form. **There are registration deadlines and it is your responsibility to be aware of them.** The registration should list GSPH as your school and BCHS-DrPH or PhD as your plan. **Please use your PeopleSoft numbers in lieu of your social security numbers.**

Other forms related to enrollment are available in the Program Office or in the Office of Student Affairs and generally require a faculty or administrator's signature.

2. Student Status

If you are a student who has been admitted provisionally, you must make sure that you have met the requirements for full status prior to applying for graduation. If you have been admitted pending receipt of a final transcript from your post-baccalaureate degree, you must submit your final transcript to the Office of Student Affairs prior to taking the Preliminary Examination. You will not be able to sit for the Preliminary Examination until receipt has been confirmed.

You must be registered for at least one credit in each 12-month interval to retain active status. Students who do not register for any credits for three consecutive terms are considered inactive and must re-apply via SOPHAS if they wish to re-register. Readmission is not guaranteed. You should not expect to receive guidance and direction from members of the faculty, check out books from the library, use inter-library loan, request on-line database searches or have a Network Authorization Account for computer usage unless you are registered. **You must be registered in the term in which you take preliminary and comprehensive examinations, conduct your overview and final defense of your dissertation.** You must

also be **registered for at least one credit or Full-Time Dissertation and Research (FTDR) during the semester in which you plan to graduate.**

3. Meeting Credit Requirements

a. Counting Credits

The programs are designed for full-time study although you may be enrolled on a part-time basis. **The DrPH program requires 72 credits** for graduation. **The PhD program requires 72 credits. A minimum of thirty-six credits must be completed at the University of Pittsburgh.** A full credit load is nine to fifteen credits per term. **Twenty-four credits are awarded for an earned, relevant, master's or post-baccalaureate degree** that is the equivalent of a U.S. master's degree. For those of you who earned a post baccalaureate degree abroad, the decision to award credit for that degree will be made on a case by case basis. In all cases, application for Advanced Standing credit must be submitted to the Assistant Dean for Student Affairs. Additionally, twelve (transfer or advanced standing) credits may be awarded for relevant graduate work taken after earning your master's or post-baccalaureate degree.

Please use the **Checklist of Requirements** for the DrPH and PhD degrees **in the Appendix** when consulting with your advisor and planning your course of study.

b. Cross Enrollment

As an enrolled student, with advanced approval, you may take courses at another graduate institution to obtain experience not available at the University of Pittsburgh and transfer the credits assuming that all transfer (i.e. advanced standing) credits do not exceed 12 credits.

Transcripts certifying graduate courses completed at another institution prior to admission to the University of Pittsburgh should be submitted with your application for admission. Transcripts certifying graduate courses completed at another institution during your course of study in the Graduate School of Public Health should be submitted during your graduate program. **Remember that you must successfully complete a minimum of 36 credits of study at the University of Pittsburgh.**

c. Dissertation Credits & Graduation

You must register for at least one credit or Full Time Dissertation Study (FTDR) during the term in which you want to graduate. A request for a waiver from registering for the term in which you are graduating should be based on extenuating circumstances. These requests are to be submitted to the GSPH Assistant Dean for Student Affairs for approval. **You may register for FTDR (the zero-credit full-time doctoral dissertation course) after you have**

earned a minimum of 48 credits beyond the Master's degree, or after you have passed the comprehensive examination.

Undergraduate quality points and undergraduate credits (except for a maximum of 6 credits of upper level courses taken with the approval of the academic advisor and the Assistant Dean of Student Affairs) do not count toward graduation.

d. QPA (Quality Point Average)

According to GSPH policy, at any time during the course of study **if your cumulative QPA falls below 3.0, you are automatically placed on probation** by the Educational Performance and Curriculum Committee (EPCC). On probation, you will be counseled by your advisor and be informed in writing of procedures to remove the probation in an appropriate period of time.

The Doctoral Committee for the Department of Behavioral and Community Health Sciences periodically reviews the progress of all doctoral students in the department. The Committee reviews student grades and QPA. **If you obtain a QPA under 3.3 or a letter grade that is B- or less, you will be required to meet with your advisor to devise a remediation strategy in writing.** Additionally, the Doctoral Committee may recommend modifications to the strategy and a copy will be kept in your file.

In addition to the above requirements, **as a BCHS student, you must maintain a minimum cumulative Quality Point Average (QPA) of 3.3 in courses to be eligible for the preliminary (qualifying) examination and to take the comprehensive examination. It is a departmental requirement that a student may not graduate with a cumulative Quality Point Average (QPA) below 3.3.** University policy also states that a student may not graduate with a failing grade in a required course.

e. Incompletes and Withdrawing from Class

In order to graduate, your outstanding incomplete grades of "G" or "I" must be changed to letter grades, N, or W, or a memo must be submitted from the Program Office to the Assistant Dean for Student Affairs stating that the incomplete course is not required for your graduation. A "W" is given when you complete a Monitored Withdrawal permission form (available in the Program Office) to withdraw from the class. The class instructor's signature is required and the form must be complete by the Monitored Withdrawal deadline specified in the academic calendar for the given term. You must register again for the class at a later time when it is offered, if it is required for graduation. You may choose to audit any graduate course on a space available basis. After obtaining the instructor's permission to audit a course, you follow the same procedures as registering for credit. Tuition

is assessed for all audits. The “N” grade is given for courses audited. Please remember that N or W grades come with zero credits.

f. Exemption from a Required Course

You may apply for a course waiver if you have already taken a course you believe is equivalent to a required course in the doctoral program. **To do this, you must complete a Course Exemption form (see Program Office), provide a transcript showing a passing grade as well as include a copy the course syllabus.** This is sent to your advisor, then the designated instructor will make the decision regarding comparability.

g. Monitoring Student Progress

The Doctoral Committee may recommend that you be placed in inactive status if you are not making appropriate progress in your academic program and have not followed the remedial strategy outlined for you. This would require you to reapply to the program and take additional courses if recommended by the Doctoral Committee.

At the stage where you are writing your dissertation, your dissertation chair will assess your progress on an on-going basis. See Appendix for a copy of the dissertation research progress report form if needed in cases where the student may not be making adequate progress.

H. MILESTONES

There are several milestones that you must pass on your road to completing your doctoral degree. These milestones are: the Preliminary Examination, Comprehensive Examination, Dissertation Overview, and the final Dissertation Defense. For each milestone the Program Assistant will prepare a form called **Report on Requirements for a Doctoral Degree**. This must be signed by the committee and the Department Chair, and then submitted to Joanne Pegher in the Office of Student Affairs for official recording. Please contact the Program Assistant about obtaining and completing this form.

1. Timeline

The following is an approximate timeline for the completion of each of your milestones in the BCHS doctoral program. Times will vary depending on your full-time or part-time status and the number of advanced standing credits you have.

Milestone	Approximate Time	
	Full time	Part time
Preliminary Examination: Taken after completion of	After 2	After 4

designated required courses or their equivalent.	semesters	semesters
Comprehensive Examination: Taken after completion of ALL required courses.	After 4 semesters	After 8 semesters
Dissertation Overview	After 5 semesters	After 9 semesters
Dissertation Defense: The earliest a defense can occur is eight months after the completion of the comprehensive exam.	After 7 semesters	After 11 semesters

* Times were calculated on the basis of 12-13 credits per semester for full time students

If you are not enrolled for at least one credit or FTDR (Full time Dissertation Research) in a 12-month period, you must re-apply to the program. Acceptance for readmission may be granted but likely only with the understanding that you will meet **current** program requirements.

When you schedule each milestone, please contact the Program Assistant, in the Program Office to initiate the formal paperwork process two weeks before the Comps and Overview defenses and at least six weeks prior to the final Dissertation defense.

2. Statute of Limitations

The purpose of the statute of limitations is to ensure that a graduate degree from the University of Pittsburgh represents mastery of current knowledge in the field of study. **For the doctoral degree, the dissertation must be submitted within ten (10) years of the first term of enrollment. If a student has an MPH degree from BCHS, then they must complete their doctoral degree within eight (8) years of their first term of enrollment in the doctoral program.**

Under exceptional circumstances, you may apply for an extension of the statute of limitations. The request must be approved by the Doctoral Committee and the Department Chairperson, then submitted to the Dean for final approval. A student making such a request must demonstrate proper preparation for the completion of all **current** degree requirements.

3. BCHS Doctoral Preliminary Examination

a. Objectives

The first milestone is the Preliminary Examination. Its objective is to “assess the breadth of the student’s knowledge of the discipline, the student’s

achievement during the first year of graduate study, and the potential to apply research methods independently.”⁷ The exam also provides an opportunity for the faculty to give you constructive feedback on areas for improvement.

The *behavioral and community health discipline* includes three essential dimensions that are focal points to the program: 1) Social justice as a core value; 2) Social ecology as an organizing construct; and 3) Planned strategies for positive change at all levels of the social ecology. Each of these dimensions is defined as follows:

- *Social justice* emphasizes an affirmative stance for embracing diversity by race, ethnicity, gender, age, sexual orientation, religion or spiritual beliefs, and pro-social points of view. It includes participatory practice in which all stakeholders have an equal voice in behavioral and community health activities.
- *Social ecology* emphasizes the inexorable connection across the levels of human enterprise including the: genetic, biophysical, intra personal, interpersonal, family and social connections, groups, organizations, communities, and policies.
- *Planned strategies* are learned techniques, accompanying values, and interpersonal skills in facilitating positive change across the levels of the social ecology. Such strategies are different at each level of the social ecological model and often require specialization in one or more levels of practice.

The Department of Behavioral and Community Health Sciences focuses on *research and evaluation* that emphasize the conceptualization and study of public health topics according to the different levels of the social ecological model and the interrelationship among those levels. Research in behavioral and community health sciences often requires the participation of several basic disciplines and uses both quantitative and qualitative paradigms and methodologies. This research follows the philosophical orientation of social justice and is anchored in scientific theories that are appropriate for each of the different social ecological levels.

b. Requirements

To sit for the preliminary examination, you must have:

- Full academic status (if you were admitted with any provisions they must be cleared before you can take the preliminary examination).
- Completed the IRB online modules related to human subjects research: At a minimum, “Research Integrity” and “Human Subjects

⁷ Regulations governing graduate study at the University of Pittsburgh. Accessed online March 23, 2006, <http://www.pitt.edu/~graduate/regtoc.html>

Research in Social and Behavioral Sciences”
 (<http://www.citi.pitt.edu/citi/about.aspx>).

- **Taken all designated courses (i.e. those marked with *) on the Checklist of Requirements** for your doctoral program.
 - The courses **for the DrPH are:** BCHS 2559 or BCHS 2554, BCHS 2525, BCHS 2558, BCHS 3007, BCHS 3555, BOST 2041, BOST 2042.
 - The courses **for the PhD are:** BCHS 2525, BCHS 2558, BCHS 2559 or BCHS 2554, BCHS 3007, BCHS 3555, BOST 2041, BOST 2042, EPIDEM 2110.
- **A 3.3 or higher grade point average.**
- **Complete the career development plan with your advisor.**

You are expected to take the Preliminary Examination after two semesters of full time study or the equivalent amount of part time study. **You must complete the Preliminary Exam by the end of the third semester of full time study or after completing no more than 30 out of 48 credits in the program.**

c. The Topic

For the Preliminary Examination, you choose a public health topic of your interest. This topic **does not** need to be related to your dissertation topic. Keep in mind that for this exam you are expected to demonstrate your knowledge of the discipline and how to apply research methods, both quantitative and qualitative, while addressing your topic. Also, it is advisable that your topic be sufficiently narrow that you can propose research designs that you could actually do yourself.

Once you have selected a topic, contact Dr. Trauth between 6 and 8 weeks prior to the date of the examination (This date will be set the semester before the examination and you will be notified by email). Dr. Trauth will help you determine the appropriateness of your topic and approve it. If your topic is not appropriate, the faculty will assist you in revising it.

d. Timing

The Preliminary Examination is offered twice a year, at the beginning of the fall and spring terms (September and January, respectively). An approximate timeline is offered here to help you clarify the sequence of events.

What happens?	• You submit your topic for approval	•Deadline to submit your topic for approval	•You receive notification of official committee and exact exam date	•Your paper is due	•You prepare your presentation
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			•Workshop		
How long before the examination date?	8 weeks	6 weeks	3 weeks	1 Week	1-7 days
September Examination	July 15	August 1	August 25	September 12	September 12-18
January Examination	Nov. 17	Dec. 12	Jan. 3	Jan. 16	Jan. 23

e. Preparing for Your Examination

In order to help you prepare for this examination, the Doctoral Committee will organize an approximately two-hour workshop to be held two weeks before your paper is due. During the workshop, you and the other students taking the Examination will be able to practice responding to the paper outline. For this exercise, the Doctoral Committee will supply topics that are different from the ones that have been chosen by any of the students taking the examination. This workshop is optional.

You must not discuss your topic with any faculty member after submitting it for approval. However, you may discuss it with fellow students. If you have any further questions, direct them to Dr. Trauth. Once you submit your topic and it is approved you are considered to be actively taking the preliminary examination. If you decide at any point after your topic has been approved to not submit or complete the exam, it will be counted as a failed attempt. You have a total of two chances to take the preliminary exam. If you do not pass on the second attempt, you will be dismissed from the program.

f. The Examination

After the deadline for topic approval, you will have two weeks to write a paper responding to the attached outline. Approximately one week after the paper is submitted to the Program Office, you will give a 15 minute oral presentation of your work to the Preliminary Examination Committee. The committee members will then ask you questions about your paper and presentation. Be mindful that questions may relate to different aspects of the topic you are addressing. They also may relate to the research methods you are using or to those methods you are not using. For example, if you are using a purposive selection strategy, the committee may ask why you are not using a stratified random sample. You will need to justify your choice.

After the question and answer session, you will leave the room and the Committee will discuss your performance. In assessing your performance, no particular weight has been assigned to any one part of the examination. Rather, **your work will be graded as a whole, based on the paper, the presentation and the question and answer session.** Finally, the Committee will ask you to

return to the room and will discuss its evaluation with you.

The Committee will make written comments to all students regarding their performance. **Students may pass the exam outright without any changes, may be asked to make revisions to their paper or they may fail. If failed, the Preliminary Examination can be retaken only once.**

g. Format and Examination Details

Paper: Limit the paper to **15-20 double-spaced pages (excluding references)** and be sure to address all of the topics in the attached outline. Papers should be typed using a 12 point font and 1 inch margins. Parts I, II, and III should be approximately of the same length. Part IV may be relatively shorter.

Oral presentation: Use this opportunity to highlight the most important points of your paper. Remember that all committee members have read your paper and you should not repeat everything that is in it. Please prepare the presentation using Power Point. Equipment for the Power Point presentation will be set up for your use. Your presentation should be **15 minutes** in length.

Questions and Answers: Each committee member will ask questions. It is expected that this portion of the exam will last **30 to 40 minutes**.

h. BCHS Doctoral Preliminary Examination Paper Outline

Explore a public health topic of your choice within a social ecological framework and design two parallel research/evaluation studies to address it. **One of your studies will use quantitative methodology and the other will use qualitative methodology – you may start with either study.** These studies can be original research designed to explore a certain aspect of the issue, or evaluation studies of a current program implemented to address the public health issue. Try to use what you have learned in your doctoral coursework, relating this to your public health issue. **Be sure to explain how the various sections relate to each other, e.g. how your review of the social and cultural aspects of your issue inform your research questions and designs.** Again, be mindful that you will be asked to justify your choices. For example, if you are proposing a quasi-experimental design, the committee may ask why you are not using an experimental one.

In preparing your paper, please address the following areas and components as relevant:

Background (approximately 4-6 pages)

A. Description of the Public Health Topic

Identify and describe the specific issue you are addressing and its public health significance. Make sure to refer to epidemiological concepts and

data.

B. Social Ecological Aspects of the Public Health Topic

Discuss the relevant aspects of the public health issue you have chosen as it relates to the different layers of the social ecological model (e.g., individual, interpersonal, community, organizational and policy).

C. Social and Cultural Aspects of the Public Health Topic

All issues are constructed and embedded in fundamental socio-cultural contexts. Describe the social, structural and cultural factors that impact the issue you are addressing, including SES, ethnicity, political ideology, culture, and social values. If appropriate, discuss the issue as it relates to the social inequalities in health and/or health disparities.

D. Conclusion: How this Background Informs Your Research Plan

End this section with a brief summary of how the social ecological and socio cultural background you have described informs your research/evaluation question(s) and research designs. **Finish by briefly stating your general research/evaluation question, and summarize the public health significance of this question.**

Study Design

Quantitative Research/Evaluation Study (approximately 4-6 pages)

In describing your design, please:

- A. State your major research/evaluation question(s), posing specific hypotheses.
- B. Identify the theoretical framework guiding your research or evaluation.
- C. Conceptualize the major constructs related to your research or evaluation question(s) and hypotheses.
- D. Describe your study population and indicate why you chose this population
- E. Describe your study design (e.g., cross-sectional, quasi-experimental, time series).
- F. Discuss the methods you would use to collect your data and justify why you would use these particular methods. Specifically, be prepared to justify your choices.

- What methods would you use to collect your data and why? Describe each method in enough detail that the reader gains a clear sense of your procedures.
- Explain how you will operationalize your constructs into variables and how you plan to measure your variables.
- Explain the advantages and disadvantages of the methods you have chosen.
- A secondary data set may be used.

G. Describe your selection strategy. Include the following:

- Describe and justify your sampling strategy.
 - Describe your sampling unit and your sampling frame.
 - Discuss what factors will influence your sample size
- How will your choice affect the generalizability of your findings?
- What steps will you take to deal with sample bias?

H. Discuss your analysis. Include the following:

- Discuss the general goals, procedures, and principles of data analysis.
- Include the statistical tests you would use and why.

I. Address issues of validity and reliability in your research/evaluation study.

J. Identify and discuss the ethical issues associated with your research/evaluation study. How are you addressing them in your design?

Qualitative Research/Evaluation Study (approximately 4-6 pages)

In describing your design, please:

- A. State your major research/evaluation question(s).
- B. Identify the theoretical framework guiding your research or evaluation.
- C. Conceptualize the major constructs related to your research or evaluation question(s).
- D. Describe your setting and indicate why you chose it.
- E. Describe your study design.
- F. Discuss the methods you would use to collect your data and justify why you would use these particular methods.

- Explain what methods you would use to collect your data and why. Describe each method in enough detail that the reader gains a clear sense of your procedures.
- Explain the advantages and disadvantages of the methods you have chosen.
- Explain how you will explore the constructs you have defined for your study.
- Explain how you will gain access to the setting and how you plan to maintain field relations.

G. Describe your selection strategy. Include the following:

- Describe how you will select study participants, or contexts for observation for each of your data collection methods. Justify your decision.
- Explain how you will determine the number and characteristics of the participants, and justify your choice.
- Describe the times and places you have chosen for your data collection. Justify your choices.
- Discuss any major issues, considerations, and concerns that entered into selection of study participants.

H. Discuss your analysis. Include the following:

- Discuss the general goals, procedures, and principles of data analysis.
- Include how you will examine the data to identify themes, issues etc.
- Discuss the role of triangulation in your research/evaluation study.

I. Address issues of authenticity/constituent validity in your research/evaluation study.

J. Identify and discuss the ethical issues associated with your research/evaluation study. How are you addressing them in your design?

Discussion Section (approximately 1-2 pages)

A. Discuss what you hope to accomplish with each of your studies. Be sure to tie your discussion back to the social ecological, cultural and social justice background of the topic. Discuss in what ways these studies will impact the topic. What is the relative contribution of each methodological approach to the topic you have chosen?

B. Discuss dissemination and utilization of your results. Include the following:

- Describe and justify your intended audience(s) and/or stakeholders.
- Identify and discuss the ways in which you will disseminate your results.
- Discuss the ways in which your research or evaluation results will be helpful to your intended audience.

4. **Comprehensive Examination**

a. Objective

The purpose of the comprehensive examination is to **“to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline.”**⁸

b. Requirements

- You must have passed your preliminary examination and completed all of the departmental and school required core courses in addition to a substantial number of your elective credits. Typically, students will take the comprehensive examination after four semesters of full-time study or its equivalent of part-time study (approximately 48-52 credits).
- You must have a minimum grade point average of 3.3.
- You must be registered during the semester in which you take your comprehensive examination.

c. Committee Formation

You must identify a BCHS faculty member who agrees to be your committee chair. This faculty member may be either your former advisor or someone different and will ideally be your dissertation advisor (chair). The comprehensive examination committee can be the same as your dissertation committee. Please refer to Table 3 for committee formation guidelines (p.52).

d. Preparing for Your Comprehensive Examination

To prepare for your comprehensive exam, you will register for a 3-credit course, “Preparation for the Comprehensive Examination BCHS 3888.” The chair of your Comprehensive Examination Committee will be the primary faculty working with you on this course, although you are strongly encouraged to seek advice from the other members of your committee as well. **It is the**

⁸ Regulations governing graduate study at the University of Pittsburgh. Accessed online March 23, 2006, <http://www.pitt.edu/~graduate/regtoc.html>

responsibility of the chair to convene a full committee meeting early in the semester to determine the scope of work. During the semester, you will work on refining a topic for your dissertation and familiarizing yourself with the relevant body of literature. **You will write a paper that should include the central themes, issues and questions about which you need to have substantial knowledge in order to conduct research on the topic you have chosen as well as the main theoretical concepts and methodologies you plan to use for your dissertation work. This paper will form the basis of the discussion with your comprehensive examination committee.**

e. Timing

With the assistance of your comprehensive chair, you will select committee members who have expertise relevant to the dissertation topic you have identified.

Once you have a tentative list of committee members, you must check if your committee meets the university requirements with the Program Office (refer to Table 3). Then, approach your proposed committee members and ask them to serve on your committee.

After your proposed committee members have agreed to serve on your committee, contact the Program Assistant to initiate paperwork to officially establish your committee and set up your initial committee meeting. Please note, we require a minimum of two meetings with your full committee; one of which can be the final defense of your comprehensive examination paper.

Sequence of Events:

- Meet with your chair to discuss your topic.
- Meet with your chair and committee to determine the scope of work: create a list of points to discuss in your paper.
- Work with your chair and your committee members to receive feedback on your paper. Continued communication with all committee members is strongly encouraged. We encourage you to view your committee member as intellectual resources for your comps.
- When your committee chair (in consultation with the rest of the committee) considers your work adequate and you can sit for the comprehensive examination. Contact the Program Office to arrange a time and place for the comprehensive examination.

Submit your paper to your committee members at least one week before the meeting date.

f. The Examination

Your paper will form the basis for the examination. At your comprehensive examination meeting, you will discuss your paper as well as other aspects of your research topic with your committee members and receive feedback from them including possible modifications. This meeting is expected to take on average 1 hour, but this may vary from case to case.

g. Grading

The committee will judge the quality of your work. The committee may decide that you will make modifications. The Committee will sign off on the Report on Requirements for a Doctoral Degree once its members decide that you have satisfied the requirements.

An “S” will be assigned to you on the “Preparation for the Comprehensive Examination” (BCHS 3888) once you have successfully passed your comprehensive examination.

5. Dissertation Overview

a. Objectives

The dissertation overview “requires the student to carefully formulate a plan and permits the doctoral committee members to provide guidance in shaping the conceptualization and methodology of that plan.”⁹ For this, you need to demonstrate your expertise in the public health topic or substantive area of your dissertation, to establish a formal plan for your topic of study, and to delineate research and scholarly parameters for your dissertation work. After the dissertation overview is accepted, you are formally admitted into candidacy for the DrPH or PhD degree.

b. Requirements

You must have passed your comprehensive examination and completed all of your coursework, including electives, as well as have a minimum quality point average of 3.3.

You must be registered during the semester in which you defend your dissertation overview.

c. Committee Formation

For list of committee composition guidelines please refer to Table 3 (p. 52)

d. Preparing for Your Dissertation Overview

⁹ ibid

You and your committee chair will discuss your research focus and objectives, building on the paper you wrote for your comprehensive examination. It is your responsibility to prepare a dissertation overview for presentation to your doctoral dissertation committee at a formal dissertation overview meeting. You are expected to provide a critical review of the literature and to formulate a plan that provides a conceptualization and methodology of the research to be undertaken.

You have chosen the members of your doctoral dissertation committee because they have a particular expertise that is relevant to your topic or research methods. You are expected to seek their advice during the preparation of your overview.

e. Timing of Your Dissertation Overview

Once you and your dissertation chair have agreed that you are ready to sit for your dissertation overview defense, contact the Program Assistant to arrange a time and place for the overview meeting.

Submit your overview proposal to your committee members at least two weeks before your dissertation overview defense date.

f. The Overview Defense

The overview defense is public and is conducted by your doctoral dissertation committee.

At the dissertation overview defense meeting, your committee provides guidance in shaping the overview and must approve your research plan. It is the responsibility of the committee to ensure that you meet appropriate academic standards. Therefore, the committee has the authority to require that you address issues raised by the committee and rewrite any portion or the entire overview. As your research progresses you may need to revise your research methodology, which may require further meetings with your doctoral dissertation committee.

g. Grading

The committee may require you to rewrite a section or sections of your overview to obtain a passing grade. If you receive a failing grade, the overview may be defended one additional time only.

h. Research with Human Participants

Before proceeding with data collection, your research must have approval from the University of Pittsburgh Institutional Review Board (IRB). Guidelines for applying for IRB approval are available online at www.irb.pitt.edu or from the

IRB Office located in 3500 5th Ave, Ground Floor, McKee Place Entrance, Pittsburgh PA, 15213, Phone: (412) 383-1480.

You also must complete prior to graduation all of the Human Subject modules through the CITI Access Portal (<http://www.citi.pitt.edu/citi/>).

6. The Dissertation

a. Objective

The dissertation presents the historical context for analysis, a synthesis of the appropriate literature, a well-defined research question and design, and results of sufficient merit to be published in refereed journals or to form the basis of a peer-reviewed book. Your dissertation should provide a significant contribution or advancement in the area of investigation and will be judged by your doctoral dissertation committee on that basis.

b. Requirements

You must have defended your dissertation overview. **A minimum of eight months must have passed between your comprehensive exam and final defense. In no case may the comprehensive examination be taken in the same term in which the student is graduated.**¹⁰

You must be registered for at least one credit (or Full Time Dissertation Research-FTDR) during the semester in which you want to graduate.

c. Preparing Your Dissertation

During the preparation of your dissertation, you should be in frequent contact with your doctoral dissertation committee chairperson and meet, as appropriate, with the committee members for continued guidance. Preparation of your dissertation requires a minimum of eight months (or two terms) with time allowed for members of the doctoral dissertation committee to review, critique, and monitor the research.

Your dissertation presents the results of your research project. It should be clearly written with careful documentation where necessary. It involves a substantive piece of original and independent research grounded in an appropriate body of literature. Your dissertation must include an abstract (350 word limit) that contains a statement of public health relevance, significance and/or importance.

¹⁰ *ibid*

The dissertation may be presented in one of two formats. You may choose to produce a traditional single, integrated document or you may choose to present your results as three articles of publishable quality. Please note: **The articles “must be logically connected and integrated into the dissertation in a coherent manner, and sufficient detail must be presented to satisfy the characteristics of a dissertation.”**¹¹

The University's Style and Form Manual should be followed in the preparation of your dissertation and, if necessary, additional guides for the writing of a dissertation should be used. All dissertations must be submitted electronically using Electronic Theses and Dissertations (ETD). The manual and information regarding dissertations submission are available online www.pitt.edu/~graduate/dissertation.html and by contacting Joanne Pegher in the office of Student Affairs.

You may use the assistance (or may be advised to use the assistance) of a professional editor in the preparation of your dissertation. The assistance must be limited to use of language and not to subject matter or meaning. You must describe and acknowledge all editorial assistance in the dissertation document.

d. Timing of Your Dissertation Defense

Once you and your dissertation chair have agreed that you are ready to defend your dissertation, contact the Program Office to arrange a time and place for the dissertation defense meeting.

It is your responsibility to provide hard copies of the final draft to each committee **member at least two weeks before your defense is scheduled. Additionally, the examination must be scheduled at least six weeks before your degree is to be conferred.**

All doctoral students need to post information about their doctoral defense at least one month in advance (or as soon as you have your information). Submission information noted below. (Can be sent by e-mail.)

***Information students need to include:**

- Identify as doctoral defense
- Title of the dissertation
- Your department and school
- Your name and contact information including phone number and e-mail address
- The date, time, and place of defense
- The committee members may also be listed

Send info to:

¹¹ ibid

- University Times www.utimes.pitt.edu Submit above information with your name and phone number; e-mail utimes@pitt.edu or by fax 412/624-4579 or by campus mail to 308 Bellfield Hall. They regret they are unable to accept verbal submissions.
- Pitt Chronicle - Submit above information with your name and phone number; only by email to chron@pitt.edu Editor: Jane-Ellen Robinet.
- Mary Derkach, Assistant Dean of Student Affairs derkach@pitt.edu
- Joanne Pegher jpegher@pitt.edu
- Caitlin McCullough for inclusion in the GSPH Weekly Update phcomm@pitt.edu
- Your Department Student Services Liaison: Miriam Fagan mpfagan@pitt.edu

Depending on when you set your defense date, due to certain deadlines of the newspapers, you may not be able to have info included in both papers.

e. Dissertation Defense

The final oral examination in defense of the doctoral dissertation is open to the public.

All members of your doctoral dissertation committee must attend the examination.

f. Assessment

“The final oral examination in defense of the doctoral dissertation is conducted by the doctoral committee and need not be confined to materials in and related to the dissertation. Any member of the Graduate Faculty of the University may attend and participate in the examination. Other qualified individuals may be invited by the committee to participate in the examination. Only members of the doctoral committee may be present during the final deliberations and may vote on the passing of the candidate.

A report of this examination, signed by all the members of the doctoral committee, must be sent to the dean. If the decision of the committee is not unanimous, the case is referred to the dean for resolution. The chair of the doctoral committee should ensure that the dissertation is in final form before requesting signatures of the members of the committee.”¹²

7. Application for Graduation

¹² ibid

To graduate, you must file an official Application for Graduation in the GSPH Office of Student Affairs according to the academic calendar. Deadlines for filing usually are posted outside the Office of Student Affairs, and these deadlines are usually three months before the date of graduation. **You are responsible for being aware of these deadlines.** The timetable for submission of documents pertaining to graduation must be strictly observed. There is a penalty for late filing. If you do not meet graduation requirements for a particular term you must submit a new Application for Graduation for a later graduation and also register for at least one credit.

a. Navigating the Requirements for Graduation

The following is a list of items that must be completed and submitted several weeks prior to graduation. **For the most recent version please visit the GSPH website (Student Affairs/Graduation Requirements):**
<http://www.publichealth.pitt.edu/interior.php?pageID=3324>

- i. Signed ETD approval form. Complete pages 1 and 2 with required signatures. If you choose to withhold it for five years you need to list a brief reason as to why. Cannot choose #3 unless you obtain an Invention Disclosure Form from the Office of Technology Management.
- ii. 1 copy of the committee member page from your ETD(which is page "ii" of your document). Your committee must have been approved by Mary Derkach through your Program Office.
- iii. 3 abstracts with thesis advisor's name typed with their degree(s) in upper right-hand corner and initialed in BLACK INK. The abstract is to be no longer than 350 words; must have a statement of public health importance or public health significance or public health relevance--use these words. (DO **NOT** put "Advisor" or a "line" by their name.)
- iv. 3 title pages (if you have foreign education, list the country--be sure you list prior degrees and year obtained correctly.)
- v. \$20 receipt for one-time processing fee of your thesis. You obtain this receipt from the Student Payment Center, G-7 Thackeray Hall, 412-624-7520.
- vi. Report on Requirement for Doctoral Degree form---this form will be prepared by your department liaison/program assistant. The committee will need to sign this form and it will be given to the committee at your defense for signatures. Then form will be given back to your department liaison/program assistant so they can verify you have meet your requirements for your degree and obtain the department chair's signature before they hand in this form to Student Affairs.

As noted previously, you must be registered for one credit or for Full Time Dissertation Research (FTDR) in the term in which you graduate.

Before your degree can be posted, all I and/or G grades, including those not relevant to the degree program must be changed, or the department must state in writing that the incomplete course(s) are not required for your degree. Please contact the Program Assistant/Dept. Liaison for assistance with completing any grade changes.

There are four graduation times per year: December, April, June and August. However, the University holds only one ceremony per year, in late April. GSPH holds a separate ceremony, usually the day preceding the University commencement event. Graduates of the previous June, August, and December are invited to participate in the spring ceremony.

Diplomas are mailed to graduates. Diplomas are not ordered until after graduation; therefore, it is usually several months after graduation before they are available.

8. Rules for Milestones Committee Formation

Rules for committee formation for each milestone are presented below. Each committee is an official body that had to be approved by the Department Chair and the Dean's Office. Changing your committee requires official paperwork. If you need to change a member of your Comprehensive Examination or Dissertation Committee, you will approach your Committee Chair and the Doctoral Program Coordinator to discuss the reasons for the change. Such a change requires approval of the Doctoral Committee.

TABLE 3: COMMITTEE FORMATION GUIDELINES

Milestone	Committee composition	Who sets up the committee?	Paperwork
Preliminary Exam	-At least 3 people -The majority of members must be on the core list of at least one GSPH department -The chair must be on the BCHS core list -The majority of members must be graduate faculty of the University of Pittsburgh -At least one member must not be on the BCHS core list	The BCHS Doctoral Committee	It is the responsibility of the BCHS Doctoral Committee and the Program Office, that will notify the student of the committee's composition
Comprehensive Examination	If the comprehensive exam takes place at the same time as the dissertation overview proposal, then the rules for the dissertation committee apply. If the comprehensive exam is taken separately from the dissertation overview proposal, then the rules for the comprehensive exam committee are the same as those for the preliminary exam committee.	The Comprehensive Examination Committee chair and the student	It is the responsibility of the student to notify the Program Office, that will prepare the paperwork
Dissertation Overview	-At least four people -The majority of members must be on the core list of at least one GSPH department -The chair must be on the BCHS core list -The majority of members must be graduate faculty of the University of Pittsburgh -At least one member must not be on the BCHS core list	The Dissertation Committee chair and the student	It is the responsibility of the student to notify the Program Office, that will prepare the paperwork
Dissertation Defense	The rules are the same as for the Comprehensive Examination	The same as the Overview	The Dissertation committee should be the same as the Overview committee – if there are changes it is the student's responsibility to notify the Program Office

I. THE BCHS DOCTORAL COMMITTEE

Administrative responsibility for the doctoral program resides with the Doctoral Committee for the department, its director and the coordinator of the program. The Doctoral Committee is a standing committee in the Department of Behavioral and Community Health Sciences (BCHS). It is chaired by Dr. Jeanette Trauth, who also serves as the program director. Members of the doctoral committee include: Dr. Patricia Documét, Dr. Todd Bear and Dr. James Egan. A doctoral student representative to the committee is selected by the doctoral students of the program. To be eligible for membership, you have to have already passed your preliminary exam. The student representative provides important feedback for program assessment and further development from the students' perspective.

1. Charge

The Doctoral Committee is charged with designing and coordinating the doctoral program within BCHS in order to train public health professionals and scholarly researchers in the areas of teaching, research and practice. This includes performing both oversight and program development functions.

2. Committee Functions

a. Oversight

- Review all candidate applications and make recommendations for admission to the doctoral program in BCHS;
- Engage in both local and national recruitment of promising students with post-baccalaureate degrees in related disciplines or professions in order to further increase the quality of entering doctoral students;
- Develop, administer and evaluate required student examinations (preliminary and comprehensive examinations) in the program in accordance with University and School requirements;
- Oversee and recommend doctoral dissertation overview and final defense committees, as selected by the student and the student's advisor, in terms of professional expertise relevant to the task and topic;
- Continuously monitor and evaluate student progress in the program, making sure that program requirements are fulfilled in a timely fashion.

b. Program Development

- Implement a mechanism for systematic evaluation of the doctoral programs that will highlight their strengths and weaknesses in order to continually update and improve the program and to maintain national standards;

- Explore and facilitate linkages with other academic doctoral and certificate programs in related social science disciplines in order to expand the knowledge base and experience of doctoral students in BCHS.

III. RESOURCES

A. DOCTORAL STUDY/COMPUTER AREAS

A study area and computer lab is available for students in the GSPH student lounge, located on the 3rd floor of Crabtree Hall.

Libraries often used by BCHS students are:

- Health Sciences Library System (<http://www.hsls.pitt.edu/>)
- Falk Library (412-648-8866), located in 200 Scaife Hall
- Western Psychiatric Institute and Clinic Library (412-624-2378)
- Hillman Library (412-648-7800;www.library.pitt.edu/libraries/hillman/hillman.html)

The University provides several additional state of the art computing laboratories and several wireless networking locations on campus (http://technology.pitt.edu/for_students.html#labs); the next closest computer lab to GSPH is the one located on the 10th floor of Benedum Hall.

B. INFORMATION SOURCES

Dr. Jeanette Trauth, Director of the Doctoral Program and Miriam Fagan, the Student Services Support Administrator, should serve as the primary resources concerning departmental policies and procedures. Additionally, you may seek the advice of the GSPH Student Affairs' staff concerning questions regarding School and University policies, procedures, and requirements. Also, advisors and other doctoral students can be excellent sources of information.

All registration deadlines are on GSPH registration schedules and these and other deadlines are posted outside the Office of Student Affairs (A519 Crabtree) and appear in the Weekly Update. **It is your responsibility to be aware of these deadlines and accept the penalty for missed deadlines.**

1. Helpful Websites:

Graduate and Professional Bulletin
<http://www.umc.pitt.edu/bulletins/graduate/index.html>

Regulations Governing Graduate Study at the University of Pittsburgh
<http://www.umc.pitt.edu/bulletins/graduate/regulations.htm>

University of Pittsburgh Academic Calendar
http://www.registrar.pitt.edu/course_calendars.html

University of Pittsburgh Style and Form Manual
<http://www.pitt.edu/~graduate/etd/templates.html>

University of Pittsburgh Alumni Association
<http://www.alumni.pitt.edu/>

Other Graduate School of Public Health publications
<http://www.publichealth.pitt.edu/index.html>

List of Graduate Faculty at the University of Pittsburgh
<http://www.ir.pitt.edu/gradfac/homepg.htm>

2. Mailboxes – Virtual and Otherwise

Mailboxes have been provided in the hall near the entrance to Crabtree Hall for BCHS doctoral students.

E-mail is the most efficient and quickest way of communicating with faculty and other students. All enrolled students automatically receive a University of Pittsburgh e-mail address. All notices regarding program matters are sent to this address. **If you wish to use a different e-mail address, you should make sure your Pitt email forwards all of your messages to that address**

You are expected to check your e-mail and mailbox often and to keep the Program Office aware of any changes. All address and phone number changes should be made online at www.my.pitt.edu.

3. Bulletin Boards

There are several bulletin boards on the second floor. These contain different kinds of information: employment and funding opportunities; lecture notices; poster presentations; and general announcements. Notices are also posted on bulletin boards throughout the Graduate School of Public Health.

C. RELAY OF EMERGENCY TELEPHONE MESSAGES

Emergency calls will be taken by the BCHS Doctoral Program/BCHS Program Office located in Room 221 Parran Hall, 624-3107, or the GSPH Student Affairs Office, 624-5200. If you are in class at the time of the emergency, every attempt will be made to relay the message to you immediately.

D. FINANCIAL AID

You are advised to make your need for financial aid known to the BCHS Doctoral Program Coordinator, who will advise you concerning the possible sources. Funding is not guaranteed but the department makes every effort to secure two years of funding for students with demonstrated need or merit.

There are four Departmental scholarships available to BCHS students enrolled in a degree program. These are: the Carol L. McAllister, the Joseph and Brigida Ricci, the Karen S. Peterson and the Silverman scholarships. In addition, the Department also makes awards from the BCHS Research Support Fund. The general purpose of these awards is to provide some financial assistance to students in the completion of their academic programs. Funds may be used for research or practice activities or as otherwise directed by the specific award requirements. It is the policy of the Department to use these limited funds to benefit the largest number of students. As such, students may apply for more than one of the scholarships, but preference will be given to students who have not received a previous award. Please refer to the website to the Appendix for more detailed information on each award.

Eligibility Criteria

All BCHS students are eligible to apply for the Ricci, McAllister and Peterson Scholarships. However, the Peterson Scholarship will give preference to MPH students. The Silverman Scholarship is only available to doctoral students. In addition to these Scholarships, students may apply for BCHS Research Support funds to assist them with their MPH or doctoral dissertation research.

E. STUDENT GOVERNANCE

If you are interested in serving on committees that have student representation or wish to be active in any of the student government associations, you should contact the BCHS Doctoral Program Coordinator.

The Student Government Association (SGA), the Doctoral Student Organization (DSO), and the Minority Student Organization have offices in the student study area on the seventh floor of Crabtree Hall. The organizations work jointly in the planning of several events held throughout the year and have been responsible for staffing the GSPH exhibits at the annual meetings of the Pennsylvania Public Health Association and the American Public Health Association. There is also a Women in Public Health Association and they have joined with a GSPIA group for the establishment of a spring term conference.

Additionally, the Graduate and Professional Student Association, GPSA, a University-wide organization can be reached at <http://www.pitt.edu/~gpsa2/>. There is a GSPH student representative to the University's GPSA, which in turn provides a student representative to the University Senate Council.

Involvement in matters of governance can be enlightening and instructive for students preparing for careers in academia. Immediate rewards come to those students involved in governance matters because of the opportunity to provide student input.

F. ACADEMIC INTEGRITY

All new students must complete the GSPH online Academic Integrity Module by the specified deadlines. A paper copy showing your completion of the module must be emailed or given to the Program Office. You have the obligation to exhibit honesty in carrying out your academic assignments. If you are found to have violated this obligation, adjudication proceedings in accordance with University policy may be undertaken. In all cases, the objective is to provide fundamental fairness to you as well as an orderly means for arriving at a decision, starting first with the individual instructor and then designated administrative officer or bodies.

G. ACCESS TO STUDENT FILES

You have the right to inspect all personally identifiable records maintained by the School and Department and may challenge the accuracy and content of your records through appropriate institutional procedures.

H. GRADUATE STUDENT RESEARCHERS (GSRs)

1. Definition

GSRs at the University of Pittsburgh are graduate students who are receiving financial support from research funds in return for duties performed to meet the goals for which the funds were awarded. The research performed is normally an integral part of the student's research practicum experience, thesis or dissertation. The primary goal of the appointment, from the point of view of both the University and the student, is to provide financial support to the graduate student.

2. Appointment

Appointments of GSRs may be on a full time or fractional basis. The duties and compensations for appointments that are less than full-time are in proportion to the fraction of a full-time appointment. A range of full-time base salaries is recommended annually by the Provost based on the range of compensation for Graduate Student Assistants, Teaching Assistants and Teaching Fellows. The base salary for a GSR is set by the faculty member who administers the research grants or contract; each year the level of compensation will be reconsidered and adjustments made when appropriate. Full-time base salaries below the recommended minimum are not permitted; salaries above the recommended maximum must be approved by the dean.

You, as a GSR, must receive a letter from the Department, School or research center, co-signed by the principal investigator, that states the general conditions of the appointment, specifies the salary, general types of duties, duration, benefits, and any other pertinent terms of appointment, includes a copy of this GSR Policy Statement, and states that this policy governs the appointment. Duration of the appointment may be for one, two, or three terms. You may receive an appointment for the full summer term, or for summer session I or II.

A GSR assignment is normally an integral part of your practicum experience, research project, thesis or dissertation research. The hours required are those necessary to make satisfactory progress toward completing the degree, normally a full time effort. In cases where your GSR appointment is not an integral part of your own work, a GSR appointment requires 20 hours per week; a fractional appointment requires the corresponding fraction.

GSRs who receive full-time appointments in the fall and/or spring terms shall register for at least 9 credits in the term of appointment; those with fractional appointments shall register for at least the following number of credits; 3/4 appointment, 9 credits; 1/2 appointment, 6 credits; 1/4 appointment, 3 credits. However, any full-time or fractional GSR who has completed all credit requirements for the doctoral degree, including any minimum dissertation credit requirements, and is working full time on a dissertation may register for Full Time Dissertation Study (FTDS). In the summer term or sessions, a GSR must register for at least 3 credits or FTDR.

When you accept an appointment in writing, the terms shall be binding on you, the student, and the principal investigator. In accordance with the policy of the Council of Graduate Schools in the United States, however, a newly-admitted student, after accepting an initial appointment beginning in September, may resign in writing before April 15 of that year. A department may, during the appointment term, transfer you, with your consent, from a GSR appointment to a teaching appointment or to another appropriate

assignment that provides for essentially equal financial benefits and professional responsibilities.

The Immigration Reform and Control Act requires employers to institute procedures for verifying that a job applicant is authorized to be employed in the United States. Each new employee of the University is required to verify that he or she is either a US citizen or authorized to be employed in this country. A graduate student appointed as a GSR is required to produce the necessary documentation as a condition of the appointment.

3. Reappointment

Although appointment as a GSR may be made for no more than one year, you may be reappointed. You should be cognizant of the fact that the funds for most GSRs come from grants and contracts with a limited duration.

To the extent that reappointment is possible, priority should be given to those with superior academic qualifications and research performance. The same regulations that pertain to original appointments apply to reappointment, with the following amplification:

- A reappointment should be made at the same or higher salary.
- You should be given written notice of reappointment for the fall term by June 1, or as soon thereafter as possible. Extended delay should be only with the mutual agreement of you and the department for specific reasons made clear to you.
- Reappointment requires satisfactory academic achievement as determined by the dean or director. Examples of unsatisfactory academic performance could be a QPA below 3.0, completion of fewer than six credits of graduate work per term (if full-time), failure to pass preliminary or comprehensive examinations as specified, or inadequate research progress.

4. Responsibilities

a. Department

The department is responsible for providing a working environment that is consistent with the research to be performed and for providing education about research integrity. The department, School or research center is responsible for generating the GSR appointment letters and ensuring that the terms and conditions of the contracts are upheld.

b. Research Advisor (P.I.)

It is the research advisor's responsibility to define the terms of the research assignment and to convey them to you, the GSR, prior to the signing of the appointment letter. These terms should include an understanding of the extent of between-term and holiday leaves, observance of religious holidays and personal leaves, since there is no uniform University policy on holidays. The research advisor should explain the department's and the research advisor's co-authorship policy. Once each year the research advisor should provide a written evaluation of your performance to you and to the department. The research advisor is responsible for providing training to use the equipment and perform the duties for which you as a GSR are responsible.

Students shall not be exploited or their education compromised in the service of sponsored research or the financial gain of the supervisor. Employment of students or fellows by companies in which their faculty supervisor has economic interest must be disclosed on Part II of the Conflict of Interest Policy Disclosure Form by the student's academic supervisor. Faculty shall take all precautions necessary to ensure that their students' progress and academic standing are not jeopardized by violations of any professional norms in projects in which they participate, or by students' naiveté as to the circumstances surrounding industrially sponsored research.

The research advisor should strive to maintain continuous support you, provided you are making satisfactory progress, and within the limitations of available funds. You should be advised of the termination of such funds as far in advance as is possible.

c. Graduate Student Researcher (GSR)

Graduate student researchers are expected to carry out their assigned duties satisfactorily and to participate in departmental orientation and training programs. As a GSR, you are expected to meet enrollment requirements and to maintain satisfactory academic performance.

Patent rights resulting from research carried on by a student in fulfillment of requirements for an academic degree are subject to the University's Patent Rights and Technology Transfer Policy. Patent rights resulting from externally sponsored research grants, contracts, or other such arrangements are also subject to the terms of those agreements. The data collected as part of the GSR's assignment or as part of the dissertation or thesis of a supported student, are the property of the University, including original research notebooks or electronic files.

As a graduate student, you are not permitted to hold more than the equivalent of one full GSR appointment within the University at one time. Normally, you will find this appointment to be a full-time demand, but in rare or minor exceptions, additional appointments must be approved by the departmental chairperson and the dean.

As a GSR, if you believe that you have been treated unfairly according to these guidelines, you should first discuss the problem with the research advisor and the departmental chairperson. If a resolution cannot be reached at the departmental level, you should present the grievance to the dean for informal evaluation, adjudication, and, if necessary, advice on additional, formal grievance procedures, such as those described in Guidelines on Academic Integrity.

5. Research Integrity

The University seeks excellence in pursuit of knowledge and requires all members of the University community including its student body to adhere to the highest standards of integrity in research. Research misconduct is defined as:

- fabrication, falsification, plagiarism and other practices that seriously deviate from those that are commonly accepted in the scientific community for proposing, conducting or reporting research
- material failure to comply with federal requirements for the protection of researchers, human subjects or the public or for the welfare of laboratory animals;
- failure to meet other material legal requirements governing research.

The University of Pittsburgh Research Integrity Policy contains the details of procedures to be followed if violation of research integrity appears to occur. The Policy also states that for students involved in alleged misconduct the matter shall be handled in accordance with the University of Pittsburgh Guidelines on Academic Integrity and that pertinent regulations of any sponsoring agency shall be observed.

6. Early Termination

Early termination refers to the dismissal of the GSR before the end of the contractual period of appointment. Early termination may be initiated only if you, the GSR, have received an appropriate and timely written warning with respect to your performance, or have clearly violated one or more of the major canons of institutional responsibility or University Policy. You must be informed in writing by the department chair of the reasons for termination, and the appeals procedure must be included.

7. Appeals Procedure

You may appeal the GSR termination, in writing, within two weeks of

notice of termination, to the dean, who will mediate the dispute and, if necessary, convene an appeals committee.

The dean or his or her designee will serve as chair of an appeals committee and will appoint to the committee two faculty members and two graduate students, who must be GSRs and are recommended by the School's Graduate Student Association. No one from the involved academic department shall be on the appeals committee, and involved parties shall represent themselves before the committee.

Within six weeks, you, as the appealing GSR, shall be provided an appeals hearing, and you shall be notified of the appeals committee's recommendation and the dean's decision as soon as possible thereafter.

8. Scholarships

In recognition of academic merit, the Graduate School of Public Health provides GSRs a tuition scholarship. The scholarship pays up to the following maximum number of credits depending on the type of appointment:

	FALL/SPRING	SUMMER
Full-time appointment	15 credits	12 credits
3/4 appointment	15 credits	9 credits
2/3 appointment	8 credits	8 credits
1/2 appointment	6 credits	6 credits
1/3 appointment	4 credits	4 credits
1/4 appointment	3 credits	3 credits

GSRs who receive full-time or fractional appointment in the summer term or in summer session I or II must register for at least three credits or FTDR in the term or session. If you register for more credits, you will be provided a tuition scholarship up to the amount indicated in the above table.

The prevailing computing and network services fee and the safety and transportation fee will be included in this merit scholarship. The fee assessed full-time students will be included with the award of a full tuition scholarship to a GSR holding a full appointment in the fall, spring, or summer terms or in summer session I or II; the fee assessed part-time students will be included with lesser awards.

You are responsible for your registration and for payment of all charges appearing on your invoice not covered by the tuition scholarship. The tuition scholarship does not cover course-related fees and the student activity fee. In most schools, arrangements have been made for the tuition scholarship to appear on your invoice. If a tuition scholarship is not on the invoice, you must report to the office of the dean, where a scholarship will be issued.

9. Health Benefits

As a GSR who receives full-time or fractional appointments, you are eligible to participate in the graduate student health plan. The University will provide individual coverage at no cost. Two Person or Family coverage through the graduate student plan is available by paying the difference between the premium cost for individual coverage and the additional coverage. To enroll in either the individual, two person or family plans, you must meet with the payroll administrator in your department and complete a Medical Insurance Form. All coverage terminates at the end of every August, and new forms and cards must then be submitted every year regardless of the time period of the appointment.

The prevailing student health fee per term will be included in the merit scholarship for GSRs who receive a full-time appointment in the fall and/or spring terms and are registered for at least 9 credits. If registration is for fewer than 9 credits, you have the option of signing up for the Student Health Service and paying the fee. The University will pay the student health fee for any GSR who receives a full appointment in the summer term and/or summer sessions whether or not he or she is registered full-time.

*The above information concerning GSRs has been adapted on June 29, 2005, from a policy statement, dated September 1995 (<http://www.pitt.edu/~graduate/gsr.html>).

APPENDIX

DrPH

Checklist of Requirements for the Doctor of Public Health (DrPH) Degree in BCHS

Required Courses	Semester Offered	Credits	Completed Requirement
Community/Cultural Orientation (6 credits)			
BCHS 2554 Intro to Community Health *	Fall, Spring	3	
BCHS 2608, 2609, 2610 Advanced Methods in CBPR series	Spring	3	
Critical Analysis (24 credits)			
BIOST 2041 Intro to Statistical Methods 1 OR * PSYED 2018 Stats 1: Descriptive & Inferential Statistics	Fall Fall, Spring	3	
BIOST 2042 Intro to Statistical Methods 2 OR * PSYED 2019 Stats 2: Analysis of Variance	Spring Fall, Spring	3	
BIOST 2049 or Applied Regression Analysis OR PSYED 2410 Applied Regression Analysis	Spring Fall	3	
BCHS 2525 Intro to Applied Research *	Fall, Spring	3	
BCHS 2558 Health Program Evaluation *	Spring	3	
BCHS 3003 Advanced Evaluation Techniques	Fall	3	
BCHS 3007 Ethnographic & Qualitative Methods *	Spring	3	
BCHS 3555 Doctoral Seminar in BCHS Theories & Models *	Spring	3	
Communication (3 credits)			
BCHS 3504 Doctoral Seminar on Health Communications	Spring	3	
Management (3 credits)			
HPM 2081 Public Health Agency Management	Fall	3	
Integration of Public Health Research and Practice (3-8 credits)			
BCHS 3503 Prevention Science: Translating Knowledge to Practice	Fall	3	
BCHS 3004 Integrative Research Seminar: Grant Writing **	Spring	1	
BCHS 3006 Integrative Research Seminar: Writing for Publication ***	Fall	1	
BCHS 3703 Executive Management Practicum (3 cr. total) ****	Any term	3	
PUBHLT 2022 Public Health Grand Rounds	Fall	0	
PUBHLT 2022 Public Health Grand Rounds	Spring	0	
Competency Area Elective (choose one out of three courses below)			
Leadership			
BCHS 2135/ADMPS 2128/PIA 2131 Leadership	Fall	3	
Advocacy			
HPM 2063 The Politics of Health Policy	Spring	2	
Professionalism and Ethics			
HPM 2131 Public Health Law and Ethics	Fall	3	
Electives		Variable	
Milestones (0-4 credits)			
BCHS 3888 Prep for Comprehensive Exam	Any term	1-3	
Dissertation (FTDR 3999 = 0 credits or BCHS 3010 = 1 credit)	Any term	0-1	
Total REQUIRED Credits		48	
Credits from a Master's Degree		24	

Notes:

* **Required courses for the Preliminary Examination**, which is taken after 1 year of full-time study. **If a student does not have an MPH**, they must also take EPIDEM 2110 Principles of Epidemiology before taking the Preliminary Exam.

** **Prerequisite for BCHS 3004** is successful completion of Preliminary Examination.

*** **Manuscript Submission Requirement:** Students must submit a manuscript to a journal for publication either based on their dissertation or other research **before** graduation. **They must be the 1st author.**

**** **Practicum Requirement:** DrPH students must complete a 360 hour Executive Management Practicum.

PhD

Checklist of Requirements for the PhD Degree in BCHS

Required Courses	Semester Offered	Credits	Completed Requirement
Behavior & Community (6 credits)			
BCHS 2554 Intro to Community Health *	Fall, Spring	3	
BCHS 3555 Doctoral Seminar in BCHS Theories & Models *	Spring	3	
Research Design & Methods (11 credits)			
EPIDEM 2110 Principles of Epidemiology *	Fall, Sum.	3	
BCHS 2525 Introduction to Applied Research *	Fall, Spring	3	
BCHS 3007 Ethnographic & Qualitative Methods *	Spring	3	
BCHS 3030 Measurement in the Social & Behavioral Sciences	Fall	2	
Elective: Theory & Methods (Choose any 3 credit graduate course at Pitt)			
BCHS 3002 Health Surveys Methods	Spring	3	
BCHS 3003 Advanced Evaluation Techniques	Fall	3	
BCHS 3504 Doctoral Seminar on Health Communications	Spring	3	
BCHS 2608, 2609, 2610 Advanced Methods in CBPR series	Spring	3	
HPM 2010 Organization Studies	Spring	3	
TBD Students may choose any graduate course at the University	TBD	3	
Statistical Analysis (12 credits)			
BIOST 2041 Intro to Statistical Methods 1 OR *	Fall	3	
PSYED 2018 Stats 1: Descriptive & Inferential Statistics	Fall, Spring		
BIOST 2042 Intro to Statistical Methods 2 OR *	Spring	3	
PSYED 2019 Stats 2: Analysis of Variance	Fall, Spring		
BIOST 2049 or Applied Regression Analysis OR	Spring	3	
PSYED 2410 Applied Regression Analysis	Fall		
BCHS 3707 Applied Multiple Regression Analysis & Causal Mod.	Spring	3	
Interventions (6 credits)			
BCHS 2558 Health Program Evaluation *	Spring	3	
BCHS 3503 Prevention Science: Translating Knowledge to Practice	Fall	3	
Integration of Public Health Research and Practice (3-8 credits)			
BCHS 3004 Integrative Research Seminar: Grant Writing **	Spring	1	
BCHS 3006 Integrative Research Seminar: Writing for Publication ***	Fall	1	
PUBHLT 2011 Essentials of Public Health (required if no MPH)	Spring	3	
PUBHLT 2022 Public Health Grand Rounds	Fall	0	
PUBHLT 2022 Public Health Grand Rounds	Spring	0	
FACDEV 2200 University Teaching OR	Fall/Spring	3	
5 CIDDE Workshops + BCHS 2511: Teaching Pract. Ind Study	Any Term	1-3	
Research Competency Requirement (see Appendix for checklist) ****		0	
Electives		Variable	
Milestones (0-4 credits)			
BCHS 3888 Prep for Comprehensive Exam	Any Term	1-3	
Dissertation (FTDR 3999 = 0 credits or BCHS 3010 = 1 credit)	Any Term	0-1	
Total REQUIRED Credits		48	

Notes:

* **Required courses for the Preliminary Examination**, which is taken after 1 year of full-time study.

** **Prerequisite for BCHS 3004** is successful completion of Preliminary Examination.

*** **Manuscript Submission Requirement:** Students must submit a manuscript to a journal for publication either based on their dissertation or other research **before** graduation. **They must be the 1st author.**

**** **Research Competency Requirement:** Students must demonstrate mastery of research skills (see Doctoral Student Handbook Appendix for checklist).

Credits from a Master's Degree		24	
Total Required Credits for PhD		72	

BCHS Doctoral Program Independent Study Pre-Registration Form

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

STUDENT NAME: _____

FACULTY NAME: _____

TERM/SESSION REGISTERED: _____ # OF CREDITS _____

DATE: _____

TITLE OF INDEPENDENT STUDY: _____

DESCRIPTION OF OBJECTIVES: _____

EXPECTED FINAL PRODUCT (e.g., paper, article, poster): _____

STUDENT SIGNATURE: _____

SUPERVISING FACULTY SIGNATURE: _____

BCHS PhD Research Competency Checklist

Students are required to fulfill the requirements of a Research Practicum under the supervision of one or more faculty members. The practicum may be part of the student's graduate student researcher position (GSR), or of other research conducted under supervision of a faculty member. The Research Practicum will carry no credits, as it is expected that PhD students conduct research activities as part of their training. The Research Practicum includes participating in research design, project management, data collection, data management, data analysis, and writing for publication. Students will write in the Research Practicum Checklist the activities they performed in each of these areas and faculty supervisors will sign off each of these activities.

Area	Description of activity Include: Name of project; dates work was performed; description of your specific activities; and methods used.	Name of faculty supervisor	Signature of faculty supervisor	Date
Research design				
IRB submission				
Data collection				
Data management				
Data analysis				
Presentation of research				
Grant writing				
Grant review				
Journal article writing				
Journal article review				

BCHS Dissertation Research Progress Report

Student: _____

Advisor: _____

Dissertation Title: _____

Date Overview Examination completed: _____

Reporting Period: Year _____ Fall Spring Summer

	Completed	Excellent progress	Good progress	Making progress but problems	Not making progress
Research question developed	5	4	3	2	1
Research hypotheses developed	5	4	3	2	1
Methodological design developed	5	4	3	2	1
Data collection sites identified	5	4	3	2	1
Data collection instruments developed	5	4	3	2	1
IRB approval obtained	5	4	3	2	1
Data collection	5	4	3	2	1
Data analysis	5	4	3	2	1
Draft chapters written	5	4	3	2	1
Chapters revised	5	4	3	2	1
Other: _____	5	4	3	2	1

Comments

Advisor Signature: _____

AUTHORSHIP EQUITY GUIDELINES FOR BCHS

Issue

Joint authorship of papers submitted for publication should be fair and inclusive, with all contributors listed as authors in an order that reflects their proper contribution. However, without a transparent procedure for assigning authorship, we risk accidental exclusion or unfair claims to priority in authorship. Given the asymmetry of rank in academia, students, junior faculty, and staff may be at greater risk of unfair practices. However, we recognize as well that senior faculty may also be excluded in the rush to publish.

Authorship equity must also recognize a series of important differences: in journal requirements for authors, in disciplinary standards for order in authorship, in a contributor's comfort in working with multiple authors, and in the contribution authors are most comfortable making.

Charge of Authorship Equity Committee

For these reasons, we have formed an authorship equity committee to develop standards for authorship. The aim of the Committee is to disseminate these standards; to provide a forum to adjudicate disputes, if needed; and to encourage greater joint authorship, in particular with students. Joint authorship can allow authors to be more productive and may lead to better publications and more efficient use of data (it can also be more fun working with colleagues); but it is something that needs to be learned and guided by explicit standards.

General Guidelines for Joint Authorship

1. *Err on the side of inclusiveness.* Colleagues or students who helped design a study, who suggested a key analysis, who conducted analyses, who drafted parts of the manuscript, who reviewed the manuscript for content, or who played a central role in securing funding or gaining access to research participants are all candidates for authorship. The principal investigator for a project should set a tone that encourages staff, junior faculty, and students to participate in writing papers for publication.
2. *Take into account different abilities of potential authors.* Senior faculty effort may be required to make a paper competitive for publication (for example, by rewriting it or by responding more effectively to reviewer criticism). This effort should help students, staff, and junior faculty move manuscripts toward publication. Senior faculty should consider a secondary role in authorship in such cases (for example, giving up the first author position) if the paper is largely the effort of more junior investigators.
3. *Use the writing committee model.* To avoid conflict after authors have already invested work in a paper, principal investigators of a project may want to consider convening a writing group of all potential authors before anyone starts a paper. At meetings of this group, assignment of paper topics and division of labor should be clarified. Benchmarks for paper progress may be set as well as likely venues for publication. This is the proper forum to work out the order of authorship.
4. *Use a sign-off procedure for paper submission.* Many journals now require that all authors sign a form indicating their claim to authorship. The first or corresponding author should send

the final version of the manuscript to all authors with a specified time period for comment (say, 2 weeks). No response means assent to content of the paper and position in a list of authors.

5. Do not *inflate the author list*. People who did not make a contribution to the paper or research project should not be included as authors. Also, more than 5-6 authors may be questioned by journals.

6. *List student as first author in papers emerging from theses*. For articles emerging from masters and dissertation theses, students should consider adding the primary faculty supervisor as a minor author (last or middle). An exception would be a case where a faculty member substantially adds to the thesis, and the student and faculty member agree this is a new effort. In that case, the student would likely be a subordinate author. This scenario would most likely apply to a paper covering a topic outside the primary analysis of the dissertation.

These broad guidelines will not prevent all conflict but present a broad outline of an equitable approach to joint authorship that encourages increased collaboration.

Department Policy Innovations Relating to Authorship Equity

In addition to these standards, we propose a number of important policy innovations for the Department.

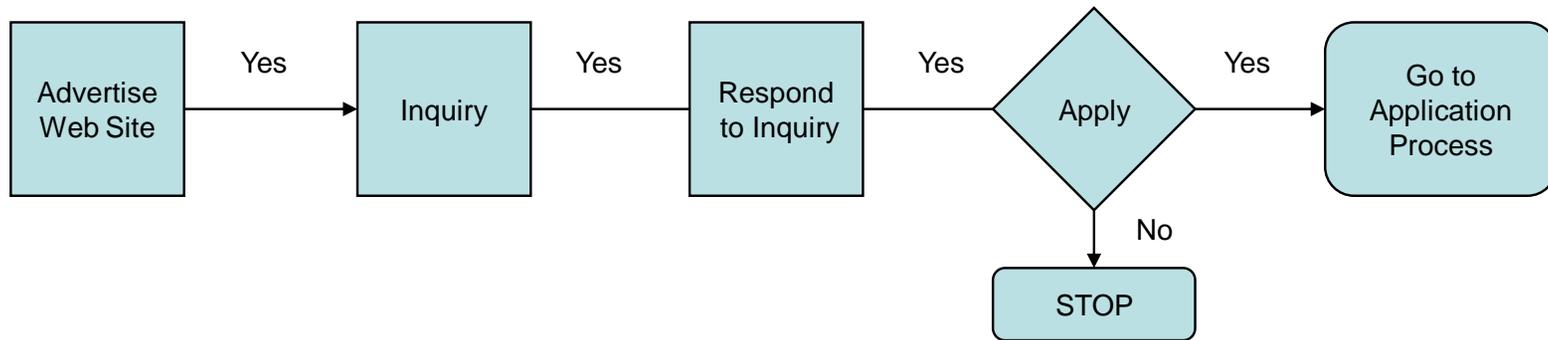
1. *Provide incentives for joint publication with junior faculty, research staff, and students*. In promotion reviews and yearly evaluations, the BCHS chair should take into account joint publication efforts as a positive attribute. Faculty who take a second or last authorship in a paper led by a student or junior faculty member should be rewarded. Publication with students should be a valued category in itself.

2. *Convene a research committee to promote publication*. A monthly meeting, led by a research committee of senior faculty, could be held to review manuscripts, entice students to work on dormant data, suggest journal venues, and build collaborations. This could be part of an internal peer review process for authors seeking comment. The Research Committee will have a chair, who will announce the meeting, solicit manuscripts for discussion, and ensure that discussion is constructive.

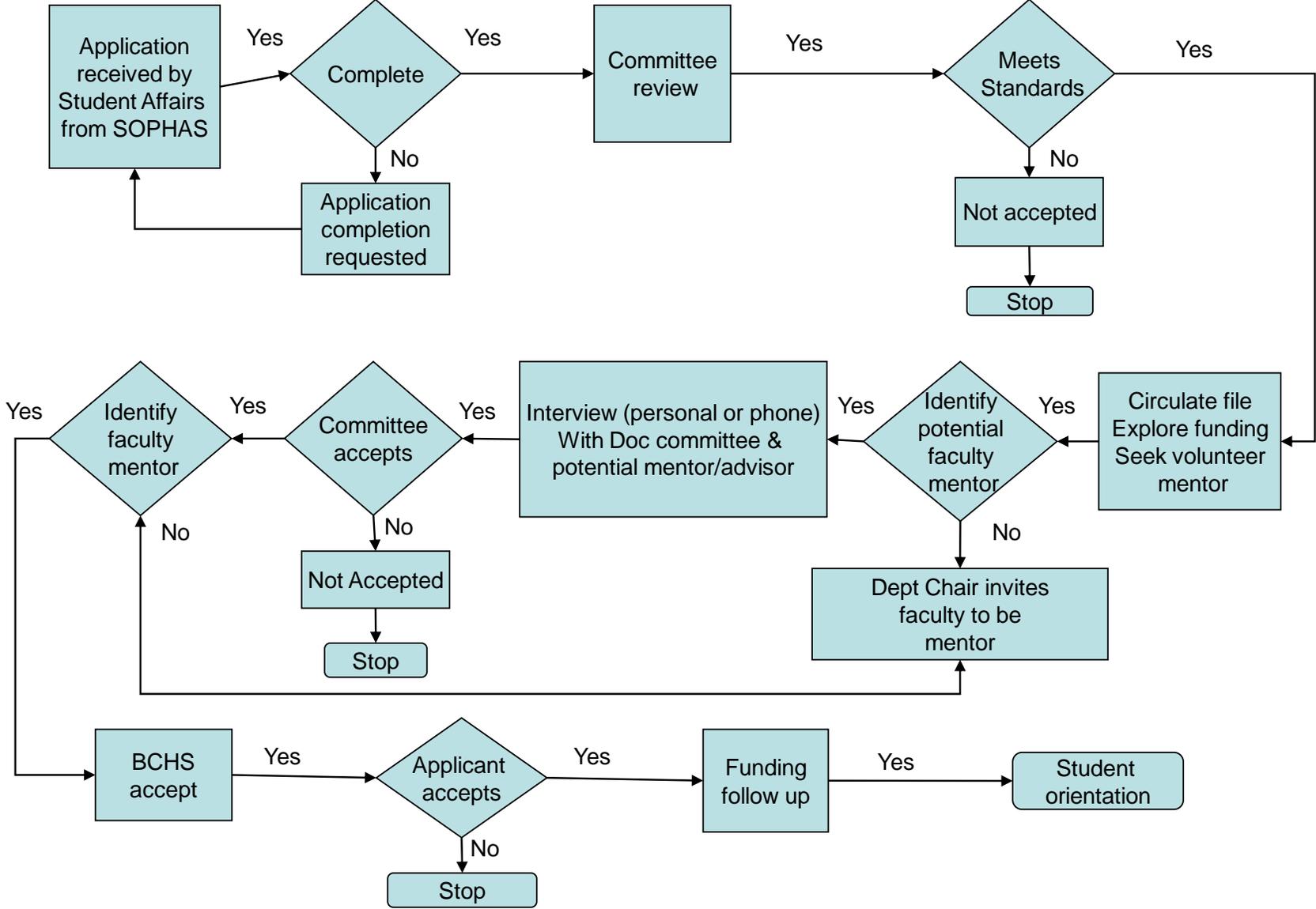
3. *Use the BCHS website to highlight Department commitment to publication with students*. This could be an important recruitment resource.

4. *Accumulate a yearly count of papers published by Department members and track publications involving students and staff*. In this way we can evaluate the success of efforts to increase joint publication.

BCHS Doctoral Programs Flow Chart -- Recruitment



BCHS Doctoral Programs Flow Chart -- Application Process



BCHS Doctoral Programs Flow Chart -- Orientation



Doctoral Programs Flow Chart -- Program of Study

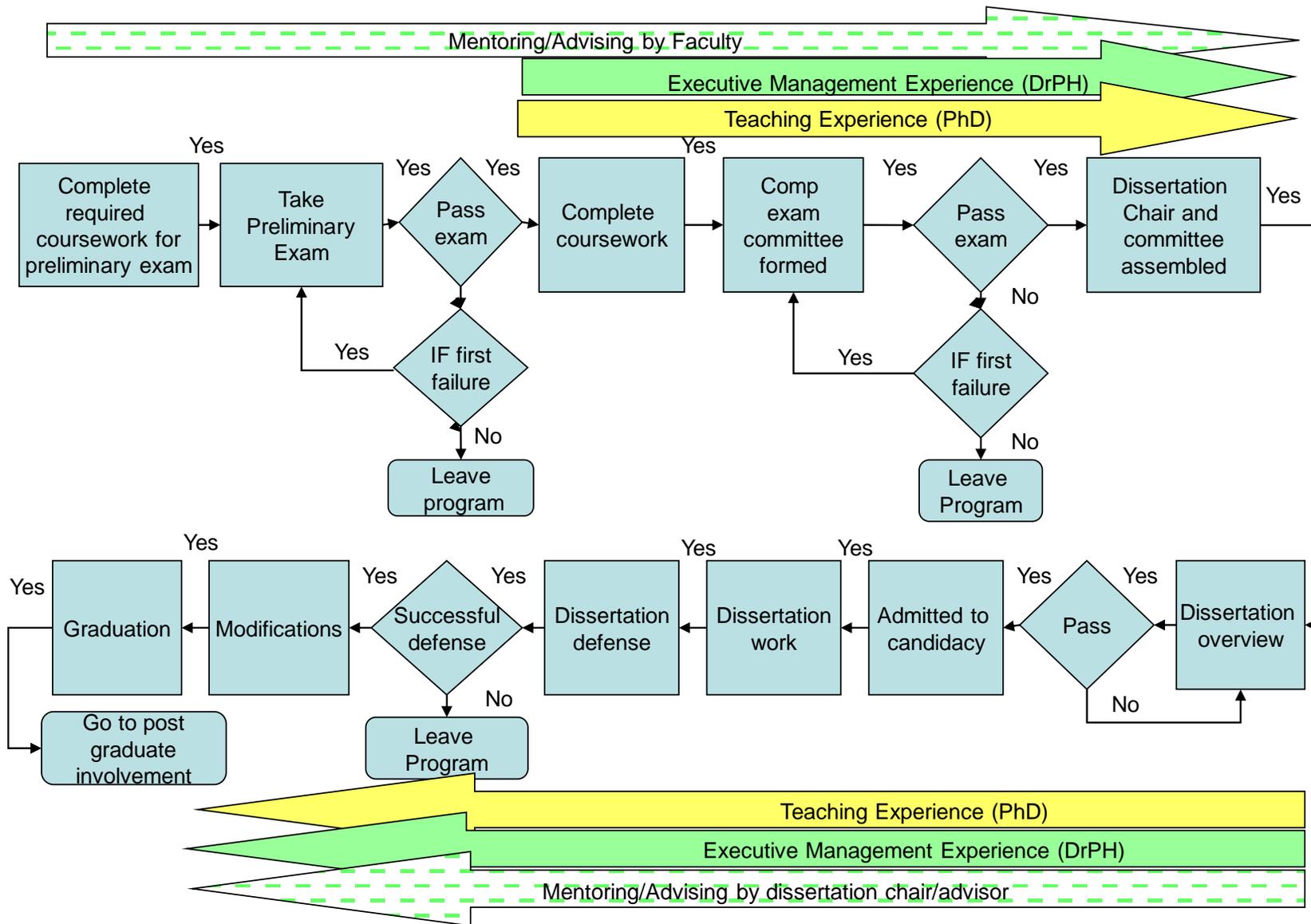


TABLE 4: PRELIMINARY EXAM FACULTY GUIDE - EVALUATION RUBRIC *

(1 = Not Competent; 4 = Competent)

BACKGROUND

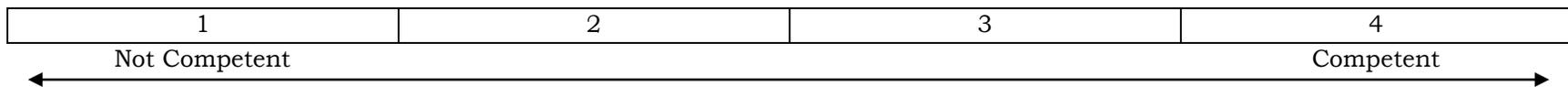
1) Description of the PH topic.

Does not describe the significance of the PH issue.	Identifies and describes the PH issue and its significance. Limited justifications on why the issue can be appropriately addressed by public health professionals.	Identifies and describes the PH issue and its significance. Refers to epidemiological concepts and data.	Identifies and describes the PH issue and its significance. Justifies why the issue can be appropriately addressed by public health professionals. Refers to epidemiological concepts and data.
---	--	--	---

2) Social ecological aspects of the PH issue.

Mentions social ecological model without detail and without connecting it to the issue.	Explains social ecological model. Limited discussion of the ecological dimensions of the PH issue.	Explains social ecological model. Discusses at least three ecological dimensions of the PH issue.	Explains social ecological model. Discusses at least three ecological dimensions of the PH issue. Presents an argument for the relevance of considering these ecological dimensions of the PH issue.
---	--	---	--

* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)



3) Social and cultural aspects of the PH topic.

Limited description of the social and cultural context. Does not offer relevant examples of how the context affects/modifies the issue.	Describes social and cultural context. Gives relevant examples of how the context affects/modifies the issue. (Student addresses < 3 of the following: SES, ethnicity, political ideology, culture, social values)	Describes social and cultural context. Gives relevant examples of how the context affects/modifies the issue. (Student addresses at least 3 of the following: SES, ethnicity, political ideology, culture, social values)	Describes social and cultural context. Gives relevant examples of how the context affects/modifies the issue. (Student addresses at least 3 of the following: SES, ethnicity, political ideology, culture, social values) Discusses the issue as it relates to the social inequalities and/or health disparities.
---	--	---	---

STUDY DESIGN

4) Apply an appropriate theoretical framework to guide the proposed research.

Limited application of theory.	Identifies relevant theories but perhaps not at the appropriate ecological level. Limited relation between theoretical constructs and study concepts.	Identifies relevant theories at the appropriate ecological level. Translates theoretical constructs into study concepts.	Identifies relevant theories at the appropriate ecological level. Translates theoretical constructs into study concepts. Justifies use of chosen theory.
--------------------------------	---	--	--

5) Identify an appropriate study population.

Describes the population but uses no data.	Describes the population using limited data.	Describes the population using data (age, income, race/ethnicity, location, etc.)	Describes the population using data (age, income, race/ethnicity, location, etc.) Demonstrates the appropriateness of selecting this population to study this issue.
--	--	---	--

* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)

1	2	3	4
← Not Competent		Competent →	

IDENTIFY AN APPROPRIATE DESIGN.

6) Quantitative approach

States either research question(s) or hypotheses but unclearly.	States research question(s) and hypotheses but somewhat unclearly.	States clear research question(s). States clear hypotheses. Argues how this design will answer research question(s).	States clear research question(s). States clear hypotheses. Argues how this design will answer research question(s). Proposes alternative designs and/or justifies choice of current design.
--	---	--	--

7) Qualitative approach

Does not state clear research question(s).	States clear research question(s). Suggests but does not argue how this design will answer research question(s).	States clear research question(s). Argues how this design will answer research question(s).	States clear research question(s). Argues how this design will answer research question(s). Proposes alternative designs and/or justifies choice of current design.
--	--	---	---

METHODOLOGY

8) Quantitative approach

Methods inappropriate to answer research question(s). Does not describe how to measure variables.	Identifies appropriate methods to answer research questions. Describes how to measure chosen variables. Does not operationalize theoretical constructs into study variables.	Identifies appropriate methods to answer research questions. Operationalizes theoretical constructs into study variables. Describes how to measure chosen variables. States data collection procedures.	Identifies appropriate methods to answer research questions. Operationalizes study concepts into study variables. Describes how to measure chosen variables. Clearly states data collection procedures. Evaluates advantages and disadvantages to methods.
---	--	---	--

* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)

1	2	3	4
← Not Competent		Competent →	

9) Qualitative approach

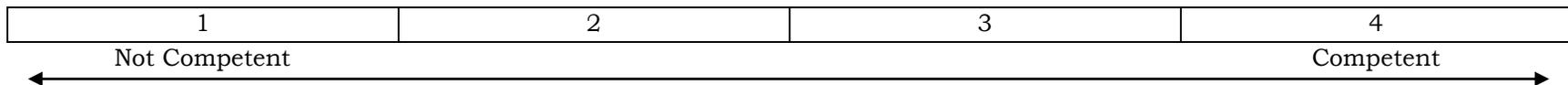
Methods inappropriate to answer research question(s).	Identifies appropriate methods to answer research questions. States procedures. Does either of the following: Discusses how to explore the constructs defined for study. OR Describes how to gain access to setting and maintain field relations.	Identifies appropriate methods to answer research questions. States data collection procedures. Discusses how to explore the constructs defined for study. Describes how to gain access to setting and maintain field relations.	Identifies appropriate methods to answer research questions. Clearly states data collection procedures. Clearly discusses how to explore the constructs defined for study. Clearly describes how to gain access to setting and maintain field relations. Evaluates advantages and disadvantages to methods.
---	---	--	---

SAMPLING STRATEGY

10) Quantitative approach

Mentions sampling frame with no description. Mentions the sampling strategy but does not explain it in detail.	Describes the sampling frame to a limited extent. Discusses inclusion/exclusion criteria or unit of analysis but is unclear. Proposes a sampling strategy (SRS, stratified, etc.) and explains it without sufficient detail.	Clearly describes the sampling frame. Adequately describes inclusion/exclusion criteria. Discusses the unit of analysis. Proposes a sampling strategy (SRS, stratified, etc.) and explains it with detail. Explains the factors that will affect the sample size. Discusses the unit of analysis.	Clearly describes the sampling frame. Adequately describes inclusion/exclusion criteria. Proposes a sampling strategy (SRS, stratified, etc.) and explains it with detail. Explains the factors that will affect the sample size. Discusses the unit of analysis. Justifies the sampling strategy.
--	--	---	--

* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)



11) Qualitative approach

Mentions inclusion/exclusion criteria but with little discussion. Mentions the sampling strategy but does not explain in detail why the strategy was chosen.	Adequately describes inclusion/exclusion criteria. Proposes a selection strategy and explains it with sufficient detail.	Adequately describes inclusion/exclusion criteria. Discusses the unit of analysis. Proposes a selection strategy and explains it with sufficient detail. Explains the factors that limit sample size.	Adequately describes inclusion/exclusion criteria. Discusses the unit of analysis. Proposes a selection strategy and explains it with sufficient detail. Explains the factors that influence sample size. Justifies the selection strategy.
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DATA ANALYSIS

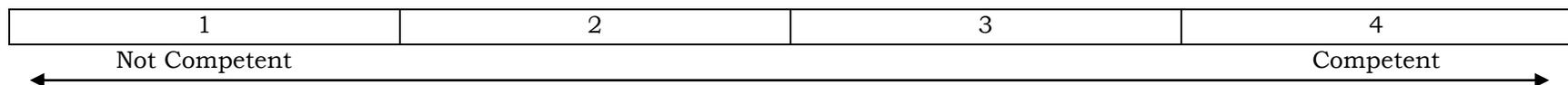
12) Quantitative

Does not discuss a data analysis strategy.	Limited discussion about goals, procedures and principles of data analysis. Describes data management plan. Statistical tests inappropriate.	Explains goals, procedures and principles of data analysis. Describes data management plan. Identifies appropriate statistical tests.	Clearly explains goals, procedures and principles of data analysis. Describes data management plan. Identifies appropriate statistical tests. Justifies choice of statistical tests. Discusses importance of statistical power. Discusses statistical and practical significance.
--	--	---	---

13) Qualitative

Does not discuss a data analysis strategy.	Limited discussion about goals, procedures and principles of data analysis. Generally unclear about interpretive strategy.	Explains goals, procedures and principles of data analysis. Explains how to identify themes/new constructs, etc.	Clearly explains goals, procedures and principles of data analysis. Clearly explains how to identify themes/new constructs, etc. Clearly discusses the role of triangulation in this study.
--	--	--	---

* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)



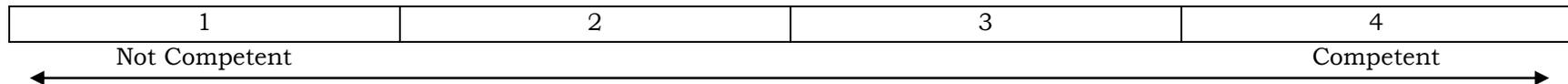
14) Study limitations.

<p>Little or no discussion on study limitations.</p>	<p>Limited discussion on major limitations to study. Limited attention to issues of validity and reliability.</p>	<p>Identifies and explains major limitations to study. Adequately addresses issues of validity and reliability. Explains how to deal with study limitations.</p>	<p>Identifies and explains major limitations to study. Clearly addresses issues of validity and reliability. Explains how to deal with study limitations. Proposes different study design/methods that would address stated limitations.</p>
--	---	--	--

15) Study implications

<p>Does not identify study implications.</p>	<p>Limited discussion on what the research intends to accomplish regarding social ecological, cultural, and social justice background of topic. Limited discussion on what ways research will impact public health topic.</p>	<p>Discusses what the research intends to accomplish regarding social ecological, cultural, and social justice background of topic. Explains the ways in which research will impact public health topic.</p>	<p>Discusses what the research intends to accomplish regarding social ecological, cultural, and social justice background of topic. Explains the ways in which research will impact public health topic. Discusses relative contribution of each methodological approach to topic.</p>
--	---	--	--

* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)



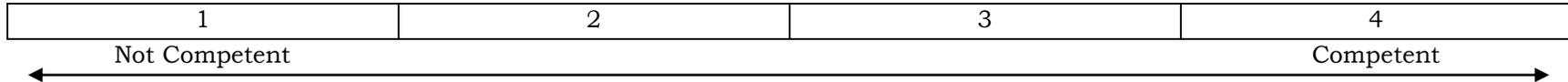
16) Ethical issues

Does not identify or discuss ethical issues associated with study.	Identifies but does not discuss or address ethical issues associated with study.	Identifies and discusses the ethical issues associated with study.	Identifies and discusses the ethical issues associated with study. Addresses these issues in study design.
--	--	--	--

17) Dissemination and utilization

Does not describe intended audience or dissemination strategy.	Describes intended audience and/or stakeholders but justification for audience is limited. Identifies a strategy to disseminate results but discussion is limited.	Describes and justifies intended audience and/or stakeholders. Identifies and discusses a strategy to disseminate results.	Describes and justifies intended audience and/or stakeholders. Identifies and discusses the approach to disseminate results. Discusses the ways that the research will be helpful to intended audience.
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* (Each of the 17 sections will be scored on a 1-4 scale: 1 = Not Competent; 4 = Competent)



BCHS Student Scholarships

The Purpose of the Scholarships

There are four Departmental scholarships available to BCHS students enrolled in a degree program. These are: the Carol L. McAllister, the Joseph and Brigida Ricci, the Karen S. Peterson and the Silverman Scholarships. In addition, the Department also makes awards from the BCHS Research Support Fund. The general purpose of these awards is to provide some financial assistance to students in the completion of their academic programs. Funds may be used for research or practice activities or as otherwise directed by the specific award requirements. It is the policy of the Department to use these limited funds to benefit the largest number of students. As such, *students may apply for more than one of the scholarships, but preference will be given to students who have not received a previous award.*

Eligibility Criteria

All BCHS students are eligible to apply for the Ricci, McAllister and Peterson Scholarships. However, the Peterson Scholarship will give preference to MPH students. The Silverman Scholarship is only available to doctoral students. In addition to these Scholarships, students may apply for BCHS Research Support funds to assist them with their MPH or doctoral dissertation research.

The specific eligibility criteria for the individual scholarships is as follows:

Carol L. McAllister Student Resource Fund: A BCHS student must demonstrate need, merit, a commitment to social justice and a dedication to improving the lives of women and children. Awards will be made to support work that is qualitative, ethnographic and community-based participatory in nature.

Karen S. Peterson Memorial Research Award for Women's Health: A BCHS student must have a demonstrated interest in research or practice leading to improvements in women's health. Preference will be given to MPH students.

Joseph and Brigida Ricci Award Fund: This annual award is for the purpose of assisting with the recruitment and retention of BCHS students.

Silverman Scholarship Fund: A BCHS doctoral student must be currently enrolled, have an undergraduate degree in anthropology or another social science discipline and have demonstrated financial need.

BCHS Research Support Fund: These funds are available for BCHS MPH and doctoral students to assist with the costs of conducting research toward the MPH, DrPH, or PhD degrees. MPH students must have formed their committees and obtained IRB approval in order to be eligible. Doctoral students must have passed their Overview and have IRB approval in order to be eligible.

Reporting Requirements: Please refer to the individual award pages for the specific reporting requirements.

Award Range: The amount of above awards may vary but will be within an annual range of \$500-\$1,000.

Notification/Payment Mechanism: Written award notification will be sent to the selected awardee. Payment will be processed via the awardees University tuition account.



Department of Behavioral and Community Health Sciences

Scholarship Application Form

MCALLISTER PETERSON RICCI SILVERMAN BCHS RESEARCH SUPPORT
(circle one)

Applicant Name: _____

Telephone Number: _____

E-mail Address: _____

Degree Program: _____

Other academic pursuits (certificates, concentrations, etc.): _____

Student status (check all that apply):

new continuing in state out of state/US foreign full-time part-time FTDR

Indicate any financial aid that you have (check all that apply):

staff tuition benefits GSR/GSA/TA other scholarship job no other aid loans other

Please attach a one-two page essay that describes the work this award will support and submit to Dr. Jessica Burke electronically: jgburke@pitt.edu

ATTENTION DEADLINES:

October 1st and February 1st for the McAllister, Peterson, Ricci and Silverman Scholarships

The BCHS Research Support Award has a **rolling deadline**.

Applications will be reviewed by the Doctoral & MPH Committees.

Final decisions will be made by the BCHS Chair in consultation with representatives from the various scholarship funds as appropriate.

Carol L. McAllister Student Resource Fund

Purpose: The McAllister Scholarship Fund was established to honor Dr. Carol L. McAllister, cultural anthropologist, community activist and University of Pittsburgh faculty member. In all that she did, Dr. McAllister fought against social injustice and worked to make the lives of women and children better. She challenged herself, her colleagues and most of all, her students to exceed expectations and always to give voice to those who are not heard. Awards made from this scholarship fund will support students who want to carry on Dr. McAllister's legacy.

Eligibility Criteria: All BCHS students are eligible to apply for the McAllister Scholarship. Students must have a minimum 3.5 QPA at the time of application. Awards will be made to support work that is qualitative, ethnographic and community-based participatory in nature. Work should address one or more of the following content areas: maternal/child health, women and development, and social inequalities. Funding should be used for research related to the masters essay, masters thesis or doctoral dissertation.

Submission Deadlines: Applications will be accepted twice per year: October 1st and February 1st.

Selection Process: Applications for the McAllister Scholarship will be reviewed by either the MPH or Doctoral Committees in the Department of Behavioral and Community Health Sciences as appropriate and a recommendation will be made to the Departmental Chair and Jonah McAllister for approval. The Reviewing Committee reserves the right to make no award in the event that no application meets its standards.

Award Notice: Students will be notified in writing, with funds posted to their tuition accounts upon receipt of all necessary approvals.

Reporting Requirements: None.



PITT PUBLIC HEALTH

Department of Behavioral and Community Health Sciences

The Karen S. Peterson Memorial Research Award for Women's Health

Purpose: The Peterson Scholarship Fund was established in memory of Karen S. Peterson, RN, MPH, an alumna and faculty member at the Graduate School of Public Health. This award is intended to assist with research or practice leading to improvement in women's health.

Eligibility Criteria: All BCHS students are eligible to apply for the Peterson Scholarship. A student must be currently enrolled in the MPH, DrPH or PhD degree programs in the Department of Behavioral and Community Health Sciences and have a demonstrated interest in research or practice leading to improvements in women's health. Preference will be given to MPH students.

Submission Deadlines: Applications will be accepted twice per year: October 1st and February 1st.

Selection Process: Applications for the Peterson Scholarship will be reviewed by either the MPH or Doctoral Committees in the Department of Behavioral and Community Health Sciences as appropriate and a recommendation will be made to the Departmental Chair for approval.

Award Notice: Students will be notified in writing, with funds posted to their tuition accounts upon receipt of all necessary approvals.

Reporting Requirements: None.



Department of Behavioral and Community Health Sciences

The Joseph and Brigida Ricci Award Fund

Purpose: The Ricci Scholarship Fund was established by Dr. Edmund M. Ricci to support masters and doctoral degree students in the Department of Behavioral and Community Health Sciences. This award is for the purpose of assisting with the recruitment and retention of students.

Eligibility Criteria: All BCHS students who are currently enrolled are eligible to apply for the Ricci scholarship.

Submission Deadlines: Applications will be accepted twice per year: October 1st and February 1st.

Selection Process: Applications for the Ricci Award will be reviewed by either the MPH or Doctoral Committees in the Department of Behavioral and Community Health Sciences as appropriate and a recommendation will be made to the Department Chair.

Award Notice: Students will be notified in writing, with funds posted to their tuition accounts upon receipt of all necessary approvals.

Reporting Requirements: None

The Silverman Scholarship Fund

Purpose: The Silverman Scholarship Fund was established by Dr. Myrna and Mr. Lee Silverman to support doctoral students in the Graduate School of Public Health (BCHS) with their doctoral coursework and dissertation research.

Eligibility Criteria: Students who are currently enrolled in the Doctoral Program in the Department of Behavioral and Community Health Sciences are eligible to apply. Applicants must also have an undergraduate degree in Anthropology or in another Social Science discipline and demonstrate merit, need and skills in qualitative and ethnographic research design. Preference will be given to students whose proposed dissertation reflects these skills.

Submission Deadlines: Applications will be accepted twice per year: October 1st and February 1st.

Selection Process: Applications for the Silverman Scholarship will be reviewed by the Doctoral Committee in the Department of Behavioral and Community Health Sciences and a recommendation will be made to the Department Chair and a representative of the Silverman Family for approval.

If there are no student applicants meeting the above criteria, the award will be to a student who is recommended by the Doctoral Committee in the Department of Behavioral and Community Health Sciences and approved by a representative of the Silverman Family.

Award Notice: Students will be notified in writing, with funds posted to their tuition accounts upon receipt of all necessary approvals.

Reporting Requirements: Recipients of the Silverman Scholarship will be required to submit a 1-2 page report to their academic advisor 12 months after receipt of the funds, detailing expenditure of the award.



Department of Behavioral and Community Health Sciences

BCHS Research Support Fund

Purpose: These funds are available for BCHS masters and doctoral students to assist with the costs of conducting research toward the MPH, DrPH or PhD degrees.

Eligibility Criteria: Students must be in good academic standing. MPH students must have formed their committees and obtained IRB approval in order to be eligible. Doctoral students must have passed their Overview and have received IRB approval for their research in order to be eligible.

Submission Deadlines: Applications will be accepted on a rolling basis.

Selection Process: Applications for BCHS Research Support funds will be reviewed by either the MPH or Doctoral Committees in the Department of Behavioral and Community Health Sciences as appropriate and a recommendation will be made to the Departmental Chair for approval.

Award Notice: Students will be notified in writing, with funds posted to their tuition accounts upon receipt of all necessary approvals.

Reporting Requirements: None.