

Fay W. Boozman College of Public Health
 Doctor of Philosophy in Health Promotion and Prevention Research

Advisee's Name

Student ID Number

Faculty Advisor

PLAGIARISM TRAINING	Completion Date
Certification Test	
WRITING MILESTONE	
Skills Certification	
IPE EXPOSURE (NOVICE)	
Exposure Workshop	
Transition (Exposure to Immersion)	
IPE IMMERSION (INTERMEDIATE)	
Quadruple Aim Project	
Simulation Activity	
IPE COMPETENCE (ADVANCED)	
Competency Workshop	
Required Practice Activity	
Student Educator Activity	

Plagiarism Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all students must complete the on-line course “*How to Recognize Plagiarism: Tutorials*” at <https://plagiarism.iu.edu/tutorials/> and complete the Certification Test at <https://plagiarism.iu.edu/certificationTests/index.html>. Upon successful completion of the test, students must provide a copy of the Validation Certificate to the COPH Office of Student Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health will be required to complete a Writing and Reasoning Skills Assessment at the beginning of their first semester. The Assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students who do not meet a predetermined score will be required to complete an online Public Health Writing Workshop course. This course will address the fundamentals of good writing, writing with scholarly sources, revision strategies, and other topics in the interest of improving student writing skills. This is a non-credit curriculum requirement.

IPE Curriculum Requirement:

As of the Fall 2015 semester, all COPH degree-seeking students are required to complete the UAMS Quadruple Aim Interprofessional Education (IPE) Program prior to graduation. According to the World Health Organization (WHO), “*Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.*” The IPE Program is

noncredit hour earning and consists of several workshops and other activities. All aspects of the IPE Program must be completed prior to degree program completion as a condition of graduation. For more information on IPE, please consult the Office of Student Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>.

Quadruple AIM IPE Curriculum Framework
COPH – Doctoral Programs

1 Exposure Workshop
Format/Event: Onsite/Online workshop in August or Online in January.
Timeline: First 12 months of enrollment
Course Association: NA
Notes: Enroll 1st semester and complete by the 12th month of enrollment.

2 Bridge Activity
Format/Event: Exposure Bridge Transition. Any onsite event posted on the IPE website.
Timeline: First 12 months of enrollment
Course Association: NA
Notes: Enroll 1st semester and complete by the 12th month of enrollment. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.

3 Quadruple Aim Project
Format/Event: Immersion Quadruple Aim Project (QAP) Workshop. Any event posted on the IPE website.
Timeline: 12th—24th month of enrollment
Course Association: NA
Notes: Enroll 1st semester and complete by the 24th month of enrollment.

4 Simulation
Format/Event: Any onsite event posted on the IPE website.
Timeline: 12th—24th month of enrollment
Course Association: NA
Notes: Enroll 1st semester and complete by 24th month of enrollment.

5 Competence Workshop
Format/Event: Competence Workshop
Timeline: During dissertation proposal defense
Course Association: NA
Notes: Enroll the semester of your dissertation proposal defense. This activity should be completed as part of your dissertation proposal defense.

6 Practice Activity
Format/Event: Onsite Competence Practice Activity
Timeline: During dissertation proposal defense
Course Association: NA
Notes: Enroll the semester of your dissertation proposal defense. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed as part of your dissertation proposal defense.

7 Student Educator
Format/Event: Onsite Student Educator Activity
Timeline: During dissertation defense
Course Association: NA
Notes: Enroll the semester of your dissertation defense. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed as part of your dissertation defense.

Office of Interprofessional Education

BEHAVIORAL SCIENCE CORE – 6 Credit Hours		Credit Hours	Grade	Year	Semester
HBHE 6021	Advanced Health Behavioral Theory	3			
HBHE 6212	Applied Behavioral Research Methods	3			
BEHAVIOR SCIENCE ELECTIVES (Choose 6 Credit Hours)		Credit Hours	Grade	Year	Semester
HBHE 6320	Drugs and Society	3			
HBHE 5214	Advanced Concepts of Human Sexuality	3			
HBHE 6733	Stress and Health	3			
HBHE 5240	Tobacco Prevention and Control	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE CORE – 6 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 6303	Community-Based Program Design	3			
HPMT 6426	Racial and Ethnic Health Disparities	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE ELECTIVES (Choose 3 Credit Hours)		Credit Hours	Grade	Year	Semester
HBHE 6436	Communications for PH Leaders	3			
HBHE 5241	Organizing Communities for Health Change	3			
HPMT 6319	Implementation Research in Clinical Practice	3			
HPMT 6329	Advanced Topics in Implementation Science	3			
DATA ANALYSIS METHODS CORE – 9 Credit Hours		Credit Hours	Grade	Year	Semester
BIOS 5212	Biostatistics II: Advanced Linear Models	3			
HBHE 6120	Mixed Methods Research Design	3			
NPHD 6102	Qualitative Methodology in Nursing Research	3			
DATA ANALYSIS METHODS ELECTIVES (Choose 3 Credit Hours)		Credit Hours	Grade	Year	Semester
BIOS 6223	Biostatistics III: Multivariate Analysis & Linear Models	3			
NPHD 6108	Qualitative Data Analysis, Theory and Practicum	3			
BIOS 5324	Analyzing Health Surveys	3			
BIOS					
APPLIED METHODS CORE – 30 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 6437	Grantsmanship and the Peer Review Process	3			
COPH 6600	Mentored Research	9			
COPH 6999	Dissertation Research	18			
ELECTIVES (Choose 6 Credit Hours from any of the above electives)		Credit Hours	Grade	Year	Semester
	Any of above electives				

MINIMUM TOTAL HOURS = 67

PhD in Health Promotion & Prevention Research		
Competency	Course	Assessment
1. Build a community-based public health program upon relevant theory and evidence and incorporate the social ecological model.	COPH 6303 Community-Based Program Design	White paper. Students write a 25-page paper (excluding bibliography and intervention mapping matrices) that describes a culturally-appropriate community-based program they have developed to address a major public health issue drawing on relevant public health theories and on the existing evidence base (community-based interventions shown to be effective in addressing the public health issue) and that incorporates other concepts discussed in the class, including principles of community-based participatory research, intervention mapping, and consideration of relevant factors across the ecological model as appropriate for a given target population. Paper is graded by the instructors using a rubric included in the syllabus.
2. Design methodologically sound mixed methods research to promote health or prevent disease.	HBHE 6120 Introduction to Mixed Methods Research	Research Proposal. This 15- page written assignment focuses on developing a mixed-methods research study proposal that identifies a health promotion and prevention research problem and design a mixed-methods study to address the identified question(s). Students are also asked to discuss plans for recruitment, data collection, data management, and human subjects protections. Each paper is graded by the instructor following a rubric included in the course syllabus.
3. Critically appraise theory-based and evidence-based interventions designed to promote health and/or prevent disease.	HBHE 6212 Applied Behavioral Research Methods	White paper. Students complete a critical appraisal essay. In this 5-page written assessment, students appraise the relative strengths and weaknesses of the theory-based and evidence-based interventions designed to promote health and/or prevent disease. The assignments must utilize the assigned readings and describe an evaluative conclusion about the merits of the interventions described. Assessments are graded by the instructor using a rubric distributed to students.
4. Create and defend in an oral presentation an original research question, significance and methods for original health promotion and prevention research.	HBHE 6212 Applied Behavioral Research Methods	Research Presentation. Students complete a 30 minute oral presentation in which students present on their proposed dissertation topic to a diverse audience. Each presentation must include an overview of the background and significance of the topic, proposed research question, and proposed behavioral research methods. Each presentation is graded by the instructor using a rubric that is distributed to students.
5. Evaluate the relative strengths and limitations of major theories and concepts that are utilized in behavioral approaches to health promotion and disease prevention.	HBHE 6021 Advanced Health Behavioral Theory	White paper. Students complete a two-page paper in which they concisely identify a major health behavior theory and describe how the constructs associated with that theory have been applied to address a chosen behavior and its determinants in a selected target population using published literature. Students draw an evaluative conclusion about the relative strengths and limitations of the theory discussed in the paper. The paper focuses on one of the following: 1) an individual level theory; 2) an interpersonal level theory; and 3) a community-level theory or framework. Each paper is graded by the instructor using a rubric distributed to student