



# Guidelines for the Social and Behavioral (SBS) track in the Ph.D. of Public Health



# **Doctoral Student Handbook 2021 – 2022**

*University of Florida College of Public Health and Health Professions*

## **Guidelines for the Social and Behavioral (SBS) track in the Ph.D. of Public Health**

**In this handbook, Ph.D. students and mentors will find information related to admissions, academic progression, and graduation from the University of Florida Social and Behavioral (SBS) track in Public Health doctoral program.**

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## Mission and Goals

The mission of the Social and Behavioral Science track within the Public Health PhD program is to prepare scholars to use theories, methods, and perspectives from multiple disciplines within the social and behavioral sciences to create new knowledge, effectively communicate research findings, and transform practice. As such, graduates of the PhD program will be prepared to compete for assistant professor positions at research universities and assume leadership roles at non-profit and government agencies or institutes.

## Tuition and Fees

Graduate students, employed by SBS through a Graduate or Teaching Assistantship and those receiving biweekly assistantships, will be eligible for a tuition waiver. For Florida residents, the waiver covers the matriculation fee (often referred to as "in-state" tuition). For first-year doctoral students who are not legal residents of the state of Florida, this waiver will cover the matriculation fee plus the nonresident fee (often referred to as "out-of-state" tuition). Students are responsible for covering the costs associated with student service fees.

After one year, doctoral students who are non-resident U.S. citizens or Resident Aliens, are expected to declare Florida their legal state of residence (see below). In general, international students are not eligible for tuition fee waivers or a graduate assistantship unless the major professor provides those funds through externally-funded grants. Current tuition and fee waiver rates per student credit hour are located at <http://www.fa.ufl.edu/bursar/current-tuition-and-fees/>.

## Financial Aid and Guidance

It is the general policy of the Social and Behavioral Sciences (SBS) concentration that graduate students must demonstrate adequate financial support and the department is committed to finding financial support for all doctoral students if necessary and possible. However, the nature of that financial assistance may change on a yearly basis and will be based on admission ranking and adequate progression in the program. Financial aid is generally provided in the form of teaching and research assistantships with the expectation that students will contribute 20 hours per week to these activities except in extenuating circumstances. Students taking longer than four years to complete the doctoral program assume responsibility for obtaining their own financial aid.

Prior to the beginning of each semester, every graduate student will receive a letter of offer specifying (1) the total amount of the stipend for that period, (2) the position to which he/she is appointed (e.g., Teaching Assistant, Research Assistant, or other), (3) the starting and ending dates of the appointment, (4) the assignment for that period, (5) the supervisor for that period, and (6) other pertinent information. Students will be asked to sign the form to indicate that it has been read, understood, and accepted. A copy of this document will be kept in the student's personnel file.

At the end of every academic year, each supervisor will provide a written evaluation of the student to the Social and Behavioral Sciences (SBS) concentration. Students will receive a copy of the evaluation and have the right to a written rebuttal in case he/she disagrees with the evaluation. The evaluation will also be kept in the student's personnel file.

When possible, decisions concerning the allocation of state stipends are made by the executive committee at the same time a decision is made to admit a particular candidate. (Note: Sometimes awards must be finalized at

a later date due to delays in decisions regarding allocations from the university to the college.) Allocations will be reviewed on a yearly basis to ensure that the student is making adequate progress.

## **Registration**

Students will be registered for classes each semester by the Academic Program Specialist. Full-time students are required to register for a minimum of 9 (each fall and spring semesters) and 6 (summer semester) credits while they are actively working toward their degrees. Students receiving assistantships or fellowships must register for the number of credits required by the Graduate School. Students failing to register for any classes for three consecutive semesters must submit an “Application for Readmission” if they wish to resume their graduate studies at the University of Florida.

### ***Registration in Final Semester***

All candidates must submit a “Degree Application” form online through ONE.UF (<https://www.registrar.ufl.edu/services/degreeapp>) by approximately the second week of their final term (see the Graduate Catalog or posted deadlines for the exact date). This application must be renewed for a subsequent term if all degree requirements are not fulfilled in the term in which the application was filed.

### ***Transfer of Credits***

A maximum of 30 semester credits from a related Master’s degree program at another accredited university can be applied to the 90-credit requirement for the doctoral programs. All Master’s degrees used for transfer of credit toward the 90- credit minimum must have been earned within seven years of the date that the Ph.D. is conferred. All courses beyond the Master’s degree taken at another university, to be applied toward the Ph.D. degree at the University of Florida, must have been taken at an institution offering the doctoral degree and must be approved for graduate credit by the Graduate School. All requests for transfer of credit from another institution should be performed by the end of the first year for doctoral students. The student’s Advisor will recommend the number of credits earned at another institution which are appropriate for transfer to the University of Florida. This is based on evaluation of transcripts and in some cases course syllabi. The student, advisor and the Academic Program Specialist will complete the appropriate forms. The Academic Program Specialist will present the case to the Program Committee and each member of the committee must approve the transfer to move forward. The committee may request additional information in order to make a final decision. Once the committee has approved a credit transfer request, the Academic Program Specialist will prepare a petition to the Dean of the Graduate School with copies of the appropriate transcripts attached. In addition, any prior graduate credits earned specifically at UF (e.g., a master’s degree in the same or a different discipline) may be transferred into the doctoral program at the discretion of the Program Committee. In these cases the total credit maximum cannot exceed 45. Approval to waive a course for a masters or doctoral program because of similar content to a required course in the SBS required courses, a similar process applies as described above. The student and advisor would prepare the forms and include a copy of the syllabus from the previous course(s). The Academic Program Specialist would present the case to the Program Committee and if approved, the Academic Program Specialist would update the student record to reflect the change.

### **Selection of Discipline for Degree and Major Professor**

Upon entering the department, each incoming student will be assigned an advisor/mentor based on match for research interests. Students may change advisors during the summer following their first year upon establishing written agreement from both the new and original advisors. (Note: Students are not allowed to maintain

funding from the original advisor's grant or contract when switching advisors unless there is explicit written permission.) After the summer of the first year, if a student desires to change the major advisor, he/she must notify the PhD coordinator in writing. The student will then be assigned to a new advisor as part of a no-fault one time change in mentorship.

Students who have made individual arrangements with a professor prior to entering the program and are sponsored through non-College funds provided by this professor may not need to go through this advisor selection process.

The PhD coordinator will advise each student on general policies as set forth in this document. The doctoral program coordinator is responsible for general oversight of the PhD program for quality assurance, assignment of teaching duties, and recruitment of students.

### ***Supervisory Committee***

The supervisory committee is proposed by the student's major advisor in consultation with the student, and forwarded to the Graduate School. The advisor must hold Doctoral Graduate Faculty status within the public health program and all committee members must hold Graduate Faculty status with the Graduate School. The Dean of the Graduate School is an ex-officio member of all supervisory committees. Graduate students should aim to set up their supervisory committees by the time they have completed 24 semester credit hours of course work or the end of their first year, whichever comes first. The student is encouraged to meet with the supervisory committee as often as possible.

The supervisory committee shall consist of at least four Graduate Faculty members including at least two members from within the Social and Behavioral Sciences (SBS) concentration. One member must serve as the external advisor, from outside the concentration. The chair need not be tenured, but must hold a full-time position in the program and be voted in as a member of the Ph.D. program faculty. All Ph.D. program faculty members are voting members. Other supervisory committee members must be graduate faculty as recognized by the University Graduate School.

In rare cases, one's doctoral research may require the guidance of a specialist in an area of study other than that of the supervisory committee chair. In such cases, the PhD committee chair may recommend the appointment of a co-chair who should be on the graduate faculty.

Duties of the Supervisory Committee are:

- To provide optimum support and guidance to the student so as to help the student meet his/her academic goals.
- To inform the student of all regulations governing the Ph.D. degree (listed in this document and on the university website). This does not absolve the student from the responsibility of becoming informed of these regulations.
- To meet soon after appointment with the student to consider the student's individual goals and proposed program.
- To evaluate the student's progress to date.
- To conduct the student's written qualifying examination after the student has completed all required course work. The supervisory committee should also assist in the departmental oral qualifying exam.

- To discuss and approve the student's dissertation topic, and if the student has passed the examination to the committee's satisfaction, recommend the student's admission to candidacy.
- To monitor and evaluate the student's progress and give clear directions as to the final work plan leading to graduation.
- To meet as a committee once a year before the student advances to candidacy and every six months thereafter to review the student's research.
- To conduct the final oral examination in defense of the dissertation.

It is important to remember that any changes made to the supervisory committee must be approved by the Dean of the Graduate School as the changes occur. Changes need to be approved at least 30 days prior to the date of the Final Oral Defense so that all new members will have ample time to become familiar with the dissertation. Committee changes cannot be made after a final oral defense takes place.

## Curriculum

A minimum of 90 credit hours beyond the Master’s degree is required for the doctoral degree and all credits earned in the approved degree program count toward this minimum. All students must demonstrate, through previous course work, the attainment of basic level knowledge in the five core areas of public health (psychological, behavioral, and social issues in public health; epidemiology; biostatistics; public health administration systems; and environmental health) and assessment and surveillance (see Table 1). Students who do not demonstrate previous coursework in these basic areas must complete it before taking their written qualifying examination.

Course work must be at the 5000 level or higher. Courses for major credit must be taken by letter grade, except for those courses listed as S/U in the catalog. Students with a previous graduate degree can petition the graduate council to have up to 25 credits applied towards the doctoral program. Prior to petitioning the graduate council, the course list must be approved by the Executive Committee.

Each student, together with his/her supervisor and/or committee, will put together a course program of study specifically designed to meet the student's interests and professional goals.

### *SBS Track of the Ph.D. in Public Health*

Course	Title	Required credits
<b>Public Health Core Courses (15 Credits)</b>		<b>15.00</b>
PHC 6052 <b>OR</b> PHC 6050	Introduction to Biostatistical Methods-SAS Statistical Methods for Health Science I-SPSS	3
PHC 6001	Principles of Epidemiology in Public Health	3
HSA 6114	Introduction to the U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
<b>Public Health Core Quantitative/Methods Courses (12 Credits)</b>		<b>12.00</b>
PHC 6053	Regression Methods for the Health and Life Sciences	3
PHC 6700	Public Health Research Methods	3
	Varies with Program Director and Advisory Approval	3
	Varies with Program Director and Advisor Approval	3

<b>Professional Issues (6 Credits)</b>		<b>6.00</b>
PHC 7427	Ethics in Population Science	2
PHC 7727	Grant Writing for Population Health Research	2
PHC 6937	Finding Health Research Information and Communicating Science	1
PHC7909	SBS Journal Club	1
<b>SBS Concentration Core Courses (36 Credits)</b>		<b>36.00</b>
PHC 6251	Assessment & Surveillance for Public Health	3
PHC 7752	Seminar for Instrument Development for Public Health	2
PHC 7587	Seminar in Theory Development/Testing	2
PHC 6405	Theoretical Foundations of Public Health	3
PHC 6193	Qualitative Data Analysis	3
	Theory Breadth Course	3
	Theory Breadth Course	3
	Theory Breadth Course	3
	Special Topic Course	3
	Special Topic Course	3
	Special Topic Course	3
	Special Topic Course	3
PHC 6905	Independent Study or other credits as approved by doctoral chair	2
<b>Supervised Teaching (3 Credits)</b>		<b>3.00</b>
RSD 6900	College Classroom Teaching	3
<b>Supervised Research (3 Credits)</b>		<b>3.0</b>
PHC 7979	Supervised Advanced Research	3
<b>Dissertation Research (15)</b>		<b>15.00</b>
PHC 7980	Research for Doctoral Dissertation	15
<b>Total Credits</b>		<b>90.00</b>

## Annual Evaluation and Individual Development Plan

Each year every doctoral student will be required to complete an annual evaluation with their Advisor. The student and advisor will fill out their respective portions of the required forms which can be found on Canvas. The student and Advisor will then have a face-to-face meeting to discuss the student's progress and set goals for the upcoming year. The student and Advisor will then sign the form and turn it in to the Academic Program Specialist. The Graduate Program Director will ensure that all reviews are completed annually. As required by the College, each year every doctoral student will complete an individual development plan (IDP) using an online portal (<https://phhp.ufl.edu/files/2011/01/PHHP-IDP.pdf>). The purpose of this document is to help the student achieve career and professional goals. The student will fill out the form and then will meet to discuss the goals with their Advisor. The Graduate Program Director will ensure that all IDPs are completed annually.

## Qualifying Examination

Qualifying examinations are expected to be completed at the **end of the second year** of PhD studies. Satisfactorily passing the qualifying examination is a requirement for admission to candidacy (i.e., when the student actually becomes a candidate for the Ph.D. degree). To take the qualifying examination, the student must: (1) have a minimum 3.00 GPA; (2) have completed letter-grade course work; (3) have completed all core

courses; and (4) be registered as a student at the time the examination is taken. Exceptions may be granted by the supervisory committee (e.g., if a core course is not offered, but the student has fulfilled all other requirements and has formulated a research program). It is expected that the qualifying exam will focus on the student's specific area of interest and background information from PhD course work.

Table 2: Timetable for Doctoral Program

Step	Time Frame
Application	Early Spring Year 0
Admission	Late Spring Year 0
Assignment to Advisory	Summer Year 0
Orientation	Summer Year 0
First Semester Plan of Study	Summer Year 0
Prepare list of courses for transfer credits	Fall Year 1
Develop full plan of study	Spring Year 1
Select supervisory committee	Summer Year 1
Approval from supervisory committee on dissertation topic and qualifying exam reading list	Spring Year 2
Take written qualifying examination	Summer Year 2
Oral qualifying exam (if needed)	Summer Year 2
Complete Electronic Dissertation Training	Fall Year 3
Write dissertation proposal with input from supervisory committee	Fall Year 3
Defend dissertation proposal	Fall Year 3
Advance to candidacy when successful	Fall Year 3
Conduct dissertation research	Fall Year 3- Fall Year 4
Write dissertation with ongoing input from supervisory committee	Fall Year 4- Spring Year 4
Schedule defense upon approval of supervisory committee chair	Early Spring Year 4
Submit dissertation draft to supervisory committee (2 weeks prior to defense)	Early Spring Year 4
Defend dissertation	Mid –Spring Year 4
Make revisions suggested by supervisory committee	Mid –Spring Year 4
Submit final dissertation to graduate school for approval	Mid –Spring Year 4

### *General Guidelines for the Qualifying Examination*

- The format for the qualifying examination will be a combined written/oral examination.
- The written qualifying examination should be completed at or about the time when all course work is completed. It is expected that the qualifying examination will be taken by the end of the second year in the PhD graduate program (i.e., summer of year 2).
- The written part of the qualifying examination for each student will be chaired by a faculty member in the SBS program who is a member of the graduate faculty.
- Prior to the written qualifying exam, the student should provide a written 1-page prospectus of their specific research interest area to their committee chair. This should be provided no later than one month prior to the qualifying examination date.
- The qualifying examination committee members will have a meeting prior to the examination to discuss lines of questioning and to address core competencies (relative to each focus area and the student's dissertation topic).

- Each examiner is required to give an exam question(s) to the chair of the Examination Committee at least two weeks prior to the exam date. The chair of the exam committee, in consultation with the members will choose the final questions for the exam. Any aids (e.g., formula or tables) must be included with the question. All supervisory committee members will grade each section of the exam.
- The student will be given three questions prepared by their primary advisor and supervisory committee. The student will write a comprehensive answer in response to each question. Prior to starting the exam, the student should agree with their mentor on a three week “time block” during which the student can focus primarily on the writing of the exam. The mentor and supervisory committee should set requirements for all aspects of the written document so that there is no ambiguity for the student. Details such as due date, font, page limits, margins etc. will be specified before the exam commences. As a general guideline, an answer will typically require 8-10 pages of written text (single spaced, 12-pt font, 1-inch page margins; may include figures or diagrams, as appropriate).
- The student is given one week (5 working days plus 1 weekend) per question to develop a written document. The questions should be designed to test the student’s mastery of the required Public Health coursework as well as the scientific basis and foundational knowledge of their emphasis area/concentration. The questions should be of sufficient depth such that the committee feels it will take 1 week of work for the student to prepare an adequate answer. The exam is “open book” format and the student is permitted to consult the scientific literature or textbooks, etc. during the exam. However, using the honor system the student is not permitted to seek help from any other individuals including students, faculty or other colleagues.
- The student’s grade (pass or fail), along with any comments from the examiners will be reported to the qualifying examination committee Chair who will then distribute the exam results and comments to the student.
- Grading will follow the following guidelines: All students will be required to complete an oral qualifying exam in addition to the written portion. Students who fail the qualifying examination will be terminated from the PhD program.
- Results of the written exam will be available in writing to the student two weeks following the completion of the third exam question. All communication of grading and exam results to the student will be conducted by the Examination Committee Chair.

### ***Oral Section of the Qualifying Examination***

- The oral section of the qualifying examination will be held no earlier than two weeks following successful completion of the written portion of the exam.
- All oral exams will be approximately 1.5 hours in length.
- All members of the student’s examination committee must be present for the oral presentation (or available via telephone conference).
- The exam committee chair will present the questions from the student’s written exam, and provide a summary of areas of committee concern. The student will then provide an overview of his or her question responses and respond to committee members’ questions.
- Results of the oral portion of the exam will be available to the student immediately following its completion.
- The doctoral student becomes a doctoral candidate when the following requirements are satisfied:
  - The student’s academic record is satisfactory (3.0 or higher).
  - Required coursework is completed.

- The supervisory committee certifies that the student has made satisfactory progress to be admitted to candidacy.
- The student has passed both the written and oral portions of the qualifying exam.
- The Admission to Candidacy form has the required approvals.

If the student fails the oral portion of the qualifying exam, he or she may retake it only once and it must be retaken within one semester.

If a student fails the oral portion of the qualifying examination for a second time, the Graduate School will be notified. A re-examination may be requested but it must be recommended by the student's supervisory committee and approved by the Graduate School. At least one semester of additional preparation is considered essential before re-examination.

Between the date of completion of the qualifying exam and the date of the degree, there must be a minimum of two semesters if the candidate is in full-time status or a calendar year if the candidate is in attendance on less than a full-time basis. The semester in which the qualifying examination is completed is counted provided that the exam is completed before the midpoint of the second term. No more than five years may pass between the completion of the qualifying exam and the conferring of the degree.

### **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) successful completion of the qualifying examination; and (4) an approved dissertation topic (dissertation proposal).

Graduate School paperwork required: The signed Graduate School forms for the qualifying examination and dissertation proposal are all that are needed; there is no separate admission to candidacy paperwork.

### **Dissertation Proposal Presentation**

1. It is suggested that the research proposal be presented no later than one year following successful completion of qualifying exams, usually sooner. The topic of the research proposal must be an **original research project**. A written abstract of the research proposal, maximum of one page in length, should be provided, examined, and approved by the academic committee chair and committee prior to preparation of the complete proposal.
2. The written proposal, maximum of 12 pages of text plus references, prepared in the format of a granting agency (e.g., NIH R01 format) should be distributed along with "key" references to the committee at least 14 days prior to the oral dissertation proposal presentation.
3. The graduate student will give a succinct, 30-minute presentation (complete with visual aids) that focuses on the proposal topic and methodology. The duration of the oral defense of the proposal is 2 hours. After presentation, the student will be examined by the committee. Oral questions posed to the student will be related to the written and oral dissertation proposal.

4. The committee will identify questions relevant to the research focus area, which may include but not be limited to:
- Literature evaluation skills
  - Writing skills
  - Theoretical application
  - Scientific background
  - Study design
  - Models of disease or conditions related to Social & Behavioral Science
  - Analytical methods
  - Measurement methods
  - Data and statistical analysis skills
  - Differentiation of clinical and statistical significance
  - Basic concepts covered in the professional courses
5. The final evaluation of the proposal by the dissertation committee should be communicated to the student and the graduate academic affairs committee utilizing the following scale:
- a. Pass - With written feedback on strengths and weaknesses
  - b. Remedial work needed:
    - Specific needs for additional learning experiences (e.g., scientific area, statistics, and writing) may be identified.
    - Remedial work may include a minor rewrite of the proposal or a major rewrite and re-defense of the proposal.
    - Remedial work must be completed within six months from the time of proposal presentation.

The candidate will propose a format for the final dissertation write up at the oral proposal presentation. The final format will be discussed and agreed upon with the candidate's committee at this point. (See template in Appendix A)

**Graduate School paperwork required:** Students should contact the Program coordinator at least one week prior to the defense for the necessary paperwork. Paperwork required includes: 1) Final Exam form which indicates the student has successfully passed their final exam (dissertation defense). This is signed by all members of the committee. 2) Electronic Thesis and Dissertation (ETD) Signature Page. This indicates that the written dissertation is ready for final submission. If dissertation changes are requested, the supervisory committee chair or his or her designee may hold the ETD Signature Page until all committee members are satisfied with the dissertation. The form is signed by all members of committee. Signed forms should be returned to the Program coordinator after final defense to update status. Final dissertation submission cannot be made until the forms are submitted. 3) UF Publishing Agreement is submitted by the student in [GIMS](#). This should be done after the final exam form is submitted but before the final dissertation submission. This form requires mentor approval and input.

### ***Final Dissertation Research***

The PhD final exam consists of an oral defense of the research results that are described in the doctoral dissertation. This exam is given within six months of graduation, after the first submission of the dissertation, and the completion of all other prescribed work for the degree.

Students must submit the dissertation electronically and should refer to the Graduate School Editorial Office for more information regarding the dissertation submission. The guidelines are also online at:

(<http://gradschool.rgp.ufl.edu/editorial/introduction.html>)

Electronic submission requires a signed ETD Submission Approval Form, Final Exam Form, and one electronic copy to the Student Services Office.

The Student Services Office should be informed of the examination one week prior to the defense date in order to process the Final Exam Report form and send out notices.

Copies of the student's dissertation must be given to the supervisory committee members at least two weeks in advance of the final examination. Graduation may be delayed for those who do not adhere to this rule.

**All work for the Ph.D. degree must be completed within five calendar years after the completion of the Ph.D. qualifying examination.**

### *Oral Dissertation Defense*

This will comprise a presentation of the candidate's research. At the time of the oral defense, all dissertation committee members should sign the signature pages in the dissertation and sign the Final Exam Report form which is to be returned to the Student Services Office. Students will also submit the original copy of their dissertation to the Student Services Office.

A written abstract of the project (200 words minimum) will be provided to the Dissertation Committee Chair no later than two weeks prior to the scheduled presentation.

### *Final Dissertation Examination*

Every candidate for a doctoral degree is 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. Because all doctoral dissertations are published, it is necessary that the work be of publishable quality and that it be in a form for publication

Students must follow dissertation submission criteria and deadlines outlined by the Graduate School (see below). An announcement of the scheduled examination must be submitted in writing to the Dean of the Graduate School by the chair of the supervisory committee at least ten working days prior to the scheduled date. An announcement of the examination is sent at least two weeks prior to the date of examination to faculty members in the College of Public Health & Health Professions inviting them to attend.

At least four Graduate Faculty members, including all members of the supervisory committee, must be present at the oral portion of the final examination. Only the official members of the supervisory committee may sign the dissertation signature pages.

Assuming the candidate is successful, the Final Dissertation Report shall be signed by all faculty members attending the examination. The dissertation, original and copies, are to be signed by the official members of the supervisory committee and by the Dean of the College of PHHP. The signed Final Dissertation Report and the

original copy of the dissertation should be returned to the Graduate School after the dissertation has been corrected.

All copies of the dissertation, except the original copy and the college copy, must be provided as a hard bound copy by the student. The original copy and the second copy of the dissertation must be presented to the Dean of the Graduate School on or before the date specified in the University Calendar. A copy of the final dissertation must also be provided to the Chair of the student's dissertation committee and committee members by request.

Note: Upon completion of the dissertation, students are required to submit the appropriate paperwork to IRB indicating the completion of the study. If a student continues to analyze data at other institutions, he/she must submit an IRB to the corresponding institution.

## **Readmission Procedures**

Students who have left the program prior to graduating and wish to be readmitted require the following:

- A minimum GPA of 3.0 for courses taken during the doctoral program.
- GRE scores that satisfy the admission requirements of the SBS program in effect at the time of readmission.
- Three letters of recommendation from faculty members in the SBS program.

Readmission is not guaranteed, regardless of the circumstances that necessitate it.

## **Student Resources**

### ***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 travel grants. Invitations to apply for travel awards will be sent over the UF Graduate Student listserv with eligible dates of travel. A representative (or an alternate representative) is required to attend the monthly GSC meetings for 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.

### ***University of Florida Honor Code***

In the Fall of 1995, the University of Florida student body voted to enact a student honor code:

#### HONOR CODE

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

## *Student Conduct*

Each student is urged to read and become familiar with the University of Florida Student Conduct Code. A conviction for a violation under the Code may result in a penalty which can range from severe reprimand to imposition of penalty hours, suspension, or expulsion.

## *University Regulations*

Public Health students are expected to follow all University and College of Public Health regulations which apply to them. Students should be knowledgeable about all official University and College of Public Health and Health Professions notices and rules. For further information on Student Responsibilities, please see the University of Florida Student Guide

## *Computer – Acceptable Use Policy*

Social and Behavioral Sciences students must be in compliance with both the [College of Public Health and Health Professions](#) and [University of Florida](#) computer requirements.

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

## **Introduction**

As part of its educational mission, the University of Florida acquires, develops, and maintains computers, computer systems and networks. These computing resources are intended for university-related purposes, including direct and indirect support of the university's instruction, research and service missions; university administrative functions; student and campus life activities; and the free exchange of ideas within the university community and among the university community and the wider local, national, and world communities. This policy applies to all users of university computing resources, whether affiliated with the university or not, and to all uses of those resources, whether on campus or from remote locations. Additional policies may govern specific computers, computer systems or networks provided or operated by specific units of the university. Consult the operators or managers of the specific computer, computer system, or network that you are interested in for further information.

## **Rights and Responsibilities**

The rights of academic freedom and freedom of expression apply to the use of university computing resources. So too, however, do the responsibilities and limitations associated with those rights. The university supports a campus and computing environment open to the free expression of ideas, including unpopular points of view. However, the use of university computing resources, like the use of other university-provided resources and activities, is subject to the requirements of legal and ethical behavior. Thus, legitimate use of a computer, computer system or network does not extend to whatever is technically possible.

## **General Rules**

Users of university computing resources must comply with federal and state laws, university rules and policies, and the terms of applicable contracts including software licenses while using university computing resources.

Examples of applicable laws, rules and policies include the laws of libel, privacy, copyright, trademark, obscenity and child pornography; the Florida Computer Crimes Act, the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit "hacking," "cracking" and similar activities; the university's Student Code of Conduct; the university's Sexual Harassment Policy. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those jurisdictions and the rules and policies of those other systems and networks. Users with questions as to how the various laws, rules and resolutions may apply to a particular use of university computing resources should contact the Office of the General Counsel for more information.

## Enforcement

Users who violate this policy may be denied access to university computing resources and may be subject to other penalties and disciplinary action, both within and outside the university. Violations may be handled through the university disciplinary procedures applicable to the relevant user. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed by the Office of Student Conduct and Conflict Resolution. However, the university may temporarily suspend, block or restrict access to an account, independent of such procedures, when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of university or other computing resources or to protect the university from liability. The university may also refer suspected violations of applicable law to appropriate law enforcement agencies.

## E-Mail

For purposes of this document, e-mail includes point-to-point messages, postings to newsgroups and list serves and any electronic messaging involving computers and computer networks. Organizational e-mail accounts, including those used by student organizations, are held to the same standards as those for individual use by members of the University of Florida community. E-mail is also generally subject to the Florida Public Records Law to the same extent as it would be on paper.

### Examples of Inappropriate Uses of E-mail

While not an exhaustive list, the following uses of e-mail by individuals or organizations are considered inappropriate and unacceptable at the University of Florida. In general, e-mail shall not be used for the initiation or retransmission of:

- **Chain mail that misuses or disrupts resources** - E-mail sent repeatedly from user to user, with requests to send to others;
- **Harassing or hate-mail** - Any threatening or abusive e-mail sent to individuals or organizations that violates university rules and regulations or the Code of Student Conduct;
- **Virus hoaxes;**
- **Spamming or e-mail bombing attacks** - Intentional e-mail transmissions that disrupt normal e-mail service;
- **Junk mail** - Unsolicited e-mail that is not related to university business and is sent without a reasonable expectation that the recipient would welcome receiving it; and
- **False identification** - Any actions that defraud another or misrepresent or fail to accurately identify the sender.

## Web Pages

Official university pages (including colleges, departments, bureaus, centers, institutes, etc.) represent the university and are intended for the official business functions of the university. Each official homepage must use an address that ends in "ufl.edu" and be registered with the university's web administrator who will then include it as a link from the UF Web Sites page. The following information must be readily accessible on the main page:

- the name of the unit or group represented by the page;
- a means of contacting the person(s) responsible for maintaining the page content;
- the date of last revision;
- the university word mark; and
- an active link to the UF homepage.

For more information on including the university's wordmark on a web page, please refer to UF's Graphical Standards Policy. To assist users in finding a wordmark suitable for a particular web site, the Office of University Relations and the UF Communications Network have put together a page of official web graphics.

Employee pages represent the individual in his or her primary role as a UF employee. Incidental personal information on employee pages is deemed acceptable so long as it does not interfere with the function or desired presentation of the unit, cause disruption of normal service, incur significant cost to the university or result in excessive use of resources. Faculty and staff who wish to publish substantial personal information not related to their University functions should use an Internet service provider rather than using university web resources.

Personal pages represent an individual as a private person and are permitted for students only.

Organizational and other pages. Organizational pages represent recognized organizations, clubs, associations, sororities, fraternities, workgroups and committees affiliated with the university.

## Commercial Pages

Using UF web pages for personal gain is forbidden. Any private commercial use of UF web pages must be pre-approved pursuant to existing university policies and procedures regarding outside employment activities. The university may require pages involving commercial use to reside on a specific domain such as ufl.org or ufl.com. For advertising, web page authors should be familiar with the university's policies regarding Advertising and Donor Recognition.

## External Links

UF accepts no responsibility for the content of pages or graphics that are linked from UF pages. However, web page authors should consider that such links, even when clearly labeled, can be misinterpreted as being associated with the University. Links to pages where you have a personal monetary interest are likely to violate policies regarding advertising and commercial use and should be avoided.

## Social and Behavioral Sciences Faculty and Staff

### Social and Behavioral Sciences Ph.D. Program Director



Jamie L Pomeranz, PhD, CRC, CLCP

Clinical Professor

Dr. Pomeranz has obtained three degrees from the University of Florida which include: Masters of Exercise and Sports Science, Masters of Health Science in Rehabilitation Counseling and Doctor of Philosophy in Rehabilitation Science. He is a Certified Rehabilitation Counselor and Life Care Planner and has worked with people with disabilities in multiple capacities for over 25 years. His clinical background includes working with individuals with spinal cord injury, traumatic brain injury, and intellectual disabilities. Dr. Pomeranz has been on faculty at the University of Florida since 2004 and his topics of research include: health promotion for people with disabilities and life care planning and modern measurement theory. Since receiving his Ph.D. in 2005, Dr. Pomeranz developed over 50 peer reviewed publications and two book chapters. He has and continues to mentor multiple Ph.D. and MPH graduate students from the public health program. He currently teaches within the Bachelors of Health Science undergraduate program, Social Behavioral Science public health graduate programs, and the Occupational Therapy doctoral program. His courses include: Critical Issues in Public Health, Therapeutic Communication, Instrument Development, and Program Evaluation and Development. Dr. Pomeranz has received funding from the Area Health Education Centers the National Institute of Health (NIH), and the Veteran's Health Administration. His NIH project involves developing one of the first empirically-based tobacco cessation programs for people with disabilities. Finally, Dr. Pomeranz has received numerous awards including: Excellence in Research, Outstanding Young Alumni Award, and the Public Health Award for Faculty Excellence.

## Social and Behavioral Sciences Ph.D. program faculty



Amy Blue, PhD  
Associate Vice President for Interprofessional Education  
Clinical Professor

Dr. Blue holds a doctorate in Medical Anthropology from Case Western Reserve University and completed a National Institute of Mental Health (NIMH) Post-doctoral fellowship in Behavioral Science at the University of Kentucky. Following completion of her fellowship, she joined the University of Kentucky College of Medicine Dean's Office and Department of Surgery as an assistant professor and medical educator. In 1998, Dr. Blue moved to the Medical University of South Carolina where she served as the Associate Dean for Curriculum and Evaluation in the MUSC College of Medicine, and advanced to Professor, Family Medicine. In 2007, Dr. Blue was promoted to Assistant Provost for Education at MUSC. In that role, she established and directed the university's interprofessional education program, Creating Collaborative Care. Dr. Blue has co-authored more than 100 peer-reviewed publications regarding medical and interprofessional education. Her educational research interests have included

measures of professionalism in medical students, funded by the National Board of Medical Examiners, and assessment and evaluation practices, funded by the Robert Wood Johnson Foundation. She has served in national leadership roles, including chair of The Generalists in Medical Education, chair of the Southern Group on Educational Affairs of the Association of American Medical Colleges, and was a founding member of the American Interprofessional Health Collaborative. Dr. Blue has been elected as a faculty member to the medical honor society, Alpha Omega Alpha, holds honorary membership to the National Pharmacy Leadership Society, Phi Lambda Sigma, and membership to the public health honorary society, Delta Omega. She is an Associate Editor of the Journal of Interprofessional Care and the Journal of Interprofessional Education and Practice. Dr. Blue served as a member of the Interprofessional Education Collaborative Expert Panel that wrote the Core Competencies for Interprofessional Collaborative Practice Report in 2011. In 2013, she was elected Distinguished Scholar and Fellow in the National Academies of Practice, Dentistry Academy. In 2018, she was awarded the Association of American Medical Colleges Southern Group on Educational Affairs Career Educator award for sustained excellence in educational leadership and scholarship. Most recently, she was selected to be a public member of the National Board of Certification in Occupational Therapy.



Shantrel S Canidate, PhD, MPH  
Clinical Assistant Professor

Dr. Canidate received her PhD in Public Health with a concentration in Social and Behavioral Sciences from the University of Florida in 2017. She completed a NIDA T32 Postdoctoral Fellowship through the UF Substance and Training Center in Public Health and has been employed as a Clinical Assistant Professor within the Department of Epidemiology since 2020. Dr. Canidate is currently funded as a Co-Investigator to examine Forecasting trajectories of HIV transmission networks with a novel phylodynamic and deep learning framework (Salem/Prosperi MPI). Dr. Canidate teaches within undergraduate and graduate courses in public health including: Public Health Concepts, Applied Practice Experience, Ecology of HIV/AIDS, and Health Disparities.



Brittney Dixon, PhD, MPH, CPH, TTS  
Clinical Assistant Professor

Brittney Dixon, PhD, MPH, CPH, TTS is a Clinical Assistant Professor in the Department of Health Services Research, Management, and Policy and in the Social and Behavioral Sciences concentration in the College of Public Health and Health Professions (PHHP) at the University of Florida (UF). Dr. Dixon received her MPH (Health Policy) from Florida State University in 2014 and her PhD in Public Health (Social and Behavioral Sciences concentration) from the University of Florida in 2020. Dr. Dixon is Certified in Public Health (CPH) and she is also a trained Tobacco Cessation Facilitator and Treatment Specialist. Dr. Dixon's research focuses on identifying and understanding factors influencing the health and quality of life of individuals in underserved and vulnerable populations, in particular individuals residing in rural communities. Also, her work seeks to understand the factors that influence health disparities found in rural versus urban communities. Dr. Dixon's most recent research focuses on examining how the built environment influences intervention-related weight loss outcomes among rural adults with obesity. She also has research interests in tobacco cessation, community-based participatory research, resilience-building community initiatives, Veteran health, and chronic diseases.



George Hack, PhD, MEd  
Associate Dean For Educational Affairs

George Hack, PhD, MEd, is the UF College of Public Health and Health Professions' Associate Dean for Educational Affairs and a Clinical Associate Professor in the department of Occupational Therapy. Dr. Hack received his PhD in Educational Technology from the University of Florida and has designed online and face-to-face instruction in a variety of environments, including secondary, undergraduate, graduate, professional, adult vocational training, and military schools. At the University of Florida, Dr. Hack has served in various roles, working in the Institute of Food and Agricultural Sciences as a coordinator of extension nutrition education programs, teaching graduate and undergraduate technology courses in the College of Education, and as assistant director for instruction and information systems in the Health Science Center Libraries. He has also collaborated on the Compendium for Children's Health with a team of international physicians, setting up an online environment for pediatricians to receive instruction in Community Pediatrics. Dr. Hack's research interests include human-computer interactions in learning as well as pedagogy influenced by situated and grounded learning theories. In addition, he has served ten years in the military, with four years of active duty in the Marine Corps.



Lindsey M King, PhD, MPH, CHES, CCRP, CTTS  
Clinical Assistant Professor

Dr. King received her PhD in public health from the social and behavioral sciences program at UF PPHP in 2018. She received her Master of Public Health (MPH) from the University of South Florida (USF) in 2006 with a concentration in community and family health and public health education. She also received her Bachelor of Arts from UF in 2004. Dr. King is also a certified health education specialist (CHES), a certified clinical research professional (CCRP), and a certified tobacco treatment specialist (CTTS). Dr. King's research background includes behavioral oncology research, maternal and child health epidemiology clinical research, and community-based participatory research (CBPR) to address disparities in maternal and child health. Her dissertation research examined adverse childhood experiences and trauma-informed, resilience-building community initiatives using the social ecological model. Dr. King's primary research interests focus on using CBPR and community-engaged research to identify strengths of communities and eliminate health disparities in underserved populations including racial and ethnic minority populations and sexual and gender

minority populations.



Michael Moorhouse, Ph.D., CRC  
Director, Bachelor of Health Science Program  
Clinical Assistant Professor

Dr. Mike Moorhouse has a joint appointment in the College of Public Health and Health Professions as the Director (.75 FTE) of the Bachelor of Health Science program and as a Clinical Assistant Professor (.25) in the Department of Occupational Therapy. Following several years working in the addiction field, he received his PhD in Rehabilitation Science from the University of Florida (2008) and completed a 2 year post-doctoral fellowship (2008-2010) within the Department of Behavioral Science and Community Health. Dr. Moorhouse has a broad range of research interests which can be categorized across two general areas – instrument development and risky substance use behavior. His primary research focuses on validating innovative health science instruments for research and clinical use. Trained extensively in Rasch analysis by Dr. Craig Velozo, Dr. Moorhouse has collaborated with PPHP colleagues to expand or develop a variety of measures, such as the Computer Adaptive Measure of Functional Cognition for Traumatic Brain Injury (CAMFC-TBI) and the Phases

Instrument, a non-compensation recovery measure for people with spinal cord injuries. In addition to his measurement research, Dr. Moorhouse has continued his work in substance abuse having served as a Co-Investigator on two NIH projects: Creating a Tobacco Cessation Program for People with Disabilities: A CBPR Approach and Developing a Better Assessment of Hookah Use among Young Adults. Recently, Dr. Moorhouse has recently expanded his research agenda by conceptualizing an innovative approach to understanding hazardous college drinking behavior and negative health outcomes. As Director of the Bachelor of Health Science program, Dr. Moorhouse is responsible for all program logistics including the admissions process, student plans of study, curriculum oversight and development, and teaching.



Rebecca L Pearl, Ph.D.  
Assistant Professor

Dr. Rebecca L. Pearl is an Assistant Professor in the Department of Clinical and Health Psychology in the College of Public Health and Health Professions. She is also an Adjunct Assistant Professor of Psychiatry at the University of Pennsylvania (Penn) Perelman School of Medicine, where she was previously an Assistant Professor and Director of Research at the Penn Center for Weight and Eating Disorders. Dr. Pearl received her A.B. from Duke University and her Ph.D. in Clinical Psychology from Yale University. She completed her pre-doctoral clinical internship at McLean Hospital/Harvard Medical School and her post-doctoral fellowship at Penn.



Kathryn M Ross, Ph.D., M.P.H.  
Assistant Professor

Dr. Ross received her M.P.H. (Biostatistics concentration) from the University of Florida in 2012 and her Ph.D. (Clinical Psychology, Health Psychology track) in 2013. She completed the Obesity Research Track APA-approved clinical internship and an F32-funded postdoctoral fellowship at the Brown Clinical Psychology Training Consortium and Weight Control & Diabetes Research Center at the The Miriam Hospital. After the end of her postdoctoral fellowship, Dr. Ross joined the faculty at the Weight Control & Diabetes Research Center and the Department of Psychiatry and Human Behavior at the Brown Medical School. In the summer of 2016, Dr. Ross moved back to Gainesville to join the faculty in the Department of Clinical & Health Psychology.

Dr. Ross currently teaches within the Social and Behavioral Sciences concentration in the MPH and PhD in Public Health programs. She advises masters and doctoral students both in the Department of Clinical Psychology and in Public Health.



Nichole E Stetten, PhD, MPH, CPH  
Research Assistant Professor

Dr. Nichole Stetten is a Research Assistant Professor in the Department of Occupational Therapy in the College of Public Health and Health Professions. She received a B.A (Psychology) from Berea College, MPH, and PhD (Social and Behavioral Science Public Health) from the University of Florida. Dr. Stetten completed a NIAAA T32 Post-Doctoral Fellowship in Epidemiology. Her research aims to reduce substance use among individuals living with a disability. Her current research focuses on how medical marijuana use affects functioning, activities, participation, and overall quality of life.



Julia R Varnes, PhD, MPH, MCHES  
MPH Program Director, Clinical Associate Professor

Julia R. Varnes, PhD, MPH, MCHES® is the director of the Master of Public Health Program for the College of Public Health and Health Professions, and a clinical associate professor with the Department of Health Services Research, Management, and Policy. Dr. Varnes received her PhD in health behavior, with a minor in research and evaluation methodology, from the University of Florida. Dr. Varnes holds two masters degrees, one in health education (from UF), and one in public health (University of Maryland, College Park). Dr. Varnes has worked in college health at UF for nearly 15 years. She joined UF as faculty in 2014, and joined the College of PHHP in 2021. Dr. Varnes is a Master Certified Health Education Specialist (MCHES®), and also a member of the Motivational Interviewing Network of Trainers (MINT). Focusing on psychosocial health, Dr. Varnes's research and academic interests are specific to interpersonal violence, objectification, and gender role expectations. In her teaching, advising, and mentoring, she aims to instill concepts of empowerment, compassion, acceptance, and cultural competency in future professionals.



Ashby F Walker, PhD  
Assistant Professor

Dr. Ashby Walker received her Ph.D. in Sociology from Emory University in 2007 and serves as the Director for Health Equity Initiatives at the University of Florida Diabetes Institute. Dr. Walker is an elected member of the American Diabetes Association National Health Disparities Committee and the Chronic Diseases & Conditions Priority Area Workgroup (PAW) of the 2017 – 2021 Florida State Health Improvement Plan (SHIP). Dr. Walker’s research as a medical sociologist focuses on Type 1 Diabetes and the role that social capital plays in determining health outcomes and she was selected by Diabetes Forecast magazine as “People to Know” for 2019. Dr. Walker is the recipient of five teaching, mentoring, and curriculum development awards and previously served as the Chair of Social Sciences at Mars Hill University in North Carolina.



Elizabeth A Wood, DHS, MPH  
Director, Bachelor of Public Health Program  
Clinical Assistant Professor

Elizabeth Wood, DHS is a Clinical Assistant Professor of the Department of Environmental and Global Health and, also, serves as the Bachelors of Public Health Director. She received her B.A. in Religion, with an emphasis on Islamic Studies, from the University of Florida in 2010, and an MPH in Social and Behavioral Sciences in 2012 from the University of Florida. She went on to complete her DHS in Global Health at Nova Southeastern University in 2016. Dr. Wood has a vast variety of research interests that include integrating gender and nutrition within agriculture extension services, how gender-based violence contributes to child development in rural Tajikistan, and the relationship between access to clean water and reproductive health in Haitian women. She has also collaborated with academic institutions abroad to build public health workforce capacity, as well as developed the first ever undergraduate study abroad program in Haiti at the University of Florida.



Sarah McCune, Ph.D., MPH  
Research Associate Professor

Sarah L. McKune, MPH, Ph.D. is a Research Associate Professor in the Department of Environmental and Global Health and the Center for African Studies. She holds a B.A. in French and Sociology from Wofford College in Spartanburg, S.C., and earned a Master's in Public Health from Emory University in 2002. She completed a Ph.D. in Interdisciplinary Ecology at the University of Florida's School for Natural Resources and the Environment in 2012 and was a Post-Doctoral Fellow for a collaborative effort between UF and the CGIAR's collaborative research program on Climate Change, Agriculture, and Food Security (CAAFS).

Dr. McKune joined PHHP in 2013 as the Director of Public Health Programs, a position from which she ran the campus and online MPH and Public Health Certificate programs for the College. In 2016, she joined the Department of Environmental and Global Health in a joint appointment with the Center for African Studies at the University of Florida. She is affiliate faculty in the School for Natural Resources and the Environment and advises students from a variety of units across campus, including Sustainable Development, Anthropology, Food and Resource Economics, Medical Geography, and Sociology, as well as those operated by EGH, including Public Health and One Health.

#### **Social and Behavioral Sciences Ph.D. Adjunct**



Sarah Catalanotto, MPH, CTTS  
Executive Director  
Suwannee River Area Health Education Center

Sarah Catalanotto has been with Suwannee River AHEC since 2011 where she currently serves as the Executive Director. In this role, she plans, organizes, directs, and evaluates the center's programming and day-to-day operations. In addition, Sarah assists with grant writing and the development and management of the organization's budgets, along with coordination of two public and rural health associations. Prior to working at Suwannee River AHEC, she was a Tobacco Prevention Specialist within the Alachua County Health Department's Tobacco Prevention and Control Program, and served as a Community Coordinator for the Chronic Disease Program. Sarah received her Bachelor of Art in Political Science and Sociology from Flagler College. Following her passion in healthcare and access to care, she pursued a degree in Public Health from the University of Florida College of Public Health and Health Professions.



Heather Stark, MD, MPH

Heather Stark MD, MPH (she/her/hers) is an adjunct clinical assistant professor in Social and Behavioral Sciences at the University of Florida (UF) College of Public Health and Health Professions. Dr. Stark’s career in Public Health, spanning 25 years, was initially inspired during her Undergraduate studies at Johns Hopkins University and continued through her Medical Degree (MD) at the University of Maryland. She has practiced as a Primary care physician and as a public health advocate in community organizations and primary education. Dr. Stark expanded her public health credentials receiving a Master of Public Health degree at the University of Florida with a focus in Epidemiology and Global Health. Her body of research spans global health research, maternal and child health, nutrition, reproductive health, and social and behavioral change strategies focusing on vulnerable populations with health disparities. This effort has led to internationally funded projects and field research in Tajikistan, East Asia, and Burkina Faso, Africa.

#### Social and Behavioral Sciences Ph.D. program staff



Robyn Smith  
Academic Programs Specialist III

Robyn Smith serves as the college-wide administrative liaison for academic operations and directly report to the Associate Dean for Educational Affairs within PHHP. Robyn coordinates and offer assistance to academic program coordinators, advisors, and assistants within the college. The majority of her role focuses on operations management to establish and implement policies and processes that improve workflow, and to ensure compliance among students, faculty, and staff. Robyn’s main area of interest is higher education, specifically distance learning and the tools that can be used to foster community within online learners. She is currently pursuing a Master’s degree in Education and Instructional Technology at the University of Florida and received her Bachelor’s degree in Journalism focusing on Theories and Politics of Sexuality from the University of Florida.

## Current Social and Behavioral Sciences Ph.D. Students



Acquel Allen, MBA

Acquel Allen received her Bachelor of Arts in Medicine, Health, and Society from Vanderbilt University in 2016. While working as a Grants Coordinator for a hospital system in South Florida, she obtained her Master of Business Administration from UF in 2019. In this position, she was responsible for obtaining and utilizing county demographic information for grant applications to demonstrate the need for funding for health promotion/intervention programs within the community. Most recently, she held positions in New York City as a Program Officer for the Michael J. Fox Foundation for Parkinson's Research and later as a Grants Administrator for Weill Cornell Medicine. At these healthcare/research institutions, she was involved in the development of research grant applications and evaluated these applications against milestones, after submission. In 2020, she returned to UF and received her Certificate in Public Health. Her research interests surround the prevention and mitigation of health disparities, with a focus on African American and Afro-Caribbean populations. In her free time, she enjoys reading, playing basketball, and going to concerts, musicals, and plays.



Cary Carr, MPH

Cary Carr received her Bachelor of Journalism from Temple University in 2013. In 2014, she was hired as the Prevention and Education Coordinator at People Against Rape where she provided trainings and presentations to law enforcement, military members and students. In 2015, she began as the Crisis Services Manager at Help and Emergency Response, Inc., a domestic violence shelter, overseeing the crisis hotline. She then went on to become the Program Director for the YWCA of South Hampton Road's regional hotline for victims of domestic violence, sexual violence, and human trafficking. Since 2018, she has been the Volunteer Coordinator for Norfolk Court Appointed Special Advocates (CASA), advocating for children who have been abused and neglected in the child welfare system. She completed her Master of Public Health in Social and Behavioral Sciences through the University of Florida's online program in 2019. Her primary research interests include the prevention of sexual violence, childhood trauma, sex workers' rights, LGBTQ health equity and systemic racism.



Sarah Collins, MPH

Sarah Collins received her Bachelor of Public Health from UF in 2018. She continued her education at UF, completing a Master of Public Health in the Social and Behavioral Sciences concentration. Her research interests reside in maternal and child health, with a particular emphasis on child health. In addition to research, she has thoroughly enjoyed her teaching responsibilities at UF. She has been a Teaching Assistant for the Bachelor of Health Science's Therapeutic Communications, Substance Abuse, and Critical Thinking courses, as well as the Department of Health Services Research, Management and Policy's Introduction to Health Professions



Minor Cushion, MBA

Minor L. Cushion received his Bachelor of Science in Business Administration with a Major in Marketing from UF in 2012. He received his Master of Business Administration from the University of Florida (UF) in 2016. He is a United States Air Force (USAF) Veteran having supported Operation Enduring Freedom and Operation Iraqi Freedom. He has notable management and operations experience in both the public and private sectors. His experience includes entrepreneurship in the biotechnology startup space, and he is the owner of Veterans Image LLC, a certified Service-Disabled Veteran Owned Small Business. He is currently pursuing his PhD in Public Health with a concentration in social

and behavioral sciences. His research interests include Type 2 Diabetes Prevention and Health Disparities. He is the proud father of two beautiful and intelligent daughters: Niari and Skye.



K.D. Jacobs

K.D. Jacobs received her Bachelor of Public Health from the University of Florida in May 2019, during which she completed graduate-level course work in her final academic year. Upon her undergraduate graduation, she was offered a position in the University of Florida Public Health Ph.D. program, with a concentration in Social & Behavioral Sciences. Now, while in the enrolled Ph.D. program, she has assisted in teaching numerous Master of Public Health courses, as well as participated in various grant applications, manuscript writings, and research projects in a variety of topic areas and methods. Her research interests include public health

program development and evaluation, improving resources for medically underserved populations, infectious disease, vaccine hesitancy/decision-making, and global health.



Jennifer Maizel, MPH

Jennifer Maizel received her Bachelor of Science in Psychology from George Mason University in 2015 and her Master of Public Health with a concentration in Health Promotion from The George Washington University in 2018. She is a Certified Health Education Specialist and advocate for people with type 1 diabetes who has more than six years of professional experience. Prior to starting her doctoral training at the University of Florida, she most recently worked at the American Diabetes Association as the Senior Manager of Professional Engagement. In this position, she led outreach efforts targeting international health care

providers and researchers and collaborated with nationwide leaders on establishing ADA's Women's Interprofessional Network, a membership group that aims to alleviate gender gaps in science and health. In earlier roles at ADA and JDRF, she oversaw social media and educational programs with the goals of increasing diabetes awareness and driving behavior change. Her other experiences include conducting research in areas such as chronic disease management, social marketing for organ donation, and cognitive psychology, founding the Diabetes 101 social media campaign which gained 10,000 followers across various channels, and serving as President of GWU's Delta Omega Honorary Society chapter. Her research interests include diabetes management and prevention, the social and behavioral aspects of chronic diseases, women's health, and health education and communication.



Karah Mechlowitz, MPH

Karah Mechlowitz received her Bachelor of Science in Nutrition from UF in 2015 and then attended Cornell University for her dietetic internship. She returned to UF in 2016 for her Master of Public Health in the Social and Behavioral Sciences concentration. While working on her MPH, she worked as a clinical dietitian for two years where she conducted nutritional assessments on residents at long-term care facilities, facilitated nutrition education classes for behavioral health patients, and supervised quality assurance monitors in dietary departments. She is working with Dr.

Sarah McKune on several projects involving maternal and child health, breastfeeding, and livelihood in eastern Ethiopia. She is also working with Dr. Rachel Yoho on a diversity, equity, and inclusion research project.

Her research interests reside in global health and nutrition, with an emphasis on gender and development, empowerment, and qualitative methodology. Karah works as a graduate assistant for UF and has been a teaching assistant for several undergraduate and graduate courses, including Social and Behavioral Research Methods, Theoretical Foundations of Public Health, and Public Health Aspects of Substance Abuse. In her free time, she enjoys running, walking her dog around Gainesville, and finding new books to read.



Jayne-Marie Raponi, MPH

Jayne-Marie Raponi received her Bachelor of Science in Exercise Science from UF in 2012. Later earning her Master of Public Health in 2016 with a concentration in Social and Behavioral Sciences.

Jayne-Marie held the position of Vice President of Public Health Student Association while completing her MPH and currently is President of Doctoral Student Council. Her research interests include aging, physical activity, interprofessional education, and interprofessional teamwork. In addition to research, she has thoroughly enjoyed her teaching responsibilities at UF specifically, Healthcare Leadership: Skills and Styles.

Her personal interests include running, hiking, reading, horseback riding, playing with her dog and traveling.



Gaia Zori, MPH

Gaia Zori received her Bachelor of Health Science from the University of Florida in 2006. Upon completion of her undergraduate degree, she spent two years teaching ninth grade Physical Science through Teach for America in Memphis, Tennessee. She earned her Master of Public Health from the State University of New York at Albany in 2010 with a dual concentration in Social, Behavioral and Community Health and Epidemiology. Gaia is a Certified Health Education Specialist (CHES) with nearly 10 years of experience in public health and health education, and she has been a long-time advocate for women's health, reproductive health and the elimination of health disparities. She had the opportunity

to serve as a Center for Disease Control (CDC)/Council of State and Territorial Epidemiologists (CSTE) Applied Epidemiology Fellow with a focus on Maternal and Child Health at the Louisiana Office of Public Health, and she also has extensive experience in sexual health education from her role as the Director of Education at Planned Parenthood of North Florida. Finally, Gaia has experience with the intersection of educational administration and health education from her work with the Florida School of Traditional Midwifery where she held multiple roles including Instructor, Academic Director and, ultimately, Executive Director. Her primary research interests are women's health and eliminating health

disparities in maternal and child health outcomes. She is the mother to two young boys, and in her spare time enjoys spending time with her friends and family, reading, and traveling.

## University Policies

### *Disability*

All support services provided to and for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support service coordinators at the Disability Resource Center and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.

The web site for further information is [www.dso.ufl.edu](http://www.dso.ufl.edu).

### *Harassment*

It is the policy of The University of Florida to provide an educational and working environment for its students, faculty and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff and visitors to promptly report sex discrimination and sexual harassment. The web site for more information is [www.hr.ufl.edu/eo/sexharassment.htm](http://www.hr.ufl.edu/eo/sexharassment.htm).

Scope This policy applies to visitors, applicants for admission to or employment with the University, and students and employees of the University who allege sex discrimination, including sexual harassment, by University employees, students, visitors or contractors.

Definition Sexual Harassment is a form of sex discrimination that can occur when:

- The submission to unwelcome physical conduct of a sexual nature, or to unwelcome requests for sexual favors or other verbal conduct of a sexual nature, is made an implicit or explicit term or condition of employment or education; or
- The submission or rejection to unwelcome physical conduct of a sexual nature, or to unwelcome requests for sexual favors or other verbal conduct of a sexual nature, is used as a basis for academic or employment decisions or evaluations; or
- Unwelcome physical acts of a sexual nature, or unwelcome requests for sexual favors or other verbal conduct of a sexual nature, have the effect of creating an objectively hostile environment that interferes with employment or education on account of sex.

### **Reporting**

Sexual harassment may take the form of unwelcome verbal or physical actions which create a hostile, demeaning, offensive, or intimidating behavior of a sexual nature. **A person who believes that he or she has been subjected to sex discrimination or sexual harassment should report the incident to any University official, administrator or supervisor. The Office of Human Resource Services investigates all complaints. Incidents should be reported as soon as possible after the time of their occurrence.** Reports of sexual harassment can be reported to the Dean's Office. A report is filed with the Office of Student Conduct and Conflict Resolution if misconduct seems to have occurred. Students who have experienced sexual harassment or who have friends who have been harassed may find it helpful to discuss the situation with someone. Confidential counseling services are available at the University Counseling and Wellness Center and at Student Mental Health Service and the Sexual Assault Recovery Service in the Student Health Care Center. Staff in the Office for Student Services have been

designated to assist students who have complaints or questions about sexually offensive behavior by faculty, staff, and students.

### ***Hazing***

It is a violation of Florida state law, Board of Trustees policy and University of Florida policy for students to engage in any activity that may be described as hazing. Hazing is a broad term encompassing any action or activity that does not contribute to the positive development of a person; or that inflicts or intends to cause mental or physical harm or anxieties; or that may demean, degrade or disgrace any person regardless of location, intent or consent of participants. In addition, hazing can be defined as any action or situation which intentionally or unintentionally endangers the physical or mental health of a student for the purpose of initiation or full admission, or affiliation with any organization operating under the sanction of the University of Florida. The University believes that any activity that promotes a class system within organizations is inappropriate. Subservience in any form is unacceptable. Subsequently, activities which facilitate inappropriate levels of authority over students may be deemed as hazing and will not be allowed.

Any student organization found to have violated this policy may face loss of recognition as a student organization. Further, any student found to be involved in any hazing activity will face disciplinary action, and is subject to a maximum sanction of expulsion or suspension from the University. Students, as well as their respective organizations, are also subject to civil and criminal action as it relates to the state law prohibiting hazing. For more information, contact the Office for Student Services or refer to Florida Statute 240.252. For further information please access <http://regulations/ufl.edu/chatper4/40161/pdf>.

### ***Social Media Policy***

The administration of the College of Public Health and Health Professions recognizes that social networking websites and applications including, but not limited to, Facebook, Instagram, Twitter are an important and timely means of communication. However, students who use these websites and applications must be aware of the critical importance of privatizing these websites and applications so that only trustworthy “friends” have access to the sites. They must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a letter of reprimand to probation to dismissal from the University.

The following actions are strictly forbidden:

- You may not report the personal health information of other individuals, be they friends, relatives, or actual patients. Removal of an individual’s name does not constitute proper de-identification of protected health information. Furthermore, inclusion of data such as age, gender, race, or date of evaluation may still allow the reader to recognize the identity of a specific individual.
- You may not report private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course grades, narratives evaluations, examination scores, or adverse academic actions.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson for the University of Florida College of Public Health and Health Professions.
- You may not represent yourself as another person.
- You may not utilize websites and/or applications in a manner that interferes with your work commitments.

In addition to the absolute prohibitions outlined above, the following actions are strongly encouraged:

- Use of privacy settings to limit the unknown or unwanted access to your profile or application.
- If you choose to list an email address on a social networking site, use a personal email address (not your ufl.edu address) as your primary means of identification.

In addition to the absolute prohibitions outlined above, the following actions are strongly discouraged as these are considered unprofessional and reflect poorly on the individual, the public health profession, the College of Public Health and Health Professions and the University of Florida.

- Display of vulgar language
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Presentations of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

When using these social networking sites, students are strongly encouraged to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful. Please be aware that no privatization measure is perfect and that undesignated persons may still gain access to your networking site. A site such as YouTube, of course, is completely open to the public. Moreover, once an item is posted on a network site, it may not be easily removed. Future employers (residency or fellowship program directors, representatives of employers) may review these network sites when considering potential candidates for employment. You certainly want these individuals to have a positive opinion of you.

### ***Policy on the Use of Alcoholic Beverages at Social Functions***

The College of Public Health and Health Professions adheres to the University's Policy on the Use of Alcoholic Beverages by students and organizations. The policy can be found in the University of Florida Student Guide. A summary of this policy follows.

The sale, service, and consumption of alcoholic beverages on the University of Florida campus must be within the guidelines established by federal and state law and municipal and county ordinance. The sale, service, or consumption of alcoholic beverages is not allowed in classrooms, laboratories, offices, and outdoor areas of the campus.

Alcoholic beverages may not be served or consumed at social events held in conjunction with fraternity "rush" or any organized drive to recruit students on campus. Social events held by student groups that are open to the public and in which alcoholic beverages are sold and consumed are permitted only after permission is obtained from the Office for Student Services (student organizations, fraternities, and sororities) or the Director of Housing (residence halls, student groups) and only under applicable University rules.

Any student, student group, or employee of the University who is found to be in violation of the law or the University alcohol policy shall be subject to disciplinary action by the University.

Any group that holds a function at a location where consumption of alcoholic beverages is permitted shall abide by the following principles when conducting the function.

- a. The group holding the event must establish precautionary measures to ensure that alcoholic beverages are not served to persons under the legal drinking age, to persons who appear intoxicated, or to persons known to be addicted to intoxicants.
- b. At the function, a person (or persons) over the legal drinking age must be designated as the server(s). All alcoholic beverages to be served must be placed in such a manner and location so that access to them can be had only through the designated server(s).

- c. The only alcoholic beverages that may be possessed or consumed at the function are those alcoholic beverages served at the function, and the alcoholic beverages must be consumed within the designated area in which the function is being held.
- d. Non-alcoholic beverages must be available at the same place as the alcoholic beverages and featured as prominently as the alcoholic beverages.
- e. No social event shall include any form of drinking contest or any other activities which encourage the rapid and/or excessive consumption of alcohol at the event.
- f. Alcoholic beverages may not be served or consumed at any social event held in conjunction with fraternity rush or other organized drive to recruit students on campus.
- g. If the function is sponsored by a student group (or groups), the group(s) and event must be registered with the Office for Student Services (student organizations/fraternities/sororities) or the Housing Office (residence hall student groups) prior to the event.
- h. All announcements or advertisements including but not limited to flyers, banners, t-shirts, and newspaper and radio announcements concerning the function must note the availability of non-alcoholic beverages as prominently as the availability of alcoholic beverages and that proper identification must be presented in order to be served or sold alcoholic beverages. Promotional materials must not make reference to the amount of alcoholic beverages available at the event nor to any form of drinking contest.
- i. A uniformed member of the University Police Department, or a substitute approved by the Chief of the University Police Department, must be present at all times during the function and be paid by the sponsoring group.
- j. Advertising which promotes campus events must not portray drinking as a solution to personal or academic problems of students nor as necessary to social, sexual, or academic success.
- k. Promotion of alcoholic beverage brands at sponsored events must not encourage any form of alcohol abuse nor should it place emphasis on quality and frequency of use.
- l. Alcoholic beverages, including kegs or cases of beer, shall not be provided as awards to individual students or campus organizations.
- m. A student adjudicated guilty of a violation of the Alcoholic Beverage Policy of the University shall be guilty of a violation of the Student Conduct Code and subject to sanctions which may include one or more of the following penalties as provided for in rule (C1-4.16(2)) of the Florida Administrative Code: reprimand, conduct probation, suspension or expulsion. Sanctions shall be commensurate with the offense and any aggravating and mitigating circumstances.

### ***Affirmative Action/Equal Opportunity***

The University of Florida and the College of Public Health and Health Professions are committed to equal opportunity for all students in all matters related to admissions, housing, public and health accommodations, and other programs and activities across the campus. Furthermore, eligibility for student jobs, clubs, and sports activities (with the exception of recognized fraternities and sororities and certain athletic teams) should be available to qualified individuals regardless of race, ethnicity, religion, national origin, gender, age, or disability.

### ***The Value of Diversity***

The College of Public Health and Health Professions, along with the University of Florida, strives to develop a climate and environment where the value of diversity among students, faculty, and staff is accepted, encouraged, and embraced. Diversity encompasses differences in age, ethnicity, gender, national origin,

physical or mental ability, race, religion, sexual orientation, socioeconomic background, or unique individual style. The individual characteristics, talents, and contributions of all persons are valued and recognized.

### ***Commitment to Diversity, Equity and Anti-Racism***

Commitment to Diversity, Equity and Anti-Racism UF Social and Behavioral Sciences PhD program is committed to using our platform to advance and address issues related to equality, inclusion, diversity and social justice. We acknowledge that social injustice is real and ongoing and that actions, not words, are required. We acknowledge the leadership and bravery of the Black activists and other BIPOC who have done so much to bring these issues to the nation's consciousness. Our number one priority is to provide a safe and welcoming environment that champions empathy, diversity, compassion, justice, and equality. The program is committed to listening, critical self-reflection and learning so that we may be an agent of positive change.

### ***Religious Holidays***

The Board of Trustees policy statement governs University policy regarding observance of religious holidays:

- Students shall, upon notifying their instructor, be excused from class to observe a religious holy day of their faith.
- While students will be held responsible for material covered in their absence, each student shall be permitted a reasonable amount of time.
- No significant test, class event, or University activity shall be scheduled on a major religious holiday.
- Professors and University administration shall in no way penalize students who are absent from academic or social activities because of religious observance.

The University of Florida urges faculty and administrators not to schedule exams or major events on evenings or days observed as holy days by a significant number of students. Students who ask to be excused from class for religious reasons will not be required to provide second-party certification. A student who believes that he/she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

## **Appendix A: Guidelines for Written Proposal Preparation**

### **Procedures**

Written proposals are to be submitted on NIH grant application form PHS 398 continuation pages (rev. 12/04) and prepared according to the directions in the application packet, with the exceptions noted below. Forms and instructions are available on the internet at: <http://grants.nih.gov/grants/funding/phs398/phs398.html>

### **Research Plan**

**Do not exceed a total of twelve pages** for the following parts (a-d): Specific Aims, Background and Significance, Progress Report/Preliminary Studies, and Experimental Design and Methods. Tables and figures are included in the ten page limitation. Applications that exceed the page limitation or PHS requirements for type size and margins (Refer to PHS 398 application for details) will be returned for revision. The 12-page limitation does not include parts e through i. (Human Subjects, Vertebrate Animals, or Literature Cited).

(a) - *Specific Aims* – (1 page). List the broad, long-term objectives and what the specific research proposed in this application are intended to accomplish, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, or develop new technology.

(b) - *Background and Significance* – (2-3 pages). Briefly sketch the background leading to the present application, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and public health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives.

(c) - *Preliminary Studies/Progress Report* – (2-3 pages). Use this section to provide an account of the students'/academic advisors' preliminary studies pertinent to the application information that will also help to establish the feasibility of the proposed project.

(d) - *Research Design and Methods* – (4-5 pages). Describe the research design and the procedures to be used to accomplish the specific aims of the project. Include how the data will be collected, analyzed, and interpreted. Describe any new methodology and its advantage over existing methodologies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. As part of this section, provide a tentative sequence or timetable for the project.

(e) – *Human Subjects Research*: <https://grants.nih.gov/policy/humansubjects/research.htm>

(f) – *Vertebrate Animals*: <https://www.niaid.nih.gov/grants-contracts/research-vertebrate-animals>

(g) – *Literature Cited*. (No page limits). List all references. Each reference must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication. The reference should be limited to relevant and current literature. While there is not a page limitation, it is important to be concise and to select only those literature references pertinent to the proposed research.