

*Rehabilitation Science Doctoral Program*

2013 - 2014

**RSD**

**Student Manual**

[rehabsci.ufl.edu](http://rehabsci.ufl.edu)

# Rehabilitation Science Doctoral Program

## Program Administration

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# Program Overview

Welcome to the University of Florida's Rehabilitation Science Doctoral (RSD) program. We are pleased you have chosen to join our program.

The RSD program embraces a broad view of the field of Rehabilitation Science and has faculty and students working in a wide range of disciplines. While the RSD program has some required course work dependent on your chosen concentration area, the majority of the student's course work will be decided through consultation with the primary mentor and supervisory committee in order to tailor a course of study best suited to the student's research project and future goals. The following milestones apply to all RSD students and are provided to give an overview of the program structure. Note: *specific information on these milestones will be discussed later in the handbook.*

- The RSD program requires a minimum of 90 semester credit hours beyond the bachelor's degree level
- A minimum of a 3.0 grade point average is required to be maintained by all students
- The **supervisory committee** consists of four members. With the help of the primary mentor, the student should form the supervisory committee no later than the second semester of study
- Per graduate school guidelines, the supervisory committee should convene at least once per year and review student progress.
- All incoming students will be assigned a "senior student" to serve as a peer mentor.
- All students are required to attend the yearly "**program orientation and retreat**" at the start of the Fall semester. This serves as an opportunity to welcome our new students, to highlight accomplishments from the past year, and to provide a forum for discussing any proposed changes to the program.
- A **qualifying exam** is required of all students. The primary mentor and supervisory committee will prepare and evaluate the exam.
- A **proposal of dissertation topic** and approval of the topic by the supervisory committee is required. It is recommended that this take place within 1 semester of the qualifying exam. Many students complete both the qualifying exam and dissertation proposal in the same semester.
- Admission to **candidacy** for the PhD occurs after both the qualifying exam is passed and the proposal of dissertation topic is approved.
- All students are required to complete a written **dissertation** in accordance with the guidelines of the Graduate School. This document must be presented to the supervisory committee in advance of the final PhD defense.
- The student is strongly advised to check the required deadlines for all items related to the PhD defense. These deadlines are provided by the Graduate School, *and are not the same from year to year.*

There is an expectation that RSD students will be responsible for their progression in the program, this includes an awareness of policies and procedures that govern the University, the Graduate School, the College of Public Health and Health Professions, as well as the RSD program. The RSD Program Director and administrative staff will regularly provide information to students via email. Students are expected to read these emails and response, or take action, when requested. The RSD handbook is updated annually. Students will be informed of these updates via email. The most recent version of the handbook can be found on the RSD website. Finally, the Graduate School catalog contains information on the rules that govern the granting of all graduate degrees and is a useful reference tool.

Final note it is common for students to have questions as they navigate the requirements of their mentor, the RSD program, and the graduate school. The following resources are available:

- This handbook
- Your fellow students
- The Graduate School Catalog
- The Graduate School Student Handbook
- Counseling and Wellness Center
- Dean of Student Office
- UF Student Handbook

# Rehabilitation Science Doctoral Student Milestones

**Please note: The student is responsible for fulfilling all requirements and meeting all deadlines**

Task	When & Where
<p><b>New Students:</b></p> <ul style="list-style-type: none"> <li>• Complete the required forms in the orientation packet and deliver them to the RSD Admissions Coordinator</li> <li>• Attend orientation sessions for the Graduate School and Department</li> <li>• Complete payroll and appointment forms for assistantship, if appropriate</li> <li>• Conditionally admitted students: Check date and time of screening tests for language and writing program</li> <li>• Set appointment &amp; meet with your mentor to determine first semester courses</li> </ul>	<p><b>When:</b> Upon your arrival at the Department of Physical Therapy  <b>Where:</b> As notified of location</p>
<p><b>New &amp; Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Submit <b>Course Registration Form</b> to the RSD Graduate Coordinator before the published deadline each semester</li> </ul>	<p><b>When:</b> By published deadline  <b>Where:</b> Department of Physical Therapy</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Complete required Public Health course(s) and submit certificates to the Student Services Coordinator</li> </ul>	<p><b>When:</b> Before admission to candidacy  <b>Where:</b> Department of Physical Therapy</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Appoint Supervisory Committee - Complete <b>Supervisory Committee Form</b> available in the <a href="#">Graduate Information Management System (GIMS)</a></li> <li>• Bring completed form to RSD Student Services Coordinator</li> </ul>	<p><b>When:</b> ASAP, no later than end of 2<sup>nd</sup> semester of equivalent full-time Ph.D. study  <b>Where:</b> Department of Physical Therapy</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Complete annual online student progress report</li> </ul>	<p><b>When:</b> At the end of every spring semester  <b>Where:</b> <a href="#">Online</a></p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Contact mentor for possible approval of transfer of up to 30 credits from M.S. degree;</li> <li>• Contact the RSD Student Services Coordinator to complete <b>Transfer of Credit Form</b> for review by your committee</li> </ul>	<p><b>When:</b> ASAP, no later than 3<sup>rd</sup> semester of Ph.D. study as required by the Graduate School  <b>Where:</b> Department of Physical Therapy</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Complete degree plan of study with mentor and submit a copy to the Graduate Coordinator</li> </ul>	<p><b>When:</b> 1<sup>st</sup> semester of Ph.D. study  <b>Where:</b> As notified by mentor</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>• Complete Ph.D. Qualifying Exam (Written,</li> </ul>	<p><b>When:</b> By the end of the 4<sup>th</sup> semester. Delaying the exam beyond this point will require approval of the</p>



Task	When & Where
<p>Oral)</p>	<p>Program Director.  <b>Where:</b> Student should schedule a room under guidance of the mentor</p>
<ul style="list-style-type: none"> <li>• Complete Research Proposal with Supervisory Committee</li> </ul>	<p><b>When:</b> No later than the semester following the completion of your PhD qualifying exam. Many students complete the research proposal at the time of the qualifying exam.  <b>Where:</b> Student should schedule a room under guidance of the mentor</p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Admission to candidacy for Ph.D.; contact the Graduate Coordinator for completion of the <b>Admission to Candidacy Form</b> two weeks prior to date</li> <li>• Submit completed and signed form to RSD Student Services Coordinator</li> </ul>	<p><b>When:</b> After passing your qualifying examination and successfully defending your dissertation topic  <b>Where:</b> Department of Physical Therapy</p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Obtain guide for preparation of dissertation</li> </ul>	<p><b>When:</b> Only after Qualifying Exam has been passed  <b>Where:</b> <a href="#">Graduate School Editorial Office</a></p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Complete your degree application in ISIS</li> </ul>	<p><b>When:</b> The term you plan to graduate  <b>Where:</b> <a href="#">University Registrar</a></p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• First submission dissertation to the Graduate School</li> </ul>	<p><b>When:</b> <a href="#">By degree application deadline</a>  <b>Where:</b> <a href="#">Graduate School Editorial Office</a></p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Dissertation defense; contact the Graduate Coordinator two weeks prior to reserve a room and to collect the <b>Final Examination Form</b></li> </ul>	<p><b>When:</b> <a href="#">By published deadlines</a>  <b>Where:</b> As arranged with the Graduate Coordinator</p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Submit final copy of dissertation</li> </ul>	<p><b>When:</b> <a href="#">By degree application deadline</a>  <b>Where:</b> <a href="#">Graduate School Editorial Office</a></p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• If you plan on attending commencement, notify your mentor &amp; order your academic regalia</li> </ul>	<p><b>When:</b> Two weeks prior to commencement  <b>Where:</b> <a href="#">UF Bookstore</a></p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Contact the RSD Student Services Coordinator to arrange for an exit interview with Program Director, Dr. Fuller</li> </ul>	<p><b>When:</b> Prior to graduation  <b>Where:</b> Department of Physical Therapy</p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Return all keys issued by the Department</li> </ul>	<p><b>When:</b> Prior to graduation  <b>Where:</b> Department of Physical Therapy</p>
<p>Continuing Students:</p> <ul style="list-style-type: none"> <li>• Provide the RSD Student Services Coordinator with a copy of your dissertation</li> </ul>	<p><b>When:</b> Prior to graduation  <b>Where:</b> Department of Physical Therapy</p>

Task	When & Where
<ul style="list-style-type: none"><li>• Complete the <b>Change of Address Form</b> and <b>Fellowship Employer Form</b></li></ul>	

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# I. How to Use this Manual

This manual has been developed to assist admitted students in meeting the requirements for the Rehabilitation Science Doctoral Program (RSD). We encourage all readers to refer to the [UF Graduate Catalog](#), which supersedes this manual if a conflict of information occurs. Students will be held to the terms and rules outlined in the handbook published in the year they begin the program.

## II. RSD Program: *Introduction & Rationale*

The Rehabilitation Science Doctoral program provides comprehensive graduate training to future rehabilitation scholars, building skills in research, teaching, and interdisciplinary teamwork in movement science and disability science. Our students take a series of core courses designed to teach the fundamentals of rehabilitation science and courses to enhance teaching skills. Following the core course sequence, each student customizes their degree with courses based on research interests in one of two concentration areas: movement science and disability science. Upon successful completion of this 90-credit post-baccalaureate program, a student receives a Ph.D. in Rehabilitation Science and is well-positioned for opportunities in research and higher education.

Most RSD graduates go on to post-doctoral positions or faculty positions at major research universities. The doctoral program was designed with several considerations in mind. In recent decades, life-saving medical intervention has extended the lives of Americans, increasing the elder population and saving the lives of individuals of all ages who, heretofore, would have succumbed to disease or injury. At the same time, these medical advances have resulted in an increased need for rehabilitation services for persons who survive but have temporary or chronic disabling conditions which interfere with their ability to function. Consequently, the demand for training of rehabilitation personnel has dramatically increased in recent decades as therapies have been needed to assist individuals recover, adjust, and adapt to health changes. The expanded role of rehabilitation personnel has increased the demand for theoretical rationale and research examination of rehabilitation outcomes and, therefore, has increased the need for doctoral programs in rehabilitation science.

## III. RSD Program: *Mission Statement*

Our definition of **Rehabilitation Science** is adapted from the seminal 1997 report from the Institute of Medicine<sup>1</sup>. We view rehabilitation science to describe those disciplines which focus on both basic and applied aspects of health science and services, the social sciences, and engineering as *they relate to restoring human functional capacity and improving a person's interaction with the surrounding environment*. An important point of emphasis is that we believe that rehabilitation science should encompass research ranging from molecular biology through population health. Thus, we embrace a wide range of disciplines, and support the view that by working together we can best advance human health.

**The mission** of the Rehabilitation Science Ph.D. (RSD) Program at the University of Florida follows the mission of the College of Public Health and Health Professions. Our specific mission is to educate future investigators in the area of rehabilitation science. The faculty of the RSD program

are charged with training future rehabilitation scientists who will be capable of engaging in translational research and sustaining independently funded research programs.

<sup>1</sup>Brandt, E. N., Pope, A. M., & Institute of Medicine (U.S.). Committee on Assessing Rehabilitation Science and Engineering. (1997). *Enabling America : assessing the role of rehabilitation science and engineering*. Washington, D.C.: National Academy Press.

## **IV. Student Mentors and the RSD Student Organization**

Each incoming student will be assigned a senior student who will serve as a peer mentor. This relationship is often particularly important during the initial 1-2 semesters in the program. The senior student will be responsible for scheduling a meeting during the initial weeks of the Fall semester. The purpose of this meeting will be to provide a student's perspective on the program, an overview of how to successfully navigate graduate school, and to give the incoming student a chance to ask questions. Additional meetings are strongly encouraged, as needed, but are not a strict requirement.

At the current time, we have an informal RSD student organization. This student-lead group organizes social events and provides a forum for informal discussions of professional issues and other aspects of graduate student life. Please contact current student Meryl Alappattu (meryl@php.ufl.edu) with any questions.

## **V. Expectation of the faculty mentor**

This section is provided to give incoming students an idea of what can reasonably be expected from a faculty mentor. Please note that each research group or laboratory functions differently. Some mentors will meet with their students on a day-to-day basis, and other mentors may take a more "hands off" approach encouraging students to work independently from the beginning of the training program. Both approaches can be highly successful.

Some mentors are actively involved with data collection, and others are not. However, both mentoring styles can be highly effective. At a minimum, the primary mentor should:

1. Review coursework and progression towards graduation at least once per semester.
2. Meet with the student to review progress at least once per month.
3. Work with the student to form a supervisory committee during the first year.
4. Provide extensive mentoring and guidance as the student develops a research proposal.
5. Provide detailed guidance regarding how to organize and write the PhD thesis.
6. Provide opportunities for interactions with visiting scholars and presentation of data at local and/or national meetings.
7. Provide career guidance and advice as the student moves through the program.

In our program, the student-mentor relationship is almost always productive and successful. However, if the student has any concerns in this regard, the Program Director and Steering Committee are always available to discuss any issues that may arise.

## VI. Yearly Evaluations

Students are required to complete an [online progress report](#) at the end of the spring semester. The link for the progress report will be email to students when the system is open. This report will provide the student an opportunity to list achievements from the previous year such as coursework completed, presentations, publications, and milestones (e.g., formation of a supervisory committee, passing qualifying exam, etc). This report will be evaluated by the RSD steering committee, and if any concerns regarding the progress towards completion of the degree are identified a meeting with the student and faculty mentor will be scheduled.

## VII. Degree Progression and Monitoring

### Initial Advisor/Chair of Supervisory Committee

Graduate School requirements regarding composition and appointment of doctoral supervisory committees apply to the RSD program. Students will be matched with a particular advisor based upon the student's major interest upon admittance. The advisor serves as the student's primary mentor until the supervisor committee is established. The student, in consultation with the chair of their supervisory committee, will determine appropriate faculty members for the supervisory committee. Approval of committee structure and completion of concentration requirements will be made by the Director of the RSD program in consultation with the program's Steering Committee.

### Formation of the Supervisory Committee

UF requires that students form a supervisory committee by the end of their second semester, or the end of the term in which they accumulate 12 or more credit hours. The initial faculty advisor typically serves the as chair of the supervisory committee. However, in some cases a student may select, in collaboration with faculty, a different RSD Graduate Faculty member to serve as the chair.

The supervisory committee must have a minimum of four faculty members, including the student's primary advisor, who serves as chair. At least two of the committee members must have Graduate Faculty status as part of the RSD program. Some students elect to have more than four committee members, but four is the minimum number. The committee must include one member (the external member) outside of the RSD graduate program. It is possible to have a committee member from outside the university. See Special Supervisory Committee Appointment Petition in **Appendix B**.

If a minor is chosen, the supervisory committee includes at least one Graduate Faculty member representing the student's minor. If the student elects more than one minor, each minor area must be represented on the supervisory committee. Therefore, committees for students with two minors must have a minimum of five members.

### **The supervisory committee should meet at least once per year to review student progress.**

Students: please contact the program director if you have concerns about this.

## **Qualifying Exam**

The qualifying examination may be taken no sooner than the third semester of graduate study and no later than the semester prior to completing the dissertation. However, students are strongly advised to complete the qualifying exam much sooner than the semester which immediately precedes the completion of the dissertation. The examination is prepared and evaluated by the full supervisory committee. The supervisory committee then decides whether the student is qualified to continue work towards his/her Ph.D. degree.

Successful completion of a written and oral qualifying examination is required of all doctoral students as they near the completion of their required course work. The examination will consist of the student preparing three review papers based on questions prepared by the student's Primary advisor and supervisory committee. These questions will test the student's mastery of the required Rehabilitation Science coursework as well as the scientific basis of their concentration area. The student's mentor and supervisory committee will determine the exact format of the exam. The student is given one week per topic to develop a written document. Each document should define a given problem or set of problems dealing with the topic, provide a concise review of literature relevant to the topic, and propose future research needed to advance the knowledge base within the topic. Each paper will be reviewed by the supervisory committee and judged to be satisfactory or unsatisfactory. If any paper is unsatisfactory, the student will be given written guidelines regarding how to improve the paper. These guidelines will include specific areas for the student to address in the paper prior to committee re-review. Once all three papers are judged satisfactory, the student will convene a meeting of the supervisory committee consisting of at least 4 faculty members. It is the responsibility of the supervisory committee to conduct the oral examination of the student relevant to the three written papers and to decide whether the student is qualified to continue work toward a Ph.D. degree.

The qualifying examination aims to assess a student's: (1) understanding of the application of their work to rehabilitation science; (2) mastery of specialized course work; and (3) readiness to complete a dissertation successfully. The content of the examination will address these three areas. The student's supervisory committee will develop questions that are either specific to one of these three areas or more general, which requires that the students incorporate their understanding of rehabilitation science into discussions of specialized course work, including research methodology.

The time lapse between the oral portion of the qualifying examination and the date of the degree must be a minimum of two semesters. The semester in which the qualifying examination is passed is counted, provided that the examination occurs before the midpoint of the term.

A student may request a different format for the qualifying examination. This format must still follow Graduate School guidelines. The student (and/or the Chair of the Supervisory Committee) must present an outline of the new format for the qualifying exam to the Director of the RSD program who, with consultation with graduate coordinators, will determine its suitability.

## **Dissertation Proposal**

The dissertation proposal is a plan outlining the student's intended dissertation work, including why the research is relevant, what the focus of the research is, and how the research will be conducted. The proposal is presented to the entire supervisory committee for approval.

## **Admission to Candidacy**

Approval for admission to candidacy is based on: (1) the academic record of the student; (2) the opinion of the supervisory committee concerning the overall fitness for candidacy; (3) an approved dissertation topic (dissertation proposal); and (4) successful completion of the qualifying examination. Please note, the

online course *Introduction to Public Health for the Health Professions* must be completed prior to Admission to Candidacy.

## **Dissertation**

All doctoral candidates are required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. An oral defense must be satisfactorily completed before the student's supervisory committee. The student must provide a copy of their dissertation to the RSD Program Director along with the scheduled date and time information of oral defense for announcement. Students are responsible for scheduling their defense and a meeting room for the oral defense. Additionally, students must take a minimum of 3 dissertation credits in their final semester of study. Assistance in preparing the dissertation (e.g., formatting, deadlines, required forms) can be found at the [Graduate School Editorial Office website](#).

## **Publication Requirement**

Reporting research findings in peer-reviewed journals is an essential component of the scientific process and a fundamental part of the graduate school experience. Accordingly, publishing research findings should be a very high priority for all RSD students. Most students are able to submit at least one manuscript prior to graduation, and it is not uncommon for an RSD student to graduate with multiple first author publications. At this time, publication of the doctoral thesis work is not a formal requirement prior to graduation. However, the student is strongly encouraged to be proactive and work with their primary mentor and committee to ensure publication of their results. Evaluation of potential manuscript submissions will be part of the yearly assessment of student progress completed by the RSD Steering Committee (see below).

## **Monitoring of Progress Towards the Degree**

The responsibility for achieving the necessary milestones for graduation lies first with the student and second with the primary mentor. It is expected that the student will regularly (e.g., monthly at the minimum) communicate with the primary mentor regarding progress towards the degree. In addition, the RSD Steering Committee will review progress of all RSD students on a yearly basis. Our program is evaluated, in part, based on students graduating in a timely manner. Thus, the annual review by the Steering Committee is intended to ensure that students are progressing towards graduation, and are meeting the various milestones (e.g., qualifying exam, formation of a committee, etc.). All students will be emailed a Progress Report Form to fill out at the beginning of the Academic year. At the discretion of the committee, students and primary mentors may be contacted to discuss the academic progression.

## **Period of Required Study In Residence at the University of Florida**

Students must satisfy the minimum requirements for a period of concentrated study. According to the Graduate School: "Beyond the first 30 hours counted towards the doctoral degree, students must complete 30 hours in residence at the University of Florida campus or at an approved branch station of the University of Florida agricultural Experiment Stations or the Graduate Engineering and Research Center."

## **Courses and Credits**

Undergraduate courses (1000-2999) may not be used as any part of the graduate degree requirements. All 1000- and 2000-level courses may be taken on a satisfactory/unsatisfactory (S/U) basis. Six credits of higher-level undergraduate courses (3000-4999) outside the major may count when taken as part of an approved graduate program.

RSD 6935C is a course number that covers a broad array of rotating topics and can be taken more than once.

## VIII. Course Requirements

The RSD program includes 90 semester credits of study at the doctoral level beyond the bachelor's degree. Each student completes coursework pertaining to **Research Methods and Statistics** and **Rehabilitation Science Application & Teaching** followed by specialty coursework in one of two concentration areas: **Movement Science** or **Disability Science**. More specific information on these course areas, as well as additional course requirements are explained in this section. A brief summary of the required courses and credits as follows;

Research Methods and Statistics = 13 credit hours  
Rehabilitation Science Application = 5 credit hours  
Rehabilitation Science Teaching = 6 credit hours  
Concentration Courses = 18 credit hours  
Research Courses = 32 credit hours  
Elective Courses = 16 credit hours  
TOTAL = 90 credit hours

### Courses related to Research Methods and Statistics

RSD students must complete 13 credits of approved coursework in research methods and statistics. Courses can be selected from any College, but should be chosen with input from the major professor and **must be approved by the student's supervisory committee**. Examples of courses meeting these criteria include:

*ALS 6046 – Grant Writing (2 credits)*  
*PET 5936 – Professional Skills/Grant Writing (3 credits)*  
*EDF 6475 Qualitative Foundations of Educational Research (4 credits)*  
*NGR 7814 Foundational Methods in Health Research (3 credits)*

*VME 6767 – Issues in the Responsible Conduct of Research (1 credit)*  
This is a graduate level course addressing laws, policies, guidelines, and principles concerning the conduct of research in an ethical manner. This is a required course for all RSD students.

*STA 6126 and STA 6127 – Statistical Methods in Social Research I and II (6 credits)*  
*STA 6166 and STA 6167 – Statistical Methods in Research I and II (6 credits)*  
*EDF 6401 – Educational Statistics (3 credits)*  
*EDF 6403 – Quantitative Research Methods in Education (6 credits)*  
*HLP 6535 – Research Methods PHR (3 credits)*

### Courses related to Rehabilitation Science Application

Students must complete the following required courses in rehabilitation science application and teaching:

*PHT 6935C – The Art of Scientific Dissemination (2 credits)*  
The objectives of this course are to introduce the students to the various types of scientific communication and to help them develop the skills necessary to become proficient in this art. The types of communication to be covered in the class include oral presentations, posters, and manuscript



preparation. The skills which will be emphasized are those which can lead to lucid, simple, logical, and organized presentations.

*RSD 6110 – Rehabilitation Science Theory & Application I (3 credits)*

This course offers reviews of the: (1) historical, philosophical, and theoretical foundations of rehabilitation science, including analysis of the components, stages, or domains of the disabling-enabling process; (2) selected rehabilitation research; (3) ethical, funding, and social implications of rehabilitation science; and (4) evolution of rehabilitation systems in the United States.

## **Courses related to Rehabilitation Science Teaching**

It is the view of the RSD faculty that teaching will be an essential component of the vast majority or rehabilitation-related careers. Accordingly, we require that RSD students have some formal training in the art of teaching as part of the graduate experience. Students must complete the following required courses in rehabilitation science application and teaching:

*RSD 6900 – College Classroom: Teaching Process and Practice (3 credits)*

This course provides doctoral students with the information and skills required for successful teaching as faculty in the college classroom.

*RSD 6940 – Supervised Teaching in Rehabilitation (3 credits)*

This course provides hands-on, practical experience for students to develop teaching skills under the supervision of a faculty mentor.

Note: Students may petition not to take *RSD 6900 and 6940* based on past teaching experience. This petition should be forwarded to the RSD Program Director for evaluation by the Steering Committee. The petition should include a description of past teaching experience as well as an evaluation of the student's teaching ability.

## **Movement Sciences Concentration: Typical Course Sequence**

The movement science concentration (18 total credits) seeks to provide RSD students with a common background relative to movement science with emphasis on application to rehabilitation. Movement requires the coordinated interaction between neurons and muscles, and our program includes faculty studying all aspects of neuromuscular function. As such, we fully embrace the spectrum of movement science ranging from genes and molecules to biomechanics. The program offers a core set of required classes to be taken by *all* RSD movement science students. After the required core program, students are encouraged to tailor the remaining core coursework to match their research aims.

All movement science track students are *required* to take at least three of the following five classes (or an equivalent advanced Ph.D.-level class approved by their mentor) prior to graduation:

*PHT 6236C – Motor Control Principles Applied to Neurological Dysfunction*

*PHT 6718 – Neuroplasticity: A Foundation for Neurorehabilitation*

*APK 6116C – Physiological Bases of Exercise and Sport Sciences*

*APK 6115 – Neuromuscular Adaptations to Exercise*

Additional core coursework that could be considered after discussion with the primary mentor includes:

*PHT 6127C – Control of Gait and Posture*

*PHT 6236C – Neurological Dysfunction as Applied to Physical Therapy*

*PHT 6935C – Research Methods in Physical Therapy*

*PHT 6935C – Aging Motor Systems*  
*PHT 6935C – Joint Morphology*  
*GMS 5905 – Biomechanics in Orthopedics and Rehabilitation*  
*APK 7117 – Exercise Metabolism*  
*APK 7107 – Cardiovascular Exercise Physiology*  
*BCH 6206 - Advanced Metabolism*  
*BCH 6415 – Advanced Molecular and Cell Biology*  
*ANS 6932 – Muscle Physiology*

## **Disability Science Concentration: Typical Course Sequence**

Disability Science focuses on the interaction of the individual with a disability and the environment, and the process of adaptation to disability through the lifespan. Disability Science is a highly interdisciplinary field aimed at exploring the pathophysiology of disability, and enhancing activity and participation in daily life for individuals with disability while addressing the role of environmental and personal factors in the disability process. Since Disability Science is conceptually broad, there are no required courses in the concentration. Instead, graduate courses are selected from departments and institutes across the University of Florida. Below are examples three course sequences for “sub-concentration” areas.

### **Pediatrics**

*RCS 6066 - Growth and Human Development*  
*APK 6205 - Natural Basis for Motor Performance*  
*SYP 6735 - Sociology of Aging in the Life Course*  
*EEC 7666 - Theory and Research in Early Childhood Studies*  
*HAS 6114 - US Healthcare System*  
*FYC 6020 - Principles of Family, Youth and Community Science*

### **Aging**

*CLP 7934 - Seminar in Cognitive Aging*  
*GEY 6646 - Issues and Concepts in Gerontology*  
*DEP 6059 - Aging and the Human Brain*  
*PHC 6418 - Foundations in Aging and Public Health Policy and Epidemiology*  
*GMS 6063 - Mechanisms of Aging*  
*ANG 5464 - Culture and Aging*

### **Qualitative/Quantitative Outcomes**

*NGR 6815 - Foundations of Qualitative Research in Nursing*  
*EDF 6475 - Qualitative Foundations of Educational Research*  
*RSD 6700 - Rasch Measurement Introduction and Application*  
*EDF 7439 - Item Response Theory*  
*EDF 7932 - Multivariate Analysis in Educational Research*  
*EDF 7412 - Structural Equation Models*

### **Research Courses**

A student must enroll in a total of at least 32 semester hours of research application. The courses listed below reflect progressive involvement in actual research working with the major professor:

*RSD 6905 – Independent Work*

*No more than 12 credits can count toward the degree.*

*RSD 6910 – Supervised Research*

*No more than 5 credits can count toward the degree.*

*RSD 7979 – Advanced Rehabilitation Research (1-12 credits)*

*Appropriate for students who have not yet been admitted to candidacy. No more than 12 credits can count toward the degree.*

*RSD 7980 – Doctoral Dissertation (1-15 credits)*

*Appropriate for students who have been admitted to candidacy. Enrollment in RSD 7980 is required in the student's final semester. No more than 15 credits can count toward the degree.*

## **Additional Course Requirements**

### **Public Health & Epidemiology Courses**

*Introduction to Public Health for the Health Professions* is a **required online course** designed to introduce students in professional and academic degree programs in the health professions to fundamental public health concepts and to identify and model ways in which health professions and public health disciplines can collaborate effectively. The syllabus and course outline is provided in new student orientation materials. Satisfactory completion of this course with Certificate of Completion submitted to the Graduate Coordinator is required before Admission to Candidacy will be granted. Note, this course is not counted towards the required elective credits.

Students enrolling in the RSD Program are required to take an online, three credit epidemiology course (*PHC 6001 – Principles of Epidemiology in Public Health*). This course must be completed prior to receiving a Ph.D. A certificate of completion must be submitted to the Graduate Coordinator.

### **Elective Course Work**

Sixteen credits are elective/minor courses. Course descriptions and availabilities change frequently. For the most up-to-date offerings, please consult the Graduate Coordinator and your advisor.

### **Maximum Enrollment**

A student's academic career maximum for enrollment in *RSD 6910 – Supervised Research* and *RSD 6940 – Supervised Teaching in Rehabilitation* is five credits. Excess enrollment credits will not be applied to a graduate degree program because these sources are tied to legislative funding and UF does not receive funding for enrollments beyond the five-credit maximum. For *RSD 7979 – Advanced Rehabilitation Research*, all credits earned in the student's major will be applied to a doctoral degree. Enrollment in *RSD 7980 – Doctoral Dissertation* is allowed for students who have a classification of "9" (students who have been admitted to candidacy). Please be advised that while the Graduate School does not have a limit on 7979 and 7980 credits, the RSD program has imposed internal limits.

## RSD Program Suggested Course Sequence

### Year I (24 credits)

Fall (9 credits)	Spring (9 credits)	Summer (6 credits)
(3) RSD 6110 Rehab Science	(2) PHT 6935 Scientific Dissemination	(2) PHC 6717 Public Health
(3) CLP 6527 Research Methods/Statistics	(3) RSD 6900 Teaching Process and Practice	(4) Concentration Area Courses
(3) Concentration Area Course	(3) CLP 6528 Research Methods/Statistics	
	(1) VME 6767 Research Ethics	

### Year II (24 credits)

Fall (9 credits)	Spring (9 credits)	Summer (6 credits)
(3) RSD 6940 Supervised Teaching	(3) PET 5936 Professional Skills/Grant Writing	(6) Concentration Area Courses
(3) RSD 6905/6910 Research	(3) RSD 6905/6910 Research	
(3) Concentration Area Course	(3) Concentration Area Course	

### Year III (27 credits)

Fall (9 credits)	Spring (9 credits)	Summer (9 credits)
(3) Electives	(3) RSD 6930 Scientific Writing	(3) Electives
(6) RSD 6905/7979 Research	(6) RSD 6905/7979 Research	(6) RSD 6905/7979 Research

### Year IV (18 credits)

Fall (9 credits)	Spring (9 credits)
(3) Electives	(9) RSD 7980 Dissertation
(6) RSD 7980 Dissertation	

## IX. Previous Graduate Study

Up to thirty approved credit hours may be transferred in from a Master's degree earned at another institution, except practice-oriented courses and courses completed more than seven years prior, which do not qualify. Most entry-level professional masters program courses do not qualify for transfer, except those that are research- or theory-based. It is anticipated that a student's period of study will extend a minimum of three years beyond the master's degree.

All courses transferred must be graduate-level and letter-graded with a grade of B or better. Courses must also be directly related to the RSD degree. Transfer requests are made to the Graduate School through petition by the student's supervisory committee. *Transfer requests must be made no later than the student's third semester.*

A student may petition for coursework taken more than seven years prior to apply to their doctorate. He or she must meet with the primary advisor or chair of their supervisory committee to review such coursework. Students may be asked to provide syllabi, books, and papers from these courses. The advisor will make a recommendation to the RSD Steering Committee, and if they approve the request, the Director of the Ph.D. program will petition the Graduate School. The final decision rests with the Graduate School.

## X. Minor in RSD Program

Students from other UF Doctoral Programs may elect to minor in the Rehabilitation Science Ph.D. Program. Students must take *RSD 6110 – Rehabilitation Science Theory & Application I*, *PHT 6935C – The Art of Scientific Dissemination*, and some combination of supervised research, independent study, and courses listed under the two RSD concentration areas. Students must also identify an RSD faculty member willing to serve on their dissertation committee who will also serve as an advisor for the minor.

## XI. Non-Traditional Degree Programs

### DPT to Ph.D

Students completing the DPT degree at the University of Florida will be eligible to count credits from the DPT degree toward the Ph.D. The actual courses and number of credits will be determined by the primary mentor and approved by the RSD steering committee. To make use of this opportunity, students must begin within two years of completing the DPT. All credit transfers remain subject to the seven year rule.

### Dual Ph.D.-MPH

The faculties of the RSD program and the Master of Public Health program in the College of PHHP have approved a non-traditional Ph.D.-MPH degree program. Under the non-traditional degree program, a student can obtain both degrees in approximately one year less than it would take to obtain both degrees if pursued consecutively.

### Admissions Requirements

Candidates for the program must meet the entrance requirements for and be accepted by both programs. Students may apply to both programs simultaneously, or they may enter one degree program and apply to the other at a later date. Please note, the nontraditional degree program is not open to students who have already earned one degree.

## **Special Program Documentation**

Nontraditional Doctoral/Master's Degree Program Forms 1 and 2 must be submitted to the Graduate School.

## **Integration of Programs**

Students in the Ph.D. program may take MPH courses concurrent with their Ph.D. courses. However, it is recommended that students devote one year to MPH coursework.

## **Requirements**

A student must satisfy the curriculum requirements for each degree before either degree is awarded. The MPH program will allow nine credits of appropriate Ph.D. courses to be credited toward both degrees. The nine credits selected from the Ph.D. curriculum must be approved by the MPH program upon the recommendation of the student's supervisory committee. Reciprocally, non-traditional degree students may receive up to 30 semester credits for courses taken in the MPH curriculum toward their doctorate. The RSD program, upon recommendation of the student's supervisory committee, approves appropriate courses.

MPH courses to be credited toward the Ph.D. degree must carry a grade of "B" or higher. Ph.D. courses which are to be credited toward the MPH degree must also carry a grade of "B" or higher.

## **Degree Award**

A student enrolled in the non-traditional degree program will receive each degree upon satisfaction of that degree's requirements. Upon completion of both degrees, it will be noted that the student has graduated from the Rehabilitation Sciences Ph.D.-MPH. non-traditional degree program.

## **Withdrawal**

Students who enroll in the non-traditional degree program may withdraw and still complete one of the degrees.

## **Appointments**

Students in the joint program will be eligible for the graduate teaching assistantships and research assistantships in the College of PPHP on the same basis as other graduate students, subject to the guidelines and restrictions set by the College.

## **Supervisory Committee**

To facilitate student progress in the non-traditional program, the student's graduate supervisory committee will include one MPH faculty member.

## **Specializations**

The non-traditional degree program allows students to specialize in one of five concentration areas:

- Public Health Management & Policy
- Epidemiology
- Biostatistics
- Social & Behavioral Sciences
- Environmental Health

Course requirements for each of these specializations are listed in Appendix E. Please note, class schedules are subject to change each semester. Students should verify course offerings and contact the appropriate department for permission to register prior to registration.

## **XII. Registration**

### **Course Registration Form**

Students are required to submit a Registration Form (Appendix B) before the deadline for each semester to the Graduate Coordinator to register for courses.

### **Registration Deadlines**

Current registration deadlines can be found in the Graduate Catalog under [Critical Dates](#).

Students are to meet with and receive approval from their mentor regarding registration of courses prior to the registration each semester.

If funded, students are to verify with their funding administrator that they are registering for the required number of credits for their fee waiver to process and maintain funding.

Students on a paid appointment must attend classes the entire Summer semester for six hours. The six hours must be spread over the entire summer—students cannot register for six hours in Summer A or B alone. Instead, students must register in one of following combinations: six hours in C, six hours in A & B, six hours in A & C, or 6 hours in B & C.

All classes of the courses registered for are to be attended and the student is responsible for meeting all academic objectives as defined by the instructor.

For the student's final semester, the Graduate School requires registration of at least three credits for the Fall or Spring semester and at least two for the Summer semester. Students receiving funding are to verify with their funding administrator that they are registered for the required number of credits to maintain funding.

### **Grades**

The Graduate Catalog outlines the [grading system](#) used by the University. All students are expected to maintain a 3.0 overall GPA. Students with less than a 3.0 GPA are not considered to be in good standing and may not hold assistantships or fellowships. Grades of "I" (incomplete) become punitive after one semester and are averaged in the student's GPA in the same manner as a grade of "E" until the "I" is changed. Students cannot graduate with grades of "I" on their record.

## **XIII. Student Resources**

### **Computer Requirements**

The College of PHHP and the RSD program have the following specific computer requirements:

1. All students must be in compliance with the University Student Computer Policy.

2. All students must have access to a computer to allow them to complete all course work and general curriculum requirements within their designated program in the College of PHHP. Students may acquire access through the most appropriate option to match their individual circumstances. These include, but are not limited to, computer purchase, lease, or loan.
3. All students must have access to a computer with the following capabilities:
  - Computer accessibility to the internet and email
  - Windows Operating Environment
  - Minimum system resources to run all required applications
  - A basic word processing software package
  - A basic statistical software package
4. Students are responsible for knowing how to operate the computer system they choose and the software packages required.
5. Students are responsible for any repair necessary to their computers and are expected to complete assignments in a timely manner regardless of the state of repair of their individual computer systems.
6. It is likely that over the course of a student's program, computer upgrades will be necessary. Students are responsible for upgrades required for curriculum completion.
7. Individual course work may require additional specialized software not already described. In this case, it is the faculty member's responsibility to insure the software requirements are clearly indicated on the particular class syllabus. Students are then responsible for acquiring access to the specialized software necessary to complete specific course requirements.

Like non-computer based assignments, all work completed by students on the computer must be the student's own original work. Students may not receive assistance in completing computer-based assignments unless specifically allowed as part of that assignment. Copying material from others, such as scanning in others material, copying others' files, and/or downloading material from other sources and claiming it as the student's own work is strictly prohibited.

Please see the [PHHP IT website](#) for information on remote access to your PHHP desktop or access to the terminal server.

## **Graduate Student Council**

The [Graduate Student Council \(GSC\)](#) at UF is the official liaison between graduate students and the UF governing bodies including the Graduate School, University Administration, Student Government, and Faculty Senate. The GSC provides a forum for students to address ideas, needs, and concerns that are unique to the University of Florida Graduate students. The budget, funded by Student Government, is used to provide services to graduate students, such as \$250 travel grants. To apply for travel support, a student must submit an application two months prior to the first day of travel.

A representative (or an alternate representative) of each rehabilitation science concentration area is required to attend the monthly GSC meetings for RSD students to remain eligible for travel and other awards. The annual term of a Departmental Representative and alternate shall be from September 1 to the following August 31. Students are asked to volunteer to represent their department. The duties of the Department Representative are outlined in the [GSC Constitution](#).



## **Grievance Procedure**

The following is the grievance procedure from the [Graduate School Student Handbook](#). The RSD program uses the Graduate School's procedure for handling student grievances.

The University of Florida is committed to a policy of treating all members of the university community fairly in regard to their personal and professional concerns. A formal grievance procedure exists to ensure that each graduate student is given adequate opportunity to bring complaints and problems of an academic nature, exclusive of grades, to the attention of the University administration with the assurance that each will be given fair treatment.

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters. The University has various mechanisms available for handling these problems when they arise, and it can sometimes be confusing for the student in knowing where to turn. In general it is desirable to settle grievances in an informal fashion rather than initiating a formal grievance. Communication is the key element. As soon as a grievance issue arises, the student should speak with either the supervisory committee chair or the department graduate coordinator. If neither of these individuals is available, the department chair is the next alternative. In most cases these individuals can work with the student and the person causing the grievance to resolve the issue informally, as specified below.

Students must first attempt to resolve the issue through their academic unit and then college. Only if the issue cannot be resolved may students contact the Ombudsman for an appointment. Documentation must be provided of all formal actions taken to resolve the issue. The Ombuds is located in 31 Tigert Hall, 392-1308.

### **Informal Stage**

In the informal phase of the academic grievance procedure, oral discussion between the student and the person(s) alleged to have caused the grievance is strongly encouraged. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the student may wish to present his or her grievance in writing to the person(s) alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student either orally or in writing.

### **Formal Stage**

If the student considers the response to the discussion to be unsatisfactory and feels that the grievance still exists, the grievance should be brought in writing, with all supporting documentation, to the department chair or a designated representative of the department. The response of the department to the student's grievance must be given in a timely fashion. If the grievance is still considered to be unresolved, the student may then file the grievance in writing with the dean of the college, who shall investigate the matter and respond to the student within a reasonable time.

The right of appeal in writing to the Ombuds for graduate and professional students, as the authorized representative of the President of the University, shall be the final appeal but only

after the prescribed administrative channels and grievance procedures have been exhausted. Employment-related grievances are covered by the Collective Bargaining Agreement, Article 11, between the Florida Board of Education of the State University System and Graduate Assistants United. Students with employment-related concerns should contact the GAU office at 392-0274. Issues of research misconduct are covered by Rule 6C1-1.011, Florida Administrative Code. Any allegations of research misconduct should be brought to the attention of the administrative officer (e.g., department chair, dean) to whom the accused party reports. Students may wish to seek advice from the Director of the Division of Sponsored Research, 219 Grinter, 392-1582, before making a formal complaint.

Graduate students who have complaints or problems with other aspects of university life should consult the Dean of Students Office in 202 Peabody Hall, 392-1261 for the appropriate grievance procedure.

## **XIV. Responsible Conduct of Research**

Integrity in scholarly work has received considerable attention in recent years both in academic circles and in the news. Some notorious cases of fraud have made those in higher education sensitive to this issue. Some of these instances, especially in the sciences, have surfaced when attempts to replicate work failed. In the humanities and social sciences, plagiarism assumes greater prominence. Cheating, the bane of many high school and undergraduate teachers, resurfaces at the graduate level, as well. Moreover, in our increasingly complex professional world, graduate students may find themselves embroiled in abuses of confidentiality or conflicts of interest. All five of these problems are of major concern to graduate students, faculty, and other graduate educators.

Although many graduate students will have few problems with the ethical decisions involved in maintaining integrity in their work, others may not see the issues so clearly. Some may even be unaware of the potential for problems with integrity in graduate study. The Graduate School has prepared these guidelines for units to be consistent should fraud, plagiarism, cheating, abuses of confidentiality, or conflicts of interest arise.

### **Fraud**

Fraud usually involves the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence. Falsification of results may take one of two forms: (1) fabrication of data or (2) omission or concealment of conflicting data for the purpose of misleading other scholars. An intermediate form, difficult to detect especially in quantitative analyses, occurs when students are sloppy about categorization. All researchers, irrespective of discipline, can agree that the fabrication of data is fraudulent, and most will agree that the deliberate omission of conflicting data is also fraudulent. But a few scholars might argue that one person's conflicting data is another person's irrelevant data. In general, the best researchers are those who come to terms with any piece of evidence which others may regard as conflicting. Strong support for a given hypothesis involves disposing of or dealing with alternative hypotheses.

The best insurance against fraud in graduate student research is careful and close supervision by the faculty advisor and exemplary behavior by other members of the academic community. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways, such as by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student's reading in the field, by regular progress reports to the faculty advisor, and so forth. Faculty should normally expect such communication, and in the absence of faculty initiative, graduate students should initiate dialogues with faculty. Such communication will help the student develop

intellectually and will lessen the possibility of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly and with a clear regard to the rights of the graduate student such that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with established University procedures. The Graduate School will provide information on those procedures to any interested party.

### **Plagiarism**

Unlike fraud, which is usually the deliberate creation of false data or results, plagiarism is the use of another's words, ideas, or creative productions or omission of pertinent material without proper attribution (i.e., without giving due credit to the original source). Flagrant cases of plagiarism may involve extensive borrowing of material from articles, books, or creative productions with perhaps only slight modifications. In such cases, penalties are usually severe for the student and would likely result in expulsion from Graduate School or, if a degree has already been earned, the rescinding of that degree. Less extensive cases of plagiarism may be either intentional or unintentional (e.g., carelessness or ignorance of the commonly accepted rules) but may also have severe repercussions. In using other people's work, one must cite that work in the text or, more commonly, in footnotes, and use either direct quotations or skillful paraphrasing for all ideas that are not one's own. Since much of the basic information about our disciplines comes from outside ourselves through a variety of sources common to all work in a discipline, it is unnecessary to footnote those facts and ideas, which are, so to speak, in the common domain of the discipline. Otherwise, we would be footnoting everything we know. But an intimate familiarity with the literature of the discipline, or a subdiscipline thereof, lets one know when the distinctive words or ideas of another researcher should be given proper attribution. The fairly common practice among scientists of citing the previous significant literature relating to the subjects of their articles or books serves as something of a safeguard against plagiarism, but such reviews of the pertinent literature are less usual in the humanities.

Every graduate student should have a comprehensive knowledge of what constitutes plagiarism. Ignorance of the concept of plagiarism on the part of the student is no excuse for resorting to it at the graduate level, if indeed ignorance is an acceptable excuse at the undergraduate level. Graduate students who have any confusion about the concept should discuss plagiarism with faculty members. Students should expect faculty members to demand that they know what constitutes plagiarism. There are problems, however, not always associated with traditional perceptions of plagiarism. One of these is the danger, when borrowing from the works of others, of quoting, paraphrasing, or summarizing the material in such a way as to misrepresent what the author is trying to say. A second problem arises when a student is overly dependent on the work of another, even if it is cited meticulously. Still another problem is plagiarizing oneself by submitting the same data or findings in more than one article or by reviewing the same book in two different journals. And, finally, there is the problem of a graduate student's findings being used by his or her mentor without proper attribution to the student either in the article or book, indeed of not giving credit for joint or co-authorship in articles or books where a substantial amount of the work is done by the student. The student should discuss any perceived problem of this nature with the faculty member involved, the chair of the department, or, if need be, with the Graduate School.

In nearly all of these instances of plagiarism, or variations therein, the best preventive is the example and consultation of the faculty advisor and the rest of the academic community, who should be sensitive to all of these nuances. Again, as with cases of fraud, University of Florida faculty should handle any suspicion of plagiarism with due regard to the student's rights, and any detection of plagiarism should be adjudicated in accordance with established University procedures. The Graduate School will provide procedural information on request.

### **Cheating**

Cheating at the graduate level may not differ morally from the same action on the undergraduate level, but many find graduate cheating more reprehensible and the consequences, understandably, are more severe. Academic dishonesty for one whose presence in graduate school declares he or she has opted for the intellectual life is a serious matter indeed. While cheating in the classroom is covered by regulations emanating from other parts of the University, cheating on qualifying or preliminary examinations is not. Such dishonesty, once proven, will at the very least result in failure of the examination and may mean termination of the student's enrollment.

### **Abuses of Confidentiality**

Abuses of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one's own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of an abuse of confidentiality is when the graduate student gains archival or library materials about living or recently-living subjects and uses them in his or her research without permission from the library or archive or, in some cases, from the individual. Any research on live subjects can present similar dilemmas. Confidentiality is one of the forms of integrity, which is relatively easy to abuse and relatively difficult to detect. Once again, as with fraud and plagiarism, the example of the graduate student's mentor and that of the rest of the academic community is the best preventive.

### **Conflict of Interest**

Conflicts of interest between graduate students and faculty members may arise in a variety of ways. We have already alluded to the problems that can occur when the research of a graduate student is inadequately acknowledged by faculty, either by failure to footnote properly or to give co-authorship credit. But another set of professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest which may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules that try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on the grounds that such students may be perceived by others to have an unfair advantage. A business relationship including a consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student's degree work.

Similarly, a student should not date an instructor while the student is enrolled in the instructor's course. A student should not ask any instructor to serve as his or her thesis or dissertation director (or research committee member) if the student is having or has had either an intimate personal relationship, a family relationship, or business relationship with that instructor.

If such a relationship should develop after a professional one has been established, the student should expect the instructor to remove him or herself from the professional role. Such a relationship, whether between a graduate student and a faculty member or between a graduate student acting as an associate instructor and an undergraduate, constitutes a potential conflict of interest, especially as perceived by other students and faculty members. Because of perceptions, and also because of the possibilities for exploitation, such relationships should be scrupulously avoided.

## **Confidentiality Statement & Health Information Policy**

All members of the workforce in UF medical components and affiliated entities, including faculty, staff, students, volunteers, and third parties are required to sign [UF's Confidentiality Statement](#). All members of the workforce, whether full-time or part-time, temporary or permanent, paid or not paid, must sign the UF Confidentiality Statement within 5 days of joining the workforce or student body, and annually thereafter, agreeing to maintain the confidentiality of patient health information created, received, and maintained by the University of Florida.

## **HIPAA**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a broad federal law that is in part designed to provide national standards for protection of certain health information. As required by HIPAA, the federal Department of Health and Human Services (DHHS) promulgated complex regulations known as the Privacy Rule, which implement the federal law.

All faculty, staff, students, volunteers, and business associates who work in or for a University of Florida medical component or an affiliated entity are required to complete [specialized training about privacy and security](#) on an annual basis. The Department of Physical Therapy maintains records of training compliance for the RSD students. Training certification is for 12 months from the date on the certificate.

## **Blood Borne Pathogens**

All RSD students are required to complete an annual online [Blood Borne Pathogens training](#). The certificate of completion must be placed in your student record.

## **FERPA**

The 1974 [Family Educational Rights and Privacy Act](#), also known as the Buckley Amendment, is a federal law (20 U.S.C. 1232g) that protects the privacy of a student's educational record. FERPA applies to all educational institutions receiving funds from the United States Department of Education, from kindergarten through university level.

[FERPA training](#) is required annually for UF faculty, staff, and student assistants. When working with student records, a student assistant should work cooperatively with their supervisor to ensure FERPA compliance.

## **XV. Exit Interview and Alumni**

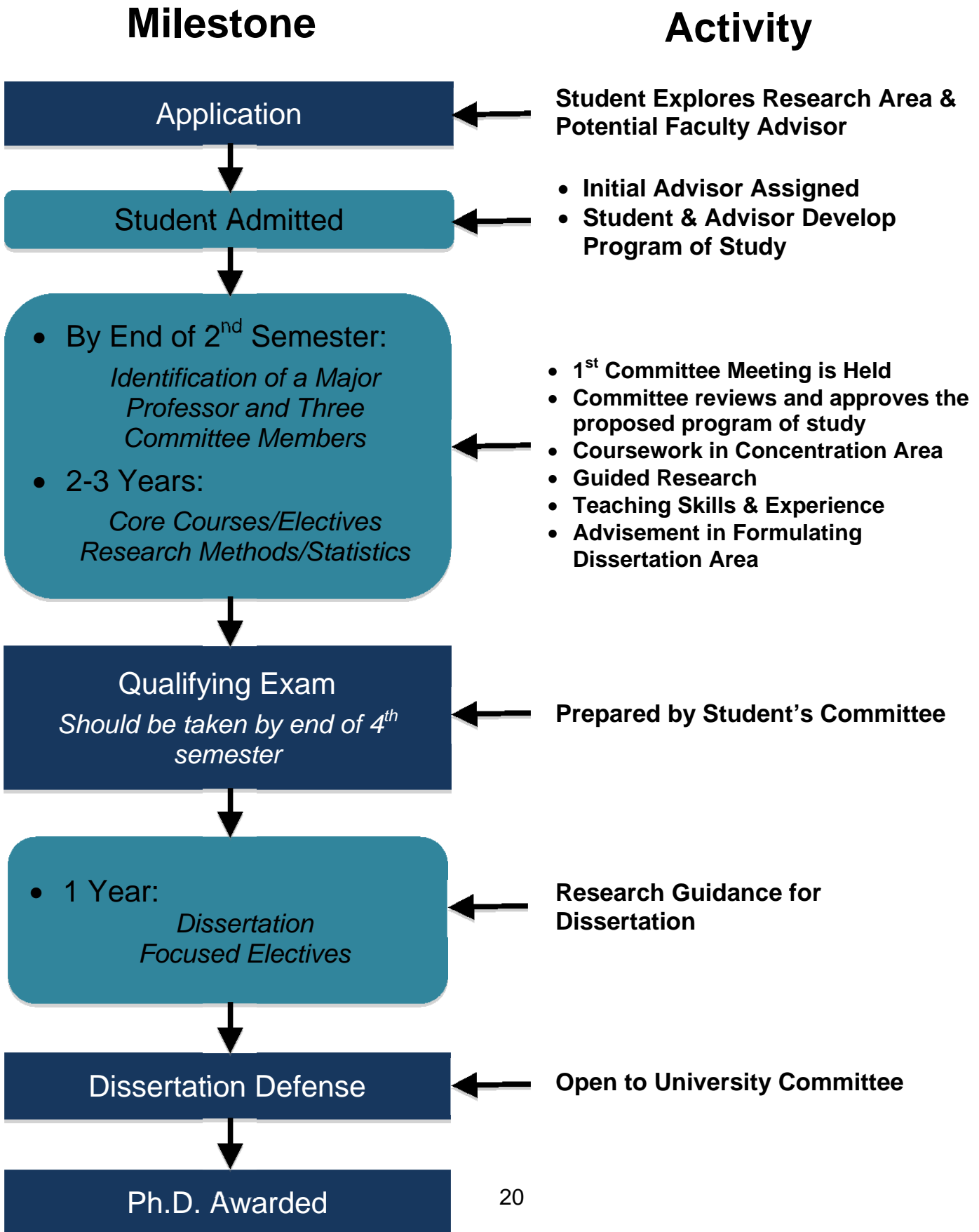
All students are required to complete an exit interview with the Program Director during the semester of their graduation. It is the student's responsibility to email the Program Director to schedule an appointment to complete the interview.

After graduation, RSD alumni are encouraged to keep in touch with the department. Alumni can contact the Program Director or staff to update contact information, current position, and share success stories.

# **Appendix A**

## **Typical RSD Student Path**

## Typical RSD Student Path



# **Appendix B**

## **Department & University Forms**



## Course Registration Form

Use this [form](#) to register for courses each semester. After you have completed the form, please return it to Ellen Esparolini in the Department of Physical Therapy.

## Supervisory Committee Form

All supervisory committees are to be entered online through the [Graduate Information Management System \(GIMS\)](#) website. Use this [form](#) as a guide and submit to the Ellen Esparolini for your supervisory committee to be entered into GIMS.

## Special Supervisory Committee Appointment Petition

Please read these instructions before filling out the Special Supervisory Committee Appointment form.

What is a special supervisory committee appointment?

A special supervisory committee appointment allows someone who does not have graduate faculty status at the University of Florida to serve on a graduate student's supervisory committee, such as:  
Individuals outside UF with specific expertise applicable to the student's degree program and graduate research.

Tenure-track UF faculty who have not yet qualified for graduate faculty status.

Non-tenure-track UF faculty or staff who do not qualify for graduate faculty status.

Special appointments can serve as regular members on supervisory committees, but they cannot serve as a chair, co-chair, external member or minor representative on a supervisory committee. Special appointments are considered on a case-by-case basis.

How do I know whether or not an individual already has graduate faculty status?

You can find out if an individual already has graduate faculty status at UF by:

Logging onto the [Graduate Information Management System](#)

Clicking your cursor on the "Student's Supervisory Committee Entry" button.

Clicking on the "Graduate Faculty Committee Information" option on the screen that appears.

Entering the individual's name or UFID on the screen that appears, then clicking your cursor on either the "Submit" (UFID) or "Name Search" (Name) button.

How do I go about petitioning for a special appointment?

First, have the Graduate Coordinator fill out the Special Supervisory Committee Appointment form completely. If this is a first-time special appointment for the nominee named on the form, an up-to-date copy of his or her curriculum vitae must be attached to the form along with an explanation of the special qualifications this individual has and how he or she will contribute to your supervisory committee. The completed and signed form will be forwarded to the UF Graduate School.

The UF Graduate School will review the petition and make a decision. If it is approved, UF Graduate School Data Management will add the special appointment to your supervisory committee.

The special supervisory form can be found on page three [here](#).

## Graduate Credit Transfer Form

Use this [form](#) as a guide to transfer graduate credits from a prior graduate degree (elsewhere or at UF) and apply them to your program's degree requirements. Bring a copy, as well as the front and

back of an original official transcript, to the Graduate Coordinator along with a list of the courses to be transferred.

## **Change of Degree Form**

This [form](#) is used to change a graduate student's classification (major, department or college), add another degree program segment to his/her record (for example, a doctorate along with a master's degree), or admit a current UF graduate student in another program into your program. Contact your Graduate Coordinator to complete this form.

## **Traveling Scholar Form**

This [form](#) is for study at other institutions inside Florida's State University System or those outside of it, but located within the United States. Please note, it does not cover study outside of the United States. For traveling scholar programs outside of the United States, go to the UF International Center.

## **Joint Degree Program Form**

This [form](#) is used to allow students from professional programs at the University of Florida (e.g., dentistry, law, medicine, pharmacy, or veterinary medicine) to simultaneously seek a degree within the RSD program.

## **Admission to Candidacy Form**

This [form](#) is used when a doctoral student is ready to change classification and progress into the final research-and-writing phase of their doctoral degree program. This form is only available through GIMS to the Graduate Coordinator. Please contact the Graduate Coordinator two weeks prior to the date you plan for admission to candidacy for the form to be completed for your committee members' signatures.

## **Degree Application Form**

This form is completed [online](#) through ISIS. Completing this form allows you to apply for graduation and arrange for receipt of your degree. Submission via ISIS must occur by the deadline published for the semester in which you plan on graduating. For deadlines, view the Registrar's [Critical Dates Page](#).

## **Late Degree Application Form**

If you miss the degree application deadline for the semester in which you planned on graduating, fill out this [form](#) to apply for graduation and receive your degree past the deadline. You must submit this form to the UF Office of the Registrar before the midpoint date of the semester in which you plan on graduating.

## **Degree Certification Status Verification**

If you need a letter verifying your current degree candidate status, complete this [form](#) and contact the Graduate Coordinator.

## **Electronic Thesis and Dissertation (ETD) Rights and Permission**

This form is signed at your defense by you and your supervisory committee chair and determines the release of your dissertation. The form is not publicly available and will be prepared by the Graduate Coordinator prior to your defense. Please see the Graduate coordinator in advance to arrange for the preparation of this form.

## **Electronic Thesis and Dissertation (ETD) Signature Page**

Your supervisory committee signs this form at your defense. If your committee wants revisions made to the dissertation, your chair may hold this form until all stipulations are met. The Graduate Coordinator submits a confirmation of successful completion of this form electronically through GIMS once the Committee approves the final dissertation for publication. The form is not publicly available and will be prepared by the graduate secretary prior to your defense. Please see the Graduate Coordinator in advance to arrange for the preparation of this form.

# **Appendix C**

## **Faculty List**

## RSD Faculty List

<b>Occupational Therapy</b>		
Roxanna Bendixen, Ph.D.	<a href="mailto:rbendixe@phhp.ufl.edu">rbendixe@phhp.ufl.edu</a>	273-6012
Sherrilene Classen, Ph.D.	<a href="mailto:sclassen@phhp.ufl.edu">sclassen@phhp.ufl.edu</a>	273-6062
Mann William, Ph.D.	<a href="mailto:wmann@phhp.ufl.edu">wmann@phhp.ufl.edu</a>	273-6817
Orit Shechtman, Ph.D.	<a href="mailto:oshechtm@phhp.ufl.edu">oshechtm@phhp.ufl.edu</a>	273-6817
Craig Velozo, Ph.D.	<a href="mailto:cvelozo@phhp.ufl.edu">cvelozo@phhp.ufl.edu</a>	273-6817
<b>Physical Therapy</b>		
Andrea Behrman, Ph.D.	<a href="mailto:abehrman@phhp.ufl.edu">abehrman@phhp.ufl.edu</a>	273-6085
Mark Bishop, Ph.D.	<a href="mailto:mbishop@phhp.ufl.edu">mbishop@phhp.ufl.edu</a>	273-6085
Terese Chmielewski, Ph.D.	<a href="mailto:tchmiele@phhp.ufl.edu">tchmiele@phhp.ufl.edu</a>	273-6085
David Fuller, Ph.D.	<a href="mailto:ddf@phhp.ufl.edu">ddf@phhp.ufl.edu</a>	273-6129
Steven George, Ph.D.	<a href="mailto:sgeorge@phhp.ufl.edu">sgeorge@phhp.ufl.edu</a>	273-6432
Marybeth Horodyski, Ph.D.	<a href="mailto:horodmb@ortho.ufl.edu">horodmb@ortho.ufl.edu</a>	273-6085
Andrew Judge, Ph.D.	<a href="mailto:arjudge@phhp.ufl.edu">arjudge@phhp.ufl.edu</a>	273-6085
Kathye Light, Ph.D.	<a href="mailto:klight@hp.ufl.edu">klight@hp.ufl.edu</a>	273-6085
Danny Martin, Ph.D.	<a href="mailto:dmartin@phhp.ufl.edu">dmartin@phhp.ufl.edu</a>	273-6085
Carolynn Patten, Ph.D.	<a href="mailto:patten@phhp.ufl.edu">patten@phhp.ufl.edu</a>	273-6085
Krista Vandeborne, Ph.D.	<a href="mailto:kvandenb@phhp.ufl.edu">kvandenb@phhp.ufl.edu</a>	273-6085
<b>Behavioral Science &amp; Community Health</b>		
Jamie Pomeranz, Ph.D.	<a href="mailto:pomeranz@phhp.ufl.edu">pomeranz@phhp.ufl.edu</a>	273-6745
Mary Ellen Young, Ph.D.	<a href="mailto:myoung@phhp.ufl.edu">myoung@phhp.ufl.edu</a>	273-6745
<b>Speech, Language &amp; Hearing Sciences</b>		
Michael Crary	<a href="mailto:mcrary@phhp.ufl.edu">mcrary@phhp.ufl.edu</a>	273-6159
<b>Neurology</b>		
Leilani Doty, Ph.D.	<a href="mailto:dotyl@neurology.ufl.edu">dotyl@neurology.ufl.edu</a>	392-3491
Leslie Gonzalez-Rothi, Ph.D.	<a href="mailto:gonzalj@neurology.ufl.edu">gonzalj@neurology.ufl.edu</a>	273-5550
<b>Orthopedics</b>		
Heather Vincent, Ph.D.	<a href="mailto:vincehk@ortho.ufl.edu">vincehk@ortho.ufl.edu</a>	273-7461
Kevin Vincent, MD, Ph.D.	<a href="mailto:vincekr@ortho.ufl.edu">vincekr@ortho.ufl.edu</a>	273-7001

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Thomas Wright, MD

[wrightw@ortho.ufl.edu](mailto:wrightw@ortho.ufl.edu)

273-7001

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**Veteran's Health System**

Charles Levy, MD

[charles.levy@med.va.gov](mailto:charles.levy@med.va.gov)

374-6065

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# **Appendix D**

## **Student List**

## Current RSD Students

<b>Name &amp; Contact Information</b>	
Meryl Alappattu	<a href="mailto:meryl@php.ufl.edu">meryl@php.ufl.edu</a>
Ishu Arpan	<a href="mailto:ishuarpanthakur@php.ufl.edu">ishuarpanthakur@php.ufl.edu</a>
Paul Arthur	<a href="mailto:parthur@ufl.edu">parthur@ufl.edu</a>
Robert Barnes	<a href="mailto:rbarnes@ufl.edu">rbarnes@ufl.edu</a>
Abhinandan Batra	<a href="mailto:abhinandanbatra@php.ufl.edu">abhinandanbatra@php.ufl.edu</a>
Adam Beharry	<a href="mailto:beharrya1@php.ufl.edu">beharrya1@php.ufl.edu</a>
Kathleen Berger	<a href="mailto:kberger@ufl.edu">kberger@ufl.edu</a>
Sudeshna Chatterjee	<a href="mailto:sudeshna1@php.ufl.edu">sudeshna1@php.ufl.edu</a>
Rogelio Coronado	<a href="mailto:coronado@ufl.edu">coronado@ufl.edu</a>
Jose Dominguez	<a href="mailto:josedominguez@php.ufl.edu">josedominguez@php.ufl.edu</a>
Dewayne DuBose	<a href="mailto:babydu@ufl.edu">babydu@ufl.edu</a>
Dominique Francis	<a href="mailto:dlf967@ufl.edu">dlf967@ufl.edu</a>
Charles Gay	<a href="mailto:chaz.gay@ufl.edu">chaz.gay@ufl.edu</a>
Luther Gill, Jr.	<a href="mailto:lutherg@php.ufl.edu">lutherg@php.ufl.edu</a>
Elisa Gonzlez-Rothi	<a href="mailto:elisagon@ufl.edu">elisagon@ufl.edu</a>
Ickpyo Hong	<a href="mailto:ihong@php.ufl.edu">ihong@php.ufl.edu</a>
Maggie Horn	<a href="mailto:mhorn21@php.ufl.edu">mhorn21@php.ufl.edu</a>
Chao-Jung Hsieh	<a href="mailto:chaojung@php.ufl.edu">chaojung@php.ufl.edu</a>
Yu-Yun Huang	<a href="mailto:yuyun0417@php.ufl.edu">yuyun0417@php.ufl.edu</a>
Sahana Kamath	<a href="mailto:skamth@php.ufl.edu">skamth@php.ufl.edu</a>
Consuelo Kreider	<a href="mailto:ckreider@php.ufl.edu">ckreider@php.ufl.edu</a>
Lisa LaGorio	<a href="mailto:llagorio@php.ufl.edu">llagorio@php.ufl.edu</a>
Leslie Lear	<a href="mailto:llear@ufl.edu">llear@ufl.edu</a>
Cynthia Li	<a href="mailto:chihyingli@ufl.edu">chihyingli@ufl.edu</a>



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Woo Taek Lim	<a href="mailto:wootaek@php.ufl.edu">wootaek@php.ufl.edu</a>
Yoon Jeong Lim	<a href="mailto:yoonyeong@php.ufl.edu">yoonyeong@php.ufl.edu</a>
Virginia Little	<a href="mailto:ginnylittle@php.ufl.edu">ginnylittle@php.ufl.edu</a>
Fredy Mora Solis	<a href="mailto:freddy@ufl.edu">freddy@ufl.edu</a>
Jayakrishnan Nair	<a href="mailto:jay19oct@php.ufl.edu">jay19oct@php.ufl.edu</a>
Shilpa Patil	<a href="mailto:patilsh@php.ufl.edu">patilsh@php.ufl.edu</a>
Brandon Roberts	<a href="mailto:brob21@php.ufl.edu">brob21@php.ufl.edu</a>
Zamarys Roman	<a href="mailto:zamarys79@ufl.edu">zamarys79@ufl.edu</a>
Arjun Ruhella	<a href="mailto:arjun.ruhella@ufl.edu">arjun.ruhella@ufl.edu</a>
Sharareh Sharififar	<a href="mailto:sharareh75@ufl.edu">sharareh75@ufl.edu</a>
Isaac Sia	<a href="mailto:isaacsia@ufl.edu">isaacsia@ufl.edu</a>
Corey Simon	<a href="mailto:coreysimon@ufl.edu">coreysimon@ufl.edu</a>
Martina Spiess	<a href="mailto:mspiess@php.ufl.edu">mspiess@php.ufl.edu</a>
Ravneet Vohra	<a href="mailto:ravneet@php.ufl.edu">ravneet@php.ufl.edu</a>
Nami Yu	<a href="mailto:nyu81@ufl.edu">nyu81@ufl.edu</a>

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## RSD Graduate List

Please see the [RSD website](#) for the most up-to-date list of RSD graduates, including advisor, specialization, dissertation title, and current position (if available).

# Appendix E

## PhD/MPH Specializations

The following curriculum plans are examples only. Please see the [Public Health website](#) for the most current information.



**MPH: Public Health Management and Policy  
48-Credit Concentration**

<b>I. Public Health Core: 16 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC 6050	Statistical Methods for Health Sciences I	3	F
PHC 6001	Principles of Epidemiology	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	S
HSA 6114	Introduction to the U.S. Health Care System	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6601	Seminar in Contemporary Public Health Issues	1	F,S
<b>II. Concentration Core: 18 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC 6104	Evidence-Based Management of Public Health Programs	3	F
HSA 5174	Fundamentals of Health Care Finance	3	S
HSA 6115	Introduction to Management of Health Services Organizations	3	F
HSA 6152	Overview of U.S. Health Policy	3	S
PHC 6421	Public Health Law and Ethics	3	ss
PHC 6103	Systems Thinking and Public Health	3	ss
<b>III. Concentration Electives: 6 credits*—Students should select 6 credits (2 courses) from list A, B, or C. Courses from these lists may be mixed (e.g., one policy course and one public health management course) with approval of the supervisory chair.</b>			
<b>A. Public Health Management <i>ALL HSA COURSES REQUIRE PERMISSION OF INSTRUCTOR</i></b>			
HSA 6342	Human Resource Management	3	S
HSA 6436	Health Economics	3	S
HSA 6177	Health Care Financial Management	3	F
HSA 6198	Information Management in Health Administration	3	F
HSA 6126	U.S Health Insurance System	3	S
HSA 6188	Strategic Management in Health Administration		F
HSA 6385	Performance Management for Health Care Managers	3	S
PHC 6700	Social and Behavioral Research Methods	3	S
PHC 6251	Assessment and Surveillance in Public Health	3	ss
PHC 6146	Public Health Program Planning and Evaluation (pre-req: PHC 6251)	3	F
<b>B. Public Policy</b>			
PHC 6530	Public Health Issues of Mothers and Children	3	F
FYC 6660	Public Policy for Family, Youth and Community Sci	3	F
FYC 6662	Public Policy for Human Resource Development	3	F
PUP 6006	Policy Evaluation	3	F
PUP 6009	Public Policy Analysis	3	F
PUP 6007	Policy Process	3	S
PHA 5263	Pharmaceutical Industry and Public Policy	3	S
POS 6127	State Government and Politics	3	S,F
<b>C. Pharmaceutical Use and Policy</b> Students who choose this specialization area are encouraged to consult with the Graduate Coordinator in the Department of Pharmaceutical Outcomes & Policy.			

PHA 5263	Pharmaceutical Industry and Public Policy	2-3	S#
PHA 5267	Critical Appraisal of Pharmacoeconomic Studies	1	S^
PHA 6250	Patient Responsibility in Health Care	3	S

PHA 6264	Pharmacoeconomics and Medical Technology Assessment	3	F
PHA 6265	Introduction to Pharmaceutical Outcomes and Policy	3	F
PHA 6326	The Legal and Organizational Environment of Pharmacy	3	F

**Courses below require permission of the Department of Pharmaceutical Outcomes & Policy. Enrollment will be limited based on the number of available seats in the virtual classroom. Courses are not guaranteed to be available in the term indicated. If interested, please contact the Graduate Coordinator in the Department of Pharmaceutical Outcomes & Policy.**

PHA 6286	Pharmaceutical Microeconomics	3	F^
PHA 6287	Pharmaceutical Health Economics	3	F^
PHA 6935	Research Ethics	3	F^
PHA 6278	State Regulation of Drugs & Pharmacy	3	F^
PHA 6274	Federal Regulation of Drugs and Pharmacy	3	F^
PHA 6935	Pharmaceutical Fraud & Abuse	3	F#
PHA 6935	Pharmaceutical Policy Process	3	F#
PHA 5271	Health Care Risk Management	3	S^
PHA 5772	Risk Management, Liability & Compliance	3	S^
PHA 6280	Medicare & Medicaid	3	S^
PHA 6289	Regulation of Clinical Research	3	S^
PHA 6275	Federal Regulation of Controlled Substances	3	S^
PHA 6935	The Use & Abuse of Statistics	3	S^
PHA 6273	Structure, Process & Outcomes of Regulation	3	S^
PHA 6276	Regulating Pharmaceutical Access and Cost	3	S #
PHA5270	Health Care & Patient Safety	3	S#
PHA 6250	Patient Responsibility in Health Care	3	S#
PHA 6269	Pharmaceutical Products & Public Policy	3	S#
PHA 6281	Practices & Procedures of Administrative Agencies	3	S#
PHA 6277	Ethics in Drug Production, Distribution and Use	3	ss
PHA 6938	Research Seminar/Special Topics	1	F,S,ss
<b>IV. Public Health Electives: 3 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC courses	Public health concentration coursework offered by the other concentrations	3	F,S,ss
PHC 6917	Supervised Research	1-3	F,S,ss
PHC 6945	Public Health Practicum	1-3	F,S,ss
<b>V. Internship: 5 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC 6946	Public Health Internship	5	F,S,ss

\*Other courses may be substituted or added with the approval of the concentration coordinator.

\*\*F=Fall; S=Spring; ss=Summer

# Last 8 weeks of spring semester ^ First 8 weeks of the semester

**MPH: Epidemiology  
48-Credit Concentration**

<b>I. Public Health Core: 16 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6052	Introduction to Biostatistical Methods	3	F,S
PHC 6001	Principles of Epidemiology	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	S
HSA 6114	Introduction to the US Health Care System	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6601	Seminar in Contemporary Public Health Issues	1	F,S
<b>II. Concentration Core: 12 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6000	Epidemiological Research Methods I	3	S
PHC 6002	Epidemiology of Infectious Diseases	3	ss
PHC 6003	Epidemiology of Chronic Disease	3	F
PHC 6011	Epidemiology Research Methods II	3	ss
<b>III. Biostatistics Core: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6053	Regression Methods for the Health and Life Sciences	3	S
<b>IV. Concentration Electives: 6-9 credits (examples)</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6901	Epidemiology Literature Review and Critique (Journal Club)	1	F, S
PHC 6517	Public Health Concepts in Infectious Disease	3	F
PHC 6016	Social Epidemiology	3	F
PHC 6370	Public Health Biology	3	S
PHC 6937	Special Topics: Survival Analysis	3	F
VME 6607	Human Health Risk Assessment	4	F
PHC 6162	Public Health Grant Writing	2	S
PHA 6268	Pharmacoepidemiology	3	S
PHC 6711	Measurement in Epidemiology and Outcomes Research	3	S
PHC 6080	SAS for Public Health: Data	1	S,F
PHC 6081	SAS for Public Health: Analysis	1	S,F
PHC 6055	Biostatistical Computing Using R	1	S,F
PHC 7020	Bias in Observational Studies	3	S
PHC 6512	Environmental Control of Vector-Borne Diseases	3	F
PHC 6937	Special Topics: Spatial Epidemiology	3	F
STA 5503	Categorical Data Analysis	3	S
STA 5507	Applied Nonparametric Methods	3	F
PHC 6716	Survey Research Methods	3	ss
PHC 6717	Theory and Measurement in Public Health Disability Research	2-3	ss
PHC 6917	Supervised Research ( <i>Prereq: consent of supervisory chair</i> )	1-3	F,S,ss
PHC 6945	Public Health Practicum ( <i>Prereq: approval of practicum site and consent of supervisory chair</i> )	1-3	F,S,ss
<b>V. Public Health Electives: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC courses	Public health coursework offered by the other concentrations	3	F,S,ss
<b>VI. Internship: 5-8 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6946	Public Health Internship	5-8	F,S,ss

\*F=Fall; S=Spring; ss=Summer.



**MPH: Biostatistics  
48-Credit Concentration**

<b>I. Public Health Core: 16 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC 6052	Introduction to Biostatistical Methods	3	F,S
PHC 6001	Principles of Epidemiology	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	S
HSA 6114	Introduction to US Healthcare Systems	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6601	Seminar in Contemporary Public Health Issues	1	F,S
<b>II. Concentration Core: 12 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC 6053	Regression Methods for the Health and Life Sciences	3	S
PHC 6937	Special Topics: Survival Analysis	3	F
PHC 6080	SAS for Public Health Data	1	F, S
PHC 6081	SAS for Public Health Analysis	1	F,S
PHC 6055	Special Topics: Biostatistical Computing Using R	1	F,S
PHC 6000	Epidemiology Research Methods I	3	S
<b>III. Concentration Electives: 9 credits*</b>		<b>Credits</b>	<b>**Semester</b>
STA 5223	Applied Sample Survey Methods	3	F-even
STA 5503	Categorical Data Methods	3	S
STA 5507	Applied Nonparametric Methods	3	F-odd
STA 5701	Applied Multivariate Methods	3	S-odd
PHC 7013	Bias in Observational Research	3	S
PHC 6937	Special Topics: Spatial Epidemiology	3	F
STA 5325	Fundamentals of Probability	3	F,S,ss
STA 5328	Fundamentals of Statistical Theory	3	F,S,ss
<b>IV. Public Health Electives: 3-6 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC courses	Public health coursework offered by the other concentrations	3-6	F,S,ss
PHC 6917	Supervised Research ( <i>Prereq: consent of instructor</i> )	1-6	F,S,ss
<b>V. Internship: 5-8 credits</b>		<b>Credits</b>	<b>**Semester</b>
PHC 6946	Public Health Internship	5-8	F,S,ss

\*Other courses may be substituted or added with the approval of the concentration coordinator.

\*\*F=Fall; S=Spring; ss=Summer



**MPH: Social and Behavioral Sciences  
48-Credit Concentration**

<b>I. Public Health Core: 16 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6050	Statistical Methods for Health Sciences I	3	F
PHC 6001	Principles of Epidemiology	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	S
HSA 6114	Introduction to the US Health Care System	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6601	Seminar in Contemporary Public Health Issues	1	F, S
<b>II. Concentration Core: 15 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6700	Social and Behavioral Research Methods	3	S
PHC 6251	Assessment and Surveillance in Public Health	3	ss
PHC 6937	Special Topics: Foundations of Social Behavioral Science Theory ( <i>SBS concentration only</i> )	3	ss
PHC 6146	Public Health Program Planning and Evaluation	3	F
PHC 6937	Special Topics: Health Communications	3	F
<b>III. Concentration Electives: 6-9 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6441	Health Disparities in the United States	3	S
PHC 6937	Special Topics: Community-Based Participatory Research	3	S
PHC 6937	Special Topics: Sexuality, Gender, and Public Health	3	S
PHC 6937	Special Topics: Topics in Public Health Ethics	1	S
PHC 6937	Special Topics: Critical Issues in Public Health	3	F
PHC 6762	International Public Health	3	F
PHC 6937	Special Topics: Psychosocial Issues in Chronic Disease	3	F (alt)
PHC 6403	Adolescence, Risk Taking, and Health	3	F (alt)
<b>IV. Public Health Electives: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC courses	Public Health coursework offered by the other concentrations	3	F,S,ss
FYC 6330	Theories of Community Development	3	F
MMC 6405	Seminar in Mass Media and Health	4	S
CLP 7934	Health Promotion	3	S-odd
PHC 6917	Supervised Research	1-3**	F,S,ss
PHC 6945	Public Health Practicum	1-3**	F,S,ss
<b>V. Internship: 5-8 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6946	Public Health Internship	5-8**	F,S,ss

\*F=Fall; S=Spring, ss=summer; alt=alternate years.

\*\*Total credits may not exceed 12.

**MPH: Environmental Health  
48-Credit Concentration**

<b>I. Public Health Core: 16 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6052	Introduction to Biostatistical Methods	3	F
PHC 6001	Principles of Epidemiology	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	S
HSA 6114	Introduction to the US Health Care System	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6601	Seminar in Contemporary Public Health Issues	1	F, S
<b>II. Concentration Core: 13 credits</b>		<b>Credits</b>	<b>*Semester</b>
VME 6602	General Toxicology (online) (Pre-reqs: working knowledge of bio, physiology & biochem)	3	F
VME 6607	Human Health Risk Assessment	4	F
PHC 6702	Exposure Measurement and Assessment (Pre-reqs: calc, stats & some chem, physics and/or bio)	3	ss
PHC 6937	Health, Risk & Crisis Communications in Public Health (online)	3	ss
<b>III. Concentration Electives: 9-11 Credits * - Students should select 9-11 credits (3-4) courses from List A (Infectious Disease) or B (Environmental Health). Courses from these lists may be mixed with approval of the supervisory chair.</b>			
<b>A. Infectious Disease Track</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6301	Aquatic Systems and Environmental Health	3	S
PHC 6512	Environmental Management of Vector-Borne Diseases	3	F
PHC 6519	Zoonotic Diseases in Humans and Animals	3	S
PHC 6312	Water Quality and Public Health	3	S
PHC 6006	Applied Infectious Disease Epidemiology	2	S
PHC 6937	Special Topics in Public Health: Public Health Laboratory Techniques	1	S
PHC 6515	An Introduction to Entomology, Zoonotic Diseases, and Food Safety	3	S
PHC 6931	Seminar in Global Health	1	F
PHC 6764	Global Public Health and Development 1	3	F
PHC 6445	Global Public Health and Development 2	3	S
<b>B. Environmental Health Track</b>		<b>Credits</b>	<b>*Semester</b>
ENV 5105	Foundation of Air Pollution	3	S
PHC 6183	Disaster Preparedness and Emergency Response	3	F
ENV 5105	Foundation of Air Pollution	3	S
EES 5245	Water Quality Analysis	3	S
FOS 5205	Current Issues in Food Safety and Sanitation	3	F
SWS 5551	Soils, Water and Public Health	3	S
ALS 5106	Food and the Environment (online alternate years)	3	Even
FOS 5732	Current Issues in Food Regulations	3	S
ANG 5467	Culture and Nutrition	3	S
<b>VME 6605</b>	<b>Toxic Substances (online) (pre-req. VME 6602)</b>	<b>3</b>	<b>S</b>

<u>VME 6603</u>	<u>Advanced Toxicology (pre-req VME 6602)</u>	<u>3</u>	<u>S-Even</u>
<u>VME 6934</u>	<u>Ecological Toxicology and Risk Assessment</u>	<u>3</u>	<u>S-Odd</u>
<u>PHA 6425</u>	<u>Drug Biotransformation and Molecular Mechanisms of Toxicity</u>	<u>3</u>	<u>F, S</u>
<u>SYA 7933</u>	<u>Environmental Justice Seminar</u>	<u>3</u>	<u>F</u>
<b><u>IV. Public Health Electives: 3 Credits</u></b>		<b><u>Credits</u></b>	<b><u>*Semester</u></b>
<u>PHC 6945</u>	<u>Public Health Practicum (Pre-req: approval of practicum site and consent of instructor)</u>	<u>1-3</u>	<u>F,S,ss</u>
<u>PHC courses</u>	<u>Public health concentration coursework offered by the other tracks</u>	<u>3</u>	<u>F,S,ss</u>
<u>PHC 6917</u>	<u>Supervised Research (Pre-req: consent of the instructor)</u>	<u>1-3</u>	<u>F,S,ss</u>
<b><u>V. Internship: 5-8 credits</u></b>		<b><u>Credits</u></b>	<b><u>*Semester</u></b>
<u>PHC 6946</u>	<u>Public Health Internship</u>	<u>5-8</u>	<u>F,S,ss</u>

\*F=Fall; S=Spring; ss=Summer.

# **Appendix F**

## **Application and Admission**

## Admission Requirements

To be considered for admission to the RSD program, you must:

- Hold a baccalaureate degree in a field that can be applied to research in rehabilitation science
- Have professional/clinical experience in a rehabilitation-related area
- Be committed to scholarly work in rehabilitation science
- Be committed to an interdisciplinary educational philosophy and training model

## Application Requirements

To apply to the RSD program, we require:

- A completed University Graduate School Application for Admission
- Three letters of reference
- A professional goals statement
- Identification of a faculty mentor
- Official GRE scores (Scores can be sent to UF at code is 5812,)
- Official Transcripts
- Official TOEFL scores (International students only; UF code is 5812, Department code is 44)
- \$30 application fee

**GRE Score Policy:** We do not have a minimum score but, as a guide, we do seek students with these scores and higher:

- 150 Verbal (44 Percentile), 145 Quantitative (23 Percentile) - revised or “new” GRE
- 300 Combined - revised or “new” GRE

Please note: the Educational Testing Service will not mail official GRE scores if the test was taken more than five years ago. The RSD Program will accept GRE scores older than five years, but the applicant must submit the copy of the GRE Scores they received from the Educational Testing Service, and a notarized statement saying:

*“The attached GRE Score statement was sent to me by the Educational Testing Service and has not been altered in any way. The scores of (enter your scores) on this form, are the actual scores I received when I took the GRE on (date of exam).”*

**TOEFL Score Policy:** The minimum TOEFL scores needed to be considered for admission to the program are:

- 550 (paper-based)
- 213 (computer-based)

## Application Procedure

- Applicants begin the process by applying online to the University of Florida’s Office of Admissions under the Graduate Schools designation.
- Applicants are able to send or upload all required admission materials directly to the Office of Admissions including the following:
  - Official transcripts from all higher educational institutions attended

- Note: Unofficial transcripts are also able to be uploaded for immediate departmental review (preferred method). If the applicant is not able to upload transcripts into the Office of Admission system then applicant will be required to email, fax or mail a copy of transcripts directly to the department.
- Official GRE and TOEFL or other approved English language test (if applicable) scores
- Professional Goals Statement and Curriculum Vitae
- Three letters of recommendation
- After completing the online application, applicants will be directed on how to pay the application fee

### **International Student Admissions**

International students have a strong record of success in the UF Rehabilitation Science Ph.D. program and we strongly encourage their application. We prefer to have a funding plan (i.e., tuition & stipend) in place prior to arrival at our program, so please [contact us](#) at the beginning of the application process.

### **Application Deadlines**

**The RSD program admits students throughout the year. While the RSD program does not have a set admission deadline, applications received by January 15<sup>th</sup> (for fall semester entry) and July 15<sup>th</sup> (for spring semester entry) will receive funding priority.**

### **Contacts**

If you would like more information about the program prior to or during any stage of the application process, please contact:

David Fuller, Ph.D., Program Director  
[ddf@phhp.ufl.edu](mailto:ddf@phhp.ufl.edu)

or

Amy Ladendorf, RSD Admissions Coordinator  
[aladendorf@phhp.ufl.edu](mailto:aladendorf@phhp.ufl.edu)

# **Appendix G**

## **Funding for RSD Students**

RSD students frequently receive financial assistance while in the program. This section discusses many of the programs that support RSD students.

### **Graduate Fellowships**

The University of Florida offers fellowships that provide \$20,000 per year, plus tuition for four years, with continuing appointment based on satisfactory progress in the program. Students receiving a Graduate Fellowship identify a faculty mentor with whom they plan, conduct, and report on research studies. Applicants indicate on the University of Florida on-line application form that they are interested in a Graduate Fellowship.

### **Research Assistantships**

Many faculty have research grants that support students, providing them with a stipend and tuition. Research assistants typically work 20 hours per week while funded by assistantships.

### **Teaching Assistantships**

Students awarded teaching assistantships will assist in duties associated with classes offered to professional students enrolled in entry level programs. Teaching assistants typically work 20 hours per week while funded by assistantships.

### **Grinter Fellowships**

The intent of the Grinter Fellowship is to facilitate the recruitment of outstanding students. Full-time students entering the degree program for the first time are eligible for this award. Tuition money from the College of Public Health and Health Professions (PHHP) Dean's Office may accompany this fellowship. Continuation of the Grinter Fellowship beyond the first year is contingent upon satisfactory student progress.

### **Charlotte Liberty Scholarship**

The Charlotte Liberty Scholarship was established in 1993 for the purpose of benefiting needy students that are enrolled in the Health Science Center Colleges. To be eligible for this award, students must have had at least a 3.6 GPA as an undergraduate and must also be US citizens. Financial need is based on the student's University of Florida financial report, which also includes a FAFSA (Free Application for Federal Student Aid). Students must also show potential for high achievement. The amount of the scholarship and number of awards vary each year.

### **Research Experience Program**

This program provides support for one year of graduate study to students affiliated with Historically Black Colleges and Universities (HBCUs), Hispanic-serving Institutions (HSIs) and Native-American Serving, Nontribal Institutions. Funding is dependent on experience and the obligations for full- or part-time work.

### **Program Research Support**

The RSD graduate program may have funding available to support the research activities of RSD students. Support may be available, for example, for travel to present research and for seed money for research. The availability of this money will vary from year to year, and students should contact the director to inquire about availability. When available, funds will be awarded on a competitive basis after review of the request by the RSD steering committee.

1. Applications for seed money will be reviewed at the beginning of the fall and spring semesters. It must be clear that the funds are for dissertation research or research that is clearly related to



an eventual dissertation topic. Individuals who wish to apply for these funds must then submit a brief research proposal, budget, and budget justification.

2. If presenting at a conference, the student must submit a copy of their abstract, a letter that confirms the acceptance of that abstract, and a travel budget to the RSD Program Director.
3. Awards typically do not exceed \$500 and may be less depending on competition, available dollars, and the quality of the application.