

**Department of
Community and Behavioral Health**



THE UNIVERSITY
OF IOWA

College of Public Health

Graduate Student Handbook
2011-2012

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This document is maintained by Heidi Arbisi-Kelm, Graduate Program Coordinator, Community and Behavioral Health. Suggestions and questions may be directed to her at heidi-arbisi-kelm@uiowa.edu or 319-384-5382.

The University of Iowa prohibits discrimination in employment and in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, (319) 335-0705 (voice) or (319)335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, Iowa, 52242-1316. Individuals with disabilities are encouraged to attend all University of Iowa sponsored events. If you are a person with a disability who requires an accommodation in order to participate in this program, please contact (319)384-5382 in advance.

Mission and Goals of the Department of Community and Behavioral Health

Mission Statement

In collaboration with communities, the Department of Community and Behavioral Health prepares graduates to promote health and quality of life by developing, evaluating, and disseminating evidence-based practices through research, training, and innovative policy.

Department Goals

- ❑ Educate highly competent and committed public health professionals and research scientists.
- ❑ Advance the scientific basis for the practice of public health.
- ❑ Promote meaningful community service and collaboration with the practice community.
- ❑ Promote renewal of the public health infrastructure.
- ❑ Enhance diversity and collaboration among students, staff, faculty, and alumni.

Organizational Structure

The Department of Community and Behavioral Health is one of five departments in the College of Public Health. The five departments are Biostatistics, Community and Behavioral Health, Epidemiology, Health Management and Policy, and Occupational and Environmental Health.

The Head of the Department is Dr. Edith Parker, who is responsible for administration of the educational, research, and professional service functions of the department.

The department currently has 9 primary faculty members, 2 professors emeriti, 12 secondary faculty members, and 9 adjunct faculty members. Support staff include one department administrator, Rob Svetly; a graduate program coordinator, Heidi Arbisi-Kelm; a department secretary, Jill McDonald; and a CBH secretary, Donna Dorothy.

Research Centers

The department operates three centers of research and practice:

Prairielands Addiction Technology Transfer Center (PATTC)

The mission of Prairielands ATTC is to disseminate and enhance adoption of empirically supported substance abuse assessment and treatment methods to its five state region: Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin. The Director of the PATTC is Dr. Anne Helene Skinstad.

Website: http://www.attcnetwork.org/regcenters/index_prairielands.asp

Location: 1207 Westlawn

Phone: 319-335-5368; Fax: 319-335-6068

E-mail: prairielands@uiowa.edu

Prevention Research Center for Rural Health (PRC-RH)

The UI PRC-RH was first funded in 2002. It is one of 37 centers funded by the Center for Disease Control's Prevention Research Center Program. The Center is within the Department of Community and Behavioral Health in the College of Public Health. The PRC-RH conducts community-based participatory research with a focus on improving the health of rural communities in Iowa and the Midwest. The Center's research themes are nutrition, physical activity and aging. The PRC-RH Faculty and Staff represent many different disciplines including public health, nutrition, medicine, aging, communications, nursing, and exercise science. The Director for the PRC-RH is Dr. Edith Parker, and Associate Directors are Drs. Linda Snetselaar and Kathleen Janz.

Website: <http://www.public-health.uiowa.edu/prc/>

Location: 2190 Westlawn

Phone: 319-335-8350

Fax: 319-384-4100

Center for Health Communication and Social Marketing (HCSM)

The mission of the Center for Health Communication and Social Marketing is to promote communication research to address today's public health challenges. This departmental center promotes research in five health communication core areas: health persuasion, health campaigns and social marketing, framing of health in news media, health literacy, and social relationships and family communication. The Director of the Center for Health Communication and Social Marketing is Dr. Shelly Campo.

Location: 2198 Westlawn

Phone: 319-384-4251

Last Updated 8/16/2011

Community and Behavioral Health Graduate Student Handbook – 2011-2012

Future Home of the College of Public Health

Since its founding 10 years ago, The University of Iowa College of Public Health has seen expansion in its student enrollment, external research funding, and faculty size. Today, the college offers students a rich array of educational opportunities with multiple majors and focus areas as well as combined degree programs.

A new academic facility will help the UI College of Public Health maintain this extraordinary momentum. The anticipated building completion is set for fall 2011. Take a virtual tour of the building cite at <https://www.public-health.uiowa.edu/campaign/gallery/webcam/index.html>

Spring 2012 classes will be held in the new academic facility, and the Department of Community and Behavioral Health is expected to relocate to the new building in December 2011.

Admission

The department bases admission decisions on:

1. An applicant's academic potential as demonstrated through grade point average, test scores and academic and personal references.
2. An applicant's motivation and interest in an area of community and behavioral health as demonstrated by prior experience and the statement of purpose. In addition, PhD admissions decisions are strongly affected by an applicant's fit with the research interests of the Community and Behavioral Health faculty, and a match with a faculty mentor.

Master of Science (M.S.) in Community and Behavioral Health

The minimum grade-point-average requirement for admission is 3.0 for the master's program. The Graduate Record Exam (GRE) is also required. Preference will be given to applicants who achieve at least a verbal score of 520, a quantitative score of 600, and an analytical writing score of 4.5. Tests of English as a Foreign Language (TOEFL) scores or IELTS scores are required for international students. Students whose native language is not English must score at least 600 (paper-based) or 250 (computer-based) or 100 (internet-based) on the TOEFL. On the IELTS international students must score at least 7.0, with no subscore lower than 6.0. A background in social science is recommended.

Master of Science (M.S.) Subtrack in Health Communication

Requirements for admission to the MS subtrack in Health Communication are the same as for the general MS in Community and Behavioral Health. In addition, applicants should show evidence of strong motivation and interest in health communication issues, demonstrated by prior experience and the statement of purpose.

Master of Public Health (MPH) Subtrack in Community and Behavioral Health

Refer to the MPH admission requirements at <http://www.public-health.uiowa.edu/mph/admissions/>

Master of Public Health (MPH) Subtrack in Health Communication

Refer to the MPH admission requirements at <http://www.public-health.uiowa.edu/mph/admissions/>

PhD in Community and Behavioral Health

The minimum grade-point-average requirement for admission is 3.4 graduate GPA for the doctoral program. The Graduate Record Exam (GRE) is also required. Preference will be given to applicants who have a verbal score of 520, a quantitative score of 620, and an analytical writing score of 4.5. TOEFL scores or IELTS scores are required for international students. Students whose native language is not English must score at least 600 (paper-based) or 250 (computer-based) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). On the IELTS they must score at least 7.0, with no subscore lower than 6.0. A prior master's degree in a related field is required. Applicants without a master's degree who are interested in completing the PhD should apply to the MS degree program.

PhD Subtrack in Health Communication

Requirements for admission to the PhD subtrack in Health Communication are the same as those for the general PhD in Community and Behavioral Health. In addition, applicants should show evidence of strong motivation and interest in health communication issues, demonstrated by prior experience and the statement of purpose.

University of Iowa Policies Affecting Students

Copies of *University of Iowa Policies Affecting Students* are distributed on campus each fall and are available on The University of Iowa website <http://student-services.uiowa.edu/students/policies/index.php> Topics addressed include the student bill of rights, standards of academic conduct, treatment of student educational records, policies on sexual harassment, disability policy, religious diversity, and grievance procedures.

Graduate College Regulations

All Community and Behavioral Health degrees are conferred through the Graduate College. Therefore, the department adheres to the Graduate College rules, regulations, and requirements that are outlined in the Manual of Rules and Regulations of the Graduate College. Students should familiarize themselves with this manual which is available on the Graduate College website: <http://www.grad.uiowa.edu/>

Department of Community and Behavioral Health Procedures and Policies

Advising

When an applicant is admitted to the Department of Community and Behavioral Health, the student is assigned a faculty advisor. In most cases, the academic interests of the student are matched with a faculty member who shares similar interests. In the case of PhD applicants, applicants are expected to help identify the faculty members whose interests best match their academic goals.

At a minimum, students should initiate a meeting with their academic advisor once a semester to go over academic progress and to discuss registration for next semester. Ideally, the advisor will become an academic mentor. By the end of the degree, the advisor will hopefully know the student well enough to be a professional reference and assist with the job search.

Role of the Advisor

- ❑ Provide information about various fields of study in Community and Behavioral Health
- ❑ Provide information about research opportunities
- ❑ Help develop the plan of study
- ❑ Provide advice when academic difficulties occur
- ❑ Write letters of reference

Changing Advisors

It is possible to change academic advisors; there is no requirement that students remain with the same advisor throughout their academic careers. To change advisors, initiate action by talking to the CBH Graduate Program Coordinator. It will be the student responsibility to identify another CBH faculty member who is willing to serve as the new advisor. Consult with the Graduate Program Coordinator as needed.

Course Information

Descriptions of all College of Public Health courses can be found on the CPH website at <http://www.public-health.uiowa.edu/academics/course-information.html>. The website also lists the semester that courses are traditionally offered each semester (i.e. fall, spring, summer).

The University Schedule of Courses comes out on ISIS a few weeks prior to early registration (early April for the upcoming fall and summer semesters, early November for the upcoming spring semester). Generally, courses are offered during the same semester, the same time of day, the same format (i.e. web-based) as they were during the prior academic year. Direct questions about specific courses to the Graduate Program Coordinator in that department or the instructor.

Grading

Generally, faculty in the College of Public Health use the letter grades A, B, C, D, and F. Plus-minus grading is an option which many faculty members elect to use. Students may check with each course instructor at the beginning of the semesters to determine if the option will be used.

Satisfactory/Unsatisfactory (S/U) grading is always applied to thesis/dissertation, MPH practicum, research, or independent study courses. Neither the S nor the U is used in computing grade-point average. Grades of S and U may also be used for courses taken outside the major department, provided that the course instructor and the student's advisor approve the registration. Arrangements for S/U grading in these courses are accomplished by filing a form with appropriate signatures in the Registrar's Office at the time of registration or *no later* than the last day of the third week of a semester or the third day of the second week of a summer session.

Auditing

'Auditing' is to reduce to zero the number of semester hours for which a student registers in a course. The student will not receive credit for the course, but will be able to attend the course lectures and participate in course activities. Audit registrations require special permission from the instructor. Auditing a course does not eliminate the payment of tuition and fees for the course. Tuition assessment is based upon the number of semester hours for which a course is offered in ISIS. Students who are registered receive an "R" if attendance and performance are satisfactory or a "W" if unsatisfactory, unless special grading instructions allow other options.

Academic Standing

While pursuing a degree in CBH, MS and PhD students are expected to maintain a 3.0 or better grade-point average. A student with less than a 3.0 GPA after 8 or more semester hours of graduate work will be placed on probation. If after completing 8 or more semester hours of graduate work at this University, the student's cumulative grade-point average remains below 3.0, the student shall be dismissed from the program and denied permission to reregister within any department program; otherwise the student shall be restored to good standing.

The grade of "Incomplete" will be used only when a student's work during a session cannot be completed because of illness, accident, or other circumstances beyond the student's control. Incompletes will count as courses in progress when students enroll for an upcoming semester. New courses taken and incompletes together may not total more than 15 semester hours in one semester. Exceptions will only occur with special permission from both the faculty advisor and the department head.

MPH students should refer to the MPH Handbook for academic standing requirements.

Refer to Section IV of the Manual of Rules and Regulations of the Graduate College for details on probation and dismissal standards, procedures, and appeals.

Plan of Study

A department plan of study should be filed in the first semester of enrollment. If plans of study are not in place after two semesters of enrollment, the student will not be allowed to register. The purpose of the plan of study is to ensure that any requested course waivers or transfer credits are approved, and that students will have completed the appropriate coursework to receive the degree. The plan of study form is available on the CBH website or in appendix D. Currently, MPH students use electronic plans, as explained in their orientation. MS and PhD students will begin using electronic plans soon. For MPH students, the approval process will also be electronic. For MS and PhD student, before presenting your plan of study to your advisor for approval, provide a copy to the Graduate Program Coordinator to verify that the plan satisfies minimal degree requirements, and that courses will be available during the semester you plan to take them. Changes in the plan of study are made electronically for MPH students and are currently made using the Change in Plan of Study Form for MS and PhD students. See appendix E.

Waiver of Courses

Students may request that a required course be waived. A waiver means that a student is not required to enroll in the course, and that he/she does not receive credit for that course. Make this request soon after you enroll in the program using the transfer credit form in appendix F.

Transfer of Courses

Students may request that courses they took at another institution, or in another degree program, count towards their CBH degree. To do this, students must provide information about each course on the transfer credit form, along with the syllabus for the course and their plan of study, to the Graduate Program Coordinator. See appendix F. Credit for courses toward an advanced degree must have the approval of the CBH department as well as the dean of the Graduate College. Students cannot transfer courses that will be more than 10 years old at the time that they take their comprehensive examination, or courses that were taken as part of an undergraduate program.

Registration

Nine or more semester hours constitutes full-time enrollment during the fall and spring semesters. A graduate student may register for no more than 15 semester hours per semester during fall and spring semesters unless approved by both the advisor and the department head. The limit for course enrollment for summer sessions is as follows: 8 s.h. during the eight-week summer session, 6 s.h. during the six-week summer session, or 3 s.h. during the three-week summer session.

Registration Procedures

Students register for courses online at <http://isis.uiowa.edu>. Students need to be authorized to register by either their advisor or the Graduate Program Coordinator. Request authorization when you and your advisor are in agreement as to the courses you will take in the upcoming semester. If you are making a change from your plan of study, you will need to talk about this with your advisor prior to asking for authorization.

Schedule of Courses

The University of Iowa Schedule of Courses is available on ISIS. The schedule of courses for the upcoming semester is available a few weeks prior to early registration. (early April for the upcoming Fall and Summer Semesters, early November for the upcoming Spring semester)

Special Permission Codes

Some courses require you to enter a special permission code before you can register for them. For College of Public Health courses, you can get the special permission code from the graduate program coordinator in the department that is offering the course:

Biostatistics-Terry Kirk, 384-5016

Community and Behavioral Health-Heidi Arbisi-Kelm, 384-5382

Epidemiology-Amy Sayer, 384-5021

Health Management and Policy-Jean Sheeley, 384-5127

Occupational and Environmental Health-David Asa, 335-4558

Adding or Dropping Courses

Changes in registration must be initiated by the student. To add or drop a course before the semester begins, log in to ISIS and simply make the change. To add or drop a course after classes begin, complete a change of registration form, available from the Graduate Program Coordinators office, E231 GH, or on the web at <http://www.uiowa.edu/registrar/forms/regforms.html> Be aware that failure to drop classes by the established deadline will result in a successive increase in the percentage of tuition charged.

Certification in Human Subjects Protection

All Community and Behavioral Health students are required to provide evidence that they have completed an approved education in the human subjects protections program. A copy of a certificate or letter from The University of Iowa Human Subjects Office should be provided by the student for the department files, within the first two weeks of enrollment. This certification can be obtained through an on-campus workshop, or an online tutorial. For information go to <http://research.uiowa.edu/hso/> (click on Education).

Financial Support

The department website includes information on scholarships, fellowships and internships targeted towards students in Community and Behavioral Health. A limited number of research assistantships, traineeships, and tuition grants are available within the department.

All applicants who want to be considered for merit-based Graduate College and departmental awards should submit the Application for Graduate Awards at <http://www.uiowa.edu/admissions/graduate/financial-assistance/gradaward.pdf> Applicants who want to be considered for need-based financial aid should consult The University of Iowa Office of Student Financial Aid at <http://www.grad.uiowa.edu/financing-your-education>, 319/335-1450, 1-800-553-4692, 208 Calvin Hall Iowa City, IA 52242

Student Conduct - University

The University of Iowa has seventeen specific guidelines that address student conduct. Students of the Department of Community and Behavioral Health are expected to adhere to these guidelines, which can be found in The University of Iowa Operations Manual, Part IV, “Students, Chapter 1: General Regulations Applying to Students.” <http://www.uiowa.edu/%7Eour/opmanual/iv/01.htm#11>

Student Conduct – Department of Community and Behavioral Health

Along with the academic knowledge that students will obtain during their educational career, it is also expected that students will develop a professional demeanor. Students graduating from the program will be representing themselves, the department, the college, and the university in the professional world. Therefore, professionalism will be expected of all CBH students in every aspect of the CBH environment. This includes classrooms, seminars, journal clubs, meetings with faculty members, and any other situation in which the department is being represented. Professionalism includes (but is not limited to):

- Attending classes – if a student is unable to attend class, the instructor is notified
- Arriving on time – to classes, meetings, and seminars

- Being prepared – homework is completed and materials are read
- Proper etiquette – not speaking out of turn or interrupting, providing relevant and fact-based information during classroom discussions (not just opinions), turning off cellphones
- Showing respect – to faculty members and other students
- Graciously accepting constructive feedback – from instructors, faculty members, and classmates

If any student feels that he/she is unclear on these expectations, he/she is encouraged to discuss them with either his/her faculty advisor or the Graduate Program Coordinator.

Academic Misconduct

Of the conduct guidelines set by The University, the Department of Community and Behavioral Health considers academic misconduct to be the most detrimental to the integrity of the program. Academic misconduct not only interferes with a student's individual learning, but also challenges the learning environment of his/her classmates and instructors.

Refer to The University of Iowa Operations Manual for definitions and consequences regarding academic misconduct: <http://www.uiowa.edu/%7Eour/opmanual/iv/01.htm#11>. Academic misconduct is defined as "...the acquisition of honors, awards, certification or professional endorsements, degrees, academic credits, or grades by means of cheating, plagiarism, or falsification, including forgery, with respect to any examination, paper, project, application, recommendation, transcript, or test, or registration document or by any other dishonest means whatsoever, or aiding or abetting another student to do so." If an enrolled student is terminated from his or her graduate program for reasons of plagiarism, the student will be simultaneously terminated from the Graduate College of The University of Iowa.

The Department of Community and Behavioral Health has compiled materials that address plagiarism, and proper citations to assist students in writing papers. These materials are distributed to each student in orientation and discussed at that time. They are also available from the Graduate Program Coordinator, E231 GH. Students are responsible to study these materials and make sure they understand them. This website provides a wealth of information on plagiarism as well as a brief interactive quiz and a challenging test to check your knowledge of plagiarism:

<http://education.indiana.edu/~frick/plagiarism/> Lack of understanding of these materials is not a defense against an academic misconduct charge.

The appeals process for students accused of academic misconduct is specified in The University of Iowa document, "Policies and Regulations Affecting Students, C. Academic Misconduct." The appeals process must be initiated by the student. If the student wishes to appeal, that appeal must be lodged with the Associate Dean for Academic Affairs of the Graduate College within 30 days of the department dismissal.

Student Life

Community and Behavioral Health Student Association (CBHSA)

The Community and Behavioral Health Student Association was established to provide opportunities for professional development, service-oriented outreach and social events for students. CBHSA aims to create unity among all students in the Department of Community and Behavioral Health by serving as a means of communication between students, faculty, the College of Public Health, and the community.

Community and Behavioral Health Seminar Series

The Community and Behavioral Health Seminar Series is a monthly forum for faculty, staff, students, and external constituents to discuss common research interests. Attendance is required for MS and PhD students. See CBH Calendar of Events https://calendar.uiowa.edu/Public_Health/MasterCalendar.aspx (In the calendar menu on bottom right, click on Department of Community and Behavioral Health to see listings)

Journal Club

Journal Club is for all students in Community and Behavioral Health. The club meets approximately once a month during the academic year to discuss articles, current issues, and professional development topics for graduate students. Attendance is required several times each semester. See CBH Calendar of Events https://calendar.uiowa.edu/Public_Health/MasterCalendar.aspx (In the calendar menu on bottom right, click on Department of Community and Behavioral Health to see listings)

The University of Iowa ECO Hawk (Easy Change Overall)

Eco Hawk is a newly formed student organization at The University of Iowa. The objective of ECO Hawk is to focus on public health approaches to environmental issues. For more information and to become involved visit the ECO Hawk website at <http://web.me.com/dchrste/Site/Home.html>

APHA Student Chapter

The APHA Student Chapter at The University of Iowa was established to advocate for opportunities in professional development and outreach, discuss student issues, and create a greater sense of community for all students in the College of Public Health. For information about this and other organizations, refer to <http://imu.uiowa.edu/osl/>

Graduate Student Senate

The Graduate Student Senate (GSS) of The University of Iowa is an elected body through which graduate students express their concern for the welfare of the graduate students at the University, develop and disseminate ideas for the improvement of graduate education, and contribute to the formation of general University policy. The current CBH representative on the Graduate Student Senate is PhD student, Ki Hyung Park.

Collegiate and Departmental Committees

Students have the opportunity to participate on selected standing and special ad hoc committees, both collegiate and departmental, as full voting members. These student representatives act as guides for the faculty and administration regarding the needs of students, in addition to serving as sources of information for the CPH student body. Committees on which students serve, include:

CBH Student Faculty Liaison
CPH Alumni Committee
CPH Awards Committee

Faculty Council Curriculum Committee
CPH Computation and Informatics Committee

Milford E. Barnes Award

The Milford E. Barnes Award in Community and Behavioral Health is given out each May during the College of Public Health awards banquet. It is given to an outstanding student in Community and Behavioral Health who graduates in May or has graduated during the past academic year. Along with the recognition, the winner receives a \$500 scholarship, and his or her name is added to a plaque in the department.

The Barnes Award recipient is selected by a faculty committee, based on the following criteria: 1) academic performance, 2) involvement in professional organizations, 3) service to the community, and 4) service to the department and college.

Photo ID Cards

University of Iowa ID's can be used to charge food and merchandise from a number of different places across campus. The ID is also used as a library card. IDs can be obtained from the GH area, Room C110 GH, hrs 7:30 a.m.-5:00 p.m. (M-F) and 3 Jessup Hall 8:00 a.m.-6:00 p.m. (M-F) (hours may vary around the holidays). Please note that you must bring a valid government issued photo ID, such as a driver's license or passport for ID verification. For more information go to:
<http://www.uiowa.edu/~idcard/>

In addition, photo IDs can be activated to give 24 hour access to the Student Commons and the CPH computer lab, and the computer classroom in E178 GH. Activation requires the completion of an authorization form. Please see the graduate coordinator for more information and to obtain the proper form.

Public Health Computer Lab

The College of Public Health Computer lab is located in E176 GH. This lab hosts 10 PC workstations and a laser jet printer. In addition, a computer classroom is located in E178 GH that students may use anytime there is not a class in session.

Other university computer labs (ITCs) are available throughout campus, including one at nearby Hardin Library. A complete list of available ITCs can be obtained through the UI's Information Technology Services Office.

In addition to hardware, the College of Public Health IT department has many different kinds of software available for student use. Contact Tim Shie, the director of IT, to inquire about specific kinds of software- tim-shie@uiowa.edu

College of Public Health Student Commons

The Student Commons is located in E177 GH. It includes study tables, vending machines, a sink, refrigerator and microwave. It is also where student mailboxes are located. To reserve the Commons for a special event, contact Katie Yamaki 384-5469 or katie-yamaki@uiowa.edu

Community and Behavioral Health Conference Room, E240 GH

To reserve the CBH conference room for a meeting or event, contact Donna Dorothy, CBH Secretary, at 384-5380 or donna-dorothy@uiowa.edu

Community and Behavioral Health Library

A bookcase is located in the CBH conference room that contains books and journals that CBH students may check out, as well as the theses and dissertations of CBH graduates. To browse or check out any items in the bookcase, contact Donna Dorothy, CBH Secretary, at 384-5380 or donna-dorothy@uiowa.edu

The University of Iowa Campus Directory

On the front page of The University of Iowa website at <http://www.uiowa.edu/> you will find the link “PHONEBOOK/EMAIL” to allow you to locate any faculty, staff, or student e-mail and telephone information.

Maps

Maps of the Iowa City area, the campus, and the buildings in which the College of Public Health is currently housed are available at <http://www.uiowa.edu/~maps/>

Mail

Until the College of Public Health relocates, every student has a mailbox in the CPH Student Commons. Students should check their mailboxes regularly for important information. The address for a student box is as follows:

Name, Mailbox #
College of Public Health Student Commons
200 Hawkins Dr., E177 GH
Iowa City, IA 52242

CPH staff member Katie Yamaki is the student mailbox coordinator. Please contact Katie for more information and/or to request a mailbox: phone (319) 384-5469 or email katie-yamaki@uiowa.edu.

Email

All faculty, staff and students in the College of Public Health use email on a daily basis. Once students are enrolled, they are responsible for making sure the College has an appropriate email account for

them, and for checking their email account daily. If students do not check their email account daily, they may miss out on important information.

The College of Public Health will set up an email account for students when they enroll in courses. Students will then be connected to the College of Public Health network individually, and signed up to the CBH student email list.

If students do not want to check their university email account on a daily basis, they must re-route their University of Iowa email account, to an email account that they do check every day. In ISIS, click on [Update Email Routing Address](#).

Parking and Transportation



Students should go to ISIS, “My UIowa” to sign up for bicycle or bus passes, or to purchase a commuter permit if living within the Iowa City/Coralville city limits.



Most faculty and staff parking lots are open to students after 4:30 p.m. and on weekends (look for the green sign near the parking lot entrance that says “permits enforced until 4:30 p.m.”)

Contact Information

http://www.uiowa.edu/~parking/parking_services_student_permits.html

Main Parking Office

100 IMU Ramp
335-1475

Hours: 8:00 am-4:30 pm Mon-Fri

Hospital Parking Office

Hospital Ramp 2
335-8924

Hours: 7:30 am-5:30 pm Mon-Fri

There is no free parking near College of Public Health offices or classrooms. The nearest public parking ramps are Newton Road Parking Ramp and the UIHC Hospital Ramps I & II. These cost about \$.85/hour. Students who live outside of Iowa City/Coralville City limits may purchase a commuter parking permit for either the Hancher or Finkbine parking lot. Students may purchase special permits for parking before or after standard staff work hours in certain lots. Students living in Iowa City are eligible to purchase reduced cost bus passes for the Iowa City transit bus. The only way to avoid paying for transportation to and from campus is to live on a Cambus Route. Cambus is a free transit system that gets people around the UI campus and some residential areas in Iowa City and Coralville.

Health Insurance

All graduate students and their families are eligible for the health insurance coverage. Graduate Research Assistants receive reduced premiums as part of their employment benefits. Contact Barbara Bennett in the University Benefits Office for more information, 335-2623

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Finding Student Employment

There are many employment opportunities for graduate students in Community and Behavioral Health at The University of Iowa. Many research directors in the College of Public Health hire graduate students to assist them with projects. Students should keep their ears open and watch College of Public Health emails for information. It is also appropriate for students to let their advisors, the Graduate Program Coordinator, and instructors know of their desire for a work position. The CBH Graduate Program Coordinator emails out announcements for all positions in the department. Also, check the Graduate College website <http://www.grad.uiowa.edu/graduate-assistant-job-postings>.

Sometimes students are hired as Graduate Research Assistants. Benefits are very good and include excellent health insurance coverage and Iowa residency for tuition purposes. Sometimes students are hired as regular staff members, and these positions are often referred to as Research Assistants. This classification is different than Graduate Research Assistant, and does not include the same benefits. Make sure you understand the difference.

Professional Development Reimbursement Program

In order to encourage CBH student professional development, CBH will consider requests for reimbursement for costs up to \$400 incurred as a result of engaging in professional development activities. Amounts will vary year to year depending on department resources

The eligible expenses include:

- ❑ Professional association membership
- ❑ Professional journal subscriptions
- ❑ Professional conference registration fees
- ❑ Travel expenses associated with professional conference attendance
- ❑ Copying or printing expenses associated with presenting work at a professional conference, or a competitive event such as the CPH Research Week

In addition, students who present research at a professional conference may be reimbursed an additional \$100 during the academic year the presentation was given. Talk to the Graduate Program Coordinator, Heidi Arbisi-Kelm, to get prior approval for professional development costs. Original receipts must be submitted after events for all claimed expenses.

Assistance with Writing

The University of Iowa Writing Center offers a variety of services that are free and available to any student, staff or faculty member at the university. The Writing Center can help students improve their writing in general, or work with them on certain projects such as a thesis or dissertation. The Writing Center can be especially helpful for non-native English speakers. Contact information: 110 EPB, phone number 335-0188, <http://www.uiowa.edu/~writingc/>

Assistance with Public Speaking

Speaking Center staff provide one-on-one instruction for students who want to improve their speaking performance in rhetoric classes or other domains of university life. Students who sign up early in the semester can receive individualized instruction 30 minutes per week for an entire semester. Instruction depends on individual needs and includes help with delivery techniques, methods of organizing material, strategies for effective presentations, options for preparing and practicing speeches, and

methods of generating and using responses to speeches for further improvement. The Speaking Center can be especially helpful for non-native English speakers. Contact information: 14 EPB, phone number 335-0205, <http://www.uiowa.edu/%7Espeaking/index.html>

Master of Public Health (M.P.H.) General Information

Although MPH students completing the Community and Behavioral or Health Communication subtrack are part of the CBH student body, the MPH degree is administered through the office of the Assistant Dean of the MPH Program, Dr. Mary Aquilino. Because of this, MPH students need to know the following:

- MPH students have their own student handbook, and are held accountable for the policies and procedures stated in that handbook. MPH/CBH students may find the CBH handbook a helpful source of advice, but should not consider this to be the final word on policies that affect them.
- The practicum experience is the culminating requirement of the MPH. Students should begin to plan for the practicum early in their program. The information that MPH students need to know is located at <http://www.public-health.uiowa.edu/mph/about/practicum/>

M.P.H. Subtrack in Community and Behavioral Health

Degree Description and Learner Objectives

The Community and Behavioral Health subtrack prepares public health practitioners for a variety of positions related to community development, health program implementation, and health education. Students learn the foundations of how to design, implement, and evaluate evidence-based interventions that are directed toward identified public health problems in populations. Bachelor's level training in the social and behavioral sciences are good preparations for this program, but current students come from a variety of educational backgrounds.

- ❖ **In addition to the learning objectives listed above, MPH graduates will be expected to attain competency in the following areas (See Appendix A).**

Prerequisites

A baccalaureate degree is required. Although no specific major is required, prerequisite coursework includes one semester each of college level mathematics and biology. The MPH subtrack in Community and Behavioral Health is geared toward professionals who have significant prior work experience. Preference is given to applicants with clearly identified career goals relevant to the program and who demonstrate a strong academic background. Those without the required professional training or experience should consider a Master of Science program.

MPH Curriculum

During their first semester, students will work with their academic advisor to develop a plan of study that will satisfy both students' individual goals, and the degree requirements. In addition to the coursework, students are required to attend departmental seminars.

The degree plan for the MPH subtrack in Community and Behavioral Health can be found here:

<http://cph.uiowa.edu/mph/areas-of-study/subtracks/cbh.html>

M.P.H. Subtrack in Health Communication

Degree Description and Learner Objectives

Provides health as an area of study, while providing concentrated learning opportunities for students who desire greater knowledge and skill in critically designing, evaluating, and implementing effective communication strategies and messages using mediated and interpersonal channels to effectively address the health needs of diverse audiences. Clinician-patient interaction, family communication, group and organizational communication, and mass media and web-based campaigns will be addressed.

The M.P.H. serves a different audience of students than the M.S. Unlike the more academic M.S. degree, M.P.H. degrees are often desired by clinicians, such as physicians, nurses, pharmacists and dentists, and other professionals who do not aspire to pursue a doctoral degree. The M.P.H. subtrack in Health Communication will offer these students an opportunity to select a concentration in Health Communication, in addition to the numerous other concentrations that M.P.H. students can pursue.

❖ In addition to the learning objectives listed above, MPH graduates will be expected to attain competency in the following areas (See Appendix A).

Prerequisites

A baccalaureate degree is required. The cumulative grade-point-average should be a minimum of a 3.0 on a 4.0 scale. Although no specific major is required, prerequisite course work should include a semester of college algebra.

M.P.H. Curriculum

During their first semester, students will work with their academic advisor to develop a plan of study that will satisfy both students' individual goals, and the degree requirements. In addition to the coursework, students are required to attend departmental seminars.

The degree plan for the MPH subtrack in Health Communication can be found here:

<http://cph.uiowa.edu/mph/areas-of-study/subtracks/comm.html>

M.S. Degree in Community and Behavioral Health

Degree Description and Learner Objectives

Provides an overview of community and behavioral health as an area of study, while encouraging students to specialize in an area of interest. Prepares individuals for community and behavioral health research positions, or to begin the Ph.D. degree program in Community and Behavioral Health.

❖ **MS graduates will be expected to attain competency in the following areas (See Appendix A).**

Prerequisites

A baccalaureate degree is required. Prior coursework in the social sciences is desirable.

M.S. Curriculum

During their first semester, students will work with their academic advisor to develop a plan of study that will satisfy both the students' individual goals, and the requirements listed below. In addition to the courses below, students are required to attend departmental seminars.

College of Public Health Core

9 s.h. required

| | | |
|---------|---|--------|
| 171:161 | Introduction to Biostatistics | 3 s.h. |
| 172:101 | Introduction to Health Promotion and Disease Prevention | 3 s.h. |
| 173:140 | Epidemiology I: Principles | 3 s.h. |

Behavioral and Social Sciences Core

9 s.h. required

| | | |
|---------|--|--------|
| 172:106 | Designing and Implementing Interventions | 3 s.h. |
| 172:110 | Community Development in Public Health | 3 s.h. |
| 172:130 | Social Determinants of Health | 3 s.h. |
| 172:135 | Health Disparities and Cultural Competence | 3 s.h. |
| 172:150 | Health Behavior and Health Education | 3 s.h. |
| 172:240 | Health Communication (same as 036:240) | 3 s.h. |
| 172:242 | Persuasion and Health | 3 s.h. |

| | | |
|---------|--|--------|
| 172:246 | Health Communication Campaigns | 3 s.h. |
| 172:248 | Health Information and Health Literacy | 3 s.h. |

Research Methods Core

9 s.h. required

| | | |
|---------|---|--------|
| 172:181 | Evaluation I: Theory and Applications | 3 s.h. |
| 172:183 | Qualitative Research for Public Health | 3 s.h. |
| 172:202 | Ethnographic Field Methods (same as 113:202) | 3 s.h. |
| 172:282 | Evaluation II: Design and Methods | 3 s.h. |
| 172:285 | Research Methods in Community and Behavioral Health | 3 s.h. |
| 171:162 | Design and Analysis of Experiments in the Biomedical Sciences | 3 s.h. |
| 171:241 | Applied Categorical Data Analysis | 3 s.h. |
| 07P:243 | Intermediate Statistical Methods | 3 s.h. |
| 07P:249 | Factor Analysis and Structural Equation Models | 3 s.h. |
| 07P:252 | Introduction to Multivariate Statistical Methods | 3 s.h. |
| 044:106 | Foundations of Geographic Information Systems | 3 s.h. |

Content Area Electives

5 s.h. required

(Students should select elective courses in consultation with their advisor. The following is a list of suggested courses.)

| | | |
|---------|--|--------|
| 170:101 | Introduction to Public Health | 3 s.h. |
| 170:171 | Problems in Public Health | 3 s.h. |
| 172:115 | Community Preventive Programs and Services | 3 s.h. |
| 172:122 | Maternal, Child, and Family Health | 3 s.h. |
| 172:131 | Anthropology and International Health (same as 113:184) | 3 s.h. |

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| | | |
|---------|--|--------|
| 172:133 | Anthropology of Women's Health (same as 113:133) | 3 s.h. |
| 172:140 | Media and Health (same as 19:160) | 3 s.h. |
| 172:155 | Public Health Issues in Overweight Management | 3 s.h. |
| 172:160 | Substance Use and Misuse in America | 3 s.h. |
| 172:161 | Substance Abuse and Mental Health | 3 s.h. |
| 172:163 | Tobacco Use: Prevention and Control | 3 s.h. |
| 172:173 | Medical Anthropology (same as 113:185) | 3 s.h. |
| 172:183 | Qualitative Research for Public Health | 3 s.h. |
| 172:185 | Communicating with the Community | 3 s.h. |
| 172:270 | Independent Study in Community and Behavioral Health | Arr |
| 172:271 | Research in Community and Behavioral Health | Arr |
| 174:200 | Introduction to Health Care Organization and Policy | 3 s.h. |
| 174:212 | Health Economics I | 1 s.h. |
| 174:213 | Health Economics II | 3 s.h. |
| 174:242 | Federalism and Health Policy | 3 s.h. |
| 175:197 | Environmental Health | 3 s.h. |
| 044:112 | Mapping American Cities and Regions | 3 s.h. |
| 113:121 | Health of Indigenous Peoples | 3 s.h. |

Thesis

6 s.h. required

| | | |
|---------|---------------------------|-----|
| 172:300 | Thesis/Dissertation Hours | Arr |
|---------|---------------------------|-----|

Total Semester Hours (minimum) 35 s.h.

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M.S. Subtrack in Health Communication

Degree Description and Learner Objectives

The M.S. subtrack in Health Communication provides concentrated learning opportunities for graduate students who desire greater knowledge and skill in critically designing, evaluating, and implementing effective communication strategies and messages using mediated and interpersonal channels to effectively address the health needs of diverse audiences. Clinician-patient interaction, family communication, group and organizational communication, and mass media and web-based campaigns will be addressed.

Graduates of the program are prepared for positions in a variety of public health, for-profit and non-profit settings including local, state, and federal government agencies, community health organizations, and community-based primary care.

❖ **In addition to the learning objectives listed above, MS graduates will be expected to attain competency in the following areas (See Appendix A).**

Prerequisites

A baccalaureate degree is required. Prior coursework in the social sciences is desirable.

M.S. Curriculum

During their first semester, students will work with their academic advisor to develop a plan of study that will satisfy both the students' individual goals, and the requirements listed below. In addition to the courses below, students are required to attend departmental seminars.

College of Public Health Core

9 s.h. required

| | | |
|----------|---|--------|
| 171:161 | Introduction to Biostatistics | 3 s.h. |
| 172: 101 | Introduction to Health Promotion and Disease Prevention | 3 s.h. |
| 173: 140 | Epidemiology I: Principles | 3 s.h. |

Behavioral and Social Sciences

9 s.h. Required

| | | |
|---------|--|--------|
| 172:106 | Designing and Implementing Interventions | 3 s.h. |
| 172:110 | Community Development in Public Health | 3 s.h. |
| 172:130 | Social Determinants of Health | 3 s.h. |
| 172:135 | Health Disparities and Cultural Competence | 3 s.h. |
| 172:150 | Health Behavior and Health Education | 3 s.h. |

Research Methods

6 s.h. required

| | | |
|---------|---------------------------------------|--------|
| 172:181 | Evaluation I: Theory and Applications | 3 s.h. |
|---------|---------------------------------------|--------|

| | | |
|---------|--|--------|
| 172:183 | Qualitative Research for Public Health | 3 s.h. |
| 172:202 | Ethnographic Field Methods (same as 113:202) | 3 s.h. |
| 172:285 | Research Methods in Community and Behavioral Health | 3 s.h. |
| 171:162 | Design and Analysis of Biomedical Studies (same as 22S:140) | 3 s.h. |
| 171:241 | Applied Categorical Data Analysis | 3 s.h. |
| 044:106 | Foundations of Geographic Information Systems | 3 s.h. |
| 07P:243 | Intermediate Statistical Methods | 3 s.h. |
| 07P:249 | Factor Analysis and Structural Equation Models | 3 s.h. |
| 07P:252 | Introduction to Multivariate Statistical Methods | 3 s.h. |

Health Communication Core

12 s.h. required

| | | |
|---------|---|--------|
| 172:140 | Media and Health (same as 019:160) | 3 s.h. |
| 172:240 | Health Communication | 3 s.h. |
| 172:242 | Persuasion and Health | 3 s.h. |
| 172:246 | Health Communication Campaigns (same as 036:379) | 3 s.h. |
| 172:248 | Health Information and Health Literacy | 3 s.h. |
| 036:371 | Communication Theory | 3 s.h. |

Thesis/Dissertation Hours

6 s.h. required

| | | |
|---------|---------------------|-----|
| 172:300 | Thesis/Dissertation | Arr |
|---------|---------------------|-----|

Total Semester Hours (minimum) 42 s.h.

MS Examination Policies and Procedures for the Department of Community and Behavioral Health

This section explains the examination policies and procedures associated with obtaining an MS. The MS student should refer to the Manual of Rules and Regulations of the Graduate College for guidelines associated with examinations and committee composition. The Graduate College Manual of Rules and Regulations is available on line at <http://www.grad.uiowa.edu/graduate-college-manual>. The MS student should refer to the Graduate College Thesis Manual for guidelines associated with the preparation of a thesis. That is available on line at www.grad.uiowa.edu/theses-and-dissertations/graduate-college-thesis-manual.

MS Thesis

The master's thesis must be a work of scholarly quality with evidence of original thinking. It may or may not include data collection as determined by the student's thesis committee. The thesis must be a document that is publishable in a peer-reviewed journal. The structure of the thesis shall be determined by the thesis committee in accordance with the Graduate College Rules and Regulations. The student is required to comply with Graduate College guidelines with regard to preparation of the thesis and to meet Graduate College thesis deadlines for graduation. The student should consult the Graduate College or the graduate program coordinator regarding deadlines. Thesis costs are the responsibility of the student, including associated costs such as copying. Not less than 6 and not more than 9 semester hours of credit for thesis work is required.

Choice of a Thesis Advisor

The student in agreement with his or her academic advisor will determine an appropriate thesis advisor from among the department faculty. The thesis advisor must be a faculty member of the Department of Community and Behavioral Health (primary or secondary appointment). The thesis advisor will chair the thesis committee. Upon agreement, the student and the thesis advisor must submit in writing to the Department Head his or her agreement to work together. This agreement will be placed in the student's file. Changes in the thesis advisor must be initiated by the student and approved by the academic advisor and the Department Head in writing. In rare cases the thesis advisor may remove himself or herself from the committee with approval of the Department Head. A thesis advisor should be identified at the end of the first year of full time study.

Development of a Thesis Committee

The committee should be selected after the thesis advisor and student have developed a draft of the proposal. The thesis advisor and student will select a committee, to include the advisor who will be chair of the committee. MS students should refer to the Graduate College manual <http://www.grad.uiowa.edu/graduate-college-manual> for rules regarding thesis committee composition. Students do not officially have a thesis committee until they have submitted their thesis proposal and all potential committee members have signed the student's "Approval of Proposed MS Thesis" form. Substantial work should not be done on the thesis until this form has been submitted. See appendix G. If changes are made to the proposal, an "Addendum to Thesis Proposal" form must be submitted. See appendix H.

Changes in a committee member must be approved by the student and thesis advisor and submitted in writing for approval by the Department Head. If the student is in a Health Communication subtrack of the MS, then the thesis must contain some aspect of Health Communication.

Students should expect a minimum of two-week turn around for feedback from the committee on thesis written work. This should, however, be agreed by the committee members and is subject to variability. Students should expect work to be returned with comments no later than three weeks from submitting the thesis written work. After getting thesis advisor approval, the final version of the thesis must be to the committee members a minimum of two weeks prior to the oral defense.

Format for Master's Thesis

In the Department of Community and Behavioral Health, a Master's thesis will generally consist of at least one manuscript that the thesis committee deems suitable for publication and that is submitted before completion of the degree. The scope of the work entailed in the manuscript should be negotiated in advance with the thesis committee (see format below for complete outline of each section of the thesis).

Thesis Composition

- The thesis will contain three sections:
 - an introductory chapter,
 - a chapter, or chapters, containing the body of a publishable manuscript (one per chapter),
 - a concluding chapter.
- The introductory chapter will:
 - outline the larger problems addressed in the research,
 - discuss the purpose and major goals of the research, and (if requested)
 - contain a comprehensive literature review of the research area.
- The concluding chapter will:
 - show how the manuscripts shine light on the larger problems mentioned in the introduction,
 - address the significance of the research to the field(s) of Community and Behavioral Health,
 - mention any aspect(s) of the research not included in the manuscripts but worthy of discussion, and
 - discuss the potential for future research.

Formatting Guidelines

- In general, all instructions given in the document titled "Thesis Manual," published by The University of Iowa Graduate College are to be followed when preparing the thesis or dissertation. The Thesis Manual can be found online at <http://www.grad.uiowa.edu/Publications/ThesisManual/index.htm>
- In order to satisfy the format-check procedure of the Graduate College, the thesis must appear in all ways as a typical thesis. For example:

- A chapter that contains a manuscript must be formatted as if it were a chapter in a typical thesis.
- The chapters must each contain a title and be numbered consecutively.
- The format of subheadings must be consistent from chapter to chapter.
- Graphs and tables must be numbered in association with the chapter they are associated with (e.g. Figure 3.1 and 3.2 in Chapter 3 followed by Figure 4.1 and 4.2 in Chapter 4). They must also agree with the numbers given in the list of figures and list of tables.
- The same referencing style must be used throughout the thesis regardless of whether the articles are submitted to different journals with different referencing styles.
- As for a typical thesis, there can be only one abstract at the beginning and one bibliography at the end of the thesis or dissertation. However, each chapter containing a manuscript could include an initial subheading titled “Summary of Findings” (or equivalent terminology) that would, in essence, be the abstract included with that article.
- Given the comments above, some reformatting of a manuscript is expected prior to submission to the publisher.

Defense of an MS Thesis

The defense of the master’s thesis will serve as the Master’s final examination. The defense is an oral presentation of the purpose, methods, and results of the thesis research. A committee will thoroughly examine the student’s area of knowledge associated with the context of the work. The committee can also be expected to cover the broader professional and scientific issues during a period of open-ended questions. It is acceptable to link the defense to a departmental seminar. This is the usual process for CBH theses defense below. However, the chair may choose to vary from this process within the parameters allowed by the Graduate College.

The MS Defense Process

- The thesis will be presented for review and critical assessment in a public forum.
- Announcements, in the form of printed sheets and email to all CBH faculty, staff and students are made giving the thesis title; student name; date, place, and time of defense; and brief abstract are posted/sent two weeks prior to the defense date. The student is responsible for coordinating this with the CBH Graduate Program Coordinator.
- If an audience is present in addition to the student’s committee members, the defense will consist of the following format.
 - The chairperson introduces the student and explains the format that will be followed to the audience.
 - This may include asking the student to give a brief history of his or her academic/work history (for example, “what brought you to this point?”).
 - The student then gives a summary or overview of the objectives and important findings associated with his or her work.
 - Time limit is 20-40 minutes.
 - Talk should be addressed more towards audience than committee members who have already read the thesis.

- The question-and-answer period then follows in which the audience is allowed up to 20 minutes to ask questions. Following that time period, the committee members only will ask any additional questions.
- Upon completion of the question-and-answer period, the committee members will convene a closed-door session to discuss the student's performance, review academic information, and sign form as desired.
- The student is informed of the result of the committee's decision.

MS Defense Responsibilities

It is the student's responsibility to ensure that all work is performed, and all forms are submitted, in a timely manner to obtain the degree. The forms and timelines originate from the Graduate College, which ultimately confers the degree, not the department. A detailed checklist of duties and responsibilities required for obtaining a degree is available from the Graduate Program Coordinator.

Student

- Notifies Graduate Program Coordinator of intent to defend.
- Sends requests to potential committee members.
- Schedules defense date with advisor and committee members.
- Completes thesis for review by thesis committee.
- Prints and sends copies of thesis to advisor and committee members prior to defense.
- Works with Graduate Program Coordinator to satisfy all Graduate College requirements.
- Satisfies all departmental requirements as given in the detailed checklist.
- Enrolls during the session in which the degree is to be conferred.

Student and Thesis Advisor

- Select committee members.
- Determine potential defense date.
- Review/edit student's thesis prior to submission to committee members.
- Distribute announcement of thesis defense.
- Complete first deposit checklist prior to submission to Graduate College.

Thesis Advisor

- Advises student on thesis content.
- Chairs thesis defense.
- Brings student file and final examination form to defense.
- Signs required forms.

Graduate Program Coordinator

- Supplies a detailed checklist, needed forms and advice when asked by student.
- Finds a room for the defense.
- Submits the necessary forms to the Graduate College for the thesis defense scheduling.
- Provides the advisor with a student file for defense (containing the Report on Final Examination form).

- Returns all forms to Graduate College.

Thesis Defense Evaluation

The thesis defense will be evaluated as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The examination may be repeated only once. A student must graduate within one calendar year after passing the final exam. Failure to meet this deadline will require re-examination.

Graduate College Deadlines

Deadlines are set by the Graduate College for the initial and final submissions of the thesis. See the Graduate College website for deadlines associated with each semester. The Graduate College requires that a first deposit of one copy of the final draft be submitted in final typed form by the first deposit deadline. A “Final Deposit Checklist” is to be filled out and submitted with the thesis to ensure that it is complete. The Graduate College will accept minor modifications as per the committee’s recommendations after a defense but will not accept substantial changes such as the inclusion of another figure or table without written consent from the advisor. As such, the student should strive to complete the thesis at least two weeks prior to the first deposit. This will allow sufficient time for review by the advisor and changes based on that review in order to submit a near-complete version of the thesis at the time of the first deposit. After approval by the Graduate College and by the thesis committee, two copies of the final thesis must be deposited with the Graduate College by the final deposit deadline date in the graduation session. Failure to meet this deadline will result in delay of graduation.

Departmental Time Considerations

In order to meet the Graduate College deadlines, MS students should expect to have the first draft of their thesis completed the semester prior to the term in which they intend to graduate. Thesis preparation includes a thesis proposal, thesis outline, thesis outline revisions, chapter outlines, chapter outline revisions, data compilation, chapter preparation, and chapter revisions, all of which will undergo faculty reviews. Each of these steps may take longer than the student originally expected. Therefore, having the first draft prepared prior to his/her final term provides the student with an appropriate amount of time to complete the revision process.

When materials are given to a faculty member for review, he/she may take at least two weeks to complete his/her evaluation. Therefore, when students are creating a timeline for meeting thesis deadlines, they should allocate two weeks for each faculty member evaluation.

Students undertaking new data collection with human subjects should allot time for Institutional Review Board approval. This may take up to two months.

Student Responsibilities regarding MS Degree Completion

It is the MS student’s responsibility to ensure that all work is performed and all forms are submitted in a timely manner to obtain the degree. A detailed list of the various responsibilities for obtaining the degree can be found on the registrar’s website at <http://www.grad.uiowa.edu/degrees-and-graduation>.

Ph.D. in Community and Behavioral Health

Degree Description and Learning Objectives

Prepares individuals for academic, research, and policy-making careers in the social and behavioral health sciences. Contribute to public health knowledge by designing and conducting original research.

❖ **Ph.D. graduates will be expected to attain competency in the following areas (See Appendix A).**

Prerequisites

A Master's degree in a related area is required.

Ph.D. Curriculum

During their first semester, students will work with their academic advisor to develop a plan of study that will satisfy both the students' individual goals, and the requirements listed below. The curriculum for the doctoral program requires that students complete at least 75 semester hours of course work past the baccalaureate degree. The transfer credit given for a master's degree counts towards these 75 semester hours. In addition to the courses below, students are required to attend departmental seminars.

College of Public Health Core

9 s.h. required

| | | |
|----------|---|--------|
| 171:161 | Introduction to Biostatistics | 3 s.h. |
| 172: 101 | Introduction to Health Promotion and Disease Prevention | 3 s.h. |
| 173:140 | Epidemiology I: Principles | 3 s.h. |

Behavioral and Social Sciences Core

21 s.h. required

| | | |
|---------|--|--------|
| 172:106 | Designing and Implementing Interventions | 3 s.h. |
| 172:110 | Community Development in Public Health | 3 s.h. |
| 172:130 | Social Determinants of Health | 3 s.h. |
| 172:131 | Anthropology and International Health (same as 113:184) | 3 s.h. |
| 172:135 | Health Disparities and Cultural Competence | 3 s.h. |
| 172:150 | Health Behavior and Health Education | 3 s.h. |
| 172:173 | Medical Anthropology (same as 113:185) | 3 s.h. |

| | | |
|---------|---|--------|
| 172:240 | Health Communication (same as 036:240) | 3 s.h. |
| 172:242 | Persuasion and Health | 3 s.h. |
| 172:246 | Health Communication Campaigns (same as 036:379) | 3 s.h. |
| 172:248 | Health Information and Health Literacy | 3 s.h. |

Research Methods Core

15 s.h. required

| | | |
|---------|--|--------|
| 172:181 | Evaluation I: Theory and Applications | 3 s.h. |
| 172:183 | Qualitative Research for Public Health | 3 s.h. |
| 172:202 | Ethnographic Field Methods (same as 113:202) | 3 s.h. |
| 172:282 | Evaluation II: Design and Methods | 3 s.h. |
| 172:285 | Research Methods in Community and Behavioral Health | 3 s.h. |
| 034:214 | Introduction to Sociological Data Analysis | 3 s.h. |
| 034:215 | Sampling, Measurement, and Observation Techniques | 3 s.h. |
| 034:216 | Linear Models in Sociological Research | 3 s.h. |
| 034:218 | Advanced Statistical Modeling of Data | 3 s.h. |
| 034:219 | Structural Equation Modeling | 3 s.h. |
| 171:162 | Design and Analysis of Experiments in the Biomedical Sciences (same as 22S:140) | 3 s.h. |
| 044:106 | Foundations of Geographic Information Systems | 3 s.h. |
| 171:241 | Applied Categorical Data Analysis | 3 s.h. |
| 07P:243 | Intermediate Statistical Methods | 3 s.h. |
| 07P:249 | Factor Analysis and Structural Equation Models | 3 s.h. |
| 07P:252 | Introduction to Multivariate Statistical Methods | 3 s.h. |

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Content Area Electives

18 s.h. required

Students should select elective courses in consultation with their advisor. The following is a list of suggested electives.

| | | |
|---------|--|--------|
| 170:101 | Introduction to Public Health | 3 s.h. |
| 170:171 | Problems in Public Health | 3 s.h. |
| 172:115 | Community Preventive Programs and Services | 3 s.h. |
| 172:122 | Maternal, Child, & Family Health: An Overview | 3 s.h. |
| 172:133 | Anthropology of Women's Health (same as 113:133) | 3 s.h. |
| 172:155 | Public Health Issues in Overweight Management | 3 s.h. |
| 172:160 | Substance Use and Misuse in America (Same as 031:173) | 3 s.h. |
| 172:161 | Substance Abuse and Mental Health | 3 s.h. |
| 172:163 | Tobacco Use: Prevention and Control | 3 s.h. |
| 172:185 | Communicating with the Community | 3 s.h. |
| 172:270 | Independent Study in Community and Behavioral Health | Arr. |
| 172:271 | Research in Community and Behavioral Health | Arr |
| 174:200 | Introduction to Health Care Organization and Policy | 3 s.h. |
| 174:212 | Health Economics I | 3 s.h. |
| 174:213 | Health Economics II | 3 s.h. |
| 174:242 | Federalism and Health Policy | 3 s.h. |
| 175:197 | Environmental Health | 3 s.h. |
| 044:112 | Mapping American Cities and Regions | 3 s.h. |

Dissertation

12 s.h. required

| | | |
|---------|---------------------------|-----|
| 172:300 | Thesis/Dissertation Hours | Arr |
|---------|---------------------------|-----|

Total Semester Hours (minimum)

75

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Ph.D. Subtrack in Health Communication

Degree Description and Learning Objectives

The Ph.D. subtrack in Health Communication combines the core coursework from the Community and Behavioral Health Ph.D. curriculum with additional training at the doctoral level to prepare individuals for academic, research, and policy-making careers in the area of health communication.

❖ **Ph.D. graduates will be expected to attain competency in the following areas (See Appendix A).**

Prerequisites

A Master's degree in a related area is required.

Ph.D. Health Communication Curriculum

During their first semester, students will work with their academic advisor to develop a plan of study that will satisfy both the students' individual goals, and the requirements listed below. The curriculum for the doctoral program requires that students complete at least 75 semester hours of course work past the baccalaureate degree. The transfer credit given for a Master's degree counts towards these 75 semester hours. In addition to the courses below, students are required to attend departmental seminars.

College of Public Health Core

9 s.h. required

| | | |
|----------|---|--------|
| 171:161 | Introduction to Biostatistics | 3 s.h. |
| 172: 101 | Introduction to Health Promotion and Disease Prevention | 3 s.h. |
| 173:140 | Epidemiology I: Principles | 3 s.h. |

Behavioral and Social Sciences

12 s.h. required

| | | |
|---------|---|--------|
| 172:106 | Designing and Implementing Interventions | 3 s.h. |
| 172:110 | Community Development in Public Health | 3 s.h. |
| 172:130 | Social Determinants of Health | 3 s.h. |
| 172:135 | Health Disparities and Cultural Competence | 3 s.h. |
| 172:150 | Health Behavior and Health Education | 3 s.h. |
| 172:173 | Medical Anthropology (same as 113:185/152:185) | 3 s.h. |

Research Methods

15 s.h. required

| | | |
|---------|-----------------------------------|--------|
| 171:241 | Applied Categorical Data Analysis | 3 s.h. |
|---------|-----------------------------------|--------|

| | | |
|---------|--|--------|
| 171:203 | Biostatistical Methods in Categorical Data | 3 s.h. |
| 172:181 | Evaluation I: Theory and Applications | 3 s.h. |
| 172:183 | Qualitative Research for Public Health | 3 s.h. |
| 172:282 | Evaluation II: Design and Methods | 3 s.h. |
| 172:285 | Research Methods in Community and Behavioral Health | 3 s.h. |
| 171:162 | Design and Analysis of Biomedical Studies (same as 22S:140) | 3 s.h. |
| 171:241 | Categorical Data Analysis | 3 s.h. |
| 034:214 | Introduction to Sociological Data Analysis | 3 s.h. |
| 034:215 | Sampling, Measurement, and Observation Techniques | 3 s.h. |
| 034:216 | Linear Models in Sociological Research | 3 s.h. |
| 034:218 | Advanced Statistical Modeling of Data | 3 s.h. |
| 034:219 | Seminar: Selected Topics in Research Methods and Data Analysis | 3 s.h. |
| 07P:243 | Intermediate Statistical Methods | 3 s.h. |
| 07P:249 | Factor Analysis and Structural Equation Models | 3 s.h. |
| 07P:252 | Introduction to Multivariate Statistical Methods | 3 s.h. |

Health Communication Core

12 s.h. required

| | | |
|------------------|--|--------|
| 172:240/ 036:240 | Health Communication | 3 s.h. |
| 172:242 | Persuasion and Health | 3 s.h. |
| 036:371 | Communication Theory | 3 s.h. |
| 172:246/ 036:379 | Health Communication Campaigns | 3 s.h. |
| 172:248 | Health Information and Health Literacy | 3 s.h. |
| 172:140/019:160 | Media and Health | 3 s.h. |

Electives

21 s.h. required

Electives are selected in consultation with your advisor.

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Thesis/Dissertation Hours

12 s.h. required

172:300

Thesis/Dissertation Hours

Arr

Total Semester Hours (minimum)

75 s.h.

Annual Doctoral Student Reviews

The Department of Community and Behavioral Health conducts annual reviews for all doctoral students. Guidelines for the review are as follows:

A. Purpose

The purpose of the annual doctoral student review is twofold: 1) to help Ph.D. students and their advisors effectively guide students' progress and professional development toward goals that will advance student success during the program and after graduation and 2) to familiarize the full faculty with students' strengths, interests, progress, and challenges. This process may help students identify research or funding opportunities as well as faculty mentors and/or dissertation committee members.

These annual reviews are held in addition to, and not as a substitute for, regular meetings with the student's advisor and other faculty mentors throughout the year. Meetings throughout the year should be used to assist students as they determine their research options, topics, and preparation for preliminary and comprehensive exams.

The CBH Ph.D. program includes a series of established degree program milestones – the Preliminary Exam, the Comprehensive Exam, the Dissertation Proposal, and the Dissertation Final Exam. These milestones correspond with the formal requirements of earning a Ph.D. The program also has established expectations related to career preparation. For example, to be competitive for positions at research universities, policy institutes, and certain other professional environments, students must have significant involvement in multiple research projects that result in publications. The annual doctoral student reviews will provide a forum to discuss progress towards these established degree program milestones as well as other professional development goals.

B. Structure of Annual Doctoral Student Review

The annual doctoral student reviews will be held at the June or July faculty meeting. Student materials should be submitted by June 1st and reminders will be sent in the spring. The annual review consists of five components: (1) the submission, by all doctoral students, of (a) an annual doctoral review form, (b) a curriculum vitae (CV), and (c) a grade report (these materials are due to the graduate coordinator by June 1st); (2) a review of a student's submitted materials by their faculty advisor; (3) a meeting of

the CBH faculty¹ to discuss student progress; (4) a written assessment of students' progress and (5) a progress meeting between a student and their advisor to discuss the review memo.

Each student will be responsible for submitting a doctoral review form which can be found at the following link: <http://cph.uiowa.edu/cbh/current-students/forms.html> and a current version of their CV. Students' CVs should include degrees, honors, employment and research experiences, teaching experience, publications and manuscripts in development, presentations, and service activities. Students should use a standard format for their CV, and do not need to use the NIH Biosketch format.

Following the full-faculty review of the student's materials, a written assessment is provided as a joint letter from the DEO and the advisor to the student and should include: a synopsis of students' accomplishments and a clear explanation of recommendations for improvement or for professional development activities, if any. This letter will be filed with the student's departmental records.

At the progress meeting, faculty advisors will discuss with individual students the results of their review, which may include areas in which professional development is needed, recommendations for improvement as well as feedback on accomplishments.

Student review materials (see aforementioned list of what is required) should be submitted to the Graduate Coordinator annually by June 1. The graduate coordinator will promptly distribute review dossiers to faculty advisors. Two weeks in advance of the June or July faculty meeting, review dossiers will be made available to all faculty. Following the full-faculty review meeting, the graduate coordinator will work with the DEO and student's advisor to prepare a written assessment for each student. This letter will be provided to all doctoral students between August 1 and September 1. Faculty advisors should attempt to hold a meeting with their advisees to discuss the Annual Doctoral Review letter annually by September 15.

The annual doctoral student review, including the written assessment and progress meeting, is intended to support and guide students' progress and professional development by establishing clear expectations and providing a vehicle for annual feedback. Grievances should be addressed with the Department Head and Executive Officer. Additionally, please refer to Section IV of the Manual of Rules and Regulations of the Graduate College for information on academic probation and dismissal standards, procedures, and appeals.

<http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>

¹ FERPA guidelines permit the Department of Community and Behavioral Health to hold a faculty meeting to discuss doctoral student reviews; however, each CBH faculty member, in consultation with the Department Executive Officer (DEO), retains the right to request an individual review for a student when confidential or privileged information is relevant to a student's degree progress. Upon agreement from the DEO, the faculty meeting review (component #3) will be replaced by a review that includes the student's advisor, the DEO, and the College of Public Health Associate Dean for Education and Student Affairs.

Doctoral Examination Requirements

The examination process associated with obtaining a PhD is rigorous and consists of three distinct processes as detailed below.

I. PhD Qualifying Examination

Administration of a PhD qualifying examination is not mandated by the Graduate College but is required of students in the CBH department. This exam should be completed early in the PhD program. For students with a relevant MS degree, the exam is to be taken at the end of the second semester of full-time study in the program. For students without a relevant MS degree, or no MS degree from the Department, the exam should be taken at the end of the third semester of full-time study. The student's academic advisor, in consultation with the student, will be responsible for organizing this examination. The advisor requests of other faculty to serve on the committee and designs the exam with input from the other committee members. The committee must be at least three faculty to include the advisor, with the number of members to be an odd number. The examination takes place on campus and a full day (9 hours) is allowed.

The assessment of this exam is a measurement of the student's ability to synthesize information and to communicate thoughts through writing. The student will be given an assessment of pass or fail. Notification to the student will occur within 10 days after the exam. Re-takes are not allowed. Failure will result in dismissal from the program. Appeals must be submitted in writing to the DEO.

II. PhD Comprehensive Exam

The PhD comprehensive examination is a requirement for all PhD candidates. See the Graduate College Manual of Rules and Regulations for details. The comprehensive examination is taken after the majority of coursework for the PhD degree has been completed. The request to take the comprehensive examination must be sent by the Graduate Program Coordinator at least two weeks before the administration of the comprehensive examination. The comprehensive examination must be passed by the committee before formal work on the dissertation can begin. A student must be registered in the Graduate College at the time of the comprehensive examination, which must be satisfactorily completed no later than the session prior to the session of graduation.

Refer to the Graduate College manual <http://www.grad.uiowa.edu/graduate-college-manual> regarding composition of the comprehensive examination committee.

The goal of the PhD comprehensive examination is to test the student's comprehension, and his or her ability to integrate and synthesize the important facts and concepts within the area of Community and Behavioral Health. This includes the didactic components, principles, and concepts represented within the core courses and relevant elective courses within the Department and the College of Public Health. It will also include other relevant didactic material consistent with professional competency in the student's specialty area. Additionally, the student will be evaluated on his or her ability to conceive, construct, and communicate a clear and concise research proposal. The student will be given 5 questions and 5 days to answer them. Answers should be typed and must include complete references.

Questions will focus on areas the student has selected to study use as the focus of his or her dissertation.

The examination is a written exam. An oral examination may also be required.

Part 1: In the written portion of the comprehensive examination the student is expected to demonstrate the ability to integrate and synthesize the material in the PhD departmental core courses.

Part 2: If a subsequent oral portion is required, that session will follow up on areas and concepts emanating or omitted from the written exam, as well as departmental core courses and selected electives in areas related to the student's research topic.

The combined performance on required sections of the examination will be graded as satisfactory, reservations, or unsatisfactory, with two unsatisfactory votes making the student's performance unsatisfactory. If a failure is ruled, the student has one opportunity to retake the exam. Further procedural details for grading and reporting this examination are described in the Manual of Rule and Regulations of the Graduate College.

Following the examination the committee will present the results of the examination in a letter to the student. Within fourteen days of the examination, a grade will be submitted to the Graduate College

III. Dissertation Proposal

The written research proposal does not need to be completed prior to sitting for the comprehensive exam. The proposal should be a 10-20 page manuscript (length only intended as a guideline), outlining the intended dissertation research project of the student. The background and justification should be well-developed, as well as the hypotheses and proposed methods. All work should be properly referenced and comply with NIH or similar guidelines and format. The student's performance on the exam will be evaluated by the examining committee as an overall assessment. The examination committee will review the proposal as to quality of the proposal. If passed by the examination committee, this will constitute the first draft of the written proposal. An expanded version of this proposal will need to be developed for the dissertation committee (see defense of proposal details below). If the student is in the Health Communication subtrack, the dissertation must contain some aspect of that subtrack.

IV. PhD Dissertation

The goal of the dissertation is to produce a document that is publishable in a peer-reviewed journal. Original thought is required in the formulation and conduct of the research, although neither original data collection nor data analysis are strictly required. During the dissertation defense, a specially formed committee will thoroughly examine the student's area of knowledge associated with the context of the work.

The student is required to comply with Graduate College guidelines with regard to preparation of the dissertation and deadlines for graduation. For this reason, the student should consult the *Manual of Rules and Regulations of the Graduate College* and posted deadlines, and refer to the resources and

rules of the Graduate College at <http://www.grad.uiowa.edu/theses-and-dissertations/graduate-college-thesis-manual>. One copy of the dissertation, complete and in final form, must be presented to the Graduate College by the first-deposit deadline date in the session in which the degree is to be conferred. Two copies of the approved dissertation must be deposited at the Graduate College by the final-deposit deadline date in the graduation session. Failure to meet deadlines will result in delay of graduation. Dissertation costs are the responsibility of the student, including associated costs such as copying. The format of the dissertation document must comply with all Graduate College guidelines.

General Instructions for Preparation of a PhD Dissertation

Dissertation Committee

The dissertation committee should be selected after the dissertation advisor and student have developed a draft of the proposal. The dissertation advisor and the student will select the committee, to include the advisor who will be chair of the committee. PhD students should refer to the Manual of Rules and Regulations of the Graduate College regarding regulations about the composition of the dissertation committee. This is available at <http://www.grad.uiowa.edu/graduate-college-manual>. The committee must approve the topic area and provide direction during the preparation of the dissertation by participation in the evaluation, revision, and approval of the dissertation proposal.

The student must complete an oral defense of the proposal. All dissertation committee members must be in attendance in person or by telecommunication.

Students do not officially have a dissertation committee until they have submitted their dissertation proposal and all potential committee members have signed the student's "Approval of Proposed PhD Dissertation" form. Substantial work should not be done on the dissertation until this form has been submitted. See appendix J. If changes are made to the proposal, an "Addendum to PhD Proposal" form must be submitted. See appendix K. Changes in a committee member must be approved by the student and dissertation advisor and submitted in writing for approval by the Department Head.

Unanimous, written approval of the dissertation proposal is required by all dissertation committee members, prior to beginning the research. The first draft of the proposal is intended to be submitted at the comprehensive examination. A special meeting of the student's committee will be held for approval.

Students should expect a minimum of two-week turn around for feedback on dissertation written work. This should, however, be agreed by the committee members and is subject to variability. The final version of the dissertation must be approved by the chair and submitted to the committee a minimum of two weeks prior to the oral defense. Students should expect work to be returned with comments no later than three weeks from submitting the dissertation written work.

Format for PhD Dissertation

In the Department of Community and Behavioral Health, a PhD dissertation shall consist of at least three manuscripts that the dissertation committee deem suitable for publication on related subjects and submitted for publication. The scope of the manuscripts shall be negotiated with the dissertation

committee in advance. The dissertation shall include original thought in formulation and conduct of the research. However, original data collection may not be strictly required. For example, existing well-documented databases may be used as a research basis. The standard of quality will be judged relative to the probability the dissertation could withstand a peer reviewed publication process in English. The format of the dissertation document should comply with all Graduate College guidelines. Consulting other standard dissertations and scientific writing guides is also recommended. Examples of the latter include:

Madsen D: *Successful Dissertations and Theses*, Jossey/Bass, 1992.

Katz MJ: *Elements of the Scientific Paper*, Yale University Press, 1985.

Gibaldi J: *The MLA Handbook for Writers of Research Papers*. Modern Languages Association of American, 1993.

Dissertation Composition

- The dissertation will contain three sections:
 - an introductory chapter,
 - a chapter, or chapters, containing the body of a publishable manuscript (one per chapter),
 - a concluding chapter.
- The introductory chapter will:
 - outline the larger problems addressed in the research,
 - discuss the purpose and major goals of the research, and (if requested)
 - contain a comprehensive literature review of the research area.
- The concluding chapter will:
 - show how the manuscripts shine light on the larger problems mentioned in the introduction,
 - address the significance of the research to the field of Community and Behavioral Health,
 - mention any aspect(s) of the research not included in the manuscripts but worthy of discussion, and
 - discuss the potential for future research.

Formatting Guidelines

In general, all instructions of The University of Iowa Graduate College are to be followed when preparing the dissertation. The manual for dissertations can be found online at <http://www.grad.uiowa.edu/theses-and-dissertations/graduate-college-thesis-manual>

Deadlines Relative to Dissertations

Deadlines are set by the Graduate College for the initial and final submissions of the dissertation. See the Graduate College website for deadlines associated with the semester you plan to obtain the degree. The Graduate College requires that the first deposit of the dissertation be a copy of the final draft to be submitted. A “Final Deposit Checklist” is to be filled out and submitted with the dissertation to ensure that it is complete. The Graduate College will accept minor modifications as per the committee’s recommendations after a defense but will not accept substantial changes such as the inclusion of another figure or table without written consent from the advisor. As such, the student should strive to

complete the dissertation at least two weeks prior to the first deposit. This will allow sufficient time for review by the advisor and changes based on that review in order to submit a near-complete version of the dissertation at the time of the first deposit.

Departmental Format for Conducting the Defense of a PhD Dissertation

This is the usual process below for a CBH dissertation defense. However, the chair may choose to vary from this process within the parameters allowed by the Graduate College.

- Dissertations will be presented for review and critical assessment in a public forum.
- Announcements, in the form of an email to all College of Public Health faculty, staff and students, and a news item, are made giving the dissertation title, student name, date, place, and time of defense. A brief abstract is posted two weeks prior to the defense date. The student is responsible for coordinating this with the CBH Graduate Program Coordinator.
- If an audience is present in addition to the student's committee members, the defense will consist of the following format.
 - The chairperson introduces the student and explains the format that will be followed to the audience.
 - This may include asking the student to give a brief history of his or her academic/work history (for example, "what brought you to this point?").
 - The student then gives a summary or overview of the objectives and important findings associated with his or her work.
 - Time limit is 20-40 minutes.
 - Talk should be addressed more towards audience than committee members who have already read the dissertation.
 - The question-and-answer period then follows in which the audience is allowed up to 20 minutes to ask questions. Following that time period, the committee members only will ask any additional questions.
 - Upon completion of the question-and-answer period, the committee members will convene a closed-door session to discuss the student's performance, review academic information, and sign form as desired.
 - The student is informed of the result of the committee's decision.

PhD Defense Responsibilities

It is the student's responsibility to ensure that all work is performed, and all forms are submitted, in a timely manner to obtain the degree. The forms and timelines originate from the Graduate College, which ultimately confers the degree, not the department. A detailed checklist of duties and responsibilities required for obtaining a degree is available from the Graduate Program Coordinator.

Student

- Notifies Graduate Program Coordinator of intent to defend.
- Sends requests to potential committee members.
- Schedules defense date with advisor and committee members.
- Completes dissertation for review by thesis committee.
- Prints and sends copies of dissertation to advisor and committee members prior to defense.
- Works with Graduate Program Coordinator to satisfy all Graduate College requirements.

- Satisfies all departmental requirements as given in the Detailed Checklist.
- Enrolls during the semester of the defense and planned graduation.

Student and Dissertation Advisor

- Select committee members.
- Determine potential defense date.
- Review/edit student's dissertation prior to submission to committee members.
- Distribute announcement of dissertation defense.
- Complete first deposit checklist prior to submission to Graduate College.

Dissertation Advisor

- Advises student on dissertation content.
- Chairs dissertation defense.
- Brings student file and final examination form to defense.
- Signs required forms.

Graduate Program Coordinator

- Supplies a detailed checklist, needed forms and advice when asked by student.
- Submits the necessary forms for the defense to the Graduate College.
- Finds a room for the defense.
- Sends out the announcement of the scheduled dissertation defense.
- Provides advisor with student file for defense (containing the Report on Final Examination form).
- Returns all forms to Graduate College.

Timing of the Defense

The final examination may not be held until the next academic session after passing the comprehensive examination and until the dissertation is accepted for first deposit by the Graduate College. However, a student must pass the final examination no later than five years after passing the comprehensive examination. Failure to meet this deadline will result in a reexamination of the student to determine his or her qualifications for taking the final examination.

Evaluation of the Doctoral Defense

The report of the final examination is due in the Graduate College office no later than 48 hours after the examination. The final examination will be evaluated as satisfactory or unsatisfactory. Two unsatisfactory votes will make the student's performance unsatisfactory. In case of a report of unsatisfactory in the final examination, the candidate may present himself or herself for reexamination not sooner than four months after the first examination. The examination may be repeated only once. Refer to Section XII. K. of the Graduate College Manual of Rules and Regulations for these rules relative to the comprehensive examination.

Summary of Action Points for the Dissertation

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1. Prior to beginning of the formal dissertation research, the student selects his or her dissertation advisor and with the dissertation advisor, selects the committee.
2. Student submits the dissertation proposal to the dissertation committee.
3. At least 60 days prior to the dissertation defense, student arranges specific date, time and location of the exam with his/her committee. Prior to this time, the student must submit a draft of the dissertation to the committee. The dissertation committee must approve the scheduling of the defense time and date prior to booking.
4. The student must meet first deposit date for dissertation of the Graduate College (currently at least four weeks before graduation). Students must have their dissertation in before the defense if the defense is earlier.
5. Student delivers dissertation to his or her committee members at least two weeks prior to the exam.
6. Final examination to be held more than 10 days before expected graduation in order to meet final dissertation filing deadline (depending upon the extent of further written changes expected).
7. Final examination committee returns final examination report to Graduate College within 48 hours of the exam completion.
8. Approval signature of committee members must be obtained on dissertation prior to submitting final copy to the Graduate College no later than 10 days prior to graduation.

Continuous Registration

The student is required to register each fall and spring semester after satisfactorily completing the comprehensive examination until the degree is awarded. In order to maintain continuous registration, doctoral students may register for (1) required or elective courses, research, and thesis hours to complete the plan of study or (2) Doctoral Continuous Registration (DCR). DCR requires a 2 s.h. tuition fee payment. No registration for the summer or winter session is required. The exceptions are when the student is taking a degree at the end of the summer session.

Fees

Non-refundable fees are charged each doctoral candidate to cover processing and publication costs of the dissertation and abstract.

Student Responsibility Regarding Award of the Doctoral Degree

It is the student's responsibility to ensure that all work is performed and all forms are submitted in a timely manner to obtain the degree.

Appendix A
Community and Behavioral Health
Degree Program Competencies

Community and Behavioral Health

| In addition to mastering the core competencies, graduates of the <u>MPH subtrack in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|--|---|
| Identify and distinguish the major socio-behavioral phenomena which impact the health of the public and understand the mechanisms by which they impact health. | 170:101 Intro to Public Health Practice 172:101 Intro to Hlth Prom & Disease Prev | 173:140 Epidemiology 1 174:102 Intro to the US Health Care System or 174:200 Intro to Hlth Care Org and Policy 175:197 Environmental Health 172:130 Social Determinants of Health 172:136 Hlth Disparities & Cult Competence |
| Work effectively with communities in defining and addressing important public health concerns. | 172:101 Intro to Hlth Prom & Disease Prev 170:299 MPH Practicum Experience | 172:110 Community Development in Public Health 172:185 Communicating with the Community 172:246 Health Communication Campaigns 172:122 Maternal Child & Family Health |

| In addition to mastering the core competencies, graduates of the <u>MPH subtrack in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|---|--|---|
| Design, implement and evaluate community-based behavior interventions to prevent disease and/or promote health. | 172:101 Intro to Hlth Prom & Disease Prev 171:161 Introduction to Biostatistics 170:299 MPH Practicum Experience | 172:150 Health Behavior and Health Education 172:106 Designing and Implementing Interventions 172:181 Evaluation 1:Theory and Application 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:115 Community Preventive Programs/Services |
| Critically assess the scientific basis for preventive interventions. | 173:140 Epidemiology 1 172:101 Intro to Hlth Prom & Disease Prev | 172:115 Community Preventive Programs/Services 172:122 Maternal Child & Family Health 172:161 Substance Abuse Prev and Interventions 172:162 Prev &Interven of Mental Hlth Disorders 172:155 PH Issues in Overweight Management |
| Plan and conduct program evaluations to assess quality and effectiveness of public health interventions. | 172:101 Intro to Hlth Prom & Disease Prev | 172:181 Evaluation 1:Theory and Applications 172:282 Evaluation II: Design and Methods 171:161 Introduction to Biostatistics 172:183 Qualitative Research for Public Health |
| Communicate effectively with a broad range of audiences. | 172:101 Intro to Hlth Prom & Disease Prev | 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 170:299 MPH Practicum Experience |

Continued from previous page.

| In addition to mastering the core competencies, graduates of the <u>MPH subtrack in Health Communication</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|--|--|
| Define and distinguish basic concepts and theories of communication related to public health | 172:101 Intro to Hlth Prom & Disease Prev 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health | 172:170 Health Information and Health Literacy 172:150 Health Behavior and Health Education 172:161 Substance Abuse Prev and Interventions 172:162 Prev &Interven of Mental Hlth Disorders 172:155 PH Issues in Overweight Management 036:101 Communication Theory 172:140 Media and Health 172:130 Social Determinants of Health |
| Evaluate and interpret qualitative and quantitative health communication literature. | 172:101 Intro to Hlth Prom & Disease Prev 171:161 Introduction to Biostatistics | 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:150 Health Behavior and Health Education 172:106 Designing and Implementing Interventions 172:181 Evaluation 1:Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:122 Maternal Child Family Health 172:115 Community Preventive Programs/Services |
| Explain how to effect individual, organizational, and systems change through communication. | 172:240 Health Communication 174:102 Intro to the US Hlth Care Sys or 174:200 Intro to Hlth Care Org and Policy | 172:185 Communicating with the Community 172:110 Community Development in Public Health |
| Recognize, design, and implement effective evidence-based health communication interventions including communication campaigns. | 172:240 Health Communication 172:246 Health Communication Campaigns 170:299 MPH Practicum Experience | 172:106 Designing and Implementing Interventions 172:115 Community Preventive Programs/Services |
| Understand formative, process, and outcome evaluation as they relate to health communication interventions. | 172:240 Health Communication 172:246 Health Communication Campaigns 170:299 MPH Practicum Experience | |

| Graduates of the <u>MS in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|--|--|
| Define and apply basic concepts and theories of social and behavioral science related to public health. | 172:101 Intro to Hlth Prom & Disease Prev | 172:150 Health Behavior and Health Education 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 172:161 Substance Abuse Prev and Interventions 172:162 Prev &Interven of Mental Hlth Disorders 172:155 PH Issues in Overweight Management 172:130 Social Determinants of Health |
| Demonstrate appropriate social and behavioral science research design and methodology, and analytical strategies in relation to public health. | 173:140 Epidemiology 1 172:101 Intro to Hlth Prom & Disease Prev 171:161 Introduction to Biostatistics | 172:181 Evaluation 1:Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:285 Research Methods in Community & Behavioral Health 171:162 Design and Analysis of Experiments in the Biomedical Sciences 171:241 Applied Categorical Data Analysis 07P:243 Intermediate Statistical Analysis 07P:249 Factor Analysis and Structural Equation Models 07P:252 Introduction to Multivariate Methods 044:106 Foundations of Geographic Information Systems |
| Communicate research findings effectively to various audiences. | 172:101 Intro to Hlth Prom & Disease Prev | 172:185 Communicating with the Community 172:240 Health Communication 172:285 Research Methods in Community & Behavioral Health |

Continued from previous page.

| Graduates of the <u>MS in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|---|--|
| Evaluate and interpret qualitative and quantitative scientific literature. | 172:101 Intro to Hlth Prom & Disease Prev 171:161 Introduction to Biostatistics | 172:181 Evaluation 1:Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:150 Health Behavior and Health Education 172:106 Designing and Implementing Interventions 172:122 Maternal Child Family Health |
| Explain how to effect individual, organizational, and systems change. | 172:240 Health Communication 174:102 Introduction to the US Health Care System or 174:200 Introduction to Health Care Organizations and Policy | 172:115 Community Preventive Programs/Services 172:185 Communicating with the Community 172:110 Community Development in Public Health 172:246 Health Communication Campaigns 172:242 Persuasion and Health |
| Design, implement and evaluate evidence-based public health interventions. | 172:101 Intro to Hlth Prom & Disease Prev 171:161 Introduction to Biostatistics | 172:150 Health Behavior and Health Education 172:106 Designing and Implementing Interventions 172:181 Evaluation 1:Theory and Application 170:299 MPH Practicum Experience 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health |
| Participate in an original research project that makes a contribution to the body of knowledge of public health. | 172:300 Thesis | |

Continued from previous page.

| Graduates of the <u>MS in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|---|---|--|
| Define and apply basic concepts and theories of communication related to public health. | 172:101 Intro to Hlth Prom & Disease Prev | 172:150 Health Behavior and Health Education 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 172:161 Substance Abuse Prevention and Interventions 172:162 Prevention and Interventions of Mental Health Disorders 172:155 Public Health Issues in Overweight Management 172:130 Social Determinants of Health |
| Demonstrate appropriate social and behavioral science research design and methodology, and analytical strategies in relation to health communication. | 173:140 Epidemiology 1 172:101 Intro to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics | 172:181 Evaluation 1:Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:285 Research Methods in Community & Behavioral Health 171:162 Design and Analysis of Experiments in the Biomedical Sciences 171:241 Applied Categorical Data Analysis 07P:243 Intermediate Statistical Analysis 07P:249 Factor Analysis & Structural Equation Models 07P:252 Introduction to Multivariate Methods 044:106 Foundations of Geographic Information Systems |
| Evaluate and interpret qualitative and quantitative health communication scientific literature. | 172:101 Introduction to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics | 172:181 Evaluation 1:Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:150 Health Behavior and Health Education |

| | | |
|--|--|--|
| | | 172:106 Designing and Implementing Interventions 172:122 Maternal Child Family Health 172:115 Community Preventive Programs/Services |
|--|--|--|

Continued from previous page.

| Graduates of the <u>MS in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|---|---|
| Explain how to effect individual, organizational, and systems change through communication. | 172:240 Health Communication 174:102 Introduction to the US Health Care System or 174:200 Introduction to Health Care Organizations and Policy | 172:115 Community Preventive Programs/Services 172:185 Communicating with the Community 172:110 Community Development in Public Health 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health |
| Design, implement and evaluate evidence-based health communication interventions including communication campaigns. | 172:101 Introduction to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics | 172:246 Health Communication Campaigns 172:150 Health Behavior and Health Education 172:106 Designing and Implementing Interventions 172:181 Evaluation 1:Theory and Application 170:299 MPH Practicum Experience 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health |
| Participate in an original research project that makes a contribution to the body of knowledge of health communication from a public health and communication perspective. | 172:300 Thesis | |
| Graduates of the <u>PhD in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
| Demonstrate extensive knowledge and understanding of social and behavioral science theories related to public health. | 172:101 Introduction to Health Promotion and Disease Prevention | 172:150 Health Behavior and Health Education 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 172:161 Substance Abuse Prevention and Interventions 172:162 Prevention and Interventions of Mental Health Disorders 172:155 Public Health Issues in Overweight Management |

Continued from previous page.

| Graduates of the <u>PhD in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|---|--|
| <p>Critically evaluate social and behavioral science research design and methodology related to public health.</p> | <p>173:140 Epidemiology 1 172:101 Introduction to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics</p> | <p>172:181 Evaluation I: Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:285 Research Methods in Community & Behavioral Health 171:162 Design and Analysis of Experiments in the Biomedical Sciences 171:241 Applied Categorical Data Analysis 034:214 Introduction to Sociological Data Analysis 034:215 Sampling, Measurement, and Observation Techniques 034:216 Linear Models in Sociological Research 034:218 Advanced Statistical Modeling of Data 034:219 Structural Equation Modeling 07P:243 Intermediate Statistical Analysis 07P:249 Factor Analysis & Structural Equation Models 07P:252 Introduction to Multivariate Methods 044:106 Foundations of Geographic Information Systems</p> |
| <p>Design and implement community-based research that incorporates knowledge of pertinent cultural, social, behavioral and biological factors.</p> | <p>172:101 Introduction to Health Promotion and Disease</p> | <p>172:285 Research Methods in Community & Behavioral Health 172:110 Community Development in Public Health 172:106 Designing and Implementing Interventions 172:150 Health Behavior and Health Education 172:161 Substance Abuse Prevention and Interventions 172:162 Prevention and Interventions of Mental Health Disorders 172:155 Public Health Issues in Overweight Management</p> |

| | | |
|--|--|--|
| | | 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 172:122 Maternal Child Family Health 172:136 Health Disparities & Cultural Competence |
|--|--|--|

Continued from previous page.

| Graduates of the <u>PhD in Community & Behavioral Health</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|---|--|---|
| Explain the mechanisms of identifying and disseminating best practices in community health. | 172:101 Introduction to Health Promotion and Disease | 172:110 Community Development in Public Health 172:106 Designing and Implementing Interventions 172:150 Health Behavior and Health Education 172:185 Communicating with the Community 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy |
| Identify knowledge gaps, synthesize relevant information, and formulate focused research questions to address these gaps. | 173:140 Epidemiology 1 172:101 Introduction to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics | 172:181 Evaluation I: Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:285 Research Methods in Community & Behavioral Health 171:162 Design and Analysis of Experiments in the Biomedical Sciences 171:241 Applied Categorical Data Analysis 034:214 Introduction to Sociological Data Analysis 034:215 Sampling, Measurement, and Observation Techniques 034:216 Linear Models in Sociological Research 034:218 Advanced Statistical Modeling of Data 034:219 Structural Equation Modeling 07P:243 Intermediate Statistical Analysis 07P:249 Factor Analysis & Structural Equation Models 07P:252 Introduction to Multivariate Methods 044:106 Foundations of Geographic Information Systems |

| | | |
|--|--|---|
| Communicate research findings effectively to various audiences | 172:101 Introduction to Health Promotion and Disease Prevention | 172:185 Communicating with the Community 172:240 Health Communication 172:285 Research Methods in Community & Behavioral Health |
| Contribute to public health knowledge by designing and conducting original, community-based research. | 172:300 Dissertation | |
| Graduates of the <u>PhD in Health Communication</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
| Demonstrate extensive knowledge and understanding of communication theories relevant to health communication. | 172:101 Introduction to Health Promotion and Disease Prevention | 172:150 Health Behavior and Health Education 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 036:101 Communication Theory 172:140 Media and Health 172:161 Substance Abuse Prevention and Interventions 172:162 Prevention and Interventions of Mental Health Disorders 172:155 Public Health Issues in Overweight Management |
| Critically evaluate social and behavioral science research design and methodology related to health communication. | 173:140 Epidemiology 1 172:101 Introduction to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics | 172:181 Evaluation I: Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:285 Research Methods in Community & Behavioral Health 171:162 Design and Analysis of Experiments in the Biomedical Sciences 171:241 Applied Categorical Data Analysis 034:214 Introduction to Sociological Data Analysis 034:215 Sampling, Measurement, and Observation Techniques 034:216 Linear Models in Sociological Research 034:218 Advanced Statistical Modeling of Data |

| | | |
|--|--|--|
| | | 034:219 Structural Equation Modeling 07P:243 Intermediate Statistical Analysis 07P:249 Factor Analysis and Structural Equation Models 07P:252 Introduction to Multivariate Methods 044:106 Foundations of Geographic Information Systems |
|--|--|--|

Continued from previous page.

| Graduates of the <u>PhD in Health Communication</u> will be able to: | Primarily Gained through These Required Courses | Secondarily Gained through These Elective or Other Required Courses |
|--|--|---|
| Explain the mechanisms of identifying and disseminating best practices in health communication. | 172:101 Introduction to Health Promotion and Disease | 172:110 Community Development in Public Health 172:106 Designing and Implementing Interventions 172:150 Health Behavior and Health Education 172:185 Communicating with the Community 172:240 Health Communication 172:246 Health Communication Campaigns 172:242 Persuasion and Health 172:170 Health Information and Health Literacy 172:140 Media and Health |
| Identify health communication knowledge gaps, synthesize relevant information, and formulate focused research questions to address these gaps. | 173:140 Epidemiology I 172:101 Introduction to Health Promotion and Disease Prevention 171:161 Introduction to Biostatistics | 172:181 Evaluation I: Theory and Applications 172:282 Evaluation II: Design and Methods 172:202 Ethnographic Field Methods 172:183 Qualitative Research for Public Health 172:285 Research Methods in Community & Behavioral Health 171:162 Design and Analysis of Experiments in the Biomedical Sciences 171:241 Applied Categorical Data Analysis 034:214 Introduction to Sociological Data Analysis 034:215 Sampling, Measurement, and Observation Techniques 034:216 Linear Models in Sociological Research 034:218 Advanced Statistical Modeling of Data 034:219 Structural Equation Modeling 07P:243 Intermediate Statistical Analysis 07P:249 Factor Analysis and Structural Equation Models 07P:252 Introduction to Multivariate Methods 044:106 Foundations of Geographic Information Systems |

| | | |
|---|----------------------|--|
| Contribute to health communication knowledge by designing and conducting original research. | 172:300 Dissertation | |
|---|----------------------|--|

Appendix B CBH Doctoral Timetable

The Department of Community and Behavioral Health (CBH) expects that doctoral students will make timely progress toward their degree. In general, it is anticipated that CBH PhD students will complete all degree requirements within a maximum of five years (full-time students) and seven years (part-time students) from the date of first registration in the doctoral program.

The following time limits apply to doctoral students entering the program as of 2011. Time limits may be extended if extenuating circumstances arise. Time limits and change from full-time to part-time status is reviewed on a case-by-case basis by a student's faculty advisor and the DEO. The table below shows the recommended timing and sequence.

DOCTORAL TRAINING TIME LINE

| | Full-Time Students | Part-Time Students |
|-------------------------------|--|--|
| Preliminary Exams | 27 semester hours | 27 semester hours |
| Comprehensive Exams | End of coursework* | End of coursework* |
| Dissertation Proposal Defense | Within two semesters after the comp exam | Within two semesters after the comp exam |
| Dissertation | 2 years post-comp | 2 years post-comp |

* For many students, the “end of coursework” may include transfer credit.

Appendix C CBH Faculty and Staff Directory

Below is a directory for CBH faculty and administrative staff. In addition, directory information for any faculty, staff or student at The University of Iowa can be found on the online directory at <http://www.uiowa.edu/homepage/directories/index.html> Faculty research interests can be found on the College of Public Health website.

| CBH Faculty Members | Title | Work # | Office | Fax # |
|---------------------------------------|--|---------------|---------------|--------------|
| Aquilino, Mary, MSN, PhD, FNP | Clinical Associate Professor, Associate Dean for MPH and Undergraduate Programs | 384-5396 | E220 B GH | 384-5385 |
| Campo, Shelly, PhD | Associate Professor, Director, Center for Health Communication and Social Marketing | 384-5393 | E237 GH | 384-5385 |
| Coulter, Joe, PhD | Professor | 335-6671 | 4229 WL | 384-5385 |
| Nothwehr, Faryle, MPH, PhD | Associate Professor | 384-5391 | E235 GH | 384-5385 |
| Parker, Edith, DrPH, MPH * | Departmental Executive Officer, Professor, Director, Prevention Research Center-for Rural Health | 384-5383 | E225A GH | 384-5385 |
| Simonds, Vanessa W. | Assistant Professor | 384-5395 | E238 GH | 384-5385 |
| Skinstad, Anne Helene, PhD | Clinical Associate Professor, Director, Prairielands Addiction Technology Transfer Center | 384-5394 | E239 GH | 384-5385 |
| Thompson, Nancy, PhD | Associate Professor | 384-4137 | 4230 WL | 335-8814 |
| Yang, Jingzhen (Ginger), MPH, PhD | Associate Professor | 384-5392 | E236 GH | 384-5385 |
| | | | | |
| * Department Executive Officer | | | | |
| | | | | |
| Staff | Title | Work # | Office | Fax # |
| Arbisi-Kelm, Heidi, MS, MEd | Graduate Program Coordinator | 384-5382 | E231 GH | 384-5385 |
| Dorothy, Donna | CBH Secretary | 384-5379 | E229 GH | 384-5385 |
| McDonald, Jill | Department Secretary | 384-5381 | E225 GH | 384-5385 |
| Svetly, Rob, MBA | Department Administrator | 384-5387 | E227 GH | 384-5385 |
| | | | | |

Appendix D

Abbreviations and Acronym Glossary

| | |
|--------------|---|
| ACS..... | American Cancer Society |
| AHA..... | American Heart Association |
| ALA..... | American Lung Association |
| APHA..... | American Public Health Association |
| ASPH..... | Association of Schools of Public Health |
| Biostat..... | Department of Biostatistics |
| CBH..... | Department of Community and Behavioral Health |
| CDC..... | Centers for Disease Control and Prevention |
| CHES..... | Certified Health Education Specialist |
| COGS..... | UI Grad Student Union |
| CPH..... | College of Public Health |
| CSAT..... | Center for Substance Abuse Treatment |
| CSAP..... | Center for Substance Abuse Prevention |
| DHHS..... | Department of Health and Human Services |
| DrPH..... | Doctor of Public Health |
| Epi..... | Department of Epidemiology |
| HMP..... | Department of Health Management and Policy |
| HRSA..... | Health Resources and Services Administration |
| HCWG..... | Health Communication Working Group of APHA |
| ICA..... | International Communication Association |
| IDPH..... | Iowa Department of Public Health |
| IRB..... | Institutional Review Board |
| ITRC..... | Iowa Tobacco Research Center |
| JCPH..... | Johnson County Public Health |
| MCHB..... | Maternal and Child Health Bureau |
| MPH..... | Master of Public Health |
| MS..... | Master of Science |
| NCA..... | National Communication Association |
| NCI..... | National Cancer Institute |
| NIAAA..... | National Institute on Alcohol Abuse and Alcoholism |
| NIDA..... | National Institute on Drug Abuse |
| NIH..... | National Institutes of Health |
| OEH..... | Department of Occupational and Environmental Health |
| PATTC..... | Prairielands Addiction Technology Transfer Center |
| PhD..... | Doctor of Philosophy |
| PRC..... | Prevention Research Center |
| SAMHSA..... | Substance Abuse and Mental Health Services Administration |
| SOPHE..... | Society for Public Health Education |

Appendix E

Information for International Students

According to former international students in CBH, what surprises should you be prepared for?

The informal communication between students and faculty

Faculty and graduate student relationships in the U.S. are characterized by minimal acknowledgement of status differences. It is not unusual for students to refer to faculty by their given name. However, you are advised to address faculty members as Dr. or Professor until they direct you to do otherwise.

The need to be assertive in the classroom

Assertive means “characterized by boldness or confidence.” In graduate classrooms it is often valued over the opposite trait--reserved, which means “restrained in words and actions.” Students who do not ask questions may be characterized as uninterested or uncommitted. Speak up in class whenever you have the opportunity.

Group Projects

Many classes involve working with a group of classmates on a project. You are often graded on your participation in the group, as well as the quality of the final presentation or paper. Be an active group member. Volunteer for tasks. If you don't understand something, ask! It is better to ask many questions, then to have your group think you are not willing to share in the work of the project.

The Grading System

Every instructor has different ways of grading students. Some instructors give three exams, and each exam is worth 1/3 of your grade for that class. Some instructors give no exams, but base your grade on classroom participation and a term paper. Some instructors grade you on classroom participation, a term paper and one or more exams. Each class is a little bit different. When you receive your final grade for the semester, it becomes part of your cumulative GPA. To calculate your GPA, go to <http://www.uiowa.edu/registrar/gpa/gpa.html>

The Office of International Students and Scholars (OISS)
120 International Center
Iowa City, Iowa, USA 52242

Website- <http://international.uiowa.edu/oiss>
Phone 319/335-0335
Fax 319/335-2021
Email: OISS@uiowa.edu

Role of the OISS

- Advises and assists students with all issues pertaining to U.S. immigration status
- Advises students on cultural adjustment
- Plans events for international students throughout the academic year

The Syllabus

At the beginning of every course you take, you will receive a syllabus. You should save this document, even after the course has ended. This document will contain the following information:

- Instructor's name, office address, office hours and telephone number.
- Name of the department, location of departmental office and information on how to contact the DEO or his/her designee
- Goals and objectives of the course
- Schedule of topics, readings, and course materials
- Grading procedures
- Expectations for attendance
- Dates and times of any exams scheduled outside of class time
- Date and time of the final examination
- A statement about classroom accessibility and accommodations for students with disabilities
- A statement that describes the department policy on Academic Integrity and plagiarism
- A statement that informs you what should be done if you have a complaint about the class

Finding Student Employment

Hourly Campus Jobs

Hourly on-campus jobs are plentiful. They usually pay from \$8-\$12 per hour, and range from 10-20 hours per week. To see listings of advertised jobs, go to <http://www.bo.uiowa.edu/~finaid/jobform.html>

If you see a job you want to apply for, contact the person whose name is listed, and ask them what you need to do to apply for the position.

Graduate Assistantships

Finding a Graduate Assistantship can often be a difficult task, both for U.S. students and international students. The best way to find an assistantship is to get to know faculty in the Department, and make sure they know you are looking for an assistantship.

Remember:

- Faculty prefer to hire students that are interested in their area of research
- Faculty prefer to hire students with great writing and oral communication skills, and some experience with statistical analysis
- Faculty prefer to hire students that have at least one semester of coursework completed

Tips on preparing Resumes and Cover Letters

Resume

- ❑ The content of your resume should be well organized and easy to read. At the top of the page list your name, address, phone number and email address. Do not include personal information such as date of birth, marital status, names of children, or physical condition.
- ❑ List your education first. Avoid using abbreviations and explain any terms, including foreign university degrees that may be unfamiliar to American employers.
- ❑ After education, list your professional experience in reverse chronological order. State the employer name and location, your job title and the dates of employment. Describe your duties and achievements in each job using active verbs (e.g. managed, achieved, performed, supervised)
- ❑ Detail your experience and accomplishments, because for a U.S. employer your foreign university grades and degrees may not be as important as your proven achievements.
- ❑ Separate categories may be added for publications, memberships and professional affiliations and language skills.

Cover letters

- ❑ Cover letters are a very important part of any job application. Cover letters are your opportunity to expand on the information listed in your resume or draw attention to important honors, relevant skills or prestigious jobs. Tailor each cover letter to the particular employer you are addressing. The cover letter should be addressed to the appropriate person. If necessary, call the employer to get the name of the correct person.

Remember

- ❑ The Graduate Program Coordinator has sample resumes and cover letters for your reference.
- ❑ Before you begin applying for jobs, ask a native English speaker, or the CBH Graduate Program Coordinator to look at your resume and cover letter.
- ❑ Two or three days after sending a prospective employer your resume and cover letter, it is appropriate to call and confirm that your application was received. If you are applying for an advertised position, you may also ask what when.

References:

Althen, G. (1988) American Ways: A Guide for Foreigners in the U.S., Intercultural Press, Inc. Yarmouth, Maine

“Career Strategies for International LL.M. Students,” (1999) National Association for Law Placement, Washington D.C.

Last Updated 8/16/2011

Community and Behavioral Health Graduate Student Handbook – 2011-2012

Appendix F

MS and PhD Student Plan of Study

You will find the Plan of Study for MS and PhD students here:

<http://cph.uiowa.edu/cbh/current-students/forms.html>

Appendix F

Change in Departmental Plan of Study

INSTRUCTIONS: Students must submit this form to the Graduate Program Coordinator whenever a substitution of courses or addition/reduction of semester hours is made to his/her currently filed Plan. Submissions must be no later than 15 days after the opening of classes of the semester in which the amended Plan is to be in effect. This form required approval signature of the student's advisor prior to submission and approval by the DEO after submission. Failure to follow this procedure may result in delay of the student's graduation date.

Name _____ Date: _____

Semester and year of proposed graduation: _____ Circle Degree Sought: MS Ph.D.

| Add Courses | | Delete Courses | |
|---|----------------|-----------------------|----------------|
| Course Number & Title | Semester Hours | Course Number & Title | Semester Hours |
| 1. | | 1. | |
| 2. | | 2. | |
| 3. | | 3. | |
| Reason: (May be continued on back) | | | |

Advisor Signature _____ *Date:* _____

Departmental Approval _____ *Date:* _____

Appendix G

Request for Transfer Credits Community and Behavioral Health Department

The requirements for requesting transfer credits are:

- The substitute course must be a graduate level course taken for a grade.
- The course must have been taken in a graduate or professional program at an accredited institution.
- Students requesting transfer credit will need to present the form and syllabus to the appropriate CPH instructor first for a required course, or to their advisor first for an elective course.
- This completed request for transfer credit form and the substitute course syllabus(i) or final examination, if requested, must be received in the program office before the student registers for the semester in which the course(s) will normally be taken.
- The transfer credit request form must be approved and signed by the instructor of the CPH course to be waived, the student's assigned advisor, and the department head if a required course is to be waived.
- The transfer credit request form must be signed by the student's assigned advisor and the department head if credit is to be transferred, but no course waived.
- Students must submit official transcripts to the Office of Admissions, 107 Calvin Hall. Transcripts will be evaluated and approved for transfer credit there prior to final approval.

Complete one sheet for each course for which you request credit. Fill in the information below.

Your Name _____

Are you requesting a waiver of a required course? **Yes** **No**

If so, which course are you requesting be waived? _____

Are you simply requesting that you get credit for this course? **Yes** **No**

Title/course number of course work that you wish to have count for transfer credit:

No. of credit hours earned _____ **Grade earned:** _____

Name and address of the institution where the course was taken: _____

Approval by the instructor of the course to be waived, if you are requesting that a required course be waived. Please sign and date.

Advisor's approval for either the waiver of a course, or a simple transfer of credit, please sign and date.

Department Head approval, please sign and date _____

Date request and substitute course syllabi were received in CBH _____

Please submit this signed form with attached syllabi to:

Graduate Program Coordinator
Community and Behavioral Health, E231 GH

10/18/2006

Appendix H

Approval of Proposed MS Thesis

Student Name _____

Committee Members

Thesis Advisor (Dept) _____
Print Signature Date

Departmental Member _____
Print Signature Date

Non-Departmental Member _____
Print Signature Date

Additional Member (opt) _____
Print Signature Date

The signatures above indicate approval of the thesis proposal (attached) entitled:

The research question to be explored is:

Anticipated graduation date (semester/year): _____

Approved: _____ Date
DEO or Director of Graduate Studies
Department of Community and Behavioral Health
College of Public Health

Acknowledgement by Academic Advisor of thesis topic and that, upon completion, student will have met all requirements for the MS.

Signature Date

NOTE: The thesis proposal must be approved before the student may undertake substantial work on the thesis.

Last Updated 8/16/2011

Community and Behavioral Health Graduate Student Handbook – 2011-2012

Appendix I

Addendum to MS Thesis Proposal Form

Student Name _____

Committee Members

Thesis Advisor (Department) _____
Print Signature Date

Departmental Member _____
Print Signature Date

Non-Departmental Member _____
Print Signature Date

Additional Member (optional) _____
Print Signature Date

The signatures above indicate approval of the changes made to the thesis proposal (attached) entitled:

The areas that have been changed from the original proposal include (attach an additional sheet if necessary):

Anticipated Graduation date (semester/year): _____

Approved: _____
DEO or Director of Graduate Studies
Department of Community and Behavioral Health
College of Public Health
Date

Acknowledged by Academic Advisor _____
Signature Date

NOTE: The addendum form must be approved before the student may undertake substantial work on the alternative proposal.

Last Updated 8/16/2011

Community and Behavioral Health Graduate Student Handbook – 2011-2012

Appendix J

Doctoral Examination Committee Commitment Form

Community and Behavioral Health Doctoral Comprehensive Examination Committee Commitment to Serve as a Member

Name of Candidate

Predicted Date (Month) of Examination

Committee Member Signatures

Chair Date

Member Date

Member Date

Member Date

Member Date

Approved by CBH Department Head Date

Last Updated 8/16/2011

Community and Behavioral Health Graduate Student Handbook – 2011-2012

Appendix K

Approval of Proposed PhD Dissertation

Student Name _____

Committee Members:

Dissertation Advisor (Dept) _____
Print Signature Date

Departmental Member _____
Print Signature Date

CPH Member (Non-CBH) _____
Print Signature Date

Non-CPH Member _____
Print Signature Date

Non-specified Member _____
Print Signature Date

Additional Member (optional) _____
Print Signature Date

Additional Member (optional) _____
Print Signature Date

The signatures above indicate approval of the dissertation proposal (attached) entitled:

The research question to be explored is:

Anticipated Graduation date (semester/year): _____

Approved:

DEO or Director of Graduate Studies
Department of Community and Behavioral Health
College of Public Health
_____ Date

Acknowledged by Academic Advisor: _____
Signature _____ Date

NOTE: The dissertation proposal must be approved before the student may undertake substantial work on the dissertation.

Appendix L

Addendum to PhD Proposal Form

Student Name _____

Committee Members:

Dissertation Advisor (Dept) _____
Print Signature Date

Departmental Member _____
Print Signature Date

CPH Member (Non-CBH) _____
Print Signature Date

Non-CPH Member _____
Print Signature Date

Non-specified Member _____
Print Signature Date

Additional Member (optional) _____
Print Signature Date

Additional Member (optional) _____
Print Signature Date

The signatures above indicate approval of the changes made to the dissertation proposal (attached) entitled:

The areas changed from the original proposal include (attach an additional sheet if necessary):

Anticipated Graduation date (semester/year): _____

Approved: _____
DEO or Director of Graduate Studies
Department of Community and Behavioral Health
College of Public Health
Date

Acknowledged by Academic Advisor _____
Signature Date

NOTE: The addendum form must be approved before the student may undertake substantial work on the alternative proposal.