

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

**DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH
SCIENCES**

DOCTORAL STUDENT HANDBOOK

AUGUST 2007

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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 an overview of the research and training activities of the faculty. In addition, it explains the various policies, procedures, protocols, and timelines that are important regarding the Doctoral Program, and 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 Ms. Natalie Arnold Blais if you have additional questions.

Sincerely,

Ronald D. Stall, 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.

Members of the Department have contributed in significant ways to the development of public health in the United States and internationally. Many of the graduates of this Department have assumed leadership roles in regional, state, national and international agencies and organizations that play a major role in the prevention of illness and promotion of health. Research conducted by our faculty and students has resulted in major changes in the provision of public health programs.

Behavioral and Community Health Sciences offers courses designed to prepare individuals to apply social and behavioral science theories, concepts and methods to the development and evaluation of programs which have as their mission the prevention of illness and the promotion of health. The department has a particular emphasis on community-based programs and works with grassroots, non-profit, private, philanthropic, and governmental organizations. We collaborate extensively with other Departments and Centers in the Graduate School of Public Health (please refer to the organizational chart on page 7) to carry out our teaching, research and service mission.

The Department's educational programs have their base in an extensive array of funded research projects. Through their research and development programs, our faculty, are improving the public health knowledge base in such areas as: assessing the needs of communities and populations for the purpose of guiding policy and program development; initiating a range of culturally appropriate community based chronic disease prevention and management initiatives; assisting in the development, implementation and evaluation of local and regional tobacco control efforts; assessing health and welfare needs of the elderly and assisting local provider organizations in streamlining their services.

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

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 the principles set out in the 2002 Institute of Medicine (IOM) Report on Educating Public Health Professionals for the 21st Century. The Department is committed to competency-based education that directly addresses the core functions of public health (Assessment of Health and Need for Public Health Programs, Assurance and Implementation of Quality Public Health Programs, and Policy Development) as defined in the 1988 IOM Report.

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.

Assessment competency areas addressed in the academic program include: Ability to assess community/population health status and needs, identification of social/behavioral factors affecting the health status of populations, incorporation of input from the community; assessment of health status of specific community sub-groups; and mapping of health resources and community assets.

Program development and assurance competencies focus on planned strategies for positive change at all levels of the social ecology. They include: ability to design and implement behavior change program on a community/population level; ability to tailor interventions to specific cultural contexts; population-based communication techniques/social marketing; ability to develop collaborative efforts; basic evaluation research design and methods (structure/process/outcomes); ability to set up monitoring and assessment systems; and the ability to apply modern information technology.

Policy development competencies include: understanding legal and political process and procedures related to public health programs; ability to translate scientific findings into policy recommendations; ability to communicate scientific findings to lay public and politicians; ability to document and communicate needs and resources to lay public and politicians; and the ability to develop coalitions.

Cross-cutting competency and skill areas include participatory-based community practice, ethnographic methods, cross-cultural studies and programming; and international health strategies. Students are also provided with a range of research skills in areas such as: survey methods, statistical methods, ethnographic methods, demography, and knowledge of primary and secondary data sources.

C. DEPARTMENTAL ORGANIZATION

The organizational structure for the Department is shown in figure 1 (page 7). 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 two educational programs, Master in Public Health in Social and Behavioral Health Sciences (MPH), and Doctor of Public Health (DrPH). 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), 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 Minority Health, Program Evaluation, Lesbian, Gay, Bisexual, & Transgendered Studies, Aging, Global Studies, Latin American Studies, Eastern Asian Studies, Women's Studies, and Preparedness and Disaster Response.

General administration of the Department is carried out by the chairperson (Ronald D. Stall), the associate chairperson (Kenneth Jaros) and the Department Administrator (Edi Bernardon) in conjunction with the Executive Committee. Additional standing faculty committees are the Doctoral Committee, the MPH Admissions and Student Performance Committee, the Curriculum Committee, Joint Degree Programs Committee, Community Linkages Committee, Authorship Committee, and Grant Review 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 twenty-three faculty members. Additionally, twenty-six faculty members with primary appointments in other University departments hold secondary appointments in Behavioral and Community Health Sciences; and twenty-three persons have adjunct appointments. Contact information for our faculty and staff can be found in Table 1, pages 8-11.

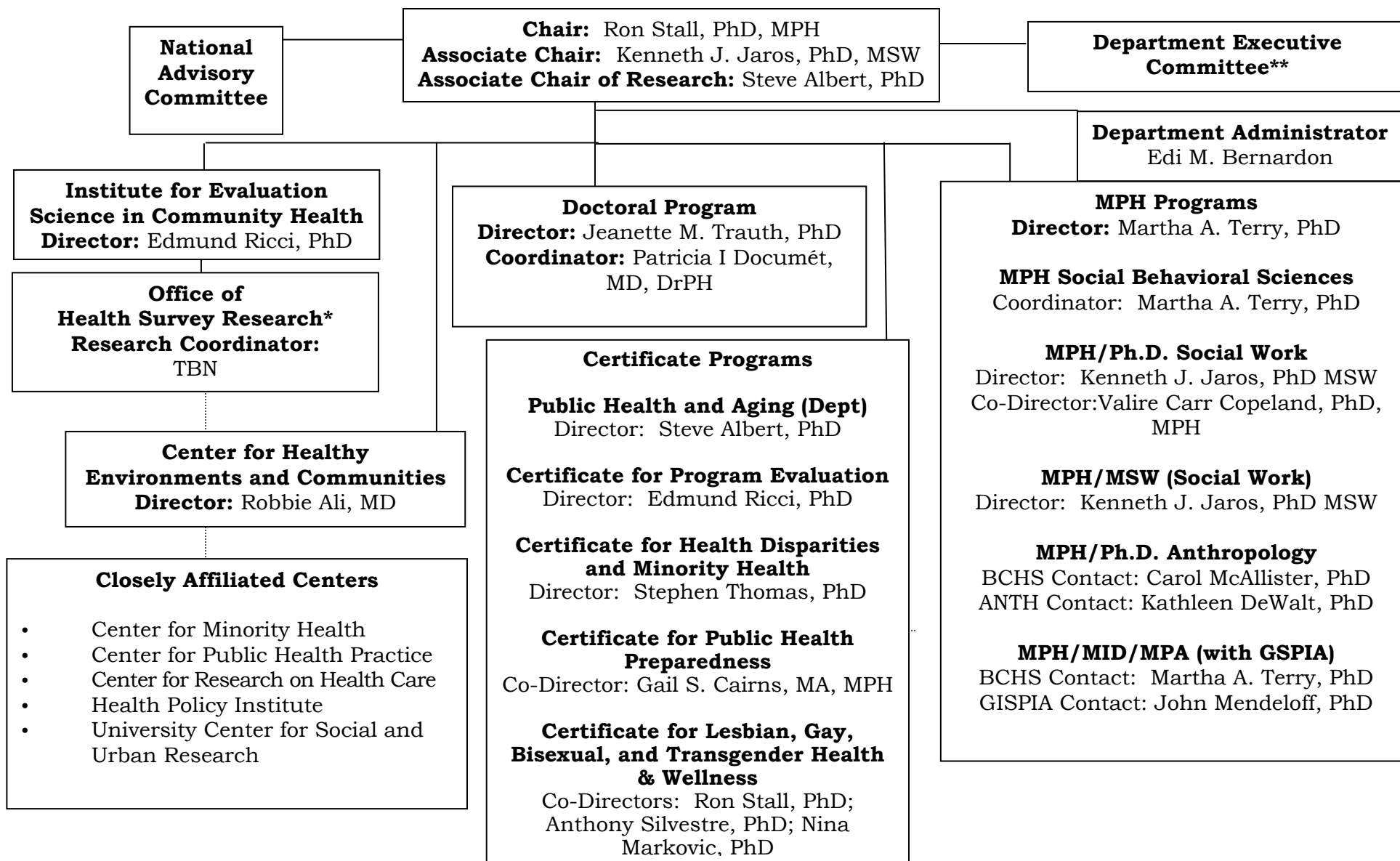
The Department has an approximate enrollment of 115 students in its different programs. There are 30 students currently enrolled in the DrPH program. The Department makes an effort to maintain an optimal number of doctoral students by limiting the number of new admissions.

A listing of recent dissertation titles submitted by doctoral program graduates is shown in Table 2, pages 12-13. 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 obligations 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 also indirectly provide community service 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**



*Affiliated with the University Center for Social and Urban Research

**Standing Faculty Committees: Executive Committee, Doctoral Committee, the Admissions and Student Performance Committee, the Curriculum Committee, Joint Degree Programs Committee, Community Linkages Committee, Authorship Committee, and Grant Review Committee

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				
Ronald D. Stall, PhD, MPH	208 PubHl	412-624-3100	rstall@pitt.edu	Eileen Tuccillo
Steven M Albert, PhD	A211 PubHl	412-383-8693	smalbert@pitt.edu	Celeste Petruzzi
Edmund M. Ricci, PhD,	207A PubHl	412-624-6393	emricci@pitt.edu	Valerie Langin
Stephen B. Thomas, PhD	125 PubHl	412-624-5665	sbthomas@cmh.pitt.edu	Rosalie Jones
Associate Professor				
Christine E. Ley, PhD	216 PubHl	412-624-3162	chrisley@pitt.edu	Rhea Buccigrossi
Carol L. McAllister, PhD	220 PubHl	412-624-7778	allister@pitt.edu	Rhea Buccigrossi
Sandra J. Quinn, PhD	230 PubHl	412-624-3124	squinn@pitt.edu	Louise Pitcher
Jeanette M. Trauth, PhD,	217 PubHl	412-624-0968	trauth@pitt.edu	Louise Pitcher
Assistant Professor				
Diane J. Abatemarco, PhD	215 PubHl	412-383-9629	dja17@pitt.edu	Valerie Langin
Jessica G. Burke, PhD	218 PubHl	412-624-3610	jgburke@pitt.edu	Louise Pitcher
James Butler, DrPH	A223 PubHl	412-383-8630	jbutler9@pitt.edu	Celeste Petruzzi
Gail Cairns, MA, MPH	A746 PubHl	412-383-2229	gscairns@pitt.edu	
Patricia I. Documét, MD, DrPH	223 PubHl	412-624-1601	pdocumet@pitt.edu	Louise Pitcher
Craig Fryer, DrPH	219 PubHl	412-624-3236	cfryer@cmh.pitt.edu	TBA
Mary A. Garza, PhD	231A PubHl	412-624-5531	mgarza@cmh.pitt.edu	TBA
Kenneth J. Jaros, PhD	210 PubHl	412-624-3102	kjaros@pitt.edu	Eileen Tuccillo
Christopher R. Keane, ScD	211 PubHl	412-624-3128	crkcity@pitt.edu	Valerie Langin
Ravi K. Sharma, PhD	228 PubHl	412-624-3615	rks1946@pitt.edu	Louise Pitcher
Seung-Hyun Yoo, DrPH	231 PubHl	412-624-3613	syoo@pitt.edu	Louise Pitcher
Visiting Assistant Professor				
Robbie Ali, MD	A226 PubHl	412-624-2942	rali@pitt.edu	Celeste Petruzzi
Mark S. Friedman, PhD	A212 PubHl	412-624-3506	marksf@stophiv.pitt.edu	Celeste Petruzzi
Senior Research Associate				
Martha A. Terry, PhD	222 PubHl	412-624-5887	materry@pitt.edu	Rhea Buccigrossi
Research Associate				
Jean F. Nutini, MA	A226B PubHl	412-624-3131	nutini@pitt.edu	Valerie Langin

Faculty with Secondary Appointments			
	Office	Phone	Email Address
Professor			
Kathleen DeWalt, PhD	Department of Anthropology	412-648-7551	kmdewalt@pitt.edu
Michael Fine, MD	Center for Health Equity Research and Promotion	412-688-4867	finemj@upmc.edu
Judith Lave, PhD	Department of Health Policy & Management	412-624-0898	lave@pitt.edu
John H. Marx, PhD	Department of Sociology	412-624-9157 412-648-7562	jmarx@pitt.edu
Jay Pettegrew, MD	School of Medicine	412-648-8640	pettegre@pitt.edu
Charles F. Reynolds, MD	Department of Psychiatry	412-246-6414	chipr@pitt.edu
Richard Schulz, PhD	Institute on Aging	412-624-5442	schulz@pitt.edu
Associate Professor			
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
Howard Degenholtz, PhD	Department of Health Policy & Management	412-647-5860	degen@pitt.edu
Bruce Dixon, MD	School of Medicine	412-578-8008	dixonbru@pitt.edu
Melanie Gold, DO, FAAP, FACOP	Center for Research on Health and Sexual Orientation	412-692- 8504	magold@pitt.edu
Chyongchiou Lin, PhD	Department of Radiation Oncology	412-235-1060	cjlin@pitt.edu
Lisa Parker, PhD	Department of Human Genetics	412-647-5780	lisap@pitt.edu
Mary Ann Sevick, ScD, RN	School of Medicine	412-692-4889	sevick@pitt.edu
Kenneth Thompson, MD	School of Medicine	412-383-9805	kthomp@pitt.edu
Richard Zimmerman, MD	School of Medicine	412-383-2354	zimmer@pitt.edu
Assistant Professor			
Salvatore J. Babones, PhD	Department of Sociology	412-624-7582	sbabones@pitt.edu
Scott Beach, PhD	Center for Social and Urban Research	412-624-7785	scottb@pitt.edu
Robert Cook, MD, MPH	School of Medicine	412-692-4841	roc17@pitt.edu
Jonathon Erlen, PhD	Office of the Senior Vice Chancellor for Health Sciences/Falk Library	412-648-8927	erlen@pitt.edu
Donald Musa, DrPH, MA	University Center for Social and Urban Research	412-624-3790	dmuc@pitt.edu
Wesley Rohrer, III, PhD	Department of Health Policy & Management	412-624-3125	wmrun@pitt.edu
Sekai Turner, PhD	Center for Minority Health/Department of Psychology in Education	412-624-5665	sturner@pitt.edu
Harold Weiss, PhD	Center for Injury Control & Prevention/Department of Epidemiology	412-648-2600	hw@injurycontrol.com
Instructor			

Angela F. Ford, MSW	Center for Minority Health	412-624-3402	forda@pitt.edu
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Faculty with Adjunct Appointments			
	Office	Phone	Email Address
Professor, Associate & Assistant			
Linda K. Barry, PhD	UPMC/UPCI Patient Care Services	412-647-8588	robertsonlk@upmc.edu
Mary Carrasco, MD	International and Community Health, Mercy Hospital	412-232-8273	mcar@pitt.edu
Glenda Christy, BS	Center for Public Health Practice /Allegheny County Health Department	412-687-2243	gchristy@achd.net
Daniel Cinpinski, MPA	Center for Public Health Practice /Allegheny County Health Department	412-687-2243	dcinpinski@achd.net
Alberto Colombi, MD, MPH	PPG Industries	412-434-3847	
Virginia Dato, MD	Center for Public Health Practice	412-383-2400	
Gerald St. Denis, PhD	Retired/Volunteer		
Joyce Dodge, BS	Center for Public Health Practice /Allegheny County Health Department	412-687-2243	
Linda Duchak, MED	Volunteer		duchakls@upmc.edu
Julius Heisler, PhD	University of Pittsburgh Cancer Institute/ Department of Pathology	412-647-6370	juh11@pitt.edu
Jan Jernigan, PhD	Centers for Disease Control and Prevention	770-488-5224	jjernigan1@cdc.gov
Larry Kanterman, DDS	Center for Public Health Practice/School of Dental Medicine	412-687-2243	larry.kanterman@den tal.pitt.edu
Joanne McVay, DrPH	Graduate School of Public Health/Multidisciplinary Masters Program	412-624-3755	phadm@pitt.edu
Jaime Munoz, Ph.D., OTR, FAOTA	Duquesne University/Rangos School of Health Sciences	412-396-5950	munoz@duq.edu
Timothy F. Murphy, PhD	PA State Legislator	412-344-5583	
Janet Norkus, MA, MPA	Center for Public Health Practice /Allegheny County Health Department	412-578-8005	jnorkus@achd.net
John M. Prendergast, MD	Mercy Hospital		
Ernesto Pretto, MD, MPH	Safar Center	305-585-7432	epretto@med.miami.edu
John J. Zanardelli, MPH	United Methodist Services for the Aging		johnzan@pitt.edu
Instructor			
Richard T. Boland	Volunteer		bolandrt@upmc.edu
Elizabeth Scanlon, MPH	Volunteer		
Lecturer			
Philip B. Hallen, MA			
Lois G. Michaels, MS (Hyg)	Volunteer		
Professor Emeritus			

Elsie R. Broussard, MD	Department of BCHS	412-624-3108	first@pitt.edu
William T. Hall, PhD	Department of BCHS		
Myrna A Silverman, PhD	Department of BCHS	412-624-3611	woman@pitt.edu

BCHS Departmental Staff			
	Office	Phone	Email Address
David Arndt	207L PubHI	412-624-2174	arndtd@pitt.edu
Natalie Arnold Blais	227 PubHI	412-624-3107	narnold@pitt.edu
Edi Bernardon	214 PubHI	412-624-9495	ediber@pitt.edu
Rhea Buccigrossi	215 PubHI	412-624-3136	rheab@pitt.edu
Sue Cotter	213 PubHI	412-383-7357	suecot@pitt.edu
Valerie Langin	207F PubHI	412-624-3109	langinvj@pitt.edu
Celeste Petruzzi	A226 PubHI	412-624-6174	celestep@pitt.edu
Louise Pitcher	231A PubHI	412-624-3106	lpitcher@pitt.edu
Alba Ruckert	206 PubHI	412-624-3108	alba@pitt.edu
Jean Schwaderer	212 PubHI	412-624-0676	jschwad@pitt.edu
Tammy Thomas, MPH, MSW	221 PubHI	412-624-8139	tlthomas@pitt.edu
Eileen Tuccillo	209 PubHI	412-624-3100	emtuc@pitt.edu

TABLE 2
BCHS DISSERTATION TITLES
2003 -- 2007

2007

Teresa Beigay, DrPH. Examination of the Perceptions of an Elderly Population in Subsidized Housing and Their Utilization of Community-Based Health Care.

Keisha Tyler Robinson, DrPH. The Applicability and Usage of the International Classification of Functioning, Disability and Health (ICF) to Address Obesity Among U.S. Women.

2006

Nancy Klimon, DrPH. Development of a Health Assessment Instrument for Adults with Mental Retardation.

Kimberly Owens, DrPH. Patient-Centered Provider Behaviors and Disclosure of Intimate Partner Violence in a Psychiatric Emergency Setting.

Crystal Warren, DrPH. A Quantitative Analysis of the Synergy Among Self-Reported Faith, Health and Health Care Practices of Black Baptists: A Culturecology Perspective.

Christina Wilds, DrPH. Assessment of Fun to be Fit: A School-Based Approach to Childhood Obesity.

2005

Donald Musa, DrPH. Neighborhood Environment and the Functional Health of Older Adults.

Linda Barry Robertson, DrPH. The Use of Dietary Supplements Among Individuals Enrolled in Clinical Trials for the Treatment of Cancer.

Nadra Tyus, DrPH. Spirituality Predictors of Chlamydia and Gonorrhea Screening Behaviors Among High-risk Young Women.

2004

Anita Barkin, DrPH. Effects of HAART on Depressive Symptomology in HIV Seropositive Gay and Bisexual Men.

Idethia Harvey, DrPH. Spirituality and Self-Care Among Older Adults with Chronic Illness.

Judith Kaufmann, DrPH. A Methodologic Evaluation Study of 'Caring Habit of the Month Program': Cognitive Affective and Behavioral Effects of an Anti-Violence Program in Middle School Children.

Michael Miller, DrPH. The Relationship Between a Synthetic Estimate of Functional Health Literacy and Preventive Health Care Use in a National Sample of Elderly.

Yong Joo Rhee, DrPH. Formal and Informal Care Use Before Death Among Community-Dwelling Elderly.

2003

Mohammed Alyemeni, DrPH. Development of Saudi National Healthcare Policy to Improve Healthcare Delivery Through the Use of the Web and Web-Accessible Healthcare Information Resources.

Conrad Daniel Volz, DrPH. Descriptive Case Study and Qualitative Analysis of Public Health Privatization Contracts: Implications for Achievement of Public Health Policy Goals.

II. DOCTOR OF PUBLIC HEALTH PROGRAM

A. MISSION STATEMENT

The doctoral program in the Department of Behavioral and Community Health Sciences prepares students for careers in research, leadership in health promotion organizations and teaching in both academic and practice settings.

B. OBJECTIVES

In the doctoral program, student will develop conceptual abilities, values and skills that will serve as a foundation for their careers in the behavioral and community health sciences.

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 is anchored in scientific theories that are appropriate for each of the different social ecological levels.

The curriculum is designed specifically to develop:

1. Critical thinking and problem solving skills using various models and conceptual frameworks from the social and behavioral sciences;
2. An understanding of the social ecological context in which public health programs are designed, implemented and financed;
3. Qualitative and quantitative methodologies in order to design and conduct rigorous and scientifically valid research at the various levels of human activity;
4. 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;
5. Data management and analysis skills, and competencies in communicating research findings orally and in writing.

C. APPLICATION PROCEDURES

1. Minimum Requirements for Admission

- a Applicants must hold a post-baccalaureate degree in a field relevant to the objectives of this doctoral program.
- b Applicants must demonstrate in their application statement that they have a clear understanding of how the program of study will benefit them in achieving their career goals. The Doctoral Committee puts great weight on the quality of the application statement.
- c The application must be submitted with three letters of recommendation from individuals who are in a position to judge the applicant's professional and/or academic abilities.
- d Applicants must have a graduate quality or grade point average of at least 3.3. Transcripts of all college level study must be submitted.
- e Applicants must submit the scores on the verbal, quantitative, and analytical writing portions of the Graduate Record Examination (GRE). Scores of 500 or higher on the verbal and quantitative portions and 5.0 on analytical portions of the GRE are highly desirable.
- f Experience in a health related field is highly desirable.
- g Applicants must have completed all other courses listed on the Prerequisite Courses Form for GSPH applicants.
- h Applicants who hold a first international professional degree will have their qualifications reviewed on an individual basis. They must hold a degree equivalent to a U.S. post-baccalaureate degree, as determined by the University of Pittsburgh Office of International Services.
- i 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). Students must score a minimum of 213 on the computerized TOEFL (or 550 or higher on the paper-based version), or 5.5 or higher on the IELTS to be eligible for admission. 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. All students for whom English is not their first language and whose IELTS score is less than 7.0, or TOEFL score is less than 250 (600 on the paper-based test), must take the Test of English Language Proficiency before registering for their first term.

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

Applications to the doctoral program are accepted throughout the year, but the following deadlines apply:

- a For Fall (August) admission, a complete application must be postmarked by January 15.
- b For Spring (January) admission, a complete application must be postmarked by July 30.

D. PROGRAM OF STUDY

The program of study includes BCHS (departmental) core courses, GSPH (school-wide) core courses, electives, independent study, public presentation, and research experience. All doctoral students will complete a common core of courses, identified below. You can find a checklist of requirements for the doctoral degree in the Appendix on page 51 and a set of flow charts representing the DrPH program starting on page 57

You may be waived from taking core courses if you have successfully completed these or equivalent courses during prior study. You must complete an application for a course waiver for each course that you wish to waive. Forms are available in the Program Office, 227 Parran Hall.

You first need to enroll in the classes required to take the preliminary examination. In the list below these classes are marked with an asterisk (*). As a guide, you should use the course sequence provided in the Appendix (pages 52).

1. BCHS Core Courses (29 - 30 credits total)

Social and Behavioral Issues in Public Health (11 credits)

- a Theories of Health Behavior and Health Education*
BCHS 2520 (3 credits).

- b Community Development Approaches*
BCHS 2559 (3 credits)
- c Sociocultural and Community Factors in Health and Illness*
BCHS 3505 (3 credits)
- d Integrative Seminar in Behavioral and Community Health
Sciences Research
- e BCHS 3004 (1 credit) needs to be taken twice

Analytical Perspectives in Public Health (18-19 credits)

- a Introduction to Applied Research*
BCHS 2525 (3 credits)
- b Health Survey Methods
BCHS 3002 (3 credits)
- c Seminar in Advanced Evaluation Techniques
BCHS 3003 (3 credits)
- d Ethnographic and Qualitative Methods*
BCHS 3007 (3 credits)
- e Introduction to Statistical Methods II*
BIOST 2042 (2 credits) or PSYED 2019 (3 credits)
- f Applied Regression Analysis
BIOST 2049 (3 credits) or PSYED 2410 (3 credits)

2. GSPH Core Courses (17 credits total)

- a Overview of Public Health
PUBHLT 2014 (1 credit)
- b Public Health Biology
PUBHLT 2015 (2 credits)
- c Introduction to Statistical Methods I *
BIOST 2041 (3 credits) or PSYED 2018 (3 credits)
- d Principles of Epidemiology *
EPID 2110 (3 credits)
- e Environmental Health and Disease
EOH 2013 (3 credits)

- f Introduction to Leadership, Management, and Policy for Public Health
HPM 2001 (3 credits)
- g Capstone: Problem Solving in Public Health
PUBHLT 2008 (2 credits)

3. Electives

Through the selection of elective courses, you will develop additional depth in research methodology and a focus on a substantive area under the guidance of your mentor/advisor. You can select courses to enhance your knowledge in social and behavioral issues. You must take a minimum of one elective course.

4. Independent Study

Independent study credits are optional. You are required to fill out an Independent Study Form (See Appendix, page 53) when you are registering for an independent study. The form must be filled out and signed by you and the faculty member who will supervise your independent study **prior** to registration. You can take Independent study credits under the following circumstances:

- a You want to pursue a particular topic of study that is not offered as a formal class and a faculty member agrees to help establish goals and expectations, and to work with you as needed for the duration of the independent study.
- b You wish to prepare for the comprehensive exam (maximum of 3 credits).

5. Public Presentation

The BCHS doctoral program prepares students for employment in a variety of settings. Whether you will be working in a traditional academic setting, a governmental or private sector setting or as a self-employed consultant, at some point in your career you will make formal presentations. Therefore, you must gain experience in giving public presentations while enrolled in the program. Additionally, interested students will be given the opportunity to acquire teaching skills.

6. Research Experience

Students will have the opportunity to practice applying skills learned in the classroom to “real world settings”. Developing this experience is a priority of the faculty in the BCHS program. The specific details and requirements are forthcoming

E. Advising

1. From Admission to the Comprehensive Examination

Upon admission to the 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 assist/facilitate other aspects of professional development, such as joining professional organizations, attending trainings and workshops, obtaining funding for your travels/work 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. If you wish to change your advisor, you must approach the Doctoral Program Coordinator, 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 has now 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 advisor, you must approach the Doctoral Program Coordinator, so that official arrangements can be made.

F. 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 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 (227 Parran Hall) 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.

You must be registered for at least one credit in each 12-month interval to retain active status. 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 doctoral program requires a minimum of 72-76 credits for graduation.¹ The program is designed for full-time study although you may be enrolled on a part-time basis. 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. 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 Doctoral Degree** (page 51) when consulting with your advisor and planning your course of study.

b Cross Enrollment

¹ Typically, students who hold and MPH from an accredited school of public health need 72 credits to graduate

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 (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) only after you have earned a minimum of 48 credits beyond the Master's degree, including advanced standing credits. To register for FTDR or dissertation credits, you must also 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 Design 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 must be changed to letter grades, N, or W, or a memo must be submitted from the academic advisor to the Assistant Dean for Student Affairs stating that the incomplete course is not required for your graduation. A “W” is given when you request permission to withdraw from the class. This is arranged with the class instructor and may be done up to the day before the scheduled time for the final examination. 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 credit.

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 fill out a “Core Course Exemption” form (available from Natalie Arnold Blais, Room 227 Parran Hall) and obtain approval from your advisor. The paperwork must be accompanied by a transcript showing a passing grade and by a syllabus. If you are requesting to waive a school core course, the designated instructor will make the decision. If it is a departmental core class, the Doctoral Committee will make the decision.

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 dissertation writing stage of your program of study, advisors assess your progress every semester by completing a Dissertation Progress Report form which can be found in the Appendix on page 54.

Any doctoral student who has not been registered for at least one credit or FTDR in a 12-month period must reapply to the program. An application for

readmission is reviewed with new applications to the program; application for readmission does not imply automatic admission.

G. MILESTONES

There are several milestones in the course of your doctoral study. They are: Preliminary Examination, Comprehensive Examination, Dissertation Overview, and the final Dissertation Defense. For each milestone a form called **Report on Requirements for Doctoral Degree** must be completed and signed by the committee and the Department Chair, and then submitted to Joanne Pegher in the Graduate School of Public Health (GSPH) Office of Student Affairs for official recording. Please contact Natalie Arnold Blais in the Program Office (227 Parran) or by email at narnold@pitt.edu, 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 7 required courses or their equivalent.	After 2 semesters	After 4 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 comps.	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 scheduling your milestones, please contact Natalie Arnold in the Program Office (227 Parran Hall) to initiate the formal paperwork process.

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.

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

There are several milestones on the path to completing your doctoral degree. The first of these is the Preliminary Examination. Its objective, according to the University guidelines 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.”² The exam also provides an opportunity for the faculty to give you constructive feedback on areas for improvement.

b. Requirements

To sit for the preliminary examination, you must have a 3.3 or higher grade point average and have taken all courses required by the BCHS Doctoral Program. These courses are: BCHS 2520, BCHS 2525, BCHS 2559, BCHS 3007, BCHS 3505, BIOST 2041, BIOST 2042, and EPI 2110.³

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 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

² Regulations governing graduate study at the University of Pittsburgh. Accessed online March 23, 2006, <http://www.pitt.edu/~graduate/regtoc.html>

³ Students who have entered the program before these changes need to have taken the courses outlined in the version of the Student Handbook for the year they started their doctoral program. The Preliminary Examination Committee will be aware of the requirements for your cohort.

discipline and 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. Documét at 412-624-1601 or pdocumet @pitt.edu between 6 and 8 weeks prior to the date of the examination (The date will be set in the semester before the examination and you will be notified by email). Dr. Documét 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 are notified by email of the Preliminary Examination week	• You submit your topic for approval	•Deadline to submit your topic for approval	•You receive notification of official committee and exact exam date •Workshop	•Your paper is due	•You prepare your presentation
How long before the examination date?	3-4 months	8 weeks	6 weeks	3 weeks	1 Week	1-7 days
Examination in January	Sep. 19- Oct. 17	Nov. 14	Dec. 12	Jan. 3	Jan. 16	Jan. 16 – Jan. 23
Examination in September	May 31- Jun. 28	Jul. 26	Aug. 9	Aug. 30	Sep. 14	Sep. 14 – Sep. 21

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. (See paper outline on page 27.)

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. Documét.

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 brief 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. The grade for the Preliminary Examination is assigned on a Pass/Fail basis.

Finally, the Committee will ask you to return to the room and will discuss its evaluation with you. The Committee will make its recommendations in writing to all students for further improvement. 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.** 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. Begin by providing a social ecological review of the public health issue, from the point of view of social justice. This background should inform your research questions and designs. Use what you have learned in your doctoral coursework, relating this to the public health issue. Be sure to explain how the various sections relate to each other, i.e., 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. You will need to justify your choices.

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

Part I 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. In what ways is this issue, specifically, a public health problem, that is, an issue that can be appropriately addressed by public health professionals? 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). Who are the main stakeholders and/or constituency groups involved in the issue and how have they impacted policy around the issue?

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.**

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

In describing your design:

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 the advantages and disadvantages of the methods you have chosen.
- Explain how you will operationalize your constructs into variables and how you plan to measure your variables.

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?

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

In describing your design:

- 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 this 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. 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 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?

Part IV. 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 you will disseminate your results.
- Discuss the ways 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.”⁴

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

⁴ Regulations governing graduate study at the University of Pittsburgh. Accessed online March 23, 2006, <http://www.pitt.edu/~graduate/regtoc.html>

comprehensive examination.

c. Committee Formation

You must identify a 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 on [page 39](#) for committee formation guidelines.

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." (You will register for BCHS 2511 "Independent study" until a separate course is established). 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 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, familiarizing yourself with the relevant body of literature and writing a paper detailing (annotated) the outline of your dissertation. This paper 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 your comprehensive examination, but it does not constitute the examination.

e. Timing

Register for your "Preparation for the Comprehensive Examination" (BCHS 2511, Independent Study 3 credits). Your dissertation chair should be listed as the instructor.

With the assistance of your dissertation 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, page 39). 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 Natalie Arnold Blais, the Recruitment and Academic Affairs Administrator (RAAA) in Room 227 to initiate paperwork to officially establish your committee and set up your initial committee meeting.

Meet with your chair and committee to determine the scope of work.

Work with your chair and your committee on your paper.

Submit your paper to your committee.

Meet with your committee to receive their feedback on your paper.

Continue working on your paper. Continued communication with all committee members is strongly encouraged.

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 and plans 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 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” after your committee has signed off on 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.”⁵ 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 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

Ideally your dissertation committee members will be the same as those who served on your comprehensive examination committee. For list of committee composition guidelines please refer to Table 3 on [page 39](#).

d. Preparing for Your Dissertation Overview

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 Office to arrange a time and place for the overview meeting.

⁵ *ibid*

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. The doctoral committee's approval of the overview does not imply their acceptance of the dissertation. Additionally, 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. In addition, you must have completed the IRB online modules related to human subjects research: At a minimum, "Research Integirty" and "Human Subjects Research in Social and Behavioral Sciences" (<https://cme.hs.pitt.edu/>).

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.**⁶

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.

Currently, BCHS encourages students to prepare three articles of publishable quality. 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. The student should be the sole or primary author of the published work. If the published articles were co-authored, the contribution of the student must be clearly delineated in the introduction so the committee can ascertain that the student's own work satisfies the requirements of a dissertation.”⁷

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 (412-624-3005).

You may use the assistance (or may be advised to use the assistance) of a

⁶ ibid

⁷ ibid

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 two weeks before your degree is to be conferred.

One month before the dissertation defense, you must submit information about the date and place of the examination to:

- The *University Times* (Nancy J. Brown, Editor, utcal@pitt.edu)
- The *Pitt Chronicle* (Bruce Steele, Editor, brsteele@pitt.edu)
- Office of Student Affairs (Mary Derkach, Assistant Dean for Student Affairs, MDerkach@gsphdean.gsph.pitt.edu and Joanne Pegher, jpegher@gsphdean.gsph.pitt.edu).

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.”⁸

7. Application for Graduation

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. **Please contact Joanne Pegher (412-624-3005 or jpegher@pitt.edu) in the Office of Student Affairs for the most current and updated version.**

- i. ETD approval form (available on line) signed by all committee members.
- ii. Uploaded file to ETD submission page, formatted correctly with all required bookmarks and hyperlinks—Table of Contents, List of Tables, and List of Figures must hyperlink.
- iii. A copy of your committee signature page (unsigned since their signatures will be on the ETD approval form).
- iv. Three copies of the abstract with your dissertation chair’s COMPLETE NAME with degree TYPED and the CHAIR’S INITIALS in the upper right hand corner of each one in BLACK INK. Abstract must be either double or one-and one-half spacing—the same as the body of your ETD, have the title in CAPS, your name and ONLY the degree you are seeking, and University of Pittsburgh, with the year (e.g., 2006) in the heading. The abstract cannot be longer than 350 words and MUST contain a brief statement of public health relevance, significance or importance—Actually use the words public health relevance, significance or importance.
- v. Three title pages.
- vi. Signed Survey of Earned Doctorates form available at Student Affairs Office.

⁸ ibid

- vii. University Microfilm Agreement form from Publishing Your Dissertation (pages A-4 & A-5 completed and signed) available at Student Affairs Office.
- viii. Receipt for \$81.50 for a one time processing and microfiche fee obtained from the Student Payment Center, G-7 Thackeray Hall, 412-624-7520). If you desire any additional services from ProQuest, i.e. copyright or hardcover copies attach a Money Order or Certified Check made payable to ProQuest. They also accept credit cards.

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 Natalie Arnold Blais (412-624-3107 or narnold@pitt.edu) in the Program Office 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	-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 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 and Dissertation Defense	The rules are the same as for the Comprehensive Examination	The Dissertation committee chair and the student	It is the responsibility of the student to notify the Program Office, that will prepare the paperwork

H. 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. Dr. Patricia Documét serves as the doctoral program coordinator. Members of the doctoral committee include: Dr. Diane Abatemarco, Dr. Steve Albert, and Dr. James Butler. 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 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 program that will highlight its 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 7th 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. Patricia Documét, the Doctoral Program Coordinator and Natalie Arnold Blais, the Academic Affairs 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 (114 Parran Hall). It is your responsibility to be aware of these deadlines and accept the penalty for missed deadlines.

1. Helpful Websites:

(Printed sources of information are also available on the following topics)

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.pitt.edu/~registrar/calpgcallst.htm>

University and GSPH Term Class Schedules
<http://www.pitt.edu/~registrar/crinPgCrInfo.htm>

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

Graduate School of Public Health Alumni Newsletter
<http://www.publichealth.pitt.edu/alumni/society.html>

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 given to Natalie Arnold Blais in person, at Room 227 Parran Hall , by phone at (412) 624-3107, or by e-mail at narnold@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 227, 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

There is little financial aid available. 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.

For those of you who have obtained a Graduate Student Research (GSR) position or other student employee positions and who register for fewer than six credits in the fall and spring terms or fewer than three credits per summer term or session, the FICA tax will be withheld. Students who register for FTDR are automatically considered full time.

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

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 both 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' naivete 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

BCHS Checklist of Requirements for the Doctoral Degree

Required Courses – BCCHS Core (29-30 credits total)

	Offered			Credits	Semester
	F	Sp	Su		
• BCCHS 2520 Theories of Health Bev & Ed (3) *	X	X		_____	
• BCCHS 2525 Into to Applied Research (3) *	X	X		_____	
• BCCHS 2559 Comm Development Approaches (3)*	X	X		_____	
• BCCHS 3002 Health Surveys Methods (3)		X		_____	
• BCCHS 3003 Seminar in Advanced Eval Tech (3)	X			_____	
• BCCHS 3004 Intgrtv Rsrch Sem BCCHS (1)**	X	X		_____	
• BCCHS 3004 Intgrtv Rsrch Sem BCCHS (1)**	X	X		_____	
• BCCHS 3007 Ethnographic & Qualitative Meth (3)*		X		_____	
• BCCHS 3505 Socialctrl Comm Fctrs Pub Hlth (3) *		X		_____	
• BOST 2042/PSYED 2019 Intro to Stats 2 (2/3) *	X	X		_____	
• BOST 2049/PSYED 2410 Regression (3)	X		X	_____	

Required Courses – GSPH Core (17 credits total)

• PUBHLT 2014 Overview of Public Health (1)	X			_____	
• PUBHLT 2015 Public Health Biology (2)	X		X	_____	
• BOST 2041/PSYED 2018 Intro to Stats 1 (3) *	X	X		_____	
• EPID 2110 Principles of Epidemiology (3) *	X			_____	
• EOH 2013 Environmental and Health Disease (3)		X	X	_____	
• HPM 2001 Intro to Ldrshp, Mgmt & Policy for PH (3)		X	X	_____	
• PUBHLT 2016 Capstone: Prblm Slvng in Pblc Hlth (2)		X		_____	

Elective Courses (1 course minimum)

• _____				_____	
• _____				_____	
• _____				_____	
• Independent Study	X	X	X	_____	
• Comprehensive Examination (3 maximum)	X	X	X	_____	
• Dissertation Credits (3 maximum)	X	X	X	_____	
• Advanced Standing Transfer Credits				_____	

TOTAL CREDITS (minimum – 72-76*)** _____

* Courses required to sit for the preliminary examination

** This course needs to be taken in two different terms for a total of 2 credits

***Typically, students who hold an MPH from an accredited school of public health need 72 credits to graduate

Full Time Student Sample Schedule – Fall Admission (1st year)

Fall	Credits	Spring	Credits
BCHS 2520 Theories *	3	BCHS 3505 Sociocultural Factors in Public Health *	3
BCHS 2525 Intro to Applied Research *	3	BCHS 3007 Ethn Qualt Methods *	3
BIOST 2041/PSYED 2018 Intro Stats I*	3	BIOST 2042/PSYED 2019 Intro Stats 2 *	2/3
EPI 2110 Principles of Epi *	3	BCHS 2559 Comm Dev Approaches *	3
PUBHLT 2014 Overview of Public Health	1	BCHS 3004 Integrative Seminar	1
TOTAL	13	TOTAL	12/13

Full Time Student Sample Schedule – Fall Admission (2nd year)

Fall	Credits	Spring	Credits
PSYED 2410 Applied Regression	3	BCHS 3002 Hlth Survey Methods	3
BCHS 3004 Integrative Seminar	1	HPM 2001 Intro to Leadership, Mgmt & Policy for Pub Hlth	3
PUBHLT 2015 Pub Hlth Biology	2	EOH 2013 Environmental and Health Disease	3
BCHS 3003 Sem Advanced Evaluation	3	PUBHLT 2016 Capstone: Problem Solving in Public Hlth	2
ELECTIVES	3	Studying for the comprehensive examination	3
TOTAL	12	TOTAL	14

Full Time Student Sample Schedule – Spring Admission (1st year)

Spring	Credits	Fall	Credits
BCHS 2525 Intro to Applied Research *	3	PSYED 2019 Intro Stats 2 *	3
PSYED 2018 Intro Stats I *	3	EPI 2110 Principles of Epi *	3
BCHS 3505 Sociocultural Factors in Public Health *	3	PUBHLT 2014 Overview	1
BCHS 3004 Integrative Seminar	1	BCHS 3007 Ethn Qualt Methods *	3
BCHS 2559 Comm Dev Approaches *	3	BCHS 2520 Theories *	3
TOTAL	13	TOTAL	13

Full Time Student Sample Schedule – Spring Admission (2nd year)

Spring	Credits	Fall	Credits
HPM 2001 Intro to Ldrshp Mgmt & Pcy for Pub Hlth	3	PSYED 2410 Applied Regression	3
EOH 2013 Environmental and Health Disease	3	BCHS 3003 Sem Advanced Evaluation	3
PUBHLT 2016 Capstone: Problem Solving in Public Hlth	2	Studying for the comprehensive examination	3
BCHS 3002 Hlth Survey Methods	3	BCHS 3004 Integrative Seminar	1
ELECTIVES	3	PUBHLT 2015 Pub Hlth Biology	2
TOTAL	14	TOTAL	12

* Courses required to take the Preliminary Examination

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 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.

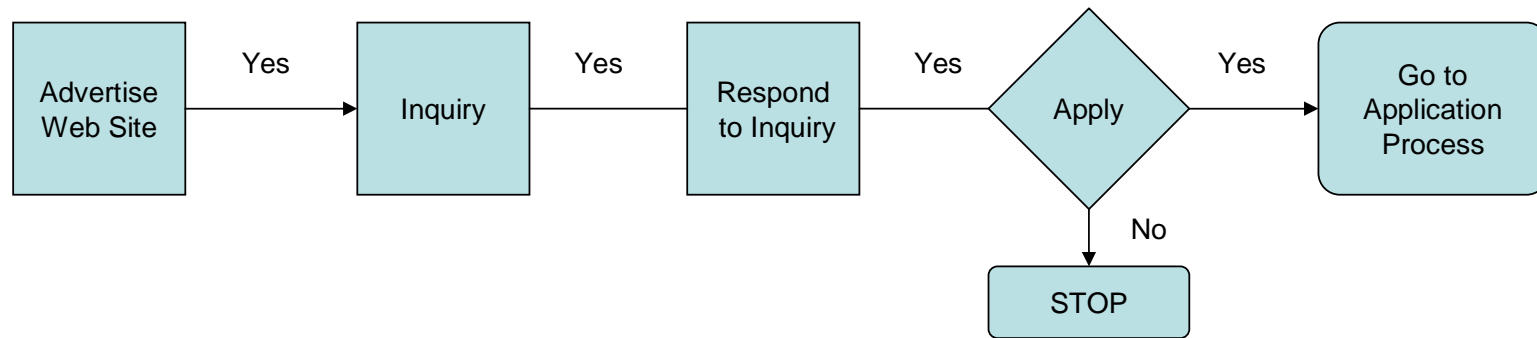
1. *Provide incentives for joint publication with junior faculty, research staff, and students.* In promotion reviews and yearly evaluations, the BCHS chair should take into account joint publication efforts as a positive attribute. Faculty who take a second or last authorship in a paper led by a student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

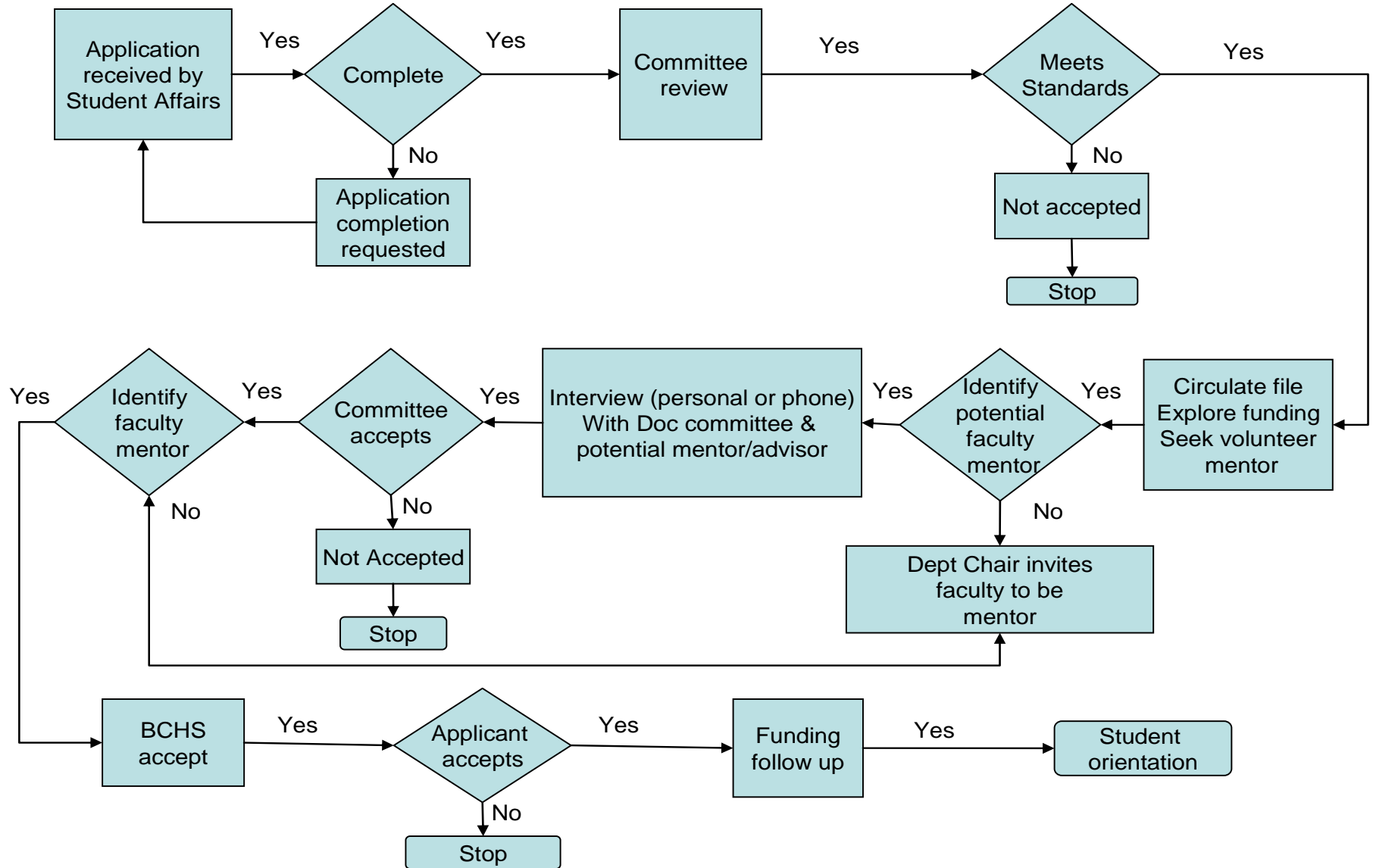
4. *Accumulate a yearly count of papers published by Department members and track publications involving students and staff.* In this way we can evaluate the success of efforts to increase joint publication.

BCHS Doctoral Program Flow Chart -- Recruitment

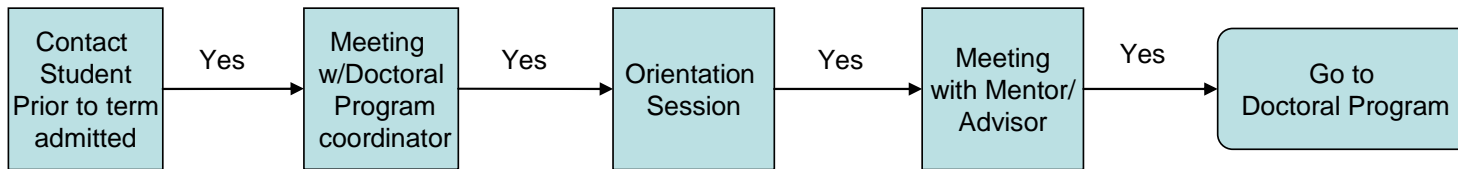


Application Process

BCHS Doctoral Program Flow Chart



BCHS Doctoral Program Flow Chart -- Orientation



Doctoral Program

Doctoral Program Flow Chart

