

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

Program Director:

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Advisee’s Name

Student ID Number

Faculty Advisor

| | Completion Date |
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| PLAGIARISM | |
| Certification Test | |
| WRITING | |
| Skills Certification | |
| IPE | |
| Exposure Workshop | |
| Bridge Transition | |

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 and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 COPH 5000 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. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>.

| IPE CURRICULUM FOR THE PHD IN HEALTH PROMOTION AND PREVENTION RESEARCH | |
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| 1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP Format/Event: Online/Distance Learner “Interprofessional Collaboration: Theory and Application at UAMS”. Timeline: Prior to 1st day of class in 1st semester. Course Association: NA Notes: Enroll 1st semester. Requirements include submitting a verification/completion form into Blackboard within 7 days of activity. | 2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION Format/Event: Online/Distance Learner “Interprofessional Collaboration: Theory and Application at UAMS”. Timeline: Prior to 1st day of class in 1st semester. Course Association: IPE IPEC 1201-100 Notes: Enroll 1st semester. Requirements include submitting a reflection form into Blackboard within 7 days of activity. |
| IPE CURRICULUM 01/23/2023 Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS. | |

| 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 6) | | 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 5214 | Categorical Data Analysis | 3 | | | |
| 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 | | | |

MINIMUM TOTAL HOURS = 66

- *Students who are admitted without an MPH or equivalent are required to take COPH 5003 Introduction to Public Health as a prerequisite to this core to meet CEPH requirements.*

| PhD in Health Promotion & Prevention Research | | |
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| 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 |