**DEPARTMENT OF EPIDEMIOLOGY**

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**INTRADEPARTMENTAL REVIEW FOR STUDENTS IN THE DOCTORAL PROGRAM**

**[Completed by IDR chairperson at time of IDR]**

**Student: Date:**

**Faculty Present:**

This form is to be completed during the Intradepartmental Review and signed by the student and the chair of the Intradepartmental Review committee. The student is responsible for distributing copies of the completed form to members of the review committee and to the Student Services Office.

**IDR Packet prepared by student should include:**

1. Summary of completion of or plans for degree requirements and competencies (Parts 1-3 below)
2. IRB training certificate
3. Summary of dissertation plans (e.g. Specific Aims page or other brief summary of plans / ideas) (Part 4)
4. Summary of long-term goals (Part 4)
5. CV

**Part 1: Preliminary Written Examination (Doctoral Qualifying Examination)**

[**NOTE: Both parts must be passed before proceeding to Preliminary Oral Examination]**

Methods Component

 \_\_\_ Passed \_\_\_ Planned for (specify semester and year)

Substantive Component

 \_\_\_ Passed \_\_\_ Planned for (specify semester and year)

**Part 2: Other Degree Requirements – The Checklists**

1. CORE METHODS MATERIAL

Required: BIOS 600, BIOS 645 (formerly 545), EPID 705, EPID 710, EPID 715, EPID 716, EPID 718, EPID 722,

EPID 725 (prior to Fall 2020), EPID 726, or their equivalents.

\_\_\_ Completed

\_\_\_ Still need to complete (please specify):

1. SUBSTANTIVE COURSES

Required: Minimum of two, in separate research areas

\_\_\_ Completed (list courses):

\_\_\_ Planned (specify):

1. BIOLOGICAL SCIENCES.

\_\_\_ Adequate

\_\_\_ Areas to be strengthened, with specific recommendations.

1. TEACHING IN EPIDEMIOLOGY.

 \_\_\_ Completed (specify course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

 \_\_\_ Exempted on basis of past epidemiology teaching

 \_\_\_ Planned for (specify semester and year):

1. RESEARCH PRACTICUM

\_\_\_ Completed, report filed with Student Services Office

\_\_\_ In progress

\_\_\_ Planned for (specify semester and year)

1. IRB TRAINING AND CERTIFICATION

\_\_\_ Completed, copy of certificate attached

\_\_\_ Planned for (specify semester and year)

**Part 3: Competencies and Learning Objectives**

1. COMPETENCE IN STATISTICAL COMPUTING.

 \_\_\_ Adequate

 \_\_\_ Recommendations for additional work (specify)

1. COMPETENCE IN SCIENTIFIC WRITING.

 \_\_\_ Adequate

 \_\_\_ Recommendations for additional work (specify):

1. COMPETENCIES FOR THE PhD (Review doctoral competencies- a copy is attached as an appendix)

 \_\_\_ Adequate achievement of competencies

 \_\_\_ Recommendations for additional work (specify):

1. LEARNING OBJECTIVES FOR SUBSTANTIVE (PROGRAM) AREA (see Academic Policies for list)

 \_\_\_ Adequate achievement of learning objectives

 \_\_\_ Recommendations for additional work (specify):

**Part 4: Review of Planned Dissertation Research and Long-Term Goals**

\_\_\_ Planned dissertation topic reviewed with student

\_\_\_ Long-term goals reviewed with student

**Part 5: Recommendations for Additional Training to Support Dissertation Plans and/or Long-Term Goals**

1. RECOMMENDATIONS FOR ADDITIONAL BIOSTATISTICS OR METHODOLOGICAL TRAINING (can be related or unrelated to dissertation project)

 \_\_\_ Current training adequate

 \_\_\_ Recommendations for additional work (specify)

1. RECOMMENDATIONS FOR ADDITIONAL SUBSTANTIVE TRAINING (can be related or unrelated to dissertation project)

 \_\_\_ Current training adequate

 \_\_\_ Recommendations for additional work (specify)

1. OTHER RECOMMENDATIONS FOR ADDITIONAL TRAINING

 \_\_\_ Current training adequate

 \_\_\_ Areas to be strengthened, with specific recommendations:

1. TENTATIVE SCHEDULE:

Oral Examination and Approval of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_

Research Area Questions, if assigned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IRB Approval of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(IRB application/approval MUST list Student’s name as Principal Investigator. Refer to Academic Policies for details.)

Final Defense: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS ON DISSERTATION PLANS, LONG-TERM GOALS, AND TRAINING RECOMMENDATIONS (continue on separate page if needed)

**Part 6: Publication Submission Requirement**

\_\_\_ Reviewed with student

\_\_\_\_\_\_ Student initials

PLEASE SIGN BELOW:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Chair of IDR Committee

## COMPETENCIES FOR THE PhD

The PhD program presupposes a foundation of knowledge of concepts and skills of epidemiology, an understanding of public health concepts and the population perspective, and the ability to read with sophistication reports of clinical and epidemiological studies. The PhD program assumes that graduates' professional identity and primary area of expertise will be in epidemiology, though the student may possess a prior area of professional expertise (such as medicine, nursing, or pharmacy).

The PhD program is designed to equip persons to function as independent researchers in academia, research institutes, government, or industry. While graduates often seek additional experience by way of postdoctoral training, a graduate of the PhD program is prepared to function as a faculty member of a graduate program in a university or in a position in a public health organization, government or industry, or multi-disciplinary setting of comparable independence and responsibility.

The competencies of the doctoral program in Epidemiology (listed below) guide our curriculum planning process and serve as a measure against which student achievement is assessed. The competencies should be read in relation to the School’s mission. They fully meet the competencies set out for doctoral education at the UNC School of Public Health.

**Upon satisfactory completion of the PhD degree program the student will be able to:**

1. Identify, critically review, and synthesize the relevant body of scientific literature, identifying gaps and important questions, constructing specific research questions, and considering the perspectives of relevant community stakeholders.
2. Design epidemiologic studies - including appropriate study populations, strategies of data collection, data collection instruments, ethical data collection procedures - to identify or monitor public health problems, investigate etiologic and preventive relations, predict health outcomes, and provide epidemiologic input for program evaluation.
3. Develop detailed protocols for collecting epidemiologic data by means such as questionnaires, biomarkers, interviews, medical records, data systems and other data sources, with adequate consideration of ethical and privacy considerations, data management principles, data security, quality control, and oversight.
4. Develop detailed data analysis plans and conduct data analyses for epidemiologic data such as data collected from individuals and data systems, including datasets made available by governmental and other organizations, to address research questions and estimate relevant population parameters, taking account of data quality, measurement error, potential for bias, including confounding.
5. Work in interdisciplinary teams and contribute results from epidemiologic research to an integration with findings from other scientific literature (biological, psychological, sociological) and other substantive information (e.g., community needs and concerns)
6. Understanding how epidemiological research relates to improving population health.
7. Develop skills in teaching epidemiology and in presenting oral and written reports and explanations to professional, student, and lay audiences; providing comments, questions, and suggestions to colleagues presenting epidemiologic research or methods in written and oral form; and responding professionally and effectively to comments and questions from editors, peer reviewers, and readers/students/listeners.