

**Department of Health Behavior**  
**UNC Gillings School of Public Health**

# Doctoral Program Handbook

For students entering in Fall 2016



**UNC**  
GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH



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## OVERVIEW

The Department of Health Behavior is in the UNC Gillings School of Global Public Health. The department offers the Doctor of Philosophy (PhD) and the MSPH (Master of Science in Public Health)-to-PhD degree. The *Handbook* describes the competencies guiding training and degree requirements for both programs. Additional resources (including archives of guidelines from previous academic years) are available on the doctoral program Sakai site (<https://www.unc.edu/sakai/>). All enrolled doctoral students have access to this site.

Three other documents contain important information and regulations: (1) *Gillings School of Global Public Health Handbook* (<http://sph.unc.edu/students/student-resources/>) (2) *The Graduate School Handbook* (<http://handbook.unc.edu/>) and (3) *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>). *The Graduate School Handbook* describes policies and procedures of The Graduate School, including academic requirements and regulations, which apply to all graduate students. Other useful information is available on The Graduate School webpage (<http://gradschool.unc.edu/>). It is the student's responsibility to be aware of and comply with all requirements in these documents.

In light of the dynamism of the field of health behavior, the *Handbook* is reviewed annually and updated. When new doctoral policies take effect, some of which may replace existing policies, they are posted on the doctoral program Sakai site.

## MISSION

Doctoral training in health behavior prepares graduates for research careers in academic, non-profit, and governmental settings and for leadership roles. Graduates are trained to conduct independent research on the etiology of health-related behaviors that contribute to domestic and global public health problems and on the development, evaluation, and dissemination of interventions to ameliorate those problems.

## KEY PERSONNEL

The doctoral program is administered by the doctoral program director, in coordination with the department's student services manager, and the doctoral program director-elect. The doctoral program director is responsible for all issues related to enrolled doctoral students. The doctoral program director-elect is responsible for all issues related to prospective and admitted doctoral students. The doctoral program director typically initially serves a three-year term as doctoral program director-elect followed by another three-year term as program director.

The doctoral program is guided by a doctoral advisory committee (DAC) made up of department faculty members. Committee members are appointed by the chair of the department. The doctoral program director and director-elect are permanent members of the committee; the doctoral program director serves as its chair.

## DOCTORAL STUDENT ADVISORY COMMITTEE

The doctoral student advisory committee (DSAC) serves as a representing body of the doctoral students; elections to DSAC are held annually. The primary role of DSAC is to serve as a liaison and representative voice of the doctoral student body to the departmental faculty and administration, including representation at faculty meetings. In addition, DSAC coordinates events and purchases with student fees pursuant to student professional development needs, social events for doctoral students, and student recruitment and orientation events.

In addition to serving on DSAC, doctoral students are strongly encouraged to consider themselves as members of the department and, as such, to participate regularly in other aspects of department life. This participation could include: attending lectures sponsored by the department and school; attending dissertation defenses; meeting with faculty candidates; serving as a student representative (if invited) for faculty searches or other *ad hoc* assignments; and/or serving in a leadership role in one of the many other student organizations in the school and on campus.

## COMPETENCIES GUIDING DOCTORAL TRAINING

Doctoral students are expected to gain and demonstrate competency in theoretical foundations of the field, quantitative research methods, interventions, and in professional development topics. These competencies represent minimum objectives that form the foundation of doctoral training. All students have additional learning objectives and develop specialized and in-depth competencies in areas of

interest.

***Theoretical Foundations:***

- 1) Know, critically evaluate, and assess the empirical evidence for contemporary and emerging behavioral and social science theories relevant to understanding psychological, social, and environmental determinants of health and health behaviors.
- 2) Know, critically evaluate, and assess the empirical evidence for contemporary and emerging conceptual paradigms that have motivated the discipline of health behavior within the field of public health.
- 3) Use empirical evidence, theories, and conceptual paradigms when developing research questions; posit research questions that address topics of significance to the public's health.
- 4) Apply theories, conceptual paradigms, and evidence to understand disparities, inequities, and inequalities in health and health behavior.
- 5) Demonstrate understanding of how social determinants (e.g., disproportionate distribution of resources by race and class, characteristics of where we work and live, policies) impact general patterns of health and health behaviors.
- 6) Understand the health and health behavior implications of global development, globalization processes, and migration.

***Quantitative Research Methods:***

- 7) Demonstrate advanced understanding of quantitative research methods relevant to health behavior.
- 8) Understand a range of methods for analyzing data and their applications.
- 9) Critically analyze research from the literature in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation.
- 10) Select and apply appropriate methods for answering research questions that address topics of significance to the public's health.

***Interventions:***

- 11) Know and critically evaluate historical and contemporary advances in health behavior interventions that target public health problems.
- 12) Use theories, conceptual paradigms, and evidence to inform the planning, implementation, evaluation, and dissemination of US and internationally-based interventions, including programs and policies.
- 13) Demonstrate skills in process and outcome evaluations of interventions.

***Professional Development:***

- 14) Develop information competencies, including knowledge about information resources, skills to conduct a search strategy, and ability to create and maintain a bibliographic database.
- 15) Demonstrate the ability to review and synthesize a body of research literature.
- 16) Develop competencies related to research funding information, including knowledge of, and ability to use, online funding resources and databases.
- 17) Demonstrate the ability to develop a fundable research proposal.
- 18) Communicate research findings and conclusions in a clear and concise manner and at the appropriate level for the intended audience.
- 19) Demonstrate the ability to write manuscripts of publishable quality for peer-reviewed scientific journals.
- 21) Demonstrate the ability to explain complex concepts in public health and health behavior.
- 22) Uphold the highest ethical standards in planning, conducting, and analyzing research involving human subjects.

**PROTECTION OF HUMAN SUBJECTS**

Training in ethical issues related to research involving human subjects is required of all students who are engaged in the planning, conduct or analysis of research at UNC that involves human subjects. In the first fall semester, doctoral students must complete a web-based training program, the Collaborative IRB Training Initiative (CITI), and must be registered in the UNC Ethics Training Database. Information about

the CITI on-line course and registration in the database may be found at UNC's Office of Human Research Ethics (OHRE) webpage (<http://ohre.unc.edu/educ.php>).

All research involving human subjects must be approved by the Public Health-Nursing Institutional Review Board (IRB) for the Protection of Human Subjects. Doctoral students must have separate IRB approval for the doctoral dissertation, regardless of whether the data are from a study that has current IRB approval and regardless of whether the student is employed by the study.

### **THE HONOR CODE**

Doctoral students are subject to the regulations of the Honor Code and are expected to study and understand the code. The complete Honor Code can be found in *The Graduate School Handbook*.

### **RESIDENCY AND CONTINUOUS ENROLLMENT REQUIREMENTS**

PhD students must register full-time in the department (nine or more credit hours per semester) for the fall and spring semesters during the first two years. MSPH-to-PhD students must register full-time for fall and spring semesters during the first three years.

Full-time enrollment exceptions in the second (or third for MSPH-to-PhD students) year may be made under special circumstances, subject to approval of the department chair and director of the doctoral program. See *Residence Credit* in *The Graduate School Handbook* (<http://handbook.unc.edu/residencecredit.html>) for minimum residence requirements. The department strongly recommends that students continue to maintain residency at least until the oral qualifying examination is passed and the dissertation is underway.

#### **Continuous Enrollment**

Doctoral students are expected to engage year-round with faculty on research and other mentored activities. Students are encouraged to stay continuously involved, including over summers, in activities to advance their training. Students are expected to discuss their summer plans and registration with their advisers.

Registration is required during the first or second summer session when students are taking a course(s), completing a practicum (PhD primary or secondary practicum, see Practica; MSPH-to-PhD research practicum, see MSPH Research Practicum and Publishable Paper), or fulfilling work related to an academic milestone. PhD students completing the primary (HBEH 842) or secondary (HBEH 843) practicum or MSPH-to-PhD students completing the research practicum (HBEH 744) are required to register for at least one credit in summer session I or II. Academic milestones include completing the doctoral written comprehensive exam, the oral comprehensive exam, and the defense of the dissertation. Students must be registered for a minimum of three credit hours of dissertation (HBEH 994) during the semesters or summer sessions in which the dissertation is proposed and defended.

#### **Leave of Absence**

Students in good academic standing may request a leave of absence for a defined period of time (up to one year), during which no academic progress is made. After consultation and approval from the academic adviser and doctoral program director, students should complete a Request of Leave of Absence form, which can be downloaded from the Graduate School website (<http://gradSPH.unc.edu/>). Students should give the completed form to the doctoral program director for completion of the departmental section and signature; the departmental student services manager will file the application with the Graduate School.

#### **Parental Leave**

UNC's Graduate Student Parental Leave Policy is designed to assist a full-time graduate student immediately following the birth or adoption of a child, if the student is the primary child-care provider. The policy may be found at [http://handbook.unc.edu/pdf/parental\\_leave.pdf](http://handbook.unc.edu/pdf/parental_leave.pdf).

#### **Leaving the Program before Finishing the Degree**

Occasionally, a doctoral student may find that the PhD Program in Health Behavior is not a good fit with his or her interests and long-term career goals. In those cases, students are encouraged to speak with their adviser and the director of the doctoral program. The adviser and doctoral program director may be able to point the student towards courses and resources that better support the student, or help with applications to other programs or career opportunities.

In some cases, students leaving the program before completing the PhD may be eligible to earn a Master of Science in Public Health (MSPH). To be eligible, students need to complete the following requirements: all doctoral required core courses; a total of 40 credit hours with at least P grades; the primary practicum (HBEH 842); and a publishable manuscript, as assessed by a three-member faculty committee. Students who wish to be considered for this option should consult with their advisers and the doctoral program chair. Students who matriculated into the MSPH-to-PhD track should consult the guidelines on pages 17-22 to determine requirements for earning the MSPH as a terminal degree.

## **ACADEMIC ADVISING AND PROGRESS REPORTING**

### **The Academic Adviser**

Students are assigned a faculty academic adviser upon entering the doctoral program. The department considers student preference, match of faculty and student research interests, and faculty preference and availability in assigning advisers. The academic adviser is responsible for approving activities that satisfy course requirements.

If appropriate, either the student or adviser may decide later that another faculty member is more suitable as academic adviser for that student. These types of changes occur routinely, pending the approval of the doctoral program director, with the only potential barriers being the availability of a departmental faculty member qualified and willing to serve as adviser. The academic adviser will typically serve as the chair of the student's dissertation committee but that is not automatic (see *Doctoral Dissertation*).

Doctoral students are expected to work independently to make appropriate progress in the program, even as they also work closely with the adviser and other faculty. The adviser helps the student identify courses and practica and assists with any problems affecting the student's relationships with faculty, colleagues, or the department at large. Students are responsible for seeking meetings as needed with their advisers. As a rule, students should proactively schedule at least one face-to-face meeting with the adviser or dissertation chair each semester, no matter where they are in the doctoral program. We also encourage students to get to know and work with a range of faculty during their first two years of training.

### **Cohort Advising**

The doctoral program director meets with doctoral students by cohort in the fall and spring semesters of the first two years for PhD students and the first three years for MSPH-to-PhD students.

### **First Year Progress Review and Academic Committee**

At the end of their first year in the program, the PhD student and academic adviser form an academic committee to assist both the student and adviser in formally reviewing the student's progress in the doctoral program.<sup>a</sup> The academic committee consists of the student's academic adviser plus two other faculty members approved by the faculty adviser. See **Appendix 1** for guidance on first year progress review meetings.

At least one week before the formal progress review, the student must both email and give committee members a printed **summary report** including:

- (1) educational and professional objectives,
- (2) completed and proposed coursework, with grades for completed coursework (see **Appendix 2** for Course Report form),
- (3) practicum descriptions and learning contracts (if available),
- (4) a description of other involvements and responsibilities (e.g., research assistantships, fellowships),
- (5) a list of questions for the committee, and
- (6) a current curriculum vitae.

The student's adviser opens and closes the meeting, with the student taking the lead in reporting their progress over the first year.

Within a week after the review, the student must prepare a brief summary statement of the committee's evaluation and recommendations and submit it electronically to the adviser, each committee member, the director of the doctoral program, and the student services manager for

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<sup>a</sup> This meeting takes place in second year for students enrolled in the MSPH-to-PhD Program.



inclusion in the student's permanent file.

If the faculty adviser deems it appropriate, the academic committee may be activated for additional meetings before or after the first year progress review.

### **Written Progress Reports**

At the end of the fifth semester<sup>b</sup> and every semester thereafter until graduation, the student must provide a written progress report via email to the academic adviser (or dissertation chair, if one has been selected), the doctoral program director, and the student services manager for inclusion in the student's permanent file. The report should be submitted no later than the beginning of exam week for the fall and spring semesters and should be no longer than two pages.

For students who have not yet passed the oral qualifying exam (i.e., presented the dissertation proposal), the report should identify:

- (1) the dissertation topic or progress toward identifying a topic;
- (2) the research questions or progress toward formulating research questions;
- (3) the likely chair or possible candidates and faculty with whom the student has met to discuss dissertation topics and/or research question(s);
- (4) specific plans over the next 4 to 6 months to move closer to being ready for the oral qualifying exam;
- (5) barriers to progress; and
- (6) how the department can help the student achieve the goal of progressing to, and ultimately passing, the oral qualifying exam.

For students who have passed their oral qualifying exam, the report should include the following information:

- (1) date of the oral qualifying exam;
- (2) names and department affiliations of dissertation committee members;
- (3) subject area or working title of the dissertation; and
- (4) report of progress since the oral qualifying exam (or since the last end-of-semester progress report, whichever is more recent), including what stage(s) of the dissertation process the student is in (e.g., data collection, analysis, writing up results);
- (5) a self-assessment of the degree to which the student achieved the goals spelled out in the previous written dissertation plan;
- (6) specific, achievable plans for what progress will be completed over the next semester;
- (7) expected date (month and year) of the dissertation defense; and
- (8) any problems, special circumstances, successes (e.g., wrote and obtained a grant) since the last report.

Progress reports provide a basis for the written dissertation plan students are expected to prepare each semester in which they are enrolled for dissertation credits (see Doctoral Dissertation). Dissertation plans and progress reports should be submitted after a "check in" with the student's adviser or dissertation director.

As noted earlier, doctoral students should schedule at least one meeting with their advisers each semester. Advisers are also encouraged to call an interim meeting if they determine that an advanced doctoral student would benefit.

### **Progress Meetings**

Beginning at the eighth semester,<sup>c</sup> students who have not successfully passed the oral qualifying exam must schedule an annual progress review meeting with a committee made up of at least three departmental faculty members including: (1) the director of the doctoral program, who chairs the committee; (2) the academic adviser (or dissertation chair if already selected); and (3) one or two other departmental faculty members, approved by the director of the doctoral program. While welcomed as members of dissertation committees, faculty members from outside departments are not appropriate as members of the progress meeting committee.

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<sup>b</sup> Seventh semester for students enrolled in the MSPH-to-PhD Program.

<sup>c</sup> Tenth semester for MSPH-to-PhD students.

At the beginning of the semester, students who are due for a progress meeting will be notified by the doctoral program director and asked to nominate faculty members other than the adviser to serve on the committee. The doctoral program director can approve the nominations or name other faculty members to the committee. Once committee membership is established, the student is responsible for contacting committee members to schedule the meeting and for reserving a meeting location. Students should submit copies of the written progress report to all committee members one week prior to the meeting.

Students who require a progress meeting but who have formally scheduled the oral qualifying exam may request a waiver of the progress meeting by emailing the doctoral program director. The progress committee provides guidance to the academic adviser/dissertation committee chair on whether the student is making adequate progress toward completion of the doctoral degree. If warranted, the progress committee may recommend more frequent meetings with the student than annually. Also, if there are committee concerns about student progress, the committee may establish written expectations and a timetable for benchmarks that the student must meet for successful completion of the degree. The academic adviser/dissertation chair will use these expectations in grading student progress on the dissertation (see Doctoral Dissertation).

### **Departmental File**

The department's student services manager maintains a permanent file for each student. Copies of progress meeting materials, progress reports, practicum learning contracts, and all other paper work related to the student's academic career are stored in the file. It is the student's responsibility to provide copies of these documents to the student services manager.

### **STUDENT EMPLOYMENT**

Students are encouraged to seek and complete service work through research, teaching, and graduate assistantships as an integral part of training. To support and enable students' academic progress, the department recommends that throughout their training, students' service work or other employment not exceed 20 hours per week on average. This maximum is cumulative across all positions during fall or spring semesters. During required coursework (i.e., fall and spring semesters of years 1 and 2 for PhD students; years 1, 2, and 3 for MSPH-to-PhD students), 20 hours is the maximum allowable hours of employment per week that can be paid through sources that flow through UNC-Chapel Hill's accounting. Note that a non-service stipend paid through the university by a fellowship is usually considered to be equivalent to employment at 20 hours per week. If allowable by the fellowship, students may complete a full or part-time teaching assistantship and be compensated for it; research assistantships typically are not allowable. Students are encouraged not to exceed the 20-hour limit through employment outside of UNC-Chapel Hill.

### **Employment Issues Related to MSPH-to-PhD Program**

For the purposes of employment within the department or university, students enrolled in the MSPH-to-PhD program are classified as doctoral students and thus qualify for the doctoral minimum stipend for research and teaching assistantships.

### **DOCTORAL TRAINING SEQUENCE**

PhD students must meet all requirements within eight years from the date of first registration in the doctoral program. Table 1 (page 7) shows the general timetable of steps in the doctoral program. A semester number followed by "+" indicates the earliest semester that the event typically happens. See Appendix 3 for a checklist of requirements for the PhD. Note, see page 17 for the MSPH-to-PhD training sequence.

### **COURSE REQUIREMENTS**

Students complete a minimum of 46 credits in required core and elective courses (Table 2), exclusive of credits required for the practica (6 credits minimum) and dissertation (6 credits minimum). In addition, students without a prior MPH or equivalent degree from an accredited school of public health must complete the Gillings School of Global Public Health core curriculum requirements. See Table 3 for the sequence of requirements by semester.

When taking electives in other school or university departments, students must enroll in courses higher than the 400-level and graded (not pass/fail) to have those credits count towards the minimum number of credit hour hours required for graduation. Undergraduate-level foreign language courses cannot be

counted toward a graduate degree. Students may, however, take these courses as additional credits.

**Table 1. Doctoral (PhD) Training Sequence and Timetable**

<b>Academic Event</b>	<b>Semester after Entry</b>
First year PhD progress review	2
Completion of minimum course requirements <sup>1</sup>	4
Completion of biostatistics and epidemiology public health core course requirements <sup>2</sup>	4
Completion of primary practicum requirements	4
Completion of secondary practicum requirements <sup>3</sup>	4+
Completion of environmental science and health policy public health core course requirements <sup>2</sup>	4+
Written comprehensive examination	4 (Summer)
Selection of doctoral dissertation committee	5+
Written progress reports <sup>4</sup>	5+
Oral qualifying examination <sup>5</sup>	5+
Admission to doctoral candidacy	5+
Submission of dissertation	7+
Oral defense of dissertation	7+
Award of doctoral degree	7+

<sup>1</sup>9 of the required 46 graduate-level credits, not including specific required courses, may be completed after the written comprehensive exam.

<sup>2</sup>Applies only to students without a prior MPH or equivalent degree from an accredited school of public health.

<sup>3</sup>May begin secondary practicum before primary practicum is completed, but both must be completed before the oral qualifying exam.

<sup>4</sup>Required at the end of the 5<sup>th</sup> semester and every subsequent semester until graduation.

<sup>5</sup>At the beginning of the 8<sup>th</sup> semester, students who have not passed the oral qualifying exam must schedule a progress meeting. The progress meeting is scheduled annually thereafter until the oral qualifying examination is passed.

### **EXTENSION OF TIMELINE FOR COMPLETING COURSE REQUIREMENTS**

Occasionally, students seek, or are recommended by their adviser to seek, an extension of time for completing the two years of required course work for the PhD or three years of required course work for the MSPH-to-PhD. The reasons for seeking an extension are typically personal, such as family-related reasons, or are related to academic concerns.

Because of course sequencing requirements and the annual (i.e., summer session I) schedule for the doctoral written comprehensive exam, extensions will typically be granted for one year. Students are discouraged from seeking more than a one-year extension. That is because the written doctoral comprehensive exam is based on the two years of preceding required courses. Course content may change from year to year, which may impact student preparation for the exam.

Students who seek an extension should meet with their adviser to prepare a course completion plan and timeline. Faculty advisors are expected to provide advice and support to students in developing the extended schedule and related plans. Students are expected to take responsibility for following the schedule and related plans and for keeping the adviser informed of their progress. Requests, plans, and the timetable for an extended timeline must be approved by the doctoral program director.

**Table 2. Minimum PhD Course Requirements (46 Credits)<sup>1</sup>**

<b>Area</b>	<b># of Credits</b>
<i>Theoretical Foundations</i>	<i>9</i>
HBEH 815: Foundations of Health Behavior I*	3
HBEH 816: Foundations of Health Behavior II* <sup>2</sup>	3
One advanced course* <sup>3</sup>	3
<i>Quantitative Research Methods</i>	<i>18</i>
HBEH 760: Advanced Research Methods*	3
HBEH 761: Generalized Linear Modeling with Health Behavior Applications*	3
HBEH 850 Methods for Modeling Grouped and Longitudinal Data*	3
HBEH 851 Measurement*	3
HBEH 860: Research Proposal Development*	3
One advanced course* <sup>4</sup>	3
<i>Interventions</i>	<i>6</i>
HBEH 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions *	3
One advanced course* <sup>3</sup>	3
<i>Professional Development</i>	<i>3</i>
HBEH 812, Professional Development I*	2
HBEH 813, Professional Development II*	1
<i>Electives<sup>3,5</sup></i>	<i>9</i>
<i>HBEH 891-045 Doctoral Comprehensive Exam</i>	<i>1</i>

\*Required before the written comprehensive exam.

<sup>1</sup>Students should consult *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>) for course descriptions; students can consult the UNC-CH on-line *Directory of Courses* for up-to-date information on course offerings (<http://registrar.unc.edu/registration/registration-guide/directory-of-classes-2/>).

<sup>2</sup>Students must have passed an introductory course in health behavior theory such as HBEH 730 in order to take HBEH 816. Students who have not yet done so may either enroll in, or audit, HBEH 730 in the fall of their first semester.

<sup>3</sup>Graduate level courses offered in HB or other departments.

<sup>4</sup>Students are encouraged to take advanced quantitative or qualitative methods courses.

<sup>5</sup>Students are encouraged to choose electives in HB and other departments, take additional advanced methods courses, and select courses that reflect their substantive interests.

**Table 3: At a Glance: PhD Sequence of Requirements (Years 1 and 2)**

Year 1		
Fall 2016	Spring 2017	Summer 2017
HBEH 760: Advanced Research Methods (3) HBEH 812: Professional Development I (2) HBEH 815: Foundations Health Behavior I (3) [School core requirement (3)] <sup>1</sup> Elective(s)/advanced core (3-6 credits)	HBEH 761: Generalized Linear Modeling (3) HBEH 816: Foundations of Health Behavior II (3) [School core requirement (3)] <sup>1</sup> Elective(s)/advanced core (3-6 credits)	HBEH 842, Primary Practicum (1-4 credits) OR HBEH 843, Secondary Practicum (1-2 credits) OR Elective(s)/advanced core (variable)
Year 2		
Fall 2017	Spring 2018	Summer 2018
HBEH 811: Development & Evaluation of HPDP Interventions (3) HBEH 850 Methods for Modeling Grouped and Longitudinal Data (3) [School core requirement (3)] <sup>1</sup> Elective(s)/advanced core (3-6 credits)	HBEH 813: Profession Development II (1) HBEH 851: Measurement (3) HBEH 860: Research Proposal Development (3) [School core requirement (3)] <sup>1</sup> Elective(s)/advanced core (3-6 credits)	HBEH 891-045: Comprehensive Exam (1)

<sup>1</sup>For those without a prior MPH or equivalent degree from an accredited school of public health.

Public Health Core Courses		
Core Areas	Basic course requirements	Approved Alternative(s)
Biostatistics	HBEH 601	BIOS (any 3 or 4 credit BIOS course above 540)
Environmental Health	ENVR 600	ENVR 430
Epidemiology	EPID 600	EPID 710, 711
Health Policy & Management	HPM 600	HPM 660 MHCH 701 and 702 (both)
Social and Behavioral Science	Waived for HBEH students	

**Credit for Previous Coursework**

*Policies.* Doctoral students are permitted to transfer in up to six of the 46 course credit hours required for the degree. Such work must represent courses relevant to the field of health behavior and the student’s program of study, with course content and level of instruction resulting in student competencies at least the equivalent to those of currently enrolled doctoral students (i.e., 700- or 800-level courses in our department). Courses for which credits are given must be equivalent to those offered by the department, and a grade of P (or B) or higher must have been received from an accredited graduate institution. Thesis and dissertation credits do not apply toward the 48.5 credits. Courses most frequently approved for credit transfer are courses applicable to the advanced theoretical foundations, methods, and interventions electives.

Credit reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

HBEH 760, 761, 811, 812, 813, 815, 816, 850, 851, and 860 cannot be exempted, and prior credits earned in courses or seminars similar to these courses cannot be applied toward the 46 credits.

*Processes.* Students who wish to submit a credit transfer request should first review the guidelines set forth in the [Graduate School Handbook](#). Credit transfer request forms and supporting materials are typically submitted to the student services office in the student’s second semester. The student services manager then screens the student’s application materials and certifies the request (<http://gradSPH.unc.edu/forms/>).

Once a credit transfer application has been certified by the student services manager, the student may submit the request to the first year Progress Review Committee, which then makes a transfer credit recommendation. The doctoral program director has final department-level approval. The request is then reviewed by the Graduate School, which makes a final decision on the matter. If approved, the credits will appear on a student's course history and transcript as transfer credit.

### **Minor Degree**

Students may elect to complete a formal minor in another department. A minor consists of at least 15 credits hours in the minor department and any other requirements specified by the minor department. To count toward the minor, all credits must be for courses listed (or cross-listed) in other departments. Minor credits may not count for departmental course requirements. Minor credits may be completed after the first two years of coursework. The minor must be approved in advance by the student's adviser and the director of the doctoral program and the director of graduate study in the minor department.

### **Students from Other Departments Pursuing Minors in HB**

Students enrolled in other departments who wish to earn a minor in Health Behavior must have a departmental faculty member as a minor adviser and must complete HBEH 730 (or an equivalent course), HBEH 815, HBEH 816, and HBEH 811. They must also earn a minimum of 15 credits total in the department.

### **Professional Development**

Professional development is continuous over the course of doctoral training and occurs both informally and formally. Periodic training sessions, workshops, and other requirements help enhance engagement with the department and field of health behavior and increase professional development in the areas of the responsible conduct of research, information literacy, research funding strategies, and other areas. The Doctoral Student Advisory Committee plays an active role in identifying and hosting professional development activities.

Students must register for HBEH 812 in the first fall semester and HBEH 813 in the second spring semester.

### **Manuscript Preparation**

The ability to publish research findings in peer-reviewed scientific journals is fundamental to a research career. Although not a formal course requirement, students are encouraged to seek out opportunities, prior to the dissertation project, as both a contributing co-author and as a lead author in writing data-based manuscripts that use either quantitative or qualitative methods. Students may complete manuscripts as part of a research practicum, as part of a research assistantship, as an independent study, in collaboration with a faculty mentor, or through some other circumstances. Students are encouraged to discuss their research interests with faculty to learn of opportunities for collaboration on manuscripts. Note: MSPH-to-PhD students are required to complete a publishable manuscript to earn the MSPH. Details for this requirement can be found on pages 20-21 and in Appendices 8 and 9.

## **PRACTICA**

### **Introduction**

A fundamental assumption of the practicum requirements is that, with proper mentorship, practical experience can enhance knowledge and skills. Students complete a primary practicum in research and a secondary practicum in teaching, research, or some other experience that enhances professional skills (e.g., an internship in a congressional office, government agency, or non-profit organization). More time is devoted to the primary practicum (480 hours) than to the secondary practicum (240 hours). Practica are often, but are not required to be, paid learning experiences.

Each practicum is individually designed by and for the student. A practicum can occur within the department or elsewhere. The mentor is usually a department or adjunct faculty member, but that is not required. Regardless of where the practicum takes place and the affiliation of the mentor, the student's academic adviser is responsible for assuring that the student has a worthwhile and appropriately mentored practicum.

### **Primary Practicum**

The primary practicum is designed to enhance knowledge and skills in research through work on one or more research projects. It can occur within the context of a research assistantship, but that is not required. The practicum may involve: designing and implementing a research project, including developing and evaluating a health promotion and disease prevention intervention; carrying out data analyses; writing manuscripts; assuming responsibility for part of a project; or a combination of these activities.

Students must register for HBEH 842 for a total of 4 credits for the primary practicum; the credits should be split over the semesters (fall, spring and/or summer) in which the practicum takes place. Practicum credits do not apply to the 46 required course credits. If the practicum takes place during the summer students must register for at least one credit in summer session I or II.

Students must devote the equivalent of 15 hours per week for two regular semesters (32 weeks) for a total of 480 hours. The primary practicum can be completed in one or two years and work can occur in the summer. Students may distribute the 480 hours across more than one project to optimally match their practicum learning objectives.

Students must complete the primary practicum prior to taking the written comprehensive exam.

### **Secondary Practicum**

The secondary practicum is designed to enhance knowledge and skills in teaching, research, or another area relevant to professional goals. A secondary practicum in research may involve work on the same or different projects than in the primary practicum, but must emphasize different skills.

Students must devote the equivalent of 15 hours per week for one regular semester (16 weeks) for a total of 240 hours. The practicum may be completed in one or more semesters, and work can occur in the summer.

Students must register for HBEH 843 for a total of 2 credits for the secondary practicum; practicum credits do not apply to the 46 required course credits. Students must complete the secondary practicum prior to taking the oral qualifying exam.

To fulfill the secondary practicum in teaching, the student must be involved in teaching a 2- or 3-credit undergraduate, master's or doctoral level course. Students are strongly encouraged to serve as teaching assistants for HBEH 600: Social and Behavioral Sciences in Public Health (residential or distance-learning), the SPH core course required of non-majors. Minimum responsibilities for the teaching practicum are described below. The student must be mentored by a faculty member and devote a total of 160 hours to teaching responsibilities (i.e., approximately 10 hours a week over a 16-week period). In addition, students must complete two or more workshops offered by UNC-Chapel Hill's Center for Faculty Excellence and designed to prepare graduate students for instructional responsibilities in their future careers (e.g., the online new TA orientation, workshop on writing a teaching statement). Completion of the workshops satisfies the remaining required hours.

During or at the conclusion of the practicum experience, each student should begin to articulate a teaching philosophy as a precursor to developing a teaching portfolio.

#### *Minimum Student Responsibilities (at least two)*

- Developing or significantly modifying a course syllabus as part of course planning
- Developing and implementing the equivalent of three hours of class instructional sessions (e.g., lectures, case studies, distance learning activities)
- Grading student assignments that require detailed, qualitative, evaluative feedback; i.e., merely grading multiple choice answers does not meet this requirement
- Facilitating discussion groups

### **Faculty and Student Roles**

Consideration of practica begins at the time of matriculation. The student and faculty academic adviser together are responsible for identifying prospective practicum assignments and mentors.

Practica must be approved by the student's academic committee. Approval usually occurs at the formal

progress review meeting at the end of the first year of study. The adviser must approve minor changes in originally-approved practica; the academic committee must approve major changes.

Faculty mentorship is at the core of all practica. The faculty mentor is expected to provide opportunities that will allow the student to fulfill his or her practicum requirements and to provide feedback to the student on his or her performance of major responsibilities.

The faculty adviser has an integral role and the final responsibility for assuring that the student has the opportunity for a worthwhile practicum, even when the adviser is not the mentor for the practicum.

### **Written Documentation of Practicum Experiences**

Before a practicum begins, the student prepares a learning contract that specifies learning objectives, lists the skills to be enhanced, and describes activities that will contribute to the objectives. See **Appendix 4** for a template of the practicum contract. The statement is signed by the student, the academic adviser, and the mentor (if different from the adviser) and placed in the student's departmental file. At the completion of a practicum, the student sends an email statement confirming completion of the practicum to the faculty adviser, the mentor, the doctoral program director, and the student services manager for inclusion in the student's permanent file.

### **International Travel**

Students planning to [travel internationally to fulfill academic requirements](#) (conduct research, participate in practice experiences, or in any way fulfill an academic requirement), must visit [UNC Global](#) to familiarize themselves with the review the [UNC Travel Policy](#) for students and to access the required UNC Global Travel Registry. Please see **Appendix 5** for additional details.

### **Waiving Practica**

Because practica have such significant potential for being valuable learning experiences, and knowledge and skills in research, teaching, and other professional skills can always be enhanced, extremely compelling reasons are necessary for a practicum requirement to be waived. Extensive prior experience is a necessary but not sufficient condition for a waiver. Waiver of a practicum requirement requires the unanimous approval of the student's academic committee and the written approval of the director of the doctoral program.

## **THE WRITTEN COMPREHENSIVE EXAMINATION**

The written comprehensive examination tests competency in the core areas of: (a) theoretical foundations of health behavior, (b) research methods, and (c) interventions. The exam is designed for students to demonstrate critical thinking, ability to integrate knowledge and understanding across competency areas, and readiness to undertake the dissertation. The format of the exam is determined on a periodic basis.

Students *must* be registered with the Graduate School when the comprehensive examination is taken. For students enrolled in the PhD Program, the examination is administered during summer session I, immediately following the end of the student's fourth semester. To be eligible for the exam, PhD students must have completed at least 36 of the 46 required course credits, including all courses required before the comprehensive exam (see Table 2), and the primary practicum.

For MSPH-to-PhD students, the examination is administered in summer session I, immediately following the student's sixth semester. To be eligible for the exam, students must have completed all courses required before the doctoral comprehensive exam, all requirements for the MSPH degree, and the primary practicum (see Table 6).

The written comprehensive examination is administered by the director of the doctoral program and graded by the doctoral advisory committee. The committee may invite others, including persons other than departmental faculty members, to contribute to preparing and grading examination questions.

The committee decides whether a student passes or fails the examination. In the case of failure, the student, academic adviser, and one or two members of the comprehensive exam committee will meet to discuss any coursework or other assignments required by the committee for remediation. Except under unusual circumstances, students who fail the exam will retake the exam in May of the following year.



A student who fails the second examination becomes academically ineligible to continue in the program unless reinstatement is approved by the department and the Administrative Board of the Graduate School.

Unless authorized in writing by the doctoral program director, all exam questions as well as students' answers are available only to the students who wrote them, members of the doctoral advisory committee, the student's adviser, and specially-assigned graders of the examination.

## **DOCTORAL DISSERTATION**

### **Overview**

Each doctoral student is required to propose, write and defend a dissertation based on original research of a high scholarly standard. The major purposes of the dissertation are to provide the student with an educational experience that results in: (1) a significant contribution to the field of health behavior and (2) knowledge and skills to make continuing, important contributions to the field.

In the dissertation, students pose specific research questions to be examined, the argument supporting the research questions, and the scholarly gap to be addressed. The dissertation must include the following elements:

1. Have demonstrated relevance to health behavior and significance to public health;
2. Be guided or informed by social or behavioral science theory or conceptual paradigm(s) that underlie the rationale for the research;
3. Demonstrate originality through innovation in theory, methods or substantive content, or by the application of existing theory or methods to a problem.
4. Be based in scientific standards; i.e., methods used need to be appropriate to the research questions asked or hypotheses proposed, and the dissertation itself should demonstrate mastery of the research methods used;
5. Make a scholarly contribution to the literature and to the field; and
6. Be of publishable quality.

The dissertation may use either quantitative or qualitative methods or both. A reanalysis of existing data sets, whether collected by others or by the student for another purpose, is allowed when the student generates and tests original hypotheses. Students are encouraged to develop their dissertation ideas in the context of the research opportunities available to them through their adviser or other faculty members. Dissertation research is facilitated when it is aligned with faculty research activities. Proceeding in this fashion should help ensure that students' plans are feasible and have scholarly value.

### **The Dissertation Chair**

When a student's ideas about a dissertation topic and general research approach have taken form, the student identifies a member of the departmental faculty who agrees to serve as the chair of the dissertation committee. The dissertation chair is often the same person as the academic adviser, but is not required to be.

### **Dissertation Credits and Grading**

Students must register for 3 dissertation credits (HBEH 994, section number of the dissertation chair or, if not yet selected, academic adviser) every semester in which they are working on the dissertation, typically beginning after passing the doctoral written comprehensive exam. Students do not need to register for dissertation credits during the summer unless they are proposing or defending the dissertation. Students are required to complete a minimum of 6 credits of dissertation requirements. While the dissertation is in progress, HBEH 994 is graded with the graduate permanent grades of P (pass), L (low pass), and F (fail). Regular communication between the student and dissertation chair is essential to fair grading and the successful completion of the dissertation. Students are expected to confer with the chair at the start of each semester to establish an achievable written dissertation plan for the semester. The progress reports prepared by students beginning in the 5<sup>th</sup> semester (7<sup>th</sup> semester for MSPH-to-PhD students) will often be the basis for the written plan. The chair will grade the student's work based on the extent to which the student has been able to follow through with that plan. It is the student's responsibility to keep the chair informed about progress on the plan and any barriers to it. As appropriate, the chair and student may revise the plan.

### **The Dissertation Committee**

The dissertation committee consists of no fewer than five faculty members. A majority of the committee members, as well as a majority of the people passing the student on the oral qualifying exam or approving the doctoral dissertation, must be regular members of the UNC-CH Graduate Faculty from the department. Adjunct faculty, faculty emeriti, and committee members from other institutions are not regular Graduate faculty members from the department and must be nominated for fixed term graduate faculty status to serve as committee members. No later than *four* weeks prior to the oral qualifying exam, the student must submit to the departmental student services manager the working title of the dissertation, a list of the committee members and their rank, and an electronic copy of a recent CV for any proposed committee member who must be nominated for a fixed term faculty appointment. The committee must be approved by the doctoral program director, whose signature is required on the form submitted to the Graduate School after the orals.

Committee members are responsible for examining the dissertation proposal and dissertation and participating in the oral qualifying exam and defense of the dissertation.

### **The Oral Qualifying Examination**

Within a year of passing the written comprehensive examination, students are expected to submit to the dissertation adviser a formal dissertation proposal for tentative approval. Proposals must consist of chapters that: present the research questions to be examined, the argument supporting the research questions, the scholarly gap that is addressed, the significance of the proposed research, a literature review, the guiding conceptual or theoretical model, hypotheses (if appropriate to the methods), and a detailed overview of proposed methods. The literature review should be a focused, critical synthesis of the literature that provides the rationale for the proposed research. Students are expected to have, or demonstrate how they will acquire, training through coursework in the proposed methods.

Copies of the final proposal tentatively approved by the dissertation adviser must be given to the committee members at least three weeks before the oral qualifying examination to allow time for review and feedback.

The student then participates in a two-hour oral examination. The examination focuses primarily on the dissertation proposal, but questions may deal with any subject in which the student is expected to be competent. At the beginning of the orals, students are expected to present a PowerPoint overview of their proposed research to committee members (up to 30 minutes in length). By the day before the exam, students must pick up the paperwork for the oral qualifying exam from the student services manager to take to the orals.

Students are asked not to provide refreshments for the oral qualifying exam.

At the end of the oral qualifying examination, the committee may be satisfied with the proposal and the student's responses to questions, meaning that the student has passed the oral qualifying examination, thereby receiving approval for the dissertation project. The student may also receive a "conditional pass," in which case the student may proceed with the project contingent on the minor revisions recommended and approved by the committee.

If major revisions or a new proposal is recommended, the student must schedule a second oral qualifying examination. If the student does not receive approval for the dissertation project at this point, the oral qualifying exam will be recorded as a failure with the Graduate School. A student who fails the oral qualifying exam two times becomes academically ineligible to continue in the program unless the department and the Administrative Board of the Graduate School approves reinstatement. The committee approves the dissertation format (see below) at the oral qualifying exam.

### **Admission to Candidacy**

Students may apply for admission to candidacy once they have completed the primary and secondary practica and all required course work, passed the doctoral written comprehensive exam, submitted an acceptable dissertation proposal, and passed the oral qualifying exam. The application for admission to candidacy is completed online (<http://gradSPH.unc.edu/>).

## **Dissertation Format**

Dissertations can follow the traditional monograph format or a manuscript format. Regardless of the dissertation format, the research reported should be of publishable quality, as assessed and agreed on by all members of the committee. Moreover, the student's work is not simply evaluated on the quality of the publishable papers but on the dissertation project as a whole.

**Monograph format:** The overall structure of a dissertation that follows a monograph structure is as follows:

- a) One or more introductory chapters that include an overview of the research questions to be addressed, the rationale supporting the research questions, the scholarly gap that is addressed, significance of the research, a literature review, a conceptual or theoretical model, and, as appropriate to the methods, hypotheses;
- b) a methods chapter;
- c) a results chapter(s);
- d) a synthesis/discussion chapter that integrates all research, discusses strengths and weaknesses, and suggests future directions; and
- e) appendices that may include questionnaires, details on data collection, or other such documents.

**Manuscript format:** The manuscript format requires at least two journal-length manuscripts that could be altered slightly for submission to refereed journals. These manuscripts **must** be accompanied by additional sections and/or appendices that provide detail normally excluded from articles but that demonstrate the breadth and depth of knowledge expected in the dissertation. The overall structure is as follows:

- a) One or more introductory chapters with an overview of the research questions to be addressed, the rationale supporting the research questions, the scholarly gap that is addressed, a more detailed literature review than appears in a published article (as appropriate depending on the extent of the literature reviewed in the manuscripts), a conceptual or theoretical model, and, as appropriate to the methods, hypotheses;
- b) chapters presenting each of the publishable articles;
- c) a synthesis/discussion chapter that integrates all research, discusses strengths and weaknesses, and suggests future directions; and
- d) appendices that may include questionnaires, details on data collection, or other such documents.

The publishable papers stand in place of the traditional methods and results chapters featured in the monograph. Students may wish to include a methods chapter in the dissertation as well, if this adds significantly to the overall coherence of the dissertation.

**Contingencies:** Occasionally, students who propose completing two (or three) papers as part of their dissertations find that their results are better suited to a monograph format, particularly in instances where there are null findings. Students must gain approval from the dissertation adviser and the entire committee before modifying their dissertation plans from the paper to the monograph format. In either case, students who have null findings are expected to write up their results, given that they have proposed (and should only have received approval for) important, theoretically and empirically justified research questions. In this context, null findings should be of interest.

Students who conduct primary data collection occasionally encounter unforeseen problems such as smaller than expected sample sizes or unusable measures. If the proposed research cannot be completed as planned and is not likely to meet the standard of publishable quality, students must seek approval from the dissertation chair and the committee for modifying their dissertation plans and occasionally for re-proposing the dissertation. In some cases, particularly when conducting research on less commonly studied populations or settings, the problems encountered may be instructive and appropriate for publication. Regardless, students are always expected to take a scholarly approach to the methodological process.

Similarly, students who conduct secondary analysis of already collected data may encounter unforeseen problems that also require modifying or re-proposing the dissertation. In all cases, students are required to gain approval from the dissertation chair and the committee for changes to the previously approved dissertation proposal and to produce a full dissertation in one of the above formats.

**Final Formatting Issues:** The final format of the dissertation is determined by the student's doctoral

dissertation committee at the oral qualifying exam but must be in compliance with the Graduate School's regulations about dissertation format and content as outlined in the *Graduate School Thesis and Dissertation Guide* (see <http://gradSPH.unc.edu/etdguide/>). The Graduate School requires that dissertations be submitted electronically. Directions for doing so can be found in the *Graduate School Thesis and Dissertation Guide*.

**Publication and Authorship.** Students who wish to submit manuscripts that count as part of their dissertations to peer-reviewed journals prior to the dissertation defense may do so only with the approval of the dissertation chair and review and consultation with all committee members. The student and chair must plan a time-table that allows adequate time for committee member review of the manuscripts.

The discipline of public health is collaborative in nature, with authorship on publications often reflecting this collaborative approach. Given this convention, the dissertation chair is usually a co-author on publications proceeding from the dissertation. Other committee members may be named as co-authors, as appropriate, depending on their contributions.

Students are encouraged to consult with their dissertation chairs on authorship guidelines. Likewise, dissertation chairs are encouraged to take the lead on helping the student negotiate authorship roles with other committee members, as appropriate. Students and dissertation chairs may wish to consult authorship guidelines articulated in the journals to which students intend to submit their papers. The timing of discussions about authorship with committee members may occur as early as the oral qualifying exam, with the understanding that co-authorship will need to be revisited later because of the evolving nature of the dissertation process and of committee members' contributions. In other cases, the adviser and chair may prefer to discuss authorship roles at the conclusion of the dissertation defense. Regardless of the timing, co-authorship decisions should reflect collegiality and a shared understanding of the responsibilities and contributions of co-authors.

### **Defense Timeline**

The written dissertation must be in final form prior to the defense. Following the defense, substantive changes should be minimal, at most a few pages. To achieve these goals, each committee member needs to have reviewed thoroughly the entire final document well in advance of the defense. The timetable of events around the defense is shown in Table 4 and elaborated below. Adherence to the timetable should help assure that students go into the defense with a high quality dissertation. Students and faculty alike must adhere to the timeline. Adherence to it by outside committee members may not be feasible, however, and expectations for level of participation in reviewing drafts by outside faculty are negotiated by the student, dissertation chair, and outside committee members.

*Several weeks in advance of the anticipated defense date:* Because of the need to coordinate multiple schedules, the student may schedule a tentative defense date with committee members before having approval to go forward with the defense. When scheduling the date, the student must make it clear to committee members that the date is tentative and contingent on receiving approval from all committee members to go forward. Students may not expedite the scheduling or rescheduling of the defense in order to avoid the requirement to pay tuition when the defense occurs, because of an impending start date for a job, postdoctoral fellowship, or for other professional or familial obligation. The schedule must allow adequate time for chair and committee review and feedback and adequate time for the student to respond to that feedback and incorporate necessary changes.

*At least five weeks prior to the tentative defense date:* After receiving approval from the dissertation chair to do so, the student should submit a complete draft of the dissertation to the committee members. The student may invite committee members to meet in two to three weeks to discuss committee members' feedback and desired revisions. Committee members, however, are not obligated to meet with the student or provide feedback in advance of the dissertation defense. Committee members, however, must affirm whether it is appropriate for the student to go forward with the defense or to reschedule the date pending further revisions. Note that University holidays may not be counted in calculating the defense timeline.

If any committee member is not satisfied that the dissertation is ready to be defended, the student must revise the dissertation, distribute it to the committee for another round of review, and re-schedule the

date of the defense. Before the defense can be announced, the chair must affirm with each committee member that the student is ready to go forward with the defense.

*At least two weeks prior to the defense date:* The chair sends an announcement via email to all departmental faculty, students and the student services manager that gives the title of the dissertation and the date, time, and location of the public presentation. The abstract should be attached. Students should arrange for the dissertation presentation to be announced on the SPH-wide calendar. (See the department chair’s assistant for help with this task).

**Table 4. Dissertation Defense Timeline**

<b>Event</b>	<b>Timing<sup>1</sup></b>	<b>Person Responsible</b>
Schedule tentative date for defense with committee members and reserve room(s) for public presentation and private defense	Several weeks in advance	Student
Submit dissertation draft to committee	At least 5 weeks before the tentative date	Student
Meet with committee members, as agreed to by members	At least 3-4 weeks before the tentative date	Student
Confirm with committee members that the defense can proceed <sup>2</sup>	3 weeks before the tentative date	Committee Chair
Email the dissertation abstract, date and location of the public presentation to faculty, students, and the student services manager	2 weeks before the defense date	Committee Chair
Announce public presentation on weekly SPH calendar	Schedule for the week of the defense	Student
Pick up dissertation paperwork from student services manager to bring to the defense	By at least the day before the defense date	Student

<sup>1</sup>University holidays may not be counted in the timeline.

<sup>2</sup>Approval to go forward does not imply that the student will pass the defense.

### **Dissertation Defense**

After a brief introduction by the dissertation chair (limited to a student’s educational background, scholarships and record of publication), the student gives a 30- to 40-minute summary of the dissertation at a public meeting to which all departmental faculty and students are invited. Fifteen to 20 minutes are allocated at the end of this presentation for questions from the general audience. This formal presentation should not include any celebration; such recognition is appropriately reserved until after successful defense of the dissertation. Upon completion of this question-answer component, the dissertation committee meets with the candidate in a closed session for the defense. This closed meeting usually lasts 60 to 90 minutes. Although all committee members have earlier affirmed that the student is ready to go forward with the defense, this affirmation does not imply that the student automatically passes the defense.

### **MSPH-TO-PHD DEGREE**

The Department of Health Behavior offers a doctoral degree track for students holding a bachelor’s degree but not a Master of Public Health (MPH) or other master’s degree. Students in this degree track earn the Master of Science in Public Health (MSPH) degree before completing the requirements to receive the PhD. The training track is for students who intend to follow *research careers* that focus on:

- understanding health-related behaviors that contribute to critical domestic and global public health problems; and
- developing, evaluating, and disseminating interventions to ameliorate those problems.

### **MSPH-to PhD Training Sequence**

Students must meet all requirements within 8 years from the date of first registration in the MSPH-to-PhD Program. Table 5 shows the general timetable of steps for completion of the degree. A semester number followed by ‘+’ indicates the earliest semester the event typically happens. See **Appendix 6** for a checklist of requirements to complete the MSPH and PhD degrees.

**Table 5. MSPH-to-PhD Training Sequence and Timetable**

Academic Event	Semester after Entry
Completion of master's level required courses	2
Completion of first-year MSPH progress review	2
Completion of master's level research practicum	2 (summer)
Completion of master's level comprehensive examination	2
Completion of SPH core course requirements	4
Completion of publishable paper	5
Completion of minimum course requirements <sup>1</sup>	6
Completion of primary practicum requirements <sup>2</sup>	6
Completion of secondary practicum requirements <sup>3</sup>	6+
Written doctoral comprehensive examination <sup>4</sup>	6 (Summer)
Selection of doctoral dissertation committee	7+
Written progress reports <sup>5</sup>	7+
Oral qualifying examination <sup>6</sup>	7+
Admission to doctoral candidacy	7+
Submission of dissertation	9+
Oral defense of dissertation	9+
Award of doctoral degree	9+

<sup>1</sup>9 of the required 72 graduate-level course credits, not including specific required courses, may be completed after the doctoral written comprehensive exam.

<sup>2</sup>May begin doctoral research practicum before finishing MSPH publishable paper requirement.

<sup>3</sup>Must be completed before the oral qualifying exam.

<sup>4</sup>MSPH requirements must be completed prior to the doctoral written comprehensive exam.

<sup>5</sup>Required at the end of the 7<sup>th</sup> semester and every subsequent semester until graduation.

<sup>6</sup>At the beginning of the 10<sup>th</sup> semester, students who have not passed the oral qualifying exam must schedule a progress meeting. The progress meeting is scheduled annually thereafter until the oral qualifying examination is passed.

### **MSPH-to-PhD Course Requirements**

Students enrolled in the MSPH-to-PhD track complete 72 credits of course work in three years (Table 6); 50 of those course credits (plus 4 practicum credits for the publishable paper practicum) must be completed before the MSPH is conferred. Courses in year 1 of the program consist of MPH core courses that focus on foundational knowledge in public health and health behavior. A detailed overview of these courses may be found in the Master's Program Handbook. In years 2 and 3 of the program, MSPH-to-PhD students enroll in doctoral required courses in the competency areas of a) theoretical foundations of health behavior, b) research methods, c) interventions, and d) professional development as well as elective courses. See Table 7 for the sequence of requirements by semester and **Appendix 6** for requirements for the MSPH and PhD degrees.

**Table 6. Minimum Course Requirements for the MSPH-to-PhD Degree (72 Credits)<sup>1,2,3</sup>**

Area	# of Credits
<b><i>Master's Level Required Courses</i></b>	<b>14</b>
HBEH 700: Intro to Public Health and Public Health Education†*	2
HBEH 730: Theoretical Foundations of Social and Behavioral Sciences†*	3
HBEH 750: Applied Research Methods†*	3
HBEH 753: Qualitative Methods†*	3
HBEH 772: Planning Public Health Interventions†*	3
<b><i>School Core Courses</i></b>	<b>12</b>
HBEH 601: Principles of Statistical Inference†*	3
EPID 600: Principles of Epidemiology†*	3
HPM 600: Intro to Health Policy and Management†*	3
ENVR 600: Environmental Health†*	3
<b><i>Doctoral Level Required Courses</i></b>	
<i>Theoretical Foundations</i>	<b>9</b>
HBEH 815: Foundations Health Behavior I†*	3
HBEH 816: Foundations Health Behavior II†*	3
One advanced course <sup>*,3</sup>	3
<i>Quantitative Research Methods</i>	<b>18</b>
HBEH 760: Advanced Research Methods†*	3
HBEH 761: Generalized Linear Models with Health Behavior Applications†*	3
HBEH 850: Methods for Modeling Grouped and Longitudinal Data*	3
HBEH 851: Measurement*	3
HBEH 860: Research Grant Proposal Development*	3
One advanced course <sup>*,4</sup>	3
<i>Interventions</i>	<b>6</b>
HBEH 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions*	3
One advanced course <sup>*,3</sup>	3
<i>Professional Development</i>	<b>3</b>
HBEH 812, Professional Development I†*	2
HBEH 813, Professional Development II*	1
<i>Electives<sup>3,5</sup></i>	<b>9</b>
<b><i>HBEH 891-045 Doctoral Written Comprehensive Exam</i></b>	<b>1</b>

†Required for conferral of MSPH degree

\*Required before the doctoral written comprehensive exam.

<sup>1</sup>Note, the MSPH degree is not conferred until students have: (a) completed 50 hours of course credits; (b) completed a 4-credit research practicum that culminates in (c) a publishable manuscript and (d) passed the master's level comprehensive examination.

<sup>2</sup>Students should consult *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>) for course descriptions and the UNC-CH on-line *Directory of Courses* (<http://www.ais.unc.edu/sis/clsched/csbhome.html>) for up-to-date information on course offerings.

<sup>3</sup>Graduate level courses offered in HB or other departments.

<sup>4</sup>Students are encouraged to take advanced quantitative or qualitative methods courses.

<sup>5</sup>Students are encouraged to choose electives in HB and other departments, take additional advanced methods courses, and select courses that reflect their substantive interests.

**Table 7: At a Glance: MSPH-to-PhD Sequence of Requirements (Years 1, 2 and 3)**

Year 1		
Fall 2016	Spring 2017	Summer 2017
HBEH 601: Principles of Statistical Inference (3) HBEH 700: Introduction to Public Health and Health Behavior & Health Education (2) HBEH 730: Theoretical Foundations of Social & Behavioral Science (3) HBEH 750: Applied Research Methods (3)	HBEH 744: Research Practicum (1) HBEH 753: Qualitative Research Methods (3) HBEH 772: Planning Health Promotion (3) School core requirement (3) Elective(s) (3-6 credits)	HBEH 744: Research Practicum (1) MPH Comprehensive Exam (August)
Year 2		
Fall 2017	Spring 2018	Summer 2018
HBEH 745, Publishable Manuscript (1) HBEH 760: Advanced Research Methods (3) HBEH 812: Professional Development I (2) HBEH 815: Foundations of Public Health & Health Education (3) School core requirement (3) Elective(s)/Advanced Core (3-6 credits)	HBEH 745, Publishable Manuscript (1) HBEH 761: Generalized Linear Modeling (3) HBEH 816: Foundations of PH & HE II (3) Elective(s)/Adv. Core (3-6 credits) <sup>2</sup>	HBEH 842, Primary Practicum (1-4) OR HBEH 843, Secondary Practicum (1-2)
Year 3		
Fall 2018	Spring 2019	Summer 2019
HBEH 811: Development & Evaluation of HPDP Interventions (3) HBEH 850: Methods for Modeling Grouped & Longitudinal Data (3) Elective(s)/Advanced Core 3-6 credits)	HBEH 813: Professional Development II (1) HBEH 851: Measurement (3) HBEH 860: Research Proposal Development (3) Elective(s)/Adv. Core (3-6 credits)	HBEH 891-045: Doctoral Comprehensive Exam (1)

Core Areas	Basic course requirements	Approved Alternative(s)
Biostatistics	HBEH 601	BIOS (any 3 or 4 credit BIOS course above 540)
Environmental Health	ENVR 600	ENVR 430
Epidemiology	EPID 600	EPID 710, 711
Health Policy & Management	HPM 600	HPM 660 MHCH 701 and 702 (both)
Social and Behavioral Science	Waived for HB students	

**MSPH Research Practicum and Publishable Paper**

**Overview.** The MSPH research practicum and paper are designed to enhance students’ knowledge and skills in research through work on a research project that leads to a publishable paper based in data (qualitative or quantitative). The paper is an approved substitute for a master’s thesis, as required by the Graduate School for the master’s degree. It is required for MSPH degree. Consideration of the research practicum and publishable paper begins in the fall Semester of year 1 and the requirements must be completed by last day of classes in the fall semester of year 3. The timetable for completing the research practicum and paper is shown in Table 8.

**Practicum.** The research practicum begins in the spring semester of year 1 and is completed in the summer following year 1. Students typically work on the academic adviser’s research for their practicum. If such an opportunity is not available, the adviser should help the student identify an appropriate practicum opportunity, either in the department or in another unit. Preceptors are usually faculty members within the University, although this is not required. All preceptors must hold a PhD, ScD, DrPH, or MD and must commit to mentoring the student. To complete the research practicum requirements, students should:



- (1) Seek the academic adviser's assistance in identifying a research practicum and, if indicated, a practicum preceptor. Discussion with the adviser may begin in fall of year 1 and/or during the spring semester in year 1.
- (2) When plans for the practicum are formed, schedule a meeting with a two- or three-person committee composed of the academic adviser, the practicum preceptor (if different than the academic adviser), and one doctoral advisory committee member. The purpose of this meeting is to finalize plans for the practicum and begin developing a plan for the publishable paper that will emerge from the practicum (**See Appendix 7**).
- (3) Complete the research practicum contract and file it with the student services manager (**See Appendix 8**).
- (4) Two credits (200 hours) are required for the research practicum. Students should enroll in 1 credit of HBEH 744 in the spring semester and 1 credit in summer session I or II following year 1.
- (5) Complete the research practicum by the end of summer session II following year 1.

**Paper.** The research paper is completed over the course of the second year in the program and must be completed before the beginning of the third year. To complete the research paper students should:

- (1) Enroll in 2 credits (HBEH 745) in year 2 and/or the summer following year 2 to reflect work on the research paper; credits may be spread over semesters and summer sessions.
- (2) Work with the practicum preceptor, and possibly other members of the research team, to develop paper ideas. The paper topic must be finalized by the last day of classes of the fall semester in year 2.
- (3) Take the leading role in writing the paper, conducting the analysis, and interpreting the results with guidance from the practicum preceptor and, as applicable, other research team members. Work on the paper takes place during year 2 and must be completed by the end of summer session II. The preceptor reviews the paper and approves it when it is judged to be of publishable quality. Revisions are likely to be requested by the preceptor.
- (4) Submit the paper to a peer-reviewed journal by the last day of classes of the fall semester in year 3. Authorship order on the submitted paper is made by the practicum preceptor in accordance with authorship guidelines for the journal to which the paper is to be submitted. Ideally, students aim to produce a first-authored paper, although this is not a requirement for approval.
- (5) Complete the MSPH Research Paper Requirement form and obtain the preceptor's signature as required when events are completed (**See Appendix 9**). The form should be filed with the student services manager.
- (6) Send an electronic file of the submitted paper to the doctoral program director by the last day of classes of the fall semester in year 3.
- (7) Present the research described in the paper at the MSPH Research Day, in spring of year 3.

**Grading.** The research practicum and paper are graded by the faculty adviser, with input from the preceptor if the preceptor is different than the adviser. The research practicum and research manuscript are graded using the permanent graduate grades (H, P, L, F). Grades include consideration of the timeliness of meeting the deadlines.

**Table 8. MSPH Research Practicum and Paper Sequence and Timetable**

MSPH-to-PhD cohort meeting with doctoral program director on the research practicum and paper requirements	October/November, year 1
Meet with academic adviser to identify research practicum possibilities and, if applicable, the practicum preceptor	Fall semester, year 1 – spring semester, year 1
Meet with academic adviser, doctoral advisory committee member, and preceptor, if applicable, to finalize the practicum and begin developing plans for the paper.	Spring semester, year 1
Complete the research practicum contract.*	Spring semester, year 1
Complete research practicum <sup>1</sup>	Summer, following year 1
Meet with preceptor to develop paper ideas	Summer, following year 1 – Fall semester, year 2
Finalize paper topic*	Deadline: last day of classes, fall semester, year 2
Complete research paper & submit to preceptor*	Deadline: first day of classes, fall semester, year 3
Preceptor reviews paper and approves when it is of publishable quality*	Fall semester, year 3
Submit paper to peer-reviewed journal*	Deadline: last day of classes, fall semester, year 3
Send copy of the submitted paper to the doctoral program director	Deadline: last day of classes, fall semester, year 3
Present paper at MSPH Research Day	Spring semester, year 3 (or spring, year 2 if completed)

\*Signatures required. <sup>1</sup>Register for HBEH 744 (2 credits total): 1 credit in spring semester, year 1 and 1 credit in summer session I or II, year 1. <sup>2</sup>Register for HBEH 745 (2 credits total): 1 or 2 credits, when work on the paper is occurring, in fall, spring, and/or summer in year 2.

### Additional Requirements for the MSPH Degree

Students must complete the master’s level comprehensive examination in August prior to their third semester in the program. The MSPH is conferred after all MSPH-required courses, the MSPH practicum, and comprehensive exam requirements have been fulfilled.

### Additional Requirements for PhD Degree

Additional requirements for the PhD are the same as for those enrolled in the traditional PhD Program. These include completion of a primary and secondary practicum, passage of the doctoral written and oral comprehensive exams, and successful completion and defense of the dissertation. Note that the publishable paper must be completed and approved by the adviser by the end of fall semester in year 3 in order for the student to be eligible to take doctoral comprehensive exam.

### Special Note on Advising for MSPH-to-PhD Students

The department recognizes that first-year MSPH-to-PhD students have advising needs distinct from those needed by MPH or PhD students. For that reason, the doctoral program director schedules a cohort advising meeting once in fall and spring for first-year students.

As well, after spring semester of year 1, MSPH-to-PhD students schedule a meeting with a two- or three-person committee composed of the academic adviser, the practicum preceptor (if different than the academic adviser), and one doctoral program committee member. This meeting helps guide the student on: (a) identifying/designing a summer research practicum and (b) developing a plan for the publishable paper that will emerge from the practicum. The meeting gives students an opportunity to receive guidance on progressing through the program. See Appendix 11 for detailed guidance on end-of-year meetings.

Additional information on academic advising for doctoral students can be found on pages 4-6 (Academic Advising and Progress Reporting).

### Transferring to the MPH Program

In rare cases, MSPH-to-PhD students will decide that the MPH Program better suits their career goals and that they would like to transfer to that program without completing the original degree. Such a transfer is only possible by applying to the MPH degree program and receiving an offer of admission. Students wishing to apply to the MPH Program must meet all requirements for admission to that program. In addition, they must:

- submit a new application through the SOPHAS system by the SOPHAS MPH program deadline (this includes official transcripts from all universities/colleges attended);

- pay the SOPHAS application fee;
- submit the UNC Graduate School supplemental application by the MPH program application deadline;
- pay the application fee;
- address in the required statement why they now want, and should be considered for, the degree to which they are applying.

Applicants do not need to:

- resubmit GRE scores submitted with the prior application;
- submit new letters of recommendation.

Suitability for the program is based on (a) performance in the student's first year MPH classes and (b) support of the MPH program director and the academic adviser, with the latter provided by email to the MPH program director.

Applications from current students will be considered in the same pool of applications from students applying from other institutions or departments within UNC. No preferential consideration will be given to current students.

Students who are interested in the possibility of applying to the department's MPH Program are encouraged to speak with their academic adviser and the MPH program director. Students may also seek the assistance, as needed, of the student services manager on the application process.

Note: this policy does not address the more typical and straightforward situation in which a student who completes the MPH in the department chooses to apply to the PhD Program. Many students who have received the MPH in Health Behavior have applied to the PhD program in Health Behavior for admission in the fall immediately after graduating or some years later. Students in this situation follow the same application process as any applicant from any other institution.

**HEALTH BEHAVIOR DOCTORAL HANDBOOK, 2016-2017**  
**APPENDICES**

**Appendix 1**  
**Guidelines for Progress Review Meetings**  
**for First-Year PhD Students**

1. The academic adviser and the advisee discuss the composition of the three-member Progress Review Committee, with the adviser approving the committee. The committee must include the academic adviser and two other faculty members. The third committee member can be from another department but is most often from the department.
2. Meetings should be scheduled in May, beginning after the Spring semester closes. The student is responsible for scheduling the meeting (90 minutes) and reserving a room.
3. Students prepare a summary report for distribution to the committee one week before the meeting. The report covers the following topics:
  - Educational and professional objectives;
  - Completed and proposed coursework, and grades (complete the Course History and Plans form);
  - Practicum descriptions and contracts (if available);
  - A description of other involvements and responsibilities (e.g., RAs, fellowships)
  - A list of questions for the committee; and
  - A current CV.
4. The purpose of the Progress Review Meeting is to: review student progress in the program and discuss future plans; identify and discuss any concerns with an eye toward successful and timely progress in the program; provide feedback on the student's first year; answer any questions the student might have; and hear the student's assessment of Year 1.
5. The student's adviser opens and closes the meeting, with the student taking the lead in reporting his/her progress over the first year. After the student provides a brief overview of his/her background (academic, research, work experience), research interests, and professional goals, s/he can expect the adviser to focus the meeting on coursework (including any student requests to transfer in credits), practicum activities and plans, funding possibilities, and dissertation plans.
6. Following the meeting, the student prepares a brief summary statement of the committee's evaluation and recommendations and emails it to all committee members, the doctoral program director, and the student services manager.

**Appendix 2**  
**Course Report Form for Progress Review Meeting**

**Course History and Plans: NAME**

<b>Minimum Course Requirement for PhD in Health Behavior (46 credits; 58 if SPH core courses are required)<sup>1</sup></b>	<b>Credits</b>	<b>Year, Semester</b>	<b>Grade</b>
<i>Doctoral required courses (27 credits)</i>			
HBEH 815: Foundations Health Behavior I	3		
HBEH 816: Foundations Health Behavior II	3		
HBEH 760: Advanced Research Methods	3		
HBEH 761: Generalized Linear Modeling with Health Behavior Applications	3		
HBEH 850: Methods for Modeling Grouped and Longitudinal Data	3		
HBEH 851: Measurement	3		
HBEH 860: Research Proposal Development	3		
HBEH 811: Development and Evaluation of HPDP Interventions	3		
HBEH 812: Professional Development I	2		
HBEH 813: Professional Development II	1		
<i>Advanced courses in core areas (9 credits)</i>			
Adv. Core in Theory: Course # & Title:	3		
Adv. Core in Methods: Course # & Title:	3		
Adv. Core in Interventions: Course # & Title:	3		
<i>Electives (9 credits)</i>			
Elective: Course # & Title:	3		
Elective: Course # & Title:	3		
Elective: Course # & Title:	3		
<i>SPH Core Courses (if applicable; 12 credits)</i>			
HBEH 601: Principles of Statistical Inference	3		
EPID 600: Principles of Epidemiology	3		
HPM 600: Intro to Health Policy and Management	3		
ENVR 600: Environmental Health	3		

<sup>1</sup>1 credit for HBEH 891-045, Doctoral Written Comprehensive Exam, not shown on table.

### Appendix 3 Requirements for the PhD Degree

#### Health Behavior PhD Degree Requirements Worksheet: PhD Students Matriculating in Fall 2016

Course Number	Course Title	Semester(s) Completed	Credits	Notes: Transfers, Substitutions, and Exemptions
<b>SPH CORE<sup>1</sup></b>				
ENVR 600	Environmental Health		3	
EPID 600	Principles of Epidemiology		3	
HPM 600	Introduction to Health Policy and Management		3	
HBEH 601	Principles of Statistical Inference for Health Behavior		3	
<b>HB CORE</b>				
HBEH 760	Advanced Research Methods		3	
HBEH 761	Generalized Linear Modeling with Health Behavior Applications		3	
HBEH 811	Development & Evaluation of HPDP Interventions		3	
HBEH 812	Professional Development I		2	
HBEH 813	Professional Development II		1	
HBEH 815	Foundations of Health Behavior I		3	
HBEH 816	Foundations of Health Behavior II		3	
HBEH 850	Methods for Modeling Grouped and Longitudinal Data		3	
HBEH 851	Measurement		3	
HBEH 860	Research Proposal Development		3	
HBEH 842	Primary Practicum		4	
HBEH 843	Secondary Practicum		2	
HBEH 891-045	Written Doctoral Comprehensive Exam		1	
HBEH 994 <sup>2</sup>	Dissertation		6	
<b>ELECTIVES<sup>3</sup></b>				
	Adv. elective in methods		3	
	Adv. elective in theory		3	
	Adv. elective in interventions		3	
			3	
			3	
			3	
<b>TOTAL CREDIT HOURS FOR GRADUATION</b>			<b>70</b>	

<sup>1</sup>Students with a prior MPH or equivalent degree from an accredited school of public health are exempted from the school core curriculum requirements.

<sup>2</sup>Minimum of 6 credits required.

<sup>3</sup>Electives and/or required advanced electives in core areas.

## **Appendix 4**

### **Practicum Learning Contract Template**

Overview: Final plans for the primary and secondary practicum are documented in a contract that addresses the domains below. The contract must be signed by the student, the academic adviser, and the practicum preceptor(s) (if different from the adviser). An electronic copy of the practicum contract should be sent to the faculty adviser, the preceptor(s), as applicable, the doctoral program director, and the student services manager for inclusion in the student's permanent file.

#### **1. Contracting Parties**

- a. Student name and contact information
- b. Academic adviser name and contact information
- c. Preceptor name(s) and contact information (if different from academic adviser)
- d. Signatures of all parties

#### **2. Rationale and Purpose**

Provide a brief overview of the practicum by describing its rationale, purpose, and key components and activities.

#### **3. Learning Objectives**

List at least three learning objectives and illustrate how those objectives will be met through the practicum.

#### **4. Work plan/timeline of activities**

Append a work plan/timeline of activities.

#### ***Roles and Responsibilities:***

##### **Academic Adviser:**

- Helps student identify/secure practicum opportunities; frequently serves as practicum preceptor.
- Assists students in developing the practicum contract, ensuring that the practicum is appropriate, feasible, and meets department and program expectations.
- Signs the contract.
- Meets regularly with the student to provide him/her with support, guidance and feedback. Helps resolve any problems that may arise with the preceptor, if preceptor is different than adviser.
- Reviews deliverables (e.g., research tools, literature reviews, manuscripts, etc.) completed for the practicum.
- Assigns practicum grades, with input from practicum preceptor(s).

##### **Practicum Preceptor:**

- Serves as mentor on the practicum.
- Meets regularly with the student to provide support, guidance and feedback.
- Mentors student through development of deliverables, sometimes in collaboration with a research team.
- Assesses the quality of the deliverable(s) in consultation with other research team members, as appropriate, and provides assessment to the academic adviser.

##### **Student:**

- Develops learning contract in collaboration with academic adviser and preceptor (if different than adviser).
- Maintains work schedule agreed upon with the academic adviser/preceptor.
- Meets with the adviser/preceptor as needed to discuss progress and receive guidance and feedback.
- Completes all agreed-upon deliverables prior to the relevant deadlines (i.e., for a primary practicum, before taking the written doctoral comprehensive exam; for a secondary practicum before the oral qualifying exam).



## **Appendix 5**

### **Travel Requirements for UNC Students**

UNC students planning to travel internationally for any academic purposes, including conducting research, participating in practice experiences, or in any way fulfilling an academic requirement must adhere to UNC's Travel Policy.

**Because the Travel policy is subject to change it is the student's responsibility to review the current policy on-line on the UNC Global Travel Information website at <http://global.unc.edu/travel-info/> and to comply with all requirements.**

## Appendix 6 Requirements for the MSPH and PhD Degrees

### Health Behavior MSPH and PhD Degree Requirements Worksheet: MSPH-to-PhD Students Matriculating in Fall 2016

Course Number	Course Title	Semester(s) Completed	Credits	Notes: Transfers, Substitutions, and Exemptions
<b>SPH CORE</b>				
ENVR 600	Environmental Health		3	
EPID 600	Principles of Epidemiology		3	
HPM 600	Introduction to Health Policy & Management		3	
HBEH 601	Principles of Statistical Inference for HB		3	
<b>HB CORE</b>				
HBEH 700	Introduction to Public Health and Public Health Education		2	
HBEH 730	Theoretical Foundations		3	
HBEH 750	Applied Research Methods		3	
HBEH 753	Qualitative Methods		3	
HBEH 772	Planning Public Health Interventions		3	
HBEH 744	MSPH Research Practicum		2	
HBEH 745	MSPH Manuscript Practicum		2	
HBEH 760	Advanced Research Methods		3	
HBEH 761	Generalized Linear Modeling with Health Behavior Applications		3	
HBEH 811	Development & Evaluation of HPDP Interventions		3	
HBEH 812	Professional Development I		2	
HBEH 813	Professional Development II		1	
HBEH 815	Foundations of Health Behavior I		3	
HBEH 816	Foundations of Health Behavior II		3	
HBEH 850	Methods for Modeling Grouped and Longitudinal Data		3	
HBEH 851	Measurement		3	
HBEH 860	Research Proposal Development		3	
HBEH 842	Primary Practicum		4	
HBEH 843	Secondary Practicum		2	
HBEH 891-045	Written Doctoral Comprehensive Exam		1	
HBEH 994 <sup>1</sup>	Dissertation		6	
<b>ELECTIVES<sup>2</sup></b>				
	Advanced elective in methods		3	
	Advanced elective in theory		3	
	Advanced elective in interventions		3	
	Elective		3	
	Elective		3	
	Elective		3	
<b>TOTAL CREDIT HOURS FOR GRADUATION</b>			<b>88</b>	

Note: Shaded courses are required for the MSPH.

<sup>1</sup>Minimum of 6 credits required.

<sup>2</sup> Electives and/or required advanced electives in core areas.

**Appendix 7**  
**Guidelines for Progress Review Meetings for**  
**First-Year MSPH-to-PhD Students**

1. The academic adviser and the advisee discuss the committee composition, with the adviser approving the committee. The committee must include the adviser, the research practicum preceptor, and a member of the doctoral advisory committee.
2. Meetings should be scheduled in May, beginning after the spring semester closes. The student is responsible for scheduling the meeting (60 minutes) and reserving a room.
3. Students prepare a summary report for distribution to the committee one week before the meeting. The report will include:
  - A summary of the research practicum;
  - A timetable for completing the practicum manuscript by the end of Summer in Year 2;
  - A summary table of courses and grades, and
  - Reflections on the first year.
4. The purpose of the meeting is to: to review the research practicum and plans for completing the practicum manuscript; review the student's progress in the program and readiness to begin doctoral courses; and answer any questions the student might have, as well as hear the student's assessment of the first year. The student's adviser leads the meeting.
5. Following the meeting, the student prepares a brief summary of the meeting, to be submitted to the committee members, the doctoral program director, and the student services manager.

**Appendix 8**  
**Department of Health Behavior**  
**MSPH Research Practicum Contract**

The practicum plan is documented in the research practicum contract, as described below, to be signed by the student, academic adviser, and practicum preceptor (if different from the academic adviser). Roles and responsibilities of the student, academic adviser, and practicum preceptor are described below. The practicum contract is filed with the student services manager and a copy provided to the adviser, preceptor, and doctoral program director.

**1. Contracting Parties**

- a. Student name and contact information
- b. Academic adviser name and contact information
- c. Preceptor name and contact information (if different from academic adviser)
- d. Signatures of all parties

**2. Rationale and Purpose**

Provide a brief overview of the research practicum by describing its rationale, purpose, and key components and activities.

**3. Learning Objectives**

List at least three learning objectives and illustrate how those objectives will be met through the practicum.

**4. Work plan/timeline of activities**

Append a work plan/timeline of activities.

***Roles and Responsibilities:***

**Academic Adviser:**

- Helps student identify/secure practicum opportunities; usually serves as practicum preceptor.
- Assists student in developing the practicum contract, ensuring that the practicum is appropriate, feasible, and meets department and program expectations.
- Signs the contract.
- Meets regularly with the student to provide him/her with support, guidance and feedback. Helps resolve any problems that may arise with the preceptor, if preceptor is different than adviser.
- Meets with the student at the end of the summer practicum phase to review completion of the work plan.
- Reviews and approves the final paper completed for the practicum.
- Assigns practicum grades, with input from practicum preceptor.

**Practicum Preceptor:**

- Serves as mentor on the practicum.
- Meets regularly with the student to provide/him her with support, guidance, and feedback.
- Mentors student through paper-writing process, sometimes in collaboration with a research team.
- Assesses the publishable quality of the practicum paper, in consultation with others involved, as appropriate, and provides assessment to the academic adviser.

**Student:**

- Develops learning contract in collaboration with academic adviser and preceptor (if different than adviser).

- Maintains work schedule agreed upon with the academic adviser/preceptor.
- Meets with the adviser/preceptor as needed to discuss progress and receive support, guidance and feedback.
- Participates in MSPH Research Day by presenting the paper.
- Completes a publishable paper by the first day of classes in the fall semester in year 3. Publishable quality is determined by the practicum preceptor in consultation, as appropriate, with other members of a research team.

**Appendix 9**  
**Department of Health Behavior**  
**MSPH Research Paper Requirement**

Students: Fill in the information required for each event and sign and date the form as you complete the events. Obtain your practicum preceptor's signature when required. File the form with the student services manager throughout the process. Provide copies to your faculty adviser, preceptor if different than adviser, and doctoral program director.

<b>MSPH Research Paper Event</b>	<b>Timetable</b>
Finalize paper topic	Deadline: last day of classes, Fall semester, year 2
Complete research paper & submit to preceptor	Deadline: first day of classes, Fall semester, year 3
Preceptor reviews paper and approves when of publishable quality	Fall semester, year 3
Submit paper to peer-reviewed journal	Deadline: last day of classes, Fall semester, year 3
Present paper at MSPH Research Day	Spring semester, year 3 (or spring, year 2 if completed)

Student: \_\_\_\_\_

Academic adviser: \_\_\_\_\_

Preceptor (if different than adviser): \_\_\_\_\_

*Note: the preceptor is responsible for all approvals.*

**1. Paper topic:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
 Student signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Preceptor signature

\_\_\_\_\_  
 Date

**2. Paper submitted to preceptor:**

\_\_\_\_\_  
 Student signature

\_\_\_\_\_  
 Date

**3. Preceptor approval:** (in consultation with other co-authors, as appropriate):

Publishable quality (circle):     **YES**                     **NO**

\_\_\_\_\_  
 Preceptor signature

\_\_\_\_\_  
 Date

**4. Paper submitted to journal:**

Paper title: \_\_\_\_\_

Authors: \_\_\_\_\_

Journal: \_\_\_\_\_

Date submitted: \_\_\_\_\_

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor signature

\_\_\_\_\_  
Date

*Please send the doctoral program director a file of the paper submitted for publication.*