

Department of Health Behavior
UNC Gillings School of Global Public Health

Doctoral Program Handbook

For students entering AY 2021-2022



**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 degrees. 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](#). All enrolled doctoral students have access to this site.

Two other documents contain important information and regulations: (1) [Gillings School of Global Public Health Student Resources](#) and (2) [The Graduate School Handbook](#). *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](#). It is the student's responsibility to be aware of and comply with all requirements in these documents.

The *Handbook* is updated annually. When new doctoral policies take effect, some of which may replace existing policies, they are communicated to students and 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 context and 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 Academic Coordinator. The doctoral program director is responsible for all issues related to enrolled doctoral students. 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 serves as the chair of DAC.

A COMMITMENT TO ANTI-RACISM AND EQUITY

The Health Behavior department is committed to promoting anti-racism and equity in our training, research, and practice. We also aim to create an inclusive and supportive environment for students, faculty, and staff. We recognize that such a commitment requires intentional action, critical reflection, and iterative assessment of our individual and collective actions. To advance our processes of anti-racist reflection and action, we have created several structures in the department. The Equity Collective (<https://sph.unc.edu/diversity/equity-collective/>) was established by a group of Health Behavior students in 2017 to create, promote and sustain equity in the Department of Health Behavior. The Health Behavior Equity Task Force (<https://sph.unc.edu/hb/equity-task-force-updates/>) is a group of Health Behavior faculty formed in 2020 to promote anti-racism and equity through the development of an Equity Action and Accountability Plan. All Health Behavior faculty are members of an Equity Action Team focused on addressing strategies outlined in the Plan.

DOCTORAL STUDENT ADVISORY COMMITTEE

The doctoral student advisory committee (DSAC) serves as a representing body of the doctoral students; nominations to DSAC are made 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, and student recruitment and orientation events. More information about DSAC can be found on the HB Doctoral Program Sakai site.

In addition to serving on DSAC, doctoral students are strongly encouraged 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, research methods, interventions, and in professional development topics. These competencies represent minimum objectives that form the foundation of doctoral training. By the end of the program doctoral students will be able to:

1. Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.
2. Critique the scientific literature in terms of the study design, methodological approach, interpretation, and presentation of research relevant to the field of health behavior.
3. Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.
4. Select and apply appropriate study designs, operational measures, and analytic methods to evaluate relevant research questions and hypotheses related to health behaviors.
5. Apply theories, conceptual paradigms, and evidence to inform the design, implementation, evaluation, adaptation and dissemination of health behavior programs and policies.
6. Communicate health behavior research to diverse audiences via presentations and publications.

All students have additional learning objectives and develop specialized and in-depth competencies in their specific areas of interest.

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](#).

All research involving human subjects must be approved by the Institutional Review Board (IRB) for the Protection of Human Subjects. Doctoral students must have IRB approval for the doctoral dissertation.

THE HONOR CODE

Doctoral students are subject to the regulations of the [Honor Code](#) and are expected to review and understand the code. The complete code can also be found in [The Graduate School Handbook](#).

RESIDENCY AND 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 doctoral program director. See [Registration](#) in [The Graduate School Handbook](#) for minimum 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. See also [Residence Credit in The Graduate School Handbook](#) for the minimum number of semester registration requirements at UNC-Chapel Hill.

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 mentors.

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

Leave of Absence

Students in good academic standing may request a leave of absence for a defined period (up to one year), during which no academic progress is made. After consultation and approval from the faculty mentor and doctoral program director, students should complete a Request of Leave of Absence form, available on the Graduate School website (<https://gradschool.unc.edu/>). Students should give the completed form to the doctoral program director for completion of the departmental section and signature; the Academic Coordinator 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 form to request parental leave can be found [here](#).

Leaving the Program before Finishing the Degree

Occasionally, doctoral students may find that the PhD Program in Health Behavior is not a good fit with their interests and long-term career goals. In those cases, students are encouraged to speak with their faculty mentor and the doctoral program director. The faculty mentor 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 faculty mentor and the doctoral program director. Students who matriculated into the MSPH-to-PhD track should consult the guidelines to determine requirements for earning the MSPH as a terminal degree.

ACADEMIC ADVISING AND PROGRESS REPORTING

The Faculty Mentor

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

If appropriate, either the student or mentor may decide later that another faculty member is more suitable as faculty mentor 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 mentor. The faculty mentor 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 faculty mentor and other faculty. The mentor 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 faculty mentors. As a rule, students should proactively schedule at least one face-to-face meeting with their mentor 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 2 years of training.

Cohort Advising

The doctoral program director meets with doctoral students by cohort in the first three years for PhD students and during the first year 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 faculty mentor form an academic committee to assist both the student and faculty mentor in formally reviewing the student's progress in the doctoral program.^a The academic committee consists of the student's faculty mentor plus two other faculty members approved by the faculty mentor. See **Appendix 1** for guidance on first year progress review meetings.

At least one week before the formal progress review, the student sends the committee members a **summary report** including:

- (1) Educational and professional objectives,
- (2) Completed and proposed coursework, with grades for completed coursework (use the Checklist of Requirements for the PhD degree in **Appendix 2**)
- (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) Current curriculum vitae.

The student's faculty mentor opens and closes the meeting, with the student taking the lead in reporting their progress over the first year. Within a week after the meeting, the student prepares a brief summary statement of the committee's evaluation and recommendations and submits it electronically to the faculty mentor, each committee member, the doctoral program director, and the Academic Coordinator for inclusion in the student's permanent file.

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

Written Progress Reports

At the end of the fifth semester^b and every semester thereafter until graduation, students provide a written progress report via email to the faculty mentor (or dissertation chair), the doctoral program director, and the Academic Coordinator 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. Students should include an updated Checklist with each report (**Appendix 2**) indicating any coursework or milestones completed since the last report.

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;

^a This meeting takes place in second year for students enrolled in the MSPH-to-PhD Program.

^b Seventh semester for students enrolled in the MSPH-to-PhD Program.

- (2) the dissertation research questions/aims or progress toward formulating them.
- (3) the likely chair or possible candidates and faculty with whom the student has met to discuss dissertation ideas;
- (4) specific, achievable goals over the next semester 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;
- (4) report of progress since the last end-of-semester progress report 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 each of the goals included in the previous progress report;
- (6) specific, achievable goals for what progress will be completed over the next semester;
- (7) barriers to progress;
- (8) expected date (month and year) of the dissertation defense; and
- (9) any problems, special circumstances, successes 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 faculty mentor or dissertation chair.

As noted earlier, doctoral students should schedule at least one meeting with their faculty mentors each semester. Faculty mentors 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^c, 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 doctoral program director, who chairs the committee; (2) the faculty mentor (or dissertation chair if already selected); and (3) one or two other departmental faculty members, approved by the doctoral program director. While welcomed as members of dissertation committees, faculty members from outside departments are not appropriate as members of the progress meeting committee.

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 faculty mentor 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 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 faculty mentor/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

^c Tenth semester for MSPH-to-PhD students.

expectations and a timetable for benchmarks that the student must meet for successful completion of the degree. The faculty mentor/dissertation chair will use these expectations in grading student progress on the dissertation (see Doctoral Dissertation).

Departmental File

The department's Academic Coordinator maintains a permanent file for each student. Copies of progress meeting materials, progress reports, practicum learning contracts, requirement checklists, and all other paperwork 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 Academic Coordinator.

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 allowed. Students are encouraged not to exceed the 20-hour limit through employment outside of UNC-Chapel Hill. International students are subject to visa requirements and should consult the [International Student and Scholarship Services Office](#) for employment policy and related restrictions.

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** shows the general timetable of steps in the doctoral program. See **Appendix 2** for the Checklist of Requirements for the PhD degree. (Note: see **Table 5** for the MSPH-to-PhD training sequence and **Appendix 5** for the Checklist of Requirements for the MSPH-PhD degree).

Table 1. Doctoral (PhD) Training Sequence and Timetable

Academic Event	Semester after Entry
First year PhD progress review	2
Completion of minimum course requirements ¹	4
Completion of school of public health foundational course requirement ²	4
Completion of primary practicum requirements ³	4
Completion of secondary practicum requirements ⁴	4+
Written comprehensive examination	4 (Summer I)
Selection of doctoral dissertation committee	5+
Written progress reports ⁵	5+
Oral qualifying examination ⁶	5+
Admission to doctoral candidacy	5+
Oral defense of dissertation	7+
Award of doctoral degree	7+

*A semester number followed by “+” indicates the earliest semester that the event typically happens.

¹9 credits, not including specific required courses, may be completed after the written comprehensive exam.

²Applies only to students *without* a prior bachelor’s or master’s degree from an accredited school of public health.

³Primary practicum *must* be completed before taking the written comprehensive exam.

⁴May begin secondary practicum before primary practicum is completed. Secondary practicum is not required before taking the written comprehensive exam but must be completed before the oral qualifying exam.

⁵Required at the end of the 5th semester and every subsequent semester until graduation.

⁶At the beginning of the 8th 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.

COURSE REQUIREMENTS

Students complete a minimum of 58 credits across the following categories: 1) required core and elective courses (45 credits min.); 2) written comprehensive exam (1 credit); 3) practica (6 credits min.); and 4) dissertation (6 credits min.) (see **Table 2**). In addition, students without a prior MPH or equivalent degree from an accredited school of public health must complete a one-semester 3-credit Gillings School of Global Public Health core course (SPHG 600/FLO: Introduction to Public Health). 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 be 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 take these courses as additional credits.

Students are required to take 3 advanced elective courses including one in interventions (min. 3 credits), one in methods (min. 2 credits) and one in theory (min. 3 credits). Advanced electives must be approved by the doctoral program director on an individual basis. Students should email their intended advanced elective courses and accompanying syllabi to the doctoral program director for approval. Examples of advanced elective courses taken by students in the past are available on the Sakai site but approval is done on an individual basis due to changes in course content and focus.

Table 2. Minimum PhD Requirements (58 Credits)

Area	# of Credits
<i>Theoretical Foundations</i>	9
HBEH 815: Foundations of Health Behavior I*	3
HBEH 816: Foundations of Health Behavior II*	3
One advanced theory course ⁺	3
<i>Research Methods</i>	16
HBEH 760: Advanced Research Methods*	3
HBEH 761: Generalized Linear Modeling with Health Behavior Applications*	4
HBEH 762: Multilevel Modeling with Applications to Health Behavior* ¹	1
HBEH 763: Measurement*	3
HBEH 860: Research Proposal Development*	3
One advanced methods course ^{+,2,3}	2+
<i>Interventions</i>	6
HBEH 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions *	3
One advanced interventions course ⁺	3
<i>Professional Development</i>	3
HBEH 812: Professional Development I*	2
HBEH 813: Professional Development II*	1
<i>Electives</i>	11
<i>Practica</i>	6
HBEH 842: Primary practicum*	4
HBEH 843: Secondary practicum	2
<i>Doctoral Comprehensive Exam (HBEH 891-045)</i>	1
<i>Dissertation credits (HBEH 994)</i>	6
TOTAL⁴	58

*Required before the written comprehensive exam.

+Encouraged before the written comprehensive exam but may be taken after. Must be graduate-level courses offered in HB or other departments

¹Variable credits: students are *required* to enroll in the 1-credit introductory module and *may* enroll in the 2-credit elective module (3 credits for full course).

²Students are encouraged to take advanced quantitative or qualitative methods courses.

³2-credit elective module for 762 may count towards advanced methods credits.

⁴For those without a prior bachelor's or master's degree from an accredited school of public health. The 3-credit SPHG 600/FLO course must be taken some time before the completion of the 4th semester and before the written comprehensive exam. It does not count towards the 58 required credits.

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

Year 1		
Fall 2021	Spring 2022	Summer 2022
HBEH 760: Advanced Research Methods (3) HBEH 812: Professional Development I (2) HBEH 815: Foundations of Health Behavior I (3) SPHG 600/FLO: Introduction to Public Health (3)] ¹ Elective(s)/advanced core (3-6 credits)	HBEH 761: Generalized Linear Modeling (4) HBEH 816: Foundations of Health Behavior II (3) Elective(s)/advanced core (3-6 credits)	Optional ² : HBEH 842, Primary Practicum (1-4 credits) HBEH 843, Secondary Practicum (1-2 credits)
Year 2		
Fall 2022	Spring 2023	Summer 2023
HBEH 811: Development & Evaluation of HPDP Interventions (3) HBEH 762: Multilevel Modeling with Applications to Health Behavior (1) ³ Elective(s)/advanced core (2-6 credits)	HBEH 813: Profession Development II (1) HBEH 763: Measurement (3) HBEH 860: Research Proposal Development (3) Elective(s)/advanced core (3-6 credits)	HBEH 891-045: Comprehensive Exam (1)

¹For those without a prior bachelor's or master's degree from an accredited school of public health. The 3-credit SPHG 600/FLO course must be taken some time before the completion of the 4th semester and before the written comprehensive exam.

²The primary and secondary practicum are optional in the first summer, along with elective courses. Students can complete the primary and secondary practica during the fall or spring semesters. The primary practicum is required to be completed prior to the written comprehensive exam.

³Variable credits: students are *required* to enroll in the 1-credit introductory module and *may* enroll in the 2-credit elective module (3 credits total for full course).

Extension of timeline for completing course requirements

Occasionally, students seek, or are recommended by their faculty mentor 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 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 faculty mentor to prepare a course completion plan and timeline. Faculty mentors are expected to provide advice and support to students in developing the extended schedule and plan. Students are expected to take responsibility for following the schedule and related plans and for keeping the faculty mentor informed of their progress. Requests, plans, and the timetable for an extended timeline must be approved by the doctoral program director.

Credit for Previous Coursework

Doctoral students are permitted to transfer in up to six course credit hours required for the degree, pending approval. 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 or approved as electives, and a grade of P (or B) or higher must have been received from an accredited graduate institution.

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

HBEH 760, 761, 762, 763, 811, 812, 813, 815, 816, and 860 *cannot* be exempted, and prior credits earned in courses or seminars similar to these courses cannot be applied toward the required credits.

Students who wish to submit a credit transfer request should first review the guidelines set forth in the [Graduate School Handbook](#). Credit transfer [request form](#) and supporting materials are typically submitted to the Academic Coordinator's office in the student's second semester. The Academic Coordinator screens the student's application materials and certifies the request.

Once a credit transfer application has been certified by the Academic Coordinator, 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. The minor must be approved in advance by the student's faculty mentor, the doctoral program director, and the director of graduate study in the minor department. The student should complete a [Minor Declaration Form](#) which will be sent to The Graduate School by the Academic Coordinator.

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 faculty mentor and must earn a minimum of 15 credits in the department including: HBEH 730 (or an equivalent course), HBEH 815, HBEH 816, and HBEH 811.

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 two professional development courses: HBEH 812 (2 credits) in the first fall semester and HBEH 813 (1 credit) 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 co-author and as a lead author in writing manuscripts. 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.

PRACTICA

A fundamental assumption of the practicum requirements is that, with proper mentorship, practical experience can enhance knowledge and skills taught in courses. 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 (4 credits, 480 hours) than to the secondary practicum (2 credits, 240 hours). Practica can be paid learning experiences.

Each practicum is individually designed by and for the student. A practicum can occur within the department or elsewhere. The preceptor is usually a department or adjunct faculty member, but that is not required. Regardless of the affiliation of the preceptor, the student's faculty mentor 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 behavior 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 semesters 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 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. 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. Students must complete FERPA training prior to serving as a TA.

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

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.

Faculty and Student Roles

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

Practica must be approved by the student's faculty mentor and academic committee. Approval usually occurs at the formal progress review meeting at the end of the first year of study. The faculty mentor must approve minor changes to the 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 students to fulfill their practicum requirements and to provide feedback to students on their performance of major responsibilities. The faculty mentor has the final responsibility for assuring that the student has the opportunity for a worthwhile practicum, even when the faculty mentor 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 3** for a template of the practicum contract. The contract is signed by the student, faculty mentor, and practicum preceptor (if different from the faculty mentor) and submitted to the Academic Coordinator to be stored in the student's departmental file.

International Travel

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 familiarize themselves with [UNC's Travel Policy](#) and comply with all requirements.

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 written approval of the doctoral program director.

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: 1) critical thinking; 2) ability to integrate knowledge and understanding across competency areas; and 3) readiness to undertake the dissertation.

Students *must* be registered in HBEH 891-045 when the comprehensive examination is taken. The examination is administered during summer session I, immediately following the end of the spring semester. To be eligible for the exam, PhD students must have completed at least 36 required course credits, including all 25 core courses required before the comprehensive exam (**Table 2**) and 11 credits of advanced or elective courses. Students are also required to have completed the 4-credit primary practicum. MSPH-to-PhD students must have completed all courses required before the doctoral comprehensive exam, all requirements for the MSPH degree, and the primary practicum (**Table 6**).

The written comprehensive examination is graded by the doctoral advisory committee (DAC). DAC may invite others, including persons other than departmental faculty members, to contribute to preparing and grading examination questions. In the case of failure, the student, faculty mentor, and one or two members of DAC will meet to discuss any coursework or other assignments required by the committee for remediation. Except under unusual circumstances, students who fail will retake the exam in May the following year.

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

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

DOCTORAL DISSERTATION

Each doctoral student is required to propose, write, and defend a dissertation based on original research of a high scholarly standard. The major goals 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) acquisition of 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:

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 quantitative or qualitative methods or both. A re-analysis of existing data sets, whether collected by others or by the student for another purpose, is allowed when the student generates and tests original research questions and hypotheses. Students are encouraged to develop their dissertation ideas in the context of the research opportunities available to them through their faculty mentor, chair, 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.

Appendix 8 provides an overview of the dissertation process, from the initial development of the ideas to the defense of the final dissertation. Students should review the steps in this process and consult with their chair about how to best follow them.

The Dissertation Chair

When a student's ideas about a dissertation topic and 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, but not required to be, the original faculty mentor.

Dissertation Credits and Grading

Students must register for 3 dissertation credits (HBEH 994, section number of the dissertation chair or, if not yet selected, faculty mentor) every semester in which they are working on the dissertation, typically beginning in the semester after passing the doctoral written comprehensive exam. Students do not need to register for dissertation credits during the summer unless they are completing their oral exam 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 5th semester (7th 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 Health Behavior 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 Academic Coordinator 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.

Developing the proposal

The approach to developing the dissertation proposal will be unique to each student and chair. Students are encouraged to begin by developing a 2-3-page document (frequently called a "proposalette") as they begin to develop their dissertation proposal. The proposalette facilitates efficient articulation and communication of aims while also summarizing the significance and methods. Students should develop the proposalette in coordination with their chair; it can be shared with potential dissertation committee members as they invite them to be on the committee and seek feedback on their ideas.

In order to establish shared norms and expectations of the dissertation process, students are also encouraged to have an initial meeting once the dissertation committee has been formed. This meeting can be used to discuss the proposed aims as outlined in the proposalette and to establish norms and expectations related to communication, document review, dissertation format, authorship and timelines during the proposal writing and dissertation processes.

The Oral Qualifying Examination

Within a year of passing the written comprehensive examination, students are expected to submit to the dissertation faculty mentor a formal dissertation proposal for tentative approval. Proposals must present: 1) the research questions to be examined; 2) the argument supporting the research questions; 3) the scholarly gap that is addressed; 4) the significance of the proposed research; 5) the guiding conceptual or theoretical model; 6) hypotheses (if appropriate to the methods); 7) and a detailed overview of proposed methods. A focused, critical synthesis of the literature should provide 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 chair must be given to the committee members at least *three* weeks before the oral qualifying examination to allow time for review. Committee members are not required to provide written or oral feedback to the student on the proposal prior to the oral exam.

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 an overview presentation of their proposed research to committee members (approximately 20 minutes in length). By the day before the exam, students must pick up or obtain electronically the paperwork for the oral qualifying exam from the Academic Coordinator to take to the orals. The paperwork is comprised of two documents: the Report of Doctoral Committee Composition and the Doctoral Exam Report. Students are asked not to

provide refreshments during 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 pass and proceed with the project contingent on the minor revisions recommended and approved by the committee. Either way, students are expected to prepare a written summary memo of the key points discussed during the oral exam and a summary of any revisions made to the proposal that is distributed to all committee members and the Academic Coordinator to be kept in the student's file.

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. Per the [graduate school handbook](#), 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.

Admission to Candidacy

Students qualify 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. Students should use the checklist in **Appendix 2** (PhD) or **Appendix 5** (MSPH-PhD) to track their progress towards candidacy. The admission to candidacy milestone is fulfilled when the Graduate School has received the completed oral exam paperwork from the Academic Coordinator.

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 monograph format 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 and 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 and analysis, or other such documents.

The publishable papers stand in place of the traditional methods and results chapters featured in the monograph. Students may 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 chair and the entire committee before modifying their dissertation 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 could still contribute to the field.

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 to modify their dissertation plans or 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](#). 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 timeline that allows adequate time for committee member review of the manuscripts before submission.

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. Discussions regarding co-authorship can begin as early as the initial committee norming meeting described above, 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. Students and dissertation chairs may wish to consult authorship guidelines articulated in the journals to which students intend to submit their papers. In other cases, the student 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. 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. Expectations for the level of participation in reviewing drafts by the committee should be negotiated by the student and dissertation chair in consult with each committee member.

Scheduling a 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 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 the chair and committee to review and provide feedback and for the student to respond to that feedback and incorporate necessary changes.

Submitting complete draft: After receiving approval from the dissertation chair to do so, the student should submit a complete draft of the dissertation to the committee members. This draft should be sent to the committee *no less than 3 weeks* before the scheduled dissertation date. It is possible that some or all committee members will have already reviewed drafts of the manuscripts. The student may request to meet with committee members in one to two weeks to discuss the work and suggested 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 to the chair 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 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. Approval to go forward does not imply that the student will pass the defense.

Announcement: One to two weeks before the scheduled defense date, the chair sends an announcement via email to all departmental faculty, students and the Academic Coordinator that gives the title of the dissertation and the date, time, and location of the public presentation. The abstract should be included in the body of the email or attached. Students should arrange for the dissertation presentation to be announced on the SPH-wide calendar (the HB chair’s assistant can help with this).

Table 4. Dissertation Defense Timeline

Event	Timing ¹	Person Responsible
Schedule tentative date for defense and reserve room(s) for public presentation and private defense	Several weeks/months in advance	Student
Submit full dissertation draft to committee	At least 3 weeks before tentative date	Student
Meet with committee members (not required)	1-2 weeks before tentative date	Student
Confirm with committee that defense can proceed ²	1-2 weeks before tentative date	Chair
Email dissertation abstract, date and location of public presentation to department and Academic Coordinator	1-2 weeks before tentative date	Chair
Announce public presentation on weekly SPH calendar	Week of the defense	Student
Pick up dissertation paperwork from Academic Coordinator	At least the day before defense	Student

¹University holidays may not be counted in the timeline.

Dissertation Defense

After a brief introduction by the dissertation chair (limited to a student's educational background, scholarships/funding, teaching experience, and record of publication), the student gives a 30- to 40-minute presentation 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. To allow sufficient time for the public and private parts of the defense, students should schedule a 3-hour block of time.

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.

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. **Appendix 5** is a Checklist of Requirements for the MSPH-PhD Degree.

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+
Completion of master's level comprehensive examination	2+
Completion of SPH integrated core course requirements	2
Completion of publishable paper	5
Completion of minimum course requirements ¹	6
Completion of primary practicum requirements ^{2,3}	6
Completion of secondary practicum requirements ⁴	6+
Written doctoral comprehensive examination ⁵	6 (Summer I)
Selection of doctoral dissertation committee	7+
Written progress reports ⁶	7+
Oral qualifying examination ⁷	7+
Admission to doctoral candidacy	7+
Oral defense of dissertation	9+
Award of doctoral degree	9+

¹A semester number followed by "+" indicates the earliest semester that the event typically happens.

²9 credits, not including specific required courses, may be completed after the written comprehensive exam.

³May begin doctoral primary practicum before finishing MSPH publishable paper requirement.

⁴Primary practicum must be completed before the written comprehensive exam.

⁵May begin secondary practicum before primary practicum is completed, but both must be completed before the oral qualifying exam.

⁶MSPH requirements must be completed prior to the doctoral written comprehensive exam.

⁷Required at the end of the 7th semester and every subsequent semester until graduation.

⁸At the beginning of the 10th semester, students who have not passed the oral qualifying exam must schedule a progress meeting. The progress meeting is scheduled annually until the oral qualifying examination is passed.

MSPH-to-PhD Course Requirements

Students enrolled in the MSPH-to-PhD track complete 84 credits of required course work in (**Table 6**); 50 of those course credits (plus 4 practicum credits for the research/paper practicum) must be completed before the MSPH is conferred. Courses in year 1 consist of MPH core courses that focus on foundational knowledge in public health and health behavior. In years 2 and 3, 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 6** for MSPH-to-PhD requirement and **Table 7** for the sequence of requirements by semesters.

Table 6. Minimum MSPH-to-PhD Requirements (84 Credits)¹

	# of Credits
<i>HB Master's Level Courses</i>	10
HBEH 730: Theoretical Foundations of Health Behavior ^{†*}	3
HBEH 750: Applied Research Methods ^{†*}	2
HBEH 753: Qualitative Methods in Health Behavior ^{†*}	3
HBEH 752: Health Behavior Survey Methods ^{†*}	2
<i>School Integrated Core Courses</i>	12
SPHG 711: Data Analysis for Public Health ^{†*}	2
SPHG 712: Methods and Measures ^{†*}	2
SPHG 713: Understanding Public Health Issues ^{†*}	2
SPHG 721: Conceptualizing Public Health Solutions ^{†*}	2
SPHG 722: Developing, Implementing and Evaluating Public Health Solutions ^{†*}	4
<i>MSPH Paper</i>	4
HBEH 744: MSPH Research Practicum ^{†*}	2
HBEH 745: MSPH Publishable Paper Practicum ^{†*}	2
<i>Doctoral Level Required Courses</i>	58
<i>Theoretical Foundations</i>	9
HBEH 815: Foundations of Health Behavior I ^{†*}	3
HBEH 816: Foundations of Health Behavior II ^{†*}	3
One advanced theory course [†]	3
<i>Research Methods</i>	16
HBEH 760: Advanced Research Methods ^{†*}	3
HBEH 761: Generalized Linear Models with Health Behavior Applications ^{†*}	4
HBEH 762: Multilevel Modeling with Applications to Health Behavior ^{*2}	1
HBEH 763: Measurement [*]	3
HBEH 860: Research Grant Proposal Development [*]	3
One advanced methods course ^{+,3,4}	2+
<i>Interventions</i>	6
HBEH 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions [*]	3
One advanced interventions course [†]	3
<i>Professional Development</i>	3
HBEH 812, Professional Development I ^{†*}	2
HBEH 813, Professional Development II [*]	1
<i>Electives⁵</i>	11
<i>Practica</i>	6
HBEH 842: Primary practicum [*]	4
HBEH 843: Secondary practicum	2
<i>Doctoral Written Comprehensive Exam (HBEH 891-045)</i>	1
<i>Dissertation credits (HBEH 994)</i>	6
TOTAL	84

[†]Required for conferral of MSPH degree

^{*}Required before the doctoral written comprehensive exam.

⁺Encouraged before the written comprehensive exam but may be deferred until after comps. Must be graduate-level courses offered in HB or other departments

¹Note, the MSPH degree is not conferred until students have: (a) completed at least 50 hours of course credits; (b) completed 4-credits of research and paper practicum; (c) submitted the paper for publications and (d) passed the master's level comprehensive examination.

²Variable credits: students are *required* to enroll in the 1-credit introductory module and *may* enroll in the 2-credit elective module (3 credits for full course).

³The 2-credit elective module in 762 Multilevel Modeling may count toward the advanced methods course.

⁴Students are encouraged to take advanced quantitative or qualitative methods courses.

⁵Graduate level courses offered in HB or other departments. 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 2021	Spring 2022	Summer 2022
HBEH 730: Theoretical Foundations of Health Behavior (3) HBEH 750: Applied Research Methods (2) SPHG 711: Data Analysis for Public Health (2) SPHG 712: Methods and Measures (2) SPHG 713: Understanding Public Health Issues (2)	HBEH 744: Research Practicum (2) HBEH 753: Qualitative Research Methods (3) HBEH 752: Health Behavior Survey Methods (2) SPHG 721: Conceptualizing Public Health Solutions (2) SPHG 722: Developing, Implementing & Evaluating Public Health Solutions (4)	
Year 2		
Fall 2022	Spring 2023	Summer 2023
HBEH 745: Publishable Manuscript (1-2) HBEH 760: Advanced Research Methods (3) HBEH 812: Professional Development I (2) HBEH 815: Foundations of Health Behavior I (3) Elective(s)/Advanced Core (3-6 credits)	HBEH 745: Publishable Manuscript (1-2) HBEH 761: Generalized Linear Modeling (4) HBEH 816: Foundations of Health Behavior II (3) Elective(s)/Adv. Core (3-6 credits) ²	<i>Optional:</i> HBEH 842, Primary Practicum (1-4 credits) HBEH 843, Secondary Practicum (1-2 credits)
Year 3		
Fall 2023	Spring 2024	Summer 2024
HBEH 811: Development & Evaluation of HPDP Interventions (3) HBEH 762: Multilevel Modeling with Applications to Health Behavior (1) Elective(s)/Advanced Core 3-6 credits)	HBEH 813: Professional Development II (1) HBEH 763: Measurement (3) HBEH 860: Research Proposal Development (3) Elective(s)/Adv. Core (3-6 credits)	HBEH 891-045: Doctoral Comprehensive Exam (1)

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. The paper is an approved substitute for a master’s thesis, as required by the Graduate School for the master’s degree. Consideration and planning for 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 usually begins in the spring semester of year 1 and is completed by fall of year 2. Students typically work on their faculty mentor’s research for their practicum. If such an opportunity is not available, the faculty mentor should work with the student to identify an appropriate practicum opportunity, either in the department or in another unit. Practicum 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) Work with the faculty mentor to identify a research practicum and, if indicated, a preceptor.
- (2) Once the practicum is identified, complete the research practicum contract and file it with the Academic Coordinator (**Appendix 6**) and
- (3) Register for research practicum credits with the faculty mentor when ready.
- (4) At the end of year 1, schedule a meeting with a two- or three-person committee composed of the faculty mentor, the practicum preceptor (if different than the faculty mentor), and one doctoral advisory committee member. The purpose of this meeting is to review/finalize plans for the practicum and begin developing a plan for the publishable paper that will emerge from the practicum (**Appendix 4**).

- (5) Two credits (200 hours) are required for the research practicum. Students should enroll in 2 credits of HBEH 744 in the spring semester of year 1 or 1 credit in the spring of year 1 and 1 credit in the fall of year 2.
- (6) Complete the research practicum by the end of the fall semester in year 2.

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 fall or spring year 2 or by fall of year 3; 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 should be finalized no later than the last day of classes of the fall semester in year 2.
- (3) Take the leading role in conducting the analysis, interpreting the results, and writing the paper, with guidance from the practicum preceptor and, as applicable, other research team members. 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 throughout the process.
- (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.
- (5) Complete the MSPH Research Paper Requirement form and obtain the preceptor’s signature as required when events are completed (**Appendix 7**). The form should be filed with the Academic Coordinator.
- (6) Send an electronic file of the submitted paper to the Academic Coordinator and the doctoral program director by the last day of classes of the fall semester in year 3.

Grading. The research practicum and paper are graded by the faculty mentor, with input from the preceptor if the preceptor is different than the faculty mentor. 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 deadline as well as the quality of the work.

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	Fall semester, year 1
Meet with faculty mentor to identify research practicum possibilities and, if applicable, the practicum preceptor	Fall semester, year 1 – spring semester, year 1
Meet with faculty mentor, doctoral advisory committee member, and preceptor, if applicable, to finalize the practicum and begin developing plans for the paper.	End of spring semester, year 1
Complete the research practicum contract*	Spring semester, year 1-fall semester, year 2
Complete research practicum ¹	Spring semester, year 1-fall semester, year 2
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*	Fall semester, year 3
Submit paper to peer-reviewed journal*	Deadline: last day of classes, fall semester, year 3
Submit copy of the submitted paper to doctoral program director and Academic Coordinator	Deadline: last day of classes, fall semester, year 3

*Signatures required.

Additional Requirements for the MSPH Degree

Students must complete the MPH comprehensive exam. The MSPH is conferred after all MSPH-required courses, the MSPH practicum, and MPH 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 faculty mentor by the end of fall semester in year 3 in order for the student to be eligible to take the doctoral written 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 MPH or PhD students. For that reason, the doctoral program director schedules cohort advising for first year MSPH-to-PhD students in the fall and spring of the first year.

After spring semester of year 1, MSPH-to-PhD students schedule a meeting with a two- or three-person committee composed of the faculty mentor, the practicum preceptor (if different than the faculty mentor), and a 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. **Appendix 4** has detailed guidance on these meetings. Additional information on academic advising for doctoral students can be found on pages 6-9 (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. 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 complete 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.

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 faculty mentor, 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 MPH Program (Health Behavior Concentration) are encouraged to speak with their faculty mentor and the MPH program director. Students may also seek the assistance of the Academic Coordinator 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, 2021-2022
APPENDICES

Appendix 1
Department of Health Behavior
Guidelines for Progress Review Meetings
for First-Year PhD Students

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; hear the student's self-assessment of Year 1; and answer any questions the student might have.

1. The faculty mentor and the student discuss the composition of the three-member Progress Review Committee, with the faculty mentor approving the committee. The committee must include the faculty mentor and two other faculty members. The third committee member can be from another department but is most often from the HB department.
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 covers the following topics:
 - Educational and professional objectives;
 - Completed and proposed coursework, and grades (use the checklist of requirements for the PhD degree form in Appendix 2;
 - 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
 - Current CV
4. The student's faculty mentor opens and closes the meeting, with the students taking the lead in reporting on their progress over the first year. After providing a brief overview of their background (academic, research, work experience), research interests, and professional goals, they can expect the faculty mentor to focus the meeting on coursework (including any student requests to transfer in credits), practicum activities and plans, funding possibilities, and dissertation plans.
6. Within one week 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 Academic Coordinator.

Appendix 2 Checklist of Requirements for the PhD Degree

Health Behavior PhD Degree Requirements Worksheet: Students Matriculating in Fall 2021

Course Number	Course Title	Semester(s) Completed	Required Credits	Completed credits	Notes: Grades, Substitutions, and Exemptions
SPH CORE¹					
SPHG 600	Introduction to Public Health		3		
HB DOCTORAL CORE					
HBEH 760	Advanced Research Methods		3		
HBEH 761	Generalized Linear Modeling with Health Behavior Applications		4		
HBEH 762	Multilevel Modeling with Applications to Health Behavior		1		
HBEH 763	Measurement		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 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 ²	Dissertation		6		
ELECTIVES					Course names and numbers
	Adv. elective in methods ³		2+		
	Adv. elective in theory		3		
	Adv. elective in interventions		3		
	Elective		3		
	Elective		3		
	Elective		3		
	Elective		2		
TOTAL CREDIT HOURS COMPLETED (58 required for graduation)					

¹Only required for students without a prior bachelor's or master's degree from an accredited school of public health

²Minimum of 6 credits required.

³These two advanced methods credits can be met with the 2-credit elective module of HBEH 762 or with an approved advanced methods course.

Appendix 3
Department of Health Behavior
Practicum Learning Contract Template (HBEH 842 and 843)

Plans for the primary (HBEH 842) and secondary (HBEH 843) practicum are documented in a learning contract that includes the five domains listed below. The contract must be signed by the student, the faculty mentor, and the practicum preceptor(s) (if different from the mentor). An electronic copy of the practicum contract should be sent to the faculty mentor, the preceptor(s), the doctoral program director, and the Academic Coordinator for inclusion in the student's permanent file.

- 1. Type of Practicum (primary or secondary) and course number (HBEH 842 or 843)**
- 2. Contracting Parties**
 - a. Student name and contact information
 - b. Faculty mentor name and contact information
 - c. Preceptor name(s) and contact information (if different from faculty mentor)
 - d. Signatures of all parties
- 3. Rationale and Purpose**

Provide a brief overview of the practicum by describing the rationale, purpose, and key activities. Include the number of credits that will be completed as part of this contract.
- 4. Learning Objectives**

List at least three learning objectives and illustrate how those objectives will be met through the practicum.
- 5. Work plan/timeline of activities**

Describe, in detail, how the work will be completed over time towards the stated learning objectives.

Roles and Responsibilities:

Faculty mentor:

- Helps student identify/secure practicum opportunities; may serve as practicum preceptor.
- Assists students in developing the practicum contract, ensuring that that the practicum is appropriate, feasible, and meets department and program expectations.
- Signs the contract.
- Meets regularly with student to provide support, guidance and feedback. Helps resolve any problems that may arise with the preceptor, if preceptor is different than faculty mentor.
- Reviews deliverables 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 research team.
- Assesses the quality of the deliverable(s) in consultation with other research team members, as appropriate, and provides assessment to the faculty mentor.

Student:

- Develops learning contract in collaboration with faculty mentor and preceptor (if different than mentor).
- Maintains work schedule agreed upon with the faculty mentor/preceptor.
- Meets with the mentor/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 4
Department of Health Behavior
Guidelines for Progress Review Meetings for
First-Year MSPH-to-PhD Students

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; hear the student's assessment of the first year; and answer any questions the student might have. The faculty mentor leads the meeting.

1. The faculty mentor and student discuss the committee composition, with the faculty mentor approving the committee. The committee must include the faculty mentor, 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 (using the Checklist of Requirement for the MSPH-PhD degree in Appendix 5), and
 - Reflections on the first year.
4. The faculty mentor opens and closes the meeting, with the students taking the lead in reporting on their progress over the first year. After providing a brief overview of their background (academic, research, work experience), research interests, and professional goals, they can expect the faculty mentor to focus the meeting on coursework and practicum activities.
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 Academic Coordinator.

Appendix 5
Checklist of Requirements for the MSPH-PhD Degree

Health Behavior MSPH-PhD Degree Requirements Checklist: Students Matriculating in Fall 2021

Course Number	Course Title	Semester(s) Completed	Required Credits	Completed credits	Notes: Grades, Substitutions, and Exemptions
SPH INTEGRATED CORE					
SPHG 711	Data Analysis for Public Health†		2		
SPHG 712	Methods and Measures†		2		
SPHG 713	Understanding Public Health Issues†		2		
SPHG 721	Conceptualizing Public Health Solutions†		2		
SPHG 722	Developing, Implementing & Evaluating Public Health Solutions†		4		
HB MPH CORE					
HBEH 730	Theoretical Foundations †		3		
HBEH 750	Applied Research Methods†		2		
HBEH 753	Qualitative Methods†		3		
HBEH 752	Health Behavior Survey Methods†		2		
HB MSPH PRACTICUM AND PAPER					
HBEH 744	MSPH Research Practicum†		2		
HBEH 745	MSPH Manuscript Practicum†		2		
HB DOCTORAL CORE					
HBEH 760	Advanced Research Methods†		3		
HBEH 761	Generalized Linear Modeling with Health Behavior Applications†		4		
HBEH 762	Multilevel Modeling with Applications to Health Behavior		1		
HBEH 763	Measurement		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 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 ¹	Dissertation		6		
ELECTIVES					Course names/numbers
	Adv. elective in methods ²		2+		
	Adv. elective in theory		3		
	Adv. Elective in interventions		3		
	Elective		3		
	Elective		3		
	Elective		3		
	Elective		2		
TOTAL CREDIT HOURS COMPLETED (84 required for graduation)					

†Courses required for the MSPH.

¹Minimum of 6 credits required.

²These two advanced methods credits can be met with the 2-credit elective module of HBEH 762 or with an approved advanced methods course.

Appendix 6
Department of Health Behavior

MSPH Research Practicum and Paper Contract (HBEH 744 and 745)

The research (HBEH 744) and paper (HBEH 745) practicum are documented in a learning contract that includes the five domains listed below. The contract must be signed by the student, the faculty mentor, and the practicum preceptor(s) (if different from the mentor). An electronic copy of the practicum contract should be sent to the faculty mentor, the preceptor(s), the doctoral program director, and the Academic Coordinator for inclusion in the student's permanent file.

- 1. Type of Practicum (primary or secondary) and course number (HBEH 744 or 745)**
- 2. Contracting Parties**
 - a. Student name and contact information
 - b. Faculty mentor name and contact information
 - c. Preceptor name(s) and contact information (if different from faculty mentor)
 - d. Signatures of all parties
- 3. Rationale and Purpose**

Provide a brief overview of the practicum by describing the rationale, purpose, and key activities. Include the number of credits that will be completed as part of this contract.
- 4. Learning Objectives**

List at least three learning objectives and illustrate how those objectives will be met through the practicum.
- 5. Work plan/timeline of activities**

Describe, in detail, how the work will be completed over time towards the stated learning objectives.

Roles and Responsibilities:

Faculty mentor:

- 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 support, guidance, and feedback. Helps resolve any problems that may arise with the preceptor.
- Meets with the student at the end of the practicum 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 research team.
- Assesses the publishable quality of the practicum paper, in consultation with others involved, as appropriate, and provides assessment to the faculty mentor.

Student:

- Develops learning contract in collaboration with faculty mentor and preceptor.
- Maintains work schedule agreed upon with the faculty mentor/preceptor.
- Meets with mentor/preceptor to discuss progress and receive support, guidance and feedback.
- Participates in MSPH Research Day by presenting the paper, if applicable.
- Completes a publishable paper by the first day of classes in the fall semester in year 3.

Appendix 7
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 Academic Coordinator throughout the process. Provide copies to your faculty faculty mentor, preceptor if different than faculty mentor, and doctoral program director.

MSPH Research Paper Event	Timetable
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 review and approval 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, if applicable	Spring semester, year 3 (or spring, year 2 if completed)

Student: _____

Faculty mentor: _____

Preceptor (if different than faculty mentor): _____

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 and Academic Coordinator a copy of the pdf file of the submitted paper.

Appendix 8. Summary of dissertation process

