

Social & Behavioral Sciences PhD Degree Program

Graduate Handbook Fall 2019, Version 3

School of Public Health



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I. Overview of the School of Public Health and the Social and Behavioral Sciences Doctoral Program

A. History and Mission of the School of Public Health

The University of Memphis received approval from the Tennessee Board of Regents to establish a Master of Public Health (MPH) program in August 2006 and accepted its first students in the fall of 2007. Subsequently, the Tennessee Higher Education Commission (THEC) approved the establishment of a School of Public Health (SPH) at The University of Memphis in November 2007. The SPH became an independent entity of The University of Memphis in July 2009. The SPH currently offers the MPH and the Master of Health Administration (MHA), along with doctoral programs in Social and Behavioral Sciences, Epidemiology, and Health Systems and Policy. The School of Public Health received its accreditation from the Council on Education for Public Health in June 2015.

The University of Memphis' School of Public Health is dedicated to excellence in education, research, and outreach to improve public health and promote health equity by generating knowledge and translating research discoveries in our community, state, and throughout the world.

We aspire to:

1. Train the next generation of students in population health by providing the highest quality education and practice opportunities in theories, approaches, methods, and other substantive issues pertinent to public health;
2. Create an environment conducive to interdisciplinary public health initiatives, with special emphasis on vulnerable populations who suffer disproportionately from illness and disability;
3. Stimulate collaboration with the community to develop effective partnerships in combating the health challenges in our communities, city, state, and region;
4. Prepare future leaders in public health by supporting interdisciplinary research focused on health equity to develop behavioral, community, structural, and health services interventions that address disparities; and
5. Inform public policy, disseminate health information, and increase awareness of public health concerns through disease surveillance, needs assessments, and program evaluation.

B. SBS Doctoral Program Mission and Core Competencies

The Ph.D. degree in Social and Behavioral Sciences is the highest academic degree for individuals planning to pursue scholarly careers in this discipline. This program addresses the behavioral, social, and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contribute to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

The SBS doctoral program is designed for those who intend to teach, conduct original research, and serve in public health leadership positions, utilizing rigorous scientific theories and methods to understand and influence the social and behavioral determinants of population health risk factors and outcomes. Graduates of the program will be particularly prepared to conduct innovative, interdisciplinary, and translational research in community settings with an emphasis on vulnerable populations, and to design, implement, administer, and evaluate public health interventions and policies. The program emphasizes urban health and health disparities issues in Tennessee and in the Mid-South region.

The key competencies for doctoral students in the Social and Behavioral Sciences program are to:

- Identify individual, organizational, community, and societal influences on health, health behaviors, disease, illness, injury, and disability;
- Utilize social and behavioral science principles and applications to advance public health research and education;
- Conduct and disseminate rigorous and innovative social and behavioral science research relevant to public health;
- Develop, implement, and evaluate behavioral and structural interventions to promote health and health equity, prevent disease and injury, alleviate disability, and improve the quality of life; and
- Know and appreciate the history, philosophy, and professional and ethical standards of public health.

C. Faculty

Faculty in the Ph.D. program represent a variety of disciplines and orientations within the social and behavioral sciences, and conduct research in such areas as substance abuse, tobacco use prevention and cessation, HIV/AIDS, cancer, obesity, physical activity, nutrition, chronic disease prevention, community-based participatory research, program evaluation, global health, health disparities, and social determinants of health.

Currently, the division has seven faculty members, five of whom mentor PhD students. We also are supported by faculty members from the Division of Epidemiology, Biostatistics, and Environmental Health Science and Division of Health Systems Management and Policy. Information about core faculty members is provided below.

D. SBS Core Faculty Profiles

Brook E. Harmon, PhD, is an Assistant Professor in the Division of Social and Behavioral Sciences at the University of Memphis School of Public Health. Dr. Harmon received her doctoral degree in Health Promotion, Education and Behavior from the University of South Carolina, Arnold School of Public Health. She completed her post-doctoral training in the Cancer Epidemiology Program at the University of Hawai'i Cancer Center. Dr. Harmon utilizes the application of community-based participatory research practices to examine the role of the faith-based community in the development and implementation of health and disease prevention programs. Her work focuses on nutrition and physical activity behavior change, obesity, and the influence of health messaging and social networks on behavior change. Dr.

Harmon recently received a faculty grant to explore faith-based health promotion efforts within Latino communities in Memphis.

Satish Kedia, PhD is a Professor and PhD Coordinator in the Division of Social and Behavioral Sciences, School of Public Health and an adjunct Professor in College of Nursing at the University of Tennessee Health Science Center. He is the Director of the Institute for Substance Abuse Treatment and Evaluation (I-SATE) since 2000 and is also the Director of Center for Health Equity Research & Promotion (CHERP). Dr. Kedia is a medical anthropologist with a PhD in anthropology and a certificate in Medical Behavioral Sciences from the Medical School at the University of Kentucky. His research interests include alcohol and drug abuse treatment and prevention, Cancer treatment, sexuality and HIV/AIDS, caregiving and adherence, and program evaluation and impact assessment. Dr. Kedia has been working on a number of public health related projects in the Mid-South, focusing on alcohol and drug abuse treatment, cancer care delivery, caregiving and adherence issues associated with HIV/AIDS, and children with developmental disabilities. He has also conducted international field work studying health impacts of forced displacement in India and pesticide use in the Philippines. Over the last 15 years, Dr. Kedia has received upward of \$13 million in research contracts and grants as principal- or co-investigator. He has presented his work extensively, both nationally and internationally, and has published numerous articles in peer-reviewed journals and encyclopedias, and has co-edited a book on Applied Anthropology. For his scholarly accomplishments, he was recognized with the Dunavant University Professorship in 2006 and as a Fellow by the Society for Applied Anthropology in 2002. Dr. Kedia successfully served two terms as the Co-Editor of *Annals of Practicing Anthropology* (AAP), a flagship journal of a section of the American Anthropological Association.

Marian Levy, DrPH, RD is a Professor in the Division of Social and Behavioral Sciences and Interim Associate Dean of the School of Public Health. She received her Doctor of Public Health (DrPH) degree from UCLA with a concentration in Behavioral Sciences and Health Education. Her doctoral studies were supported through a UCLA traineeship award funded by the National Cancer Institute and a pre-doctoral award from the American Cancer Society. Her research initiatives focus on reducing pediatric obesity, promoting health equity, and supporting sustainable communities. Since 2005, she has served on NIH special emphasis review panels for the National Center for Minority Health and Health Disparities and the Centers for Disease Control and Prevention. She has served as Principal- or Co-Principal Investigator for research funded by the Department of Defense, the Centers for Disease Control and Prevention, American Cancer Society, March of Dimes, Tennessee Department of Health, and the National Collegiate Athletic Association. As a consultant to the Memphis and Shelby County Health Department, she developed the Pandemic Influenza Response Plan for Memphis and Shelby County. Results of her work have been disseminated in numerous peer-reviewed journals, books, policy guides, and presentations at national meetings. She serves on the Editorial Board of the Journal of Academy of Nutrition and Dietetics and the Governing Council of the American Public Health Association. Dr. Levy has held several leadership positions, including President of the Tennessee Public Health Association; Chair of the Tennessee Healthy Weight Network; and Advisory Committee member to the Division of Minority Health of the Tennessee Department of Health. She was also named to the Regents Academic Leadership Institute. In 2008, she received the Ruby R. Wharton Outstanding Woman Award for Race Relations. She was recognized with the 2009/2010 Alumni Association Distinguished Teaching Award at the University of Memphis, and in 2011, was named an Outstanding Dietetic Educator by the Academy of Nutrition and Dietetics.

Latrice C. Pichon, PhD, MPH, CHES is an Associate Professor in the Division of Social and Behavioral Sciences, School of Public Health. She completed her PhD in Public Health with a concentration in Health Behavior from the Joint Doctoral Program in Public Health at San Diego State University and the University of California, San Diego in August of 2008. She received post-doctoral training in community-based participatory research (CBPR) in the Kellogg Health Scholars Program at the University of Michigan, School of Public Health. Dr. Pichon's general program of research centers around the application of community-based participatory research (CBPR) approaches to improving the health of Black Americans by reducing racial disparities in HIV. Specifically, she focuses on PrEP uptake and adherence among Black men who have sex with men (BMSM) and partnering with community-based organizations to understand HIV outreach, testing, prevention, and treatment needs among BMSM using CBPR approaches. She has secured both intramural (e.g., Benjamin L. Hooks Institute, Center for Health Equity Research & Promotion) and extramural (e.g., Shelby County Government, National Institutes of Health, and W. K. Kellogg Foundation) funding to support her research. She has published in the areas of HIV, CBPR, health behavior, and disease prevention among African Americans, and has presented her research at national, regional, and local scientific meetings.

Kenneth D. Ward, PhD is Professor and Director of the Division of Social and Behavioral Sciences in the School of Public Health. His research focuses on community-, healthcare system-, and population-level approaches to reduce the burden of tobacco use. He is especially interested in improving methods to help smokers quit and is a Certified Tobacco Treatment Specialist. Other interests include behavioral and community approaches to improve chronic conditions such as such as cardiovascular disease, osteoporosis, and obesity. Current research projects include: (1) Epidemiology, prevention, and treatment of waterpipe ("hookah") and cigarette smoking in the U.S. and Middle East; (2) improving delivery of lung cancer treatment services, including smoking cessation (with Baptist Cancer Center); (3) effects of stress and tobacco use on birth outcomes; (4) use of tobacco and other substances in the aftermath of a disaster; and (5) mHealth interventions to improve children's health. Dr. Ward's publications can be found here: [Dr. Ward's Publications](#)

Gerhild Ullmann, PhD, CPH, GCFP is a Research Assistant Professor in the Division of Social and Behavioral Sciences, School of Public Health. She completed her PhD in Exercise Science with a concentration in Motor Development, Motor Control & Rehabilitation at the University of South Carolina, Arnold School of Public Health. She is interested in behavioral approaches to reduce chronic diseases, healthy aging, and the effects of mind-body exercises on health. She has served on special emphasis review panels of the National Center for Chronic Disease Prevention and Health Promotion for the Centers for Disease Control and Prevention. Dr. Ullmann received a National Institute on Aging grant for conducting a randomized controlled trial to examine the effects of both the mind-body exercise Feldenkrais and strength training on cognitive executive function. She presented her research at national and regional scientific meetings; her articles can be found here: [Publications](#)

Yong Yang, PhD is an Assistant Professor in the Division of Social and Behavioral Sciences at the University of Memphis, School of Public Health. Dr. Yang received a PhD in Health Geography from the University of Southampton, Southampton, United Kingdom in August 2007. He did his Post-Doctoral Fellowship from the Department of Epidemiology, School of Public Health at the University of Michigan during 2007-2012. Dr. Yang's research interests are in the areas of built environment, physical activity, agent-based modeling, geographic information system, and spatial analysis. Dr. Yang is motivated to examine how the human's health-related behaviors including physical activities are influenced by the

built and social environments, to estimate the corresponding impacts on humans' health, and to provide implications for policy interventions. Dr. Yang's research is based on the integration of methodologies from epidemiology, systems science, and geography.

II. Admission Policies, Procedures, and General Expectations

The School of Public Health adheres to all Graduate School policies on admission, retention, and graduation, as described in the [Graduate Catalog](#).

A. Admission Requirements

A research-based master's degree in a health-related or social/behavioral field is required for admission. Applicants who possess professional master's degrees (e.g., MPH) will only be considered if they have appropriate research experience, such as having completed a thesis during master's training, or being employed in a professional research position. Applicants for the doctoral program must show potential for further study by having maintained a GPA of at least a 3.0 average in their master's-level coursework. An acceptable, competitive score on the Graduate Record Examination (GRE) from the past five years is required. Applicants already holding a doctoral degree or its professional equivalent from a U.S. university may be exempted from the GRE requirement. Other professional school standardized test scores (MCAT, DAT, GMAT, or LSAT,) may be substituted for the GRE by applicants who are working toward, or who have already earned, post-baccalaureate degrees in medicine, dentistry, management, or law earned in the U.S. Test scores, along with other application materials must be sent directly to SOPHAS, the centralized application system for schools of public health. The link to the application is [SOPHAS](#).

To be admitted to the Social and Behavioral Sciences PhD, students must have successfully completed graduate level introductory courses in Biostatistics, Epidemiology, and Social and Behavioral Sciences, equivalent to our 3 credit hour courses PUBH 7150, PUBH 7170, and PUBH 7160, respectively. A student who lacks one or more of these courses may be admitted to the doctoral program, contingent on completing all three pre-requisites in the SPH by the end of their first year of enrollment. An equivalent course from outside of the SPH may be considered for substitution, if it meets the following conditions: (a) The course is graduate level, was completed with a grade of "B" or higher at an accredited U.S. institution of higher education, and at least 3 credit hours were earned (corresponding to 45 hours of instruction time); (b) The course is deemed to be equivalent in terms of content and rigor to the equivalent course in our SPH, and is approved by the instructor of that course and SBS doctoral coordinator.

All applicants who will be attending the University on a visa, are non-native English speakers, and are not University of Memphis graduates must have a minimum score of 96 (80%) on the computer-based Test of English as a Foreign Language (TOEFL iBT) or an equivalent score on the paper-based test (TOEFL PBT).

Letters of recommendation from three professionals (at least two letters from former professors) familiar with the applicant's academic background or experience in public health related work, specifying in detail the applicant's capabilities for graduate study and for future performance as a public health scholar, are required. Applicants must also submit a research statement of approximately 750 to 1000 words indicating his/her previous research training, present research interests, and career goals,

including how the PhD in Social and Behavioral Sciences will prepare the candidate to achieve these goals.

Materials submitted will be reviewed by the faculty admissions committee. Admission decisions are based upon the overall quality of the applicant's scholarship and academic ability (i.e., GPAs, GRE scores, undergraduate and graduate coursework completed, research conducted, and recommendation letters), as well as the applicant's "fit" for the program in terms of research interests and career goals.

Rolling admission: Students are usually admitted to the SBS PhD program in the fall semester. Priority consideration for applications received by February 1.

B. Transfer Credit Evaluation

Previously earned graduate credits may be considered for transfer by the student's advisory committee in accordance with the Graduate School policy: [Transfer Credit Policy](#)

Transfer Credit

Credit towards a graduate degree does not transfer automatically. In general, however, graduate work completed at another institution in a program accredited at the graduate level may be accepted in a graduate degree program at the University, with the following provisions. (1) They relate to the content of the graduate program and/or are comparable to those offered at the University. (2) They do not exceed time limitations set for master's and doctoral programs.

Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Forms are available on-line or from the Graduate School Graduation Analyst, Michelle Stout. Only transcripts received directly from an issuing institution are considered official.

Approved transfer credit may be accepted for one-half the number of semester hours of course credit toward a master's or doctoral degree. Individual academic units may set more stringent limitations. For students completing a graduate certificate program, only six hours may be accepted for transfer.

Credit will be transferred to apply toward a doctoral program upon approval of the student's advisory committee.

Courses proposed for transfer credit must meet the following two requirements. (1) The Tennessee Board of Regents requires a minimum of 750 contact minutes for each semester credit (2250 for a 3-hour course). (2) The Tennessee Conference of Graduate Schools requires a minimum of 3 hours of class work per week for 3 hours of credit.

Grades earned at another institution will not be computed in the University cumulative grade point average, nor will they be accepted for transfer, unless they are "B" (3.0) or better. No credit will be transferred unless it meets with the approval of the major advisor or program graduate coordinator.

If the student is transferring credit from a completed degree, up to 15 credit hours may be transferred.

Maximum Combined Credit Hours to Fulfill Degree Requirements

For doctoral students, the maximum amount of combined hours of transfer credit, credit-by-examination, course validation and experiential learning that can be used to fulfill degree requirements is two-thirds the number of hours required for the degree.

The Graduate School sets minimum standards to which all the diverse graduate programs across the university must adhere. Individual colleges, schools, and graduate programs are encouraged to set more stringent requirements as necessary to meet their accreditation and student needs.

The necessary form is available on the Graduate School website [Transfer Credit Evaluation Form](#). Upon completion of this form, please submit it to the Graduate School with the appropriate signature for processing.

Credit by examination

In cases where a student has current knowledge but has not earned credit for an appropriate course, an academic department may offer a student graduate credit by examination, subject to the following regulations. Open the necessary form on the Graduate School web site: [Graduate School Forms](#)

The following regulations govern the granting of credit by examination:

Students must be currently enrolled in a degree program (full-time or part-time) and must be in good academic standing. Only courses with "fixed content" areas are eligible for credit by examination. (Independent study, individual directed research, special topics, workshops and individual project classes are not eligible). Total credit-by-examination applied to a student's degree program may not exceed nine (9) semester hours. The student must follow these steps to obtain credit by examination:

- Fill out the top of the form and obtain the signatures of the major advisor, department chair, and college director of graduate studies.
- Pay the fee and attach the receipt to the form.
- Take the form to the department chair, who will sign it after the exam has been taken and a satisfactory grade earned.

The Graduate Credit by Examination/Course Validation form is available here: [Graduate Credit by Examination Form](#)

When the department chair returns the completed form to the Graduate School, the Vice Provost for Graduate Studies or designee will authorize the posting of the credit to the student's record. The form of the examination, the method of administering it, and the time of examination are left to the discretion of colleges and academic units.

To receive credit, the student's examination grade should be equivalent to at least a "B" (3.0). Credit is indicated on the student's record as "S" but is not calculated in the GPA. The only remedy to an unsuccessful credit-by-examination grade is to enroll in and complete the course.

C. Being a Doctoral Student

It may seem elementary, but being a doctoral student differs from being an undergraduate or master's student in many important ways. Although many distinctions exist, it will be especially helpful to keep one major difference in mind as you plan, navigate, and revisit your personal objectives for graduate training. This difference can be summed in one word: *professionalism*.

One way to conceptualize graduate school is to realize that you are now in training to be a leader/researcher in the field of public health. Among other things, your doctoral education will provide training in the ability to demonstrate ethical choices and the values and professional practices that are implicit in public health decisions. Your doctoral training will also prepare you to consider community stewardship, equity, social justice, and accountability in all your professional actions and requires you to commit to personal and institutional development.

Although you may or may not be enrolled in courses over the summer, full time graduate students who have assistantships should consider yourself a 12-month employee of the University. You will be expected to actively invest your time in pursuing research and publications, reading(s) and learning that academic education entails, to be an involved member of our academic community, and to aggressively pursue training opportunities consistent with your research interests. Taking the initiative is extremely important in this type of training. How much you gain from your graduate training will depend largely on how much you invest in it.

D. Being a Professional

Being a leader in the field of public health means juggling responsibilities. As a professional-in-training, you must balance the roles of professional and student; a balance that will evolve as you advance through the program. During your first years, you may feel like more of a student as you begin your coursework and research. As you progress, however, your need for guidance will change, and you will likely find yourself in leadership positions, including taking on greater responsibility for research and scholarly projects, and mentoring and sharing your experiences with students who are junior to you. In a sense, your development as a professional represents the advancement from student to colleague, such that by the time you complete doctoral training, your transition from student to colleague will be almost complete. To assist with this progression, doctoral students are expected to attend all research seminars and job interview presentations hosted by the School of Public Health.

As a professional-in-training, you should be aware of the manner in which you present the profession to the world. Given the professional context, your attire should be appropriate, proper, and polished, as should your daily interactions. You should monitor your communications and behavior meticulously. Moreover, as a representative of your profession, your behavior has important consequences not only at work, but also, in the world at large.

E. Life in an Academic Community

Our community is comprised of hard-working, cooperative individuals, working toward a common goal: the advancement of public health through research and practice. While we have widely divergent interests in public health, knowing that “we’re all in this together” produces a sense of camaraderie among graduate students and faculty. Your peers are experiencing many of the same challenges, and faculty members remember the rigors of their graduate training. We have much in common with each other, even though some of our training is tailored to our own interests.

As graduate students, you are here to learn and to develop the skills needed for your research career and being members of our community facilitates these goals. As members of an academic community, you have the opportunity to exchange ideas in a climate that fosters intellectual and personal development. As you will soon realize, each member of our community is a talented, successful individual, and you might challenge yourself to learn something from every person here. We believe that our academic community is one that will support your professional and personal development. Harassment, discrimination, and other such behaviors that undermine our supportive climate are unacceptable, and concerns about these behaviors can be expressed to your advisor and division director.

III. SBS Doctoral Program Information

A. Curriculum

SBS PhD Curriculum

The SBS doctoral program is a 54 semester hour degree program, with 45 hours of graduate coursework beyond the master's degree, and 9 hours of PUBH 9000 for dissertation. Students are required to take 12 credit hours of SBS core courses, 3 credit hours of doctoral seminar, 12 credit hours of research methods courses, 6 credit hours of biostatistics, 12 credit hours of elective courses, and 9 credit hours of dissertation.

Social and Behavioral Sciences Core (12 credit hours)

PUBH 8130 Social Determinants of Health
PUBH 8132 Health Program Evaluation
PUBH 8340 Behavioral Intervention Development
PUBH 8161 Health Behavior Theories

Doctoral Seminar Core (3 credit hours)

PUBH 8901 Prof Development for PUBH Doctoral Students

Research Methods Core (12 credit hours)

Quantitative Methods Course (3 credit hours) – Select one

PUBH 8604 Social and Behavioral Science Research Methods
PSYC 8301 Research Design and Methods

Quantitative Elective Courses (6 credit hours) – Select two

PUBH 8104 Large Data Sets in Public Health Research
PUBH 8141 Epidemiologic Survey Methods
PUBH 8172 Epidemiology in Public Health II
PUBH 8174 Epidemiology in Public Health III
PUBH 8450 Randomized Clinical Trials

Qualitative Courses (3 credit hours) – Select one

PUBH 8334 Methods in Community Based Participatory Research
PUBH 8347 Qualitative Methods in Health Research

Biostatistics Core (6 credit hours)

Biostatistics II (3 credit hours)

PUBH 8152 Biostatistical Methods II

Additional Biostatistics Courses (3 credit hours) – select one

PSYC 8302 Advanced Statistics
PUBH 8104 Large Data Sets in Public Health Research
PSYC 8304 Measurement Theory and Psychometrics
PSYC 8305 Quantitative Methods of Review in Research
PUBH 8306 Linear Structural Modeling
PUBH 8308 Applied Multivariate Statistics
PUBH 8310 Mixed Model Regression Analysis
PUBH 8311 Applied Categorical Data Analysis

Elective Courses* (12 credit hours)

Public Health Elective Courses (6 credit hours)

PUBH 8800 Guided Research in Public Health (max 3 hours)
PUBH 8140 Epidemiology of Chronic Disease
PUBH 8333 Addictive Behaviors
PUBH 8335 Structural and Environmental Issues in Urban Communities
PUBH 8336 Women's Health
PUBH 8337 Public Health Nutrition
PUBH 8338 Critical Issues in Global Health
PUBH 8341 Physical Activity and Public Health
PUBH 8342 Epidemiology of Minority and Ethnic Populations
PUBH 8343 Tobacco Use: Causes, Consequences, and Control
PUBH 8345 Health Literacy
PUBH 8346 Public Mental Health
PUBH 8400 Special Problems
PUBH 8447 Public Health Genomics

Other Elective Courses (6 credit hours)

EDPR 8109 Infant Development
EDPR 8110 Early Childhood Development
EDPR 8165 Social Development in Children
PSYC 8207 Developmental Psychology

PSYC 8217	Social Psychology
PSYC 8416	Child Psychopathology
PUBH 8720	Grant Writing in Health Science
SOCI 8851	Medical Sociology

*Other courses could be selected as electives in consultation with the major professor

Dissertation (9 credit hours at The University of Memphis)

Students are required to fulfill prerequisite courses: PUBH 8150 Biostatistical Methods I, PUBH 8160 Social and Behavioral Science Principles, and PUBH 8170 Epidemiology in Public Health I, or document their equivalent. Credit hours for these prerequisite courses will not count toward the 54 hours required for graduation.

PUBH 9000 Doctoral Dissertation

In addition to completion of the 54 semester hours of required coursework, program requirements include successful completion of written and oral comprehensive examinations (once 36 hours are in progress or completed and enrolled for at least 6 credit hours), and the preparation and successful defense of a dissertation in accordance with the University of Memphis Graduate School policies and guidelines.

B. Research Requirement

All students are expected to actively participate in collaborative research and publications with their primary advisor for each semester they are enrolled. Students may consider supplemental opportunities with other SBS faculty, as long as it does not interfere with their assistantship responsibilities for the primary advisor. For students on graduate assistantships, this work will be part of their contracted duties. Part-time students not supported by assistantships also will be required to work collaboratively on research with their primary advisor and/or other faculty members. Students will be allowed to gain course credit for these research experiences by registering for PUBH 8800: Guided Research in Public Health. Similar to other doctoral programs at The University of Memphis, research practicum credit hours will not count toward the 54 total credits required for graduation but may be used to maintain full-time academic standing.

C. Graduation Analysis

Doctoral students and their faculty advisors will maintain a graduate analysis form (attached in the appendix). The advisor is expected to keep abreast of school and departmental degree requirements so that he/she can advise students on courses and the proper progression towards the degree. Each semester the student is expected to meet with his/advisor to discuss registration and to ensure that progress is being made. The advisor will complete the PhD Advising form (attached in the appendix). Both a copy of the graduation analysis and advising form will be placed in the student's advising folder.

D. Credit Load

The Division of Social and Behavioral Sciences requires that full-time doctoral students register for a

minimum of 9 credits hours per semester throughout their tenure in the program, which will also fulfill the University's residency requirement prior to graduation. Part-time students are expected to carry a minimum of 6 credit hours per semester, unless permission is granted from the advisor for a reduced course load. Formal requests for an exception to this policy must be submitted to the SBS Division Director and will be reviewed by the SBS faculty for approval.

E. Grades

As a doctoral student, grades are not the sole, or even primary, metric for your academic success. Academic performance does matter, but research and other scholarly pursuits are important measures of success and are critical to be competitive for post-graduate training opportunities and professional positions. In terms of course performance, no more than seven (7) credit hours in which a grade of C or below was earned will be counted toward degree requirements. In order to remain eligible for departmental funding, you must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale. A minimum of 3.0 is also required for graduation. According to the University of Memphis Graduate School, grades of "D" and "F" will not apply toward any graduate degree, but will be calculated in the GPA. Please note that grades from other institutions are not computed in calculating the GPA.

F. Maintaining "Good Standing" in the Program

"Good standing" means that your progress has been judged as satisfactory by the faculty. In making this assessment, the faculty expects that you are maintaining at least a B average, that you do not have a grade below a B in a core course, and that you are making satisfactory progress toward your degree on all measures on which you are evaluated (i.e., course work, research productivity including, collaborative presentations and publications, and professional behavior).

The SBS faculty is committed to working with each student that we accept into the program. As a group, we make every effort to help students who are struggling in order to facilitate successful completion of the program. We might, for example, design a plan for remediation, along with re-assessment after some determined interval, to assess progress. During this time, a student would normally be placed on probation, and we would provide as much support and direction as possible in an effort to help the student to succeed. Written feedback will be given to the student at the conclusion of a remediation program to clearly indicate whether the problem was successfully resolved, and the student has the opportunity to discuss the matter directly with the faculty.

Under rare circumstances, a student may be asked to leave the program. Dismissal typically occurs after a period of probation in which expectations for remediation are clearly stated. Reasons for dismissal can include a failure to perform adequately in courses, inadequate progress toward program milestones (such as comprehensive exam and dissertation), and unethical or unprofessional behavior. In the case of failing several courses or egregious misbehavior that cannot be safely rehabilitated, a student may be dismissed from the program without a period of probation.

G. Annual Performance Evaluation

By no later than August 31, all doctoral students will undergo a performance evaluation of their academic performance and (if applicable) graduate assistantship performance, for the past academic year. This review process begins by the student submitting to their major advisor 1) a completed

Doctoral Student Annual Progress Review, 2) an up-to-date Graduation Analysis, and 3) up-to-date curriculum vitae - at least one week prior to the scheduled review. Forms are included in the appendix of this manual. The advisor will review the submitted materials, complete the Graduate Assistant Evaluation and Summary Comments (contained in the Progress Review) and schedule a meeting with the student to review the evaluation. Note that if the GA Supervisor is someone other than the advisor, this person will complete the Graduate Assistant Evaluation. The student may provide a written response to the evaluation, and a copy signed by both the major advisor, GA-ship supervisor (if applicable), and the student is filed in the student's progress folder. Performance evaluations will be conducted more regularly (e.g., mid-year) as needed.

H. Timetables for Completion of Degree Requirements

Students should negotiate their planned deadlines with their advisor as early as possible in their graduate career and re-evaluate their plan at least annually to see whether any changes should be made. Full-time students normally are expected to finish the program within 3 to 4 years.

I. Comprehensive Examination

Overview: Prior to enrolling for dissertation hours (PUBH 9000), a student must successfully complete both a written and oral comprehensive examination. The examination will assess mastery of areas covered in the Social and Behavioral Sciences doctoral program, including social and behavioral science principles applied to public health (theory and methodology) and public health issues central to the student's main research area. Since the examination is designed to test each student's knowledge of the field, it is not confined to material covered in classes. The written component of the exam requires the student to produce a systematic review paper, empirical manuscript, or grant proposal (described in detail below); the oral component is an examination conducted by the comprehensive exam committee to assess mastery of materials covered in the written component and general knowledge of social and behavioral science applications in public health.

Eligibility Requirements: Prior to initiating the examination process, a student must have enrolled or completed at least 27 credit hours of coursework in the program. Additionally, he/she is required to be enrolled in the semester he/she proposes to take the comprehensive exam.

Composition of Committee: The committee will be composed of 3 faculty members (including the primary advisor) from the Division of Social and Behavioral Sciences. The student should form the committee in consultation with his/her primary advisor.

Timeline: Most full-time students will propose the written component of their exam to their committee in August (start of their second year), and submit the finished written product and have their oral exam by the end of the second year. This timeline will be adjusted accordingly for part-time students based on their progress in completing coursework. The student must have successfully completed at least 18 hours of coursework prior to proposing the comprehensive exam topic and format, and at least 27 hours of coursework by the time of defending the written and oral components of the exam. Completed coursework must include didactic requirements such as:

- PUBH 8604: Research Methods in Social and Behavioral Sciences
- PUBH 8347: Qualitative Methods in Health Research

- PUBH 8901: Doctoral Professional Development Seminar
- PUBH 8161: Advanced Psychosocial Theories of Health and Health Behavior
- PUBH 8132: Health Program Evaluation
- PUBH 8340: Behavioral Intervention Development

Preparation for the Comprehensive Exam: During Spring of the first year, the student should meet with her/his primary advisor and other members of their Comprehensive Exam committee to discuss options and plans for the written part of the exam. In preparation of the meeting(s), the student should share a one-page overview, in the format of an aims page, identifying the gap in the literature they will attempt to address with her/his dissertation along with the dissertation aims and research questions. In addition, the student should describe the written exam option they have selected (systematic review paper, empirical manuscript, or grant proposal) and a description of their plans to complete this task. These documents, when combined, should be 2-3 pages in length (single-spaced). The student's Comprehensive Exam committee must approve the student's option and plan for submission before the student initiates the written part of the Comprehensive Exam.

Written Component: The student will select one of the following three options for the written component of the Comprehensive Exam. All options require the student to complete original work, including conceptualizing the project, conducting the research (e.g., literature reviews, data analysis and synthesis), and preparing the written document. Guidance will be provided by the major professor with additional input, as needed, from other committee members. The following are options for the Written Component of the Comprehensive Exam:

1. **Systematic review paper, suitable for submission to a journal.** Evidence-based methods must be used. The student should adhere to recommendations made by Meta-analysis of Observational Studies in Epidemiology (MOOSE), Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), or the Institute of Medicine's (IOM) *Finding What Works in Health Care: Standards for Systematic Reviews*. The final product may be modeled after a systematic review published in a peer-reviewed journal of your choice (e.g., Annual Review of Public Health, Annals of Behavioral Medicine, Journal of Religion and Health).
2. **Empirical manuscript, suitable for submission to a journal.** To meet the requirement for this option, the manuscript must be the student's original work (conceptualizing the study, data analysis, final write-up), with guidance from her/his mentor. This publication may serve as 1 of 3 papers submitted for the manuscript-oriented dissertation option.
3. **Submission of a grant with student as PI.** For this option, the study idea and the written work comprising the grant proposal must be the student's original contribution. The prototypical grant submission would be a federally funded pre-doctoral fellowship (e.g., NIH F31 grant) or a dissertation award (e.g., NIH R36 grant). Other grant mechanisms may be approved at the discretion of the student's Comprehensive Exam committee.

The major professor will coordinate completion of the written examination with the student including setting a date for the oral exam within two weeks of submission of the written examination.

Oral Component: During the oral component of the Comprehensive Exam, mastery of the subject area will be further assessed through a question/answer session with the committee. The questions will consist of both materials covered in the written component of the exam and general knowledge in the

field of public health, including methods, theory, and subject matter pertaining to the student's research area. It will last approximately one and a half hours.

Evaluation: Committee members will independently evaluate the student's written examination product (review article, empirical article, or grant proposal) using standard rubrics (e.g., CONSORT, PRISMA, STROBE), and performance on the oral examination. If a student does not receive at least a "low pass" on the written examination, based on consensus of the committee, she/he will not be eligible to take the oral exam. A retake of the written component will include the oral component and the student's performance on both will be independently evaluated by committee members. A student will be allowed to retake the Comprehensive Exam a maximum of one time, in accordance with Graduate School regulations. A second failure subjects the student to dismissal from the doctoral program. In the event of a second failure, the student may file an appeal of the dismissal decision in accordance with Graduate School policy (<https://catalog.memphis.edu/content.php?catoid=9&navoid=222>). Once the student passes both the written and oral parts, she/he is given the Doctoral Candidate status.

Academic integrity: The comprehensive exam product (systematic review, empirical paper, or grant proposal) is expected to be an independent scholarly contribution by the student, including its conceptualization, data collection and analysis (as appropriate), and write-up. However, the student may consult faculty or other experts for consultation, and may involve fellow doctoral students as contributors for specific tasks, such as serving as a coders for systematic reviews. Any questions regarding the performance on the exam should be discussed with the primary advisor.

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. The School of Public Health will follow University of Memphis policies and procedures regarding investigating, documenting, and responding to plagiarism. See "Academic Conduct" below and [Academic Integrity](#) for specific University definitions and policies.

J. Advisor and Dissertation Committee

Students are assigned an academic faculty advisor during their first semester of enrollment in the PhD program. This assignment is made based on compatibility of the student and faculty research interests. Students should consult with their advisor prior to registering for courses each term so that he or she may help the student to choose courses consistent with their educational and professional goals. It is expected that students will develop a professional relationship with their assigned advisor and seek advice when issues come up. By initiating regular advising meetings, students ensure professional success and enhance academic performance.

After the end of the first year or a minimum of 18 credit hours, the student should assemble the dissertation committee in consultation with his or her advisor. The academic advisor may serve as chair of the dissertation committee, or another SBS faculty member may be selected if warranted, based on such factors as expertise or availability. The dissertation committee must include at least four faculty members, including at least two members from the SBS division and a total of at least three members from the SPH (i.e., two from SBS and at least one other from SBS or another SPH division). A fourth member must be from outside of the SBS division, and this may include another division within the

School of Public Health, another department at the University, or from outside of the University. Additional committee members may be added. The committee chair must hold full graduate faculty status. At least two others must hold associate or full graduate faculty status. Committee members from outside the University of Memphis must receive a Graduate Faculty appointment. The Dissertation Faculty Committee Form must be completed and submitted to the graduate school as soon as the committee is formed. [Dissertation Faculty Committee Form](#)

Each student's dissertation proposal must be reviewed and approved by the dissertation committee. For this purpose, the student will submit her/his dissertation proposal to the committee and ask for an oral defense within 4 weeks after submission of her/his dissertation proposal.

K. Dissertation Guidelines

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must contain original research based on either primary data collection or secondary data analysis. The empirical data for the dissertation may be quantitative, qualitative, or mixed-methods in nature. The research work needs to be of publication quality, and acceptable to the Division of Social and Behavioral Sciences, a committee of dissertation readers, and the Graduate School.

Each student's dissertation proposal must be developed then reviewed and approved by the committee. The traditional doctoral dissertation consists of a statement of the problem, specific aims, and related hypotheses; a literature review; explanation of research methodology, data collection procedure, analysis of data, presentation of results; and a discussion of findings and their public health implications. Students also have the option of completing a manuscript-oriented dissertation as an alternative to the traditional dissertation. For the second option, students should prepare three published or publishable quality manuscripts on the subthemes derived from the main dissertation topic. These three manuscripts will consist of the three chapters of the dissertation and should be accompanied by the first introductory chapter that introduces the overarching theme and one concluding chapter that synthesizes all of the findings. Students should discuss both options with their advisor before deciding on a dissertation strategy.

A satisfactory investigation and its presentation in the form of a dissertation approved by a committee complete the written portion of the dissertation requirement. The following steps should be followed in making progress toward the dissertation research:

- 1) Prepare and submit to the major professor a one-page overview, in the format of an aims page, identifying the gap in the literature to be addressed by the dissertation, along with the aims and research questions;
 - 2) Revise the one-page overview based on the major professor's feedback;
 - 3) Form Dissertation Committee in consultation with the major professor;
 - 4) Distribute the approved overview to the Dissertation Committee;
 - 5) Receive initial feedback from the committee (within 2 weeks);
 - 6) Develop full dissertation proposal (Introduction and Methods chapters for the dissertation) and distribute to the committee at least 10 business days prior to the proposal defense*;
- *If the proposal cannot be provided at least 10 business days before the scheduled defense, the defense may need to be rescheduled (at the discretion of the dissertation committee).

- 7) Defend the proposal, which should be in the form of an oral presentation using PowerPoint, Prezi, or a similar format;
- 8) Obtain IRB approval to proceed with the research;
- 9) Once the proposal is approved by the dissertation committee and IRB, conduct research and analyze data, submitting dissertation chapters to the major professor on a mutually agreed timetable;
- 10) After receiving approval from the major professor, submit the completed dissertation to committee members at least 10 business days prior to the proposed defense*;
*If the completed dissertation cannot be provided at least 10 business days before the scheduled defense, the defense may need to be rescheduled (at the discretion of the dissertation committee).
- 11) Defend dissertation, which is to include a public oral presentation of the research project;
- 12) Revise dissertation as required by committee members, format final product according to Graduate School rules, and submit to the Graduate School Dissertation Preparation Guide. Be sure to adhere to Graduate School deadlines throughout the dissertation preparation process.

The pre-proposal should be a 1 to 3-page document that provides the rationale and preliminary research question(s) and study design of the dissertation. It helps orient potential committee members to your research and serves as a starting point for committee discussions leading to the full proposal. The pre-proposal should be approved by the major advisor and then submitted to individuals who are asked to serve on the committee.

The dissertation proposal consists of preliminary sections of the dissertation, including (1) Introduction, (2) Methods, (3) Expected Results, and (4) References. This same format can be used for both the "traditional" (single paper) and "3 manuscripts" options. The Introduction should be a detailed literature review and research questions/hypotheses. The Methods section should include sub-sections that are appropriate for your project, such as Design, Procedures/Intervention, Measures, and Data Analysis (including proposed outcome analyses and power calculations, if appropriate). Expected Results may be a paragraph or two that describe what findings are expected based on hypotheses, as well as potential obstacles and their solutions. The References section should be formatted in APA style and include all citations. The major advisor approves the final proposal. Once approval is given, it is submitted to committee members at least 2 weeks before the scheduled defense.

L. Oral Defense of Dissertation

When the student's committee has agreed that the dissertation is ready for defense, the student should schedule the oral defense. At the defense, the student presents their dissertation work to his/her committee and all other interested persons. The student and entire dissertation committee must attend the defense. If only one of the committee members cannot attend the defense in person, she/he can attend the defense either via video, skype, or telephone. The student presents her/his work for approximately 30 minutes followed by an open question and answer session with guests. After guests' questions are answered, they are dismissed, and the student responds to questions from their committee members. After this questioning, the committee votes to approve or disapprove the dissertation. The total defense will last approximately one and a half hours.

The student should bring the partially completed “Thesis/Dissertation Defense Results” form: [Thesis/Dissertation Forms](#) with her/him to their defense. Once the student has successfully defended her/his dissertation, the committee will complete the form and submit it to the graduate coordinator.

When scheduling the oral defense, the student should be mindful of the graduate school deadlines for submitting completed dissertations. The deadlines can be found at: [Graduate School Deadlines](#)

The candidate’s oral defense of the dissertation before a faculty committee is the final step for the doctoral degree requirements.

M. Graduation Requirements

Students must apply to graduate and submit the doctoral candidacy form in the semester before they plan to graduate. The forms are located in your My Memphis portal on the “My Degree” tab. Deadlines and specific instructions for filling out these forms can be found at [Graduation Deadlines for Degree Candidates](#).

Following successful defense of the dissertation, the student should make the necessary changes/corrections suggested by his/her committee and submit one plain-paper copy of his/her dissertation to the Graduate School before the dissertation review deadline: [Graduation Deadlines for Degree Candidates](#). After receiving the reviewed dissertation from the Graduate school, the student should make all necessary changes and submit an electronic copy of his/her dissertation before the final deadline using the Electronic Thesis/Dissertation website. For detailed instructions, visit Electronic Thesis/Dissertation Website.

IV. Administrative Information

A. Assistantships and Other Financial Support

The Division of Social and Behavioral Sciences is committed to seeking opportunities that will allow it to provide financial support to its students. Most full-time, eligible and accepted applicants will automatically be considered for School of Public Health scholarship support in the form of graduate assistantships. Departmental scholarship decisions are made during the admissions process and communicated to students in their letters of acceptance. Students are also encouraged to seek individual funding early in their program. Faculty will mentor students when applying for Individual Predoctoral Awards.

These assistantships provide in-state tuition and a stipend in return for 20 hours of work per week for faculty of the SBS division. A graduate assistant is a student who, under faculty supervision, performs functions related to teaching, research and/or service, and in doing so, receives valuable, practical experience. Graduate assistants (GAs) must maintain a 3.00 GPA and be registered for at least 9 credits to retain their assistantships. Additionally, GAs must adhere to the work schedule determined jointly by the supervisor and the student at the beginning of each semester. GAs who fail to perform their duties satisfactorily may be terminated from their appointments.

Students are encouraged to seek funding to support their graduate studies, including research fellowships. Students should work in close consultation with their major professor to prepare such applications. Because fellowships typically involve a commitment of divisional and school resources to support the student's education, students should not submit any application for funding without the explicit approval of their major professor.

B. Academic Conduct

The University of Memphis's Code of Student Conduct defines academic misconduct as all acts of cheating, plagiarism, forgery and falsification. The term "cheating" includes, but is not limited to: using any unauthorized assistance in taking quizzes or tests; using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquiring tests or other academic material before such material is revealed or distributed by the instructor; misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort; failing to abide by the instructions of the proctor concerning test-taking procedures; influencing, or attempting to influence, any University employee in order to affect a student's grade or evaluation; any forgery, alteration, unauthorized possession, or misuse of University documents. Academic dishonesty also includes furnishing false information to any University official, faculty member or office; and forgery, alteration, or misuse of any University document, record, or instrument of identification. See [Academic Integrity](#) for specific University definitions and policies.

C. Training in the Responsible Conduct of Research

The SBS program requires doctoral students to demonstrate training in the responsible conduct of research by completing CITI training. As of October 31, 2011, researchers (including students and faculty) at the University of Memphis who apply for IRB review must have a current CITI and Conflict of Interest certifications on file. Your certificate of completion will be forwarded to the IRB Administrator by CITI once you have completed training.

The following are basic learner instructions to logon to your CITI site for the first time:

1. New Users need to register at [CITI Program](#) for CITI online training. Once there, simply click on "New Users Register Here".
2. Under the "Select your institution or organization" page, select your institution (University of Memphis) in the "Participating Institutions" drop down box.
3. Next, proceed to create your own username and password and select the Learner group.
4. The file: will also help you register with CITI for the first time.

D. Civil Rights and Non-Discrimination Policy

The U of M shall not, on the basis of a protected status, subject any student to discrimination under any educational program. No student shall be discriminatorily excluded from participation or denied the benefits of any educational program on the basis of a protected status.

It is the intent of the University of Memphis that each campus of the University shall be free of harassment on the basis of gender, sexuality, race/ethnicity, color, religion, national origin, age, disability, or any other protected status and shall fully comply with the anti-harassment provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended, the federal and state constitutions, and all other applicable federal and state statutes.

The University specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.

E. Policy on Outside Student Employment

Full-time doctoral students with 20 hour per week assistantships are discouraged to work outside the stipulated graduate assistantship hours unless it is related to paid or unpaid internships and is approved by the advisor in writing. In case of a temporary and limited employment opportunity, they must seek their advisor's and division director's permission in writing for each specific outside assignment.

F. Academic Calendar

Academic year calendars mark the major activity dates (class start/end dates, exam dates, and commencement) of each term and its parts. Each academic year begins with the fall term and ends at the conclusion of the spring term. Academic calendars are available from the Office of the Registrar and can be accessed at: [Academic Calendar](#)

Students needing to register, add/drop, pay fee, etc. should check the Dates & Deadlines Calendar for that term [Academic Calendar](#)

G. Vacation Policy for Students Holding Graduate Assistantships

Graduate assistants are not obligated to work on federal holidays, similar to regular University of Memphis full-time staff. The University Holiday calendar is available on the University of Memphis website. For any other vacation, they must request the leave in writing at least one week in advance, seek approval from their advisor, and make arrangements to cover the missed hours.

H. Withdrawing from the Program and Leave of Absence

Occasionally, students' career interests or personal circumstances change and they decide to withdraw from the program. In such circumstances, we strongly suggest that the student schedule a meeting with his or her faculty advisor, doctoral coordinator, and/or the division director. There are several purposes to this meeting: First, faculty may answer questions about how to go about withdrawing from the program, and second, the student may share feedback about the strengths and weaknesses of the program. In some cases, a student may benefit from a "Leave of Absence" instead of a withdrawal, and your faculty advisor can provide you with information about this option, if needed.

I. Parental Leave Policy

Graduate students may request “Parental Leave” following the adoption or birth of a child. Parental leave applies to either parent. If both parents are graduate students, both may request simultaneous parental leave. The leave begins on the day the graduate student or postdoctoral fellow is no longer fully engaged in their professional and academic activities and, to the extent possible, should be requested in advance of a birth or adoption. Retroactive requests will be considered on a case-by-case basis.

J. Inclement Weather Policy and Safety

Call 678-0888 for the latest information on class cancellations due to inclement weather. The University of Memphis new comprehensive personal safety mobile app is **LiveSafe** and can be downloaded for free. It provides a quick, convenient and discreet way to communicate directly with Police Services. The app will allow members of the campus to send text, pictures, video and audio directly to Police Services in real time. It also allows for a live chat with safety personnel. The app includes the option to share tips and information anonymously. In addition, subscribers can use SafeWalk to invite personal contacts to virtually escort you as you chat.

For an overview, visit [Live Safe](#) or [Face book Video](#)

For Apple iOS instructions, visit [Live Safe](#)

For Android instructions, visit: [Live Safe](#)

For those without smartphones, or for any questions, please email police@memphis.edu.

K. Grievance Procedures

At times, a situation may arise that requires mediation to reduce/resolve conflict. The program has a plan for the suggested course of action. We recommend that you take the following steps in sequential order, if possible:

1. Approach the person with whom you have a complaint, and try to come to a resolution;
2. Seek out your advisor to address the issue;
3. Contact the SBS PhD coordinator;
4. If not resolved, meet with the Division director;
5. Meet with the Assistant Dean for Academic Affairs;
6. File formal complaint with:
 - a. Dean of Students (<https://www.memphis.edu/report/submit-a-report/concern-complaint.php>) for general complaints about students, academic integrity or grading concerns
 - b. Office of Institutional Equity (<https://www.memphis.edu/oie/complaint.php>) for discrimination, harassment, or retaliation complaints

V. Student Support Services at the University of Memphis

A. University Library Services

Although the primary mission of the university libraries is to serve and provide significant resources to the University of Memphis community, these services are also extended to students and faculty from other colleges and universities in the Mid-South region. Individuals not associated with The University of Memphis can request a “Library Privileges Card” at the McWherter Library Circulation Desk. The Ned R. McWherter Library is located west of Zach Curlin Drive and south of Norriswood Avenue.

Some of the McWherter Library services/amenities include:

- Interlibrary Loans (free access to online materials not available in the library/library database),
- Reserves and electronic reserves,
- Desks, tables, chairs, couches, et cetera
- Print and copy services,
- 725 network connections and Wifi,
- Private study carrels, group study rooms, and a 24-hour Learning Commons area,
- Computers with internet access and Microsoft Office software,
- Wheelchair accessible,
- Electrical outlets,
- Free book check-out,
- Restrooms and elevators,
- Public phones (free local and toll-free calls),

The University Libraries are comprised of the McWherter Library and four branch libraries: Audiology & Speech Language Pathology, Chemistry, Mathematics, and Music. All are located on the Main Campus, except the Audiology and Speech Language Pathology Library, which is at 807 Jefferson Ave.

B. Writing Center

The Educational Support Program (ESP) provides academic assistance for classes that students are currently taking at the University of Memphis. Assistance for writing improvement is available at the Center for Writing and Communication (CWC) located on the first floor of McWherter Library and adjacent to the Reference Desk. Other free services are available to graduate and undergraduate students, such as:

- Learning Centers: Find out about ESP's 5 Learning Centers on campus;
- Supplemental instructions (SI): SI offers weekly study sessions for specific courses;
- Request a Tutor: Submit a request for tutoring at 217 Mitchell Hall or call 678-2704;
- Become a Tutor: Call 678-2704 to inquire about new tutor and advanced tutor training;
- Seminars: Check schedule of ESP Seminars; and
- Online Tutoring: Submit questions online 24/7 [Online Tutoring](#)

C. Health Services

The Student Health Services is an accessible, cost effective, health care facility that emphasizes campus-wide health promotion, disease prevention, and acute episodic outpatient medical care. Individualized

attention, courtesy, and patient confidentiality to all is of primary importance. Student Health Services is staffed with a Physician, Nurse Practitioners, Registered Nurses, Other nursing staff, Laboratory and X-ray Technologist, Health Educator, and various administrative support personnel. Short-term, acute illnesses and injuries can be treated at the Student Health Services. Patients with chronic, complex, or recurrent medical conditions/illnesses must continue to consult their primary care physician.

For more information regarding the location, hours, services, and payment, please visit their website. Job-related injuries are not treated at Student Health Services. If you are a student employee at the university, and you are injured on the job, you must report the incident to your supervisor, who will obtain the appropriate paperwork from the Department of Human Resources. A Family Planning Clinic is provided by the Shelby County Health Department. The Family Planning Clinic provides birth control information, devices, medications, and examinations by appointment. The Family Planning Clinic fees are based on a sliding scale and are separate from Health Services charges. To schedule or cancel an appointment, please call 678-2643.

Medical services are available to all students, faculty, and staff. Students may be seen during the semester in which they are enrolled. A current University ID must be presented for admission. Students enrolled at the university are not charged an access fee. Most routine diagnostic and laboratory analyses required for treatment are usually done at no charge. Students pay fees for dispensary medications and vaccinations. Students will be notified of any charges before a test or procedure is performed. Student Health Services requests payment before services are provided. Payment may be made by cash, check, credit card, or Tiger Funds. For an access fee, students may be seen during the winter or summer break. Additional service fees may apply. When more in-depth evaluation or treatment is needed, the patient is referred off-campus. All charges are the responsibility of the patient. No routine physicals are performed at Student Health Services.

Student Health Services is located on the main campus at 3770 Desoto Avenue, south of McWherter Library. Their mailing address is: The University of Memphis, Student Health Services, 200 Hudson Health Center, Memphis, TN 38152.

International Student Medical Insurance information is available at [Insurance Information](#). For information concerning the health issues, please visit their website at: [Student Health Center](#)

D. Counseling Center

The Center for Counseling, Learning and Testing, made up of the Career and Psychological Counseling Center, the Educational Support Program, and the Testing Center, is a comprehensive student development agency committed to providing a seamless set of services to assist students in actualizing their maximum potential. The career counseling staff offers a wide variety of services: individualized career exploration and planning, topical workshops, and outreach programming for faculty, classes, and campus organizations. Additional information about the services can be found on their website: [Center for Counseling, Learning and Testing](#). The contact number for the Counseling Center is 901.678.2068.

The Educational Support Program (ESP) provides academic assistance for current classes taken at the U of M. ESP's free services are available to graduate and undergraduate students.

The Testing Center Main Office is in the John W. Brister Building in Room 112. In addition to the U of M Prometric Center, accessing several thousand computer-based tests, this Center assists in a full range of student assessment needs. For more information, please visit [Testing Center](#)

E. International Student Advising

The International Student Office is one of the divisions that comprise the Center for International Programs and Services (CIPS). The CIPS staff assists more than 1,000 foreign students, scholars, and professors on our campus. The International Student Office supports the international population at The University of Memphis by providing advice on immigration matters, employment, taxation, cultural adjustment, and other practical issues. This office is also responsible for maintaining University compliance with the United States Student and Exchange Visitor System (SEVIS), which reports directly to the U.S. Immigration and Customs Enforcement office. Additionally, they conduct an international student orientation each semester, coordinate insurance information, and assist student groups in the development of International Night and other cultural functions.

F. Graduate Student Housing

The University of Memphis offers Student Family Housing, located on the Park Avenue Campus approximately one mile from the main campus. “Phase One” consists of 56 one-bedroom townhouse apartments, 62 two-bedroom townhouse apartments, and 8 two-bedroom flats. All apartments are equipped with stove, refrigerator, garbage disposal, living room carpet, and venetian blinds. Electric central heat and air are also provided. Each apartment has an enclosed private patio at the rear. The new “Phase Two” consists of 24, two-bedroom flats. Each apartment is equipped with a stove, frost-free refrigerator, garbage disposal, dishwasher, venetian blinds, thermal pane windows, hook-ups for stackable washers and dryers, and carpet for living room and bedrooms. Gas central heat and air are also provided. Each apartment has a patio/balcony with locking storage area. Four apartments are specifically designed for physically disabled students.

Application forms may be obtained from the Office of Residence Life in Room 011, Richardson Towers or from their website, www.people.memphis.edu/~reslife. A \$100 application/ reservation deposit is required when the application is submitted. For more information, please see [Graduate Student Housing](#)

G. Parking

General Permit Parking is paid for through the Maintenance Fee portion of semester tuition. Once the student has registered for classes, a semester validation sticker will be mailed to the address on file with the Student Records Department. New students are mailed a permit (hangtag) along with a semester validation sticker prior to Fee Payment. The permits (hangtags) run on a three-year cycle and need to be updated every semester. If, for any reason, the student does not receive the semester validation sticker or permit through mail, he/she needs to come to the Parking Office the first week of class to obtain one. The semester validation sticker should be placed on the right side of the permit. This validates the permit (hangtag) to be used in General Parking Lots only.

VI. Student Associations

A. Graduate Student Association

The University of Memphis Graduate Student Association: 1) provides opportunity for discussion and recommendations on matters of concern to graduate students, 2) represents the interests of all graduate students campus-wide, 3) is the official liaison for graduate students to communicate as a group with University and Graduate School administrators, and 4) advocates for support of graduate student research and teaching experience.

All enrolled graduate students are automatically members of the GSA, are encouraged to participate in GSA discussions and activities, and may serve on GSA committees and working groups. Every fall, and as needed throughout the academic year, a student from each department is elected or chosen to represent that department as a voting member of the GSA Leadership Council. If you are interested in serving as a representative please contact the GSA President (901.678.3220).

B. Public Health Student Association

The Public Health Student Association (PHSA) is a student-run organization for graduate public health students enrolled in the School of Public Health at the University of Memphis. The PHSA serves as a forum for student concerns and activities.

The purpose of the PHSA is to facilitate student-student and student-faculty communication and cohesiveness within the School of Public Health. The organization advocates on issues pertaining to all aspects of the academic experience, including research opportunities, student representation, and public health issues. Ultimately, the PHSA will strive to create a strong and enduring foundation for future public health leaders.

The mission of the PHSA is to:

1. Promote awareness of career and academic issues related to the field of public health by serving as a voice to the faculty and administration.
2. Academically, professionally, and socially support all public health students at the University of Memphis.
3. Organize health-related volunteer activities within the community.
4. Collaborate with health organization agencies and associations regarding public health programming activities.
5. Encourage students to actively pursue educational and professional development.
6. Host regular social events for public health students to foster positive interactions among students, faculty and staff.

Membership is open to all students enrolled in a School of Public Health degree program. Meetings are held a minimum of once a month. Contact an officer for more information. Dr. Marian Levy serves as Faculty Advisor to the PHSA.

VII. Forms

- A. Advising Summary Form – PhD Programs
- B. Doctoral Student Annual Progress Review
- C. Doctoral Degree in SBS – Graduation Analysis
- D. SBS Doctoral Student File – Check List

School of Public Health, The University of Memphis
PhD Program in Social and Behavioral Sciences
Doctoral Student Annual Progress Review

Academic Year: _____

Instructions: Each full-time or part-time student will arrange for his/her annual review with the major advisor by August 31. The student must complete and submit this document to the major advisor for review at least one week prior to the scheduled review. Please also attach your CV and Graduation Analysis to this document. During the review, the major advisor will provide her/his assessment, summary comments, and feedback. The student and the major advisor must sign the form. It will stay in the student records and will be used for funding decisions and writing recommendation letters.

Student's Name: _____

Full or Part Time: Full Part

Year in the program: 1st 2nd 3rd 4th 5th

Major Advisor: _____

Academic Progress:

1. Number of credit hours completed: _____
2. Cumulative GPA: _____
3. Comprehensive Exam Date (anticipated or actual) [MM/YYYY]: _____
4. Comprehensive Exam Committee Members (if decided):

5. Dissertation Proposal Date (anticipated or actual) [MM/YYYY]: _____
6. Dissertation Committee Members (if decided):

7. Areas that need to be worked on for improvement:

8. Plans for the upcoming year (Include educational activities, publications, presentations, dissertation work, and other research activities.):

Please attach the following two documents to this Progress Review and return them to your advisor:

- * Up-to-date Graduation Analysis
- * Current CV

GRADUATE ASSISTANT EVALUATION (TO BE COMPLETED BY GA SUPERVISOR)

1. Supervisor's/Major Professor's assessment:

Items	Exemplary	Satisfactory	Needs Improvement	Unable to Evaluate
Desire to Get Involved and Learn				
Timely Completion of Tasks				
Effective Use of Time at Work				
Thoroughness and Efficiency				
Taking initiative for New Tasks				
Ability to Effectively Multitask				
Punctuality and meeting deadlines				
Mastering of Professional Skills				
Conduct and Professionalism				
Positive Attitude toward Colleagues				

2. Supervisor's Summary Comments:

SIGNATURES:

Doctoral Student

Date

Supervisor/Major Professor

Date

GA-ship Supervisor (if applicable)

Date

**School of Public Health, University of Memphis
Doctoral Degree in Social and Behavioral Sciences**

**Graduation Analysis (Required hours: 54 credits)
Revised Requirements – Proposed Fall 2017 System**

NAME:	UUID#:	ADMITTED:
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I. Social and Behavioral Sciences Core (12 hours)

PREFIX	COURSE NAME	LEVEL	HOURS	TERM	GRADE
PUBH 8130	Social Determinants of Health		3		
PUBH 8132	Health Program Evaluation		3		
PUBH 8340	Behavioral Intervention Development		3		
PUBH 8161	Health Behavior Theories		3		
					# Credit Hours Completed:

II. Doctoral Seminar Core (3 hours)

PREFIX	COURSE NAME	LEVEL	HOURS	TERM	GRADE
PUBH 8901	Professional Development in Public Health		3		
					# Credit Hours Completed:

III. Research Methods Core (12 hours)

PREFIX	COURSE NAME	LEVEL	HOURS	TERM	GRADE
<i>Quantitative Methods Course (3 hours) – Select one</i>					
PUBH 8604	Social and Behavioral Science Research Methods		3		
PSYC 8301	Research Design and Methods		3		
<i>Quantitative Elective Courses (6 hours) – Select two</i>					
PUBH 8141	Epidemiologic Survey Methods		3		
PUBH 8172	Epidemiology in Public Health II		3		
PUBH 8174	Epidemiology in Public Health III		3		
PUBH 8450	Randomized Clinical Trials		3		
<i>Qualitative Courses (3 hours) – Select one</i>					
PUBH 8334	Methods in Community Based Participatory Research		3		
PUBH 8347	Qualitative Methods in Health Research		3		
					# Credit Hours Completed:

IV. Biostatistics Core (6 hours)

PREFIX	COURSE NAME	LEVEL	HOURS	TERM	GRADE
<i>Biostatistics II (3 hours)</i>					
PUBH 8152	Biostatistical Methods II		3		
<i>Additional Biostatistics Courses (3 hours) – select one</i>					
PSYC 8302	Advanced Statistics		3		
PUBH 8104	Large Data Sets in Public Health Research		3		
PSYC 8304	Measurement Theory and Psychometrics		3		

PSYC 8305	Quantitative Methods of Review in Research		3		
PUBH 8306	Linear Structural Modeling		3		
PUBH 8308	Applied Multivariate Statistics		3		
PUBH 8310	Mixed Model Regression Analysis		3		
PUBH 8311	Applied Categorical Data Analysis		3		
					# Credit Hours Completed:

V. Electives Courses (12 hours)

PREFIX	COURSE NAME	LEVEL	HOURS	TERM	GRADE
PUBH 8800	Guided Research in Public Health (<i>max 3 hours</i>)				
					# Credit Hours Completed:

VI. Research Practicum and Training

****Credit hours for these courses will not count toward the 54 total credits required for graduation, but may be used to maintain full-time academic standing.*

PREFIX	COURSE NAME	LEVEL	HOURS	TERM	GRADE
PUBH 7200	SPSS for Health Research		1		
PUBH 7201	SAS for Health Research		1		
					# Credit Hours Completed:

VII. Prerequisites

****Students are required to fulfill the following pre-requisite courses or document their equivalent. Credit hours will not count toward 54 hours required for graduation.*

PREFIX	COURSE NAME (9 hours)	LEVEL	HOURS	TERM	GRADE
PUBH 8150	Biostatistical Methods I		3		
PUBH 8160	Social and Behavioral Science Principles		3		
PUBH 8170	Epidemiology in Public Health I		3		
					# Credit Hours Completed:

VIII. Comprehensive Exam

IX. Dissertation

****Students are required to take 9 credit hours toward their dissertation at The University of Memphis.*

PREFIX	COURSE NAME (9 hours)	HOURS	TERM	GRADE
PUBH 9000	Doctoral Dissertation	9		
				# Total Credit Hours Completed for Graduation:

Graduation Requirements:

- Maintain a grade point average of 3.0 or higher in all required courses.
- Complete a minimum of 45 semester hours of graduate course work beyond the master's degree plus 9 hours of PUBH 9000, for a minimum of 54 hours.
- Take and Pass both oral and written comprehensive examinations once 36 hours are in progress or completed and enrolled for at least 6 credit hours.
- Write and defend a dissertation that adheres to the format outlined by the Graduate School.
- Take no more than 6 hours of 6,000-level courses toward electives.

Social and Behavioral Sciences Doctoral Student File Check List

Student Name _____ Advisor Name _____

Full Time ___ Part Time ___ Year of program entry _____

Current status in program (ex. Year 1, 2nd Semester) _____

Total hours completed _____ Expected Graduation (Semester/Year) _____

- Cover Sheet
- Academic Vita
- Annual Evaluation Sheet
- Graduation Analysis
- FERPA Certification
- CITI Training
- Contract for 8800 course
- Waiver forms for course substitution
- Comprehensive exam
- Dissertation
- Misc. documents- awards, accomplishments
- Probation
- Important correspondence

Academic Conduct

School of Public Health, University of Memphis

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. This also applies to oral sources, such as material taken from lectures or interviews. Plagiarism is a serious violation of University policy [Plagiarism](#).

Examples of plagiarism include, but are not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials.

It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions, such as reduction or zero grade in that assignment, suspension or expulsion, by the School of Public Health and The University of Memphis. If there is evidence of plagiarism in work that is published, the student could face legal and/or financial consequences. If the student has any doubt about acknowledgment of appropriate sources, they are encouraged to speak with their instructor or advisor. Here is more information on [What Constitutes Plagiarism](#).

Cheating is also not acceptable at the University of Memphis. Cheating includes but is not limited to the following: using any unauthorized assistance in taking quizzes or tests; acquiring tests or other academic material before such material is revealed or distributed by the instructor; failing to abide by the instructions of test taking procedures; influencing, or attempting to influence, any university employee in order to affect a student's grade or evaluations; any forgery, alteration, unauthorized possession, or misuse of University documents.

"Your written work may be submitted to Turnitin, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)



School of Public Health

Pledge of Ethical Conduct and Professionalism University of Memphis School of Public Health

I, _____, as a student entering The University of Memphis School of Public Health, recognize that I am joining an academic community of trust and a professional community of those entrusted with the health and well-being of humanity. The School of Public Health and members of the health care profession share important values that are reflected in the University of Memphis Code of Student Rights and Responsibilities under Section(y) Academic Misconduct, p.13. I will read this document and the section on academic conduct in each of the course syllabi, and will follow the values of ethical conduct that prohibit plagiarism, cheating and fabrication.

As a citizen of this academic community of trust, I acknowledge that the honor of the University of Memphis and the School of Public Health is my responsibility both on campus and acting as representative of the School of Public Health in the greater community. I will therefore pledge to maintain academic integrity, ethical conduct and display pride of membership in an academic community that values service to others and individual responsibility. I understand that cultivating the values represented by the School of Public and the School's requirement of ethical conduct lays the foundation for lifelong professional integrity and the acceptance of responsibility for actions and their consequences, even at personal cost.

I commit to conduct my academic and professional life to honor the values and standards maintained by the School of Public Health and those shared by members of the public health profession.

This pledge I take freely and upon my honor.

Name

Date