

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

Program Director:

Sarah “Alexandra” Marshall
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Advisee’s Name

Student ID Number

Faculty Advisor

	Completion Date
ACADEMIC INTEGRITY TRAINING	
Certification Test	
WRITING	
Skills Certification	
IPE	
Exposure Workshop	
Bridge Transition	

Academic Integrity 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 PBHL 50000 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	
<p>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.</p>	<p>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.</p>
<p>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.</p>	

BEHAVIORAL SCIENCE CORE –6 Credit Hours		Credit Hours	Grade	Year	Semester
HBHE 60233	Advanced Health Behavioral Theory	3			
HBHE 62133	Applied Behavioral Research Methods	3			
BEHAVIOR SCIENCE ELECTIVES (Choose 6 Credit Hours)		Credit Hours	Grade	Year	Semester
HBHE 63203	Drugs and Society	3			
HBHE 52143	Advanced Concepts of Human Sexuality	3			
HBHE 67333	Stress and Health	3			
HBHE 52403	Tobacco Prevention and Control	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE CORE – 6 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 63033	Community-Based Program Design	3			
HPMT 64263	Racial and Ethnic Health Disparities	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE ELECTIVES (Choose 6)		Credit Hours	Grade	Year	Semester
HBHE 64363	Communications for Public Health Leaders	3			
HBHE 52433	Community Organizing for Health	3			
HPMT 63193	Implementation Research in Clinical Practice	3			
HPMT 63303	Advanced Topics in Implementation Science	3			
DATA ANALYSIS METHODS CORE – 9 Credit Hours		Credit Hours	Grade	Year	Semester
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
HBHE 61203	Mixed Methods Research Design	3			
NPHD 61033	Qualitative Methodology in Nursing Research	3			
DATA ANALYSIS METHODS ELECTIVES (Choose 3 Credit Hours)		Credit Hours	Grade	Year	Semester
BIOS 62233	Biostatistics III	3			
NPHD 61083	Qualitative Data Analysis, Theory and Practicum	3			
BIOS 53243	Analyzing Health Surveys	3			
BIOS 52143	Categorical Data Analysis	3			
APPLIED METHODS CORE – 30 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 64373	Grant Writing	3			
PBHL 6600V	Mentored Research	9			
PBHL 6999V	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		
Competency	Course	Assessment
1. Build a community-based public health program upon relevant theory and evidence and incorporate the social ecological model.	PBHL 63033 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 61203 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 62133 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 62133 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 60233 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