

**Orientation to SCGH's
PhD program in Health Promotion
Sciences**

Fall 2020

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PhD Program Mission

- > To train teachers and researchers in the field of health promotion sciences who will be prepared to conduct etiological research on the causes of health-related behavior; equipped to fashion and evaluate effective intervention strategies to prevent and manage disease; and capable of communicating findings to different audiences including through effective teaching.
- > The program prepares students for teaching and research positions in the areas of preventive medicine, public health, behavioral epidemiology, health psychology, and policy research

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Our Commitment to Diversity

- > **SCGH's mission is to:**
 - incorporate diversity into our programmatic curriculum, research and service
 - as well as the recruitment and retention of faculty, staff, and students
- > In an atmosphere that fosters learning in a diverse environment through a free exchange of ideas & dialogue towards an understanding and appreciation of issues of difference.

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PhD Student Learning Outcomes

- > To develop an understanding & demonstrate application of research design methodology in health promotion sciences
- > To develop an understanding and demonstrate application of theories in health promotion sciences
- > To develop an understanding and demonstrate application of statistical methods appropriate for use in health promotion sciences
- > To develop an understanding of material in a core concentration area for application in the health promotion sciences

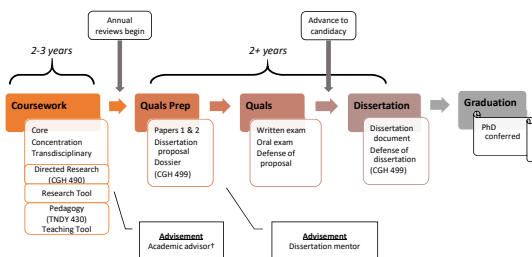
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PhD Program Overview

- > The PhD in Health Promotion Sciences is a 5-year course of study for students entering with a bachelor's degree.
- > Students enroll full-time in a 72 unit program consisting of:
 - 12 core courses (48 units) which includes a pedagogy course
 - 3 concentration courses (12 units)
 - 4 sections of directed research with supervision from a faculty member (8 units)
 - 1 transdisciplinary course (4 units)
- > Training sequence involves substantial coursework in the first 2 years with students assuming more responsibility as independent researchers & completing non-coursework requirements in the last years.

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SCGH PhD Program Sequence, 2020-2021



*Please see PhD Academic Planning Sheet and PhD Student Handbook for description of course requirements
 †The PhD Program Director serves as the Academic Advisor

PhD Curriculum

- > **Core Requirements**
 - CGH 300: Theoretical Foundations of Health Promotion & Education
 - CGH 400: Advanced Theoretical Foundation of Health Promotion & Education
 - CGH 301: Biostatistics
 - CGH 401a: Advanced Statistical Methods I
 - CGH 401b: Advanced Statistical Methods II
 - CGH 302: Epidemiology
 - CGH 312: Data Analysis (SAS)
 - CGH 413: Research Methods
 - CGH 402: Advanced Research Methods
 - CGH 403: Manuscript Development
 - CGH 405: Seminar in Grant Writing & Proposal Development
 - TNDY 430: Transdisciplinary Pedagogy in Ethical Education

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PhD Curriculum

- > **Concentration Courses**
 - Students select a complementary set of courses which comprise a concentration. Options include Global Health, Public Health, Biostatistics, Health Informatics or Health Communication
- > **Transdisciplinary Course**
 - Every PhD student at CGU is required to complete the transdisciplinary (T-Course) during the first 48 units of coursework at CGU.

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PhD Curriculum

- > **Directed Research (CGH 490)**
 - Doctoral students have the opportunity to design and carry out a research project under the direction of a faculty member.
 - A total of 8 directed research units are required.
 - Special permission is required to register for CGH 490: Directed Research (2 units).
 - The course requires a contract ("Memo of Understanding") between the instructor & student that identifies the students' responsibilities.
 - A contract & CGU enrollment form are required for registration. CGH 490 must conform to the academic workload requirements established in CGU policy (generally weekly meetings for about 1.5 hour for 2 units and 3 for 4 units).
 - The Registrar performs registration once all documentation has been received.
 - Students receive a grade of Satisfactory/Unsatisfactory

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Research Tools Requirement

- > The purpose of the Research Tool Requirement is to provide students with practical research skills in addition to those obtained through their regular coursework.
 - Prior to completing the qualifying examination, students must complete the research tool requirement
 - Each student in the PhD program is required to demonstrate ONE research skill.
- > Research tools provide either specific substantive knowledge or practical applied techniques applicable to their own planned career.
- > Proficiency in a research tool is evaluated by a qualified examiner in order to establish the student's mastery of the specific tool being evaluated.
- > The selection of a research tool is part of each student's advisement plan.

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Examples of Research Tools

- > **Statistics**
 - This area is evaluated by an examination, and includes some material over and above what is offered in the required biostatistics and advanced statistical methods classes required for all students in the PhD in Health Promotion Sciences.
- > **Computer Programming**
 - The basis for evaluation of the student's proficiency will be a preapproved programming project of reasonable complexity submitted with documentation and sample output.
- > **Statistical Programming Applications**
 - Proficiency is demonstrated by completion of statistical analyses using SPSS, SAS, or other approved statistical analysis programs and should be work of sufficient scope for inclusion in publication quality manuscripts.
- > **Survey Research**
 - Experience with and knowledge of survey research methodology, concepts and procedures. Evaluation is accomplished by examination and demonstration of practical experience.
- > **Evaluation Research**
 - Experience with program evaluation methodology and knowledge of and procedures in evaluation. Evaluation is accomplished by examination and demonstration of practical experience.
- > **Neurocognitive Assessment**
 - Knowledge of techniques used to assess neurocognitive functioning relevant to health promotion sciences (e.g., Iowa Gambling Task.) Evaluation is accomplished by examination and demonstration of practical experience.
- > **Assessment Methods for Physical Activity and Dietary Behavior**
 - Knowledge of techniques used to assess physical activity (e.g., accelerometry) and dietary behavior (e.g., 24-hour dietary recall). Evaluation is accomplished by examination and demonstration of practical experience.

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Teaching Tools Requirement

- > The purpose of the Teaching Tool Requirement is to provide students with proficiency in education and workforce development
 - Prior to completing the qualifying examination, students must complete the teaching tool requirement
- > Teaching Tool requirement for the PhD program is accomplished by the successful completion of TNDY 430, Transdisciplinary Pedagogy in Ethical Education

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Academic Advising

- > Students meet with the faculty advisor every semester to discuss coursework and progress in the PhD programs.
- > Students also check in with their PhD mentor throughout the semester.
- > Advising & mentoring include multiple elements such as:
 - course sequencing and degree requirements
 - issues of professional development and definition of career goals
 - guidance on the completion of directed research requirements
 - advising on the completion of non-coursework requirements including the empirical paper, qualifying examination, and dissertation
- > Course sequencing and advising on curriculum issues will primarily be done through meetings with the faculty advisor.
- > Guidance on research and on completion of the non-coursework requirements will be provided by the PhD mentor.

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PhD Annual Reviews

- > Upon completion of coursework, SCGH faculty conduct an annual review with each doctoral student to discuss progress towards completion of the PhD degree requirements and plans for the upcoming year.
- > The review lasts ~one hour and is intended to be a productive engagement between students and faculty that help the student to establish goals for the upcoming year and develop plans to attain career goals.
- > Students and faculty complete documentation in preparation for the review and following it.

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PhD Annual Reviews

- > To prepare for the meeting, the student should submit to each member of the review committee a dossier comprised of the following documents organized in a binder with dividers:
 - A transcript of work completed in the doctoral program
 - A current curriculum vita (CV)
 - Copies of manuscripts written while a student in the program
 - A summary of progress made in the program during the past year and organized around the student learning outcomes
 - A statement of goals for the coming.
- > Review committee includes the student, faculty research mentor and at least one additional faculty member familiar with the students work

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The Qualls!!

- > The purpose of the qualifying examination is twofold:
 - (1) to test students' mastery of essential competencies
 - (2) to evaluate their comprehensive understanding of the field as well as their insight and clarity of expression.
- > The qualifying examination process involves the creation of a dossier and the completion of written and oral examinations.
- > Your mentor will **NOT** let you get to the Qualls stage without being almost positive that you'll pass!

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Preparation for Qualifying Exam

- > Students must have completed no less than two years of full-time graduate study, or 48 units, including transfer credit.
- > Students must also complete their tool (research and teaching) requirements before initiating the qualifying examination process.

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Preparation for Qualifying Exam

- > Students will submit to the program coordinator and each member of the qualifying examination committee a dossier which includes the following documentation organized in a binder with dividers:
 - Letter from the Qualifying Examination Committee Chair explaining the components and process of the Qualifying Examination
 - Current curriculum vita
 - Transcript
 - Paper 1: Empirical paper (PhD)
 - Paper 2: Empirical or review paper (PhD)
 - Dissertation proposal
 - Publications in print
 - Manuscripts in press
 - Manuscripts under review
 - Documentation of completion of the tools requirement

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Scheduling the Qualifying Examination

- > Students simultaneously arrange the dates for the written exam and the oral examination with their committee members.
- > The general procedure and timeline for the qualifying examination is:
 1. The faculty research advisor and the SCGH Dean approve a committee to give the qualifying examination—this is a group of 3 professors from CGU.
 2. The student distributes dossier to members of the Committee.
 3. Committee members formulate no more than 3 questions each for the written examination and e-mail them to the Chair within 14 days.
 4. The Chair distributes the questions to the student on the first day of the examination. The student has five full days (24 hour days) to provide written answers.
 5. The student submits answers to the Chair by the end of the fifth day.
 6. The Chair distributes the full set of questions and answers to each committee member.
 7. Committee members are given about 7 days to review the answers and provide their assessment to the chair (Satisfactory/Unsatisfactory).
 8. The student engages in the oral portion of the examination.

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Oral Quals

- One purpose of the oral examination is to allow the student, in response to faculty, to answer questions that arise as a result of the written portion of the examination.
- A 2nd purpose is to respond to issues & concerns raised about the dissertation proposal.
- The student makes a presentation (about 30 minutes) of the proposed dissertation study.
- During and after the presentation, committee members are free to ask questions about the conceptual, methodological, and statistical issues related to the proposed study.
- Students will be asked to leave the room while the committee members discuss the overall performance and vote on whether a passing grade will be granted.

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Advancement to Candidacy

- > Advancement to candidacy for the PhD degree takes place when the student's dissertation proposal is approved.
- > At SCGH, review and approval of the dissertation proposal occur concurrently with the qualifying examination.
- > After acceptance of the proposal by the qualifying examination committee, submission of the form, *and* submission of a 350-word abstract of the proposal, the student is advanced to candidacy.
- > A student must advance to candidacy before enrolling in doctoral dissertation units (CGH 499: Doctoral Study)

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Keep in mind...

- > **The biggest challenge at this point in your training is self-regulation**

- **Why? Because you'll already have the skills to do a successful dissertation!**
 - You will have a good handle on things like research theories and methodology, data analysis, literature paper, policy analysis, etc

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Dissertation

- > **Policies on Committee Membership**
 - Committee consists of at least 3 faculty members drawn from the core faculty of CGU or from the extended faculty of The Claremont Colleges. One committee member must be drawn from the core faculty of the student's CGU School or program.
 - Chair of the committee must be from the core faculty of CGU or from the extended faculty of The Claremont Colleges.
 - CGU encourages, but does not require, the inclusion of an expert in the student's field who is also from outside The Claremont Colleges.
 - Outside examiners may be included on a four-person committee, but not on a three-person committee.
 - Qualifying examination and dissertation committees must be approved by the Dean.
- > Exceptions to the make-up of a review committee must be approved by the Provost.

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Dissertation Defense

- Dissertation defenses are announced to the CGU community
- The dissertation should be circulated to the review committee well in advance of the defense to allow for adequate review of the document.
 - At least two weeks in advance of the scheduled dissertation defense meeting.
- At the dissertation defense, the student presents an overview of the dissertation to the committee. Committee members have the opportunity to question the candidate.
 - Questions from the committee typically focus on the dissertation document, but are not limited to the dissertation document.

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You can do this!

- > At this point, **YOU** will be **THE** expert in your specific dissertation topic area!
 - More so than any of your committee members, even your primary mentor
- > There are many opportunities to check-in and get advising as you go through the program
- > We're here to help so please feel free to approach us!!

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For more information

- > PhD student handbook
- > Nicole M. Gatto, Program Director
nicole.gatto@cgu.edu
- > Bree Hemingway, Assistant Program Director
bree.l.hemingway@cgu.edu

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