University of Vermont
College of Nursing & Health Sciences

DOCTOR OF PHILOSOPHY
IN
HUMAN FUNCTIONING &
REHABILITATION SCIENCE

HANDBOOK

(as of July 30, 2018)

CAUTION
This handbook is informational only. Students should always consult the Graduate Catalogue, their advisors and official University Web sites for current policies, schedules, protocols, and forms.
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INTRODUCTION

The College of Nursing and Health Sciences developed the degree program for the Doctor of Philosophy in Human Functioning and Rehabilitation Science in response to national initiatives for restructuring health care education and encouraging research in the health care professions. The program is also based on the movement in health care toward the dynamic-systems approach of the World Health Organization’s International Classification of Functioning, Disability and Health (the ICF model). This model prioritizes inter-professional research that goes beyond interdisciplinary efforts as our students learn side by side across unique but related health disciplines and our faculty address the contextual nature of health conditions as they affect body functioning, activity performance, and societal participation.

The doctoral program is also aligned with The Pew Health Professions Commission reports 1-4 that documented fundamental changes in health care and challenged health professional schools to realign training and education to provide students with new competencies and skills. The recommendations of the Pew commission emphasized the importance of interdisciplinary competence in professional curricula1 and necessity for faculty to develop advanced teaching and research skills.3 These findings were echoed by the National Commission on Allied Health, which described current barriers to change in professional education, such as inflexible curricula and disciplinary boundaries. The commission recommended that higher educational institutions reduce compartmentalization of health professions and enhance collaboration among programs. The report also identified the limited research base in the health professions as a serious impediment to improving care and service delivery and challenged academic institutions to increase graduate education opportunities to prepare health professionals as clinical and health service researchers.5

The University of Vermont College of Nursing and Health Sciences designed the Ph.D. program in Human Functioning and Rehabilitation Science to consider health at three levels: 1) status of body structures and functions (molecular, cellular, and organ systems levels); 2) ability of the individual to participate in human activities and assume societal roles; and, 3) physical and social aspects of the environment that support the health of individuals and populations. This program is translational in nature as it focuses on understanding the spectrum of human functioning from the basic physiological function of cells and body systems to overall physical capability. These complex human functions and behaviors are unified by the common theme of human motor performance. Study of abnormal functioning and the related activity impairments and participation restrictions can lead directly to improvements in the physical, psychological, and social health of people with disabling health conditions. In addition, changes in physiological function at the molecular, cell, organ and systems level; motor control; language production and understanding; social cognition; and,
participation in physical activity often coincide in persons with disabling health conditions. This interprofessional doctoral program will facilitate the generation of new knowledge by providing an academic training platform for research collaboration across the professional health disciplines represented by the College of Nursing and Health Sciences (CNHS).

There are three central principles that will guide the preparation of students in the doctoral program:
1. To prepare students as researchers and scientists, including how to contribute to evidence-based practice.
2. To prepare students to take an interdisciplinary approach to education, research, and practice.
3. To prepare students in innovative instruction and assessment, as well as to enhance interprofessional education and align it with changes in delivery of health and human services.

To ensure that our interprofessional doctoral program is accessible to non-traditional working professionals while providing a high quality doctoral education, the program employs a hybrid educational model using a variety of distance learning technologies including traditional day, evening, and on line classes as well as intensive summer sessions. This design is responsive to the changing demographics of graduate education with many potential graduate students working full or part-time in their chosen careers. Thus, the Ph.D. program in Human Functioning and Rehabilitation Science is designed to be accessible to both traditional full time students and working professionals, including students holding faculty or clinical positions in the Northeast region.

**Program Goals & Objectives**

The overall goal of this graduate program is to promote interprofessional research across fields relevant to human functioning and rehabilitation science within the dynamic systems framework of the ICF model.

Specifically, we wish to educate individuals to:
- create new knowledge
- promote, communicate, and teach the content to others, and
- translate knowledge into improved interventions for promoting human health.

Students are expected to meet the following objectives:
- Demonstrate fundamental knowledge of human physiology, movement, communication, and exercise sciences
- Understand, create and undertake interprofessional, hypothesis-driven approaches to research, and promote the translation of findings to practice
- Demonstrate skills in a variety of approaches for studying human functioning, including assessment of cellular function and biomarkers of health and injury/disease, instrumented laboratory recordings of biomechanics, physiology and neurophysiology, as well as participant self-reported measures, psychophysical exams, clinical exams, and qualitative observational techniques
- Demonstrate analytical thinking and logic in evaluating their own work and that of others
• Exhibit effective performance as educators and scholars in the health professions

These goals and objectives are achieved not only by educating students in current philosophies of health and human service research and education, but also by selecting students for the program who can demonstrate professional competency in their admissions application. They are operationalized through student competencies that are taught and assessed through varied program experiences and reviewed with the student at least annually as part of their Annual Review (See Appendix B).

**Student Competencies**

Students are expected to achieve competencies in four major areas:

**Research**

- Apply research methods
- Demonstrate skill in scientific inquiry in research rotations
- Communicate scientific content appropriate to professional publication and grant submission

**Interprofessional Content**

- Utilize the ICF model to develop a research strategic plan that can be sustained throughout one’s professional career
- Apply the ICF and relevant research to the scholarly investigation of important issues and problems related to human functioning and rehabilitation
- Collaborate with teams of researchers, educators, and students to integrate a variety of perspectives in addressing scholarly problems in human functioning and rehabilitation
- Demonstrate advanced knowledge and skills in an area related to human functioning or rehabilitation

**Teaching**

- Integrate evidence-based teaching methods to develop and implement learning experiences for teaching other students in a supervised classroom setting
- Demonstrate an ability to assess student work in a constructive, fair, and timely manner

**Policy**

- Explain the impacts of health care and education policy and regulations on delivery systems and health outcomes

Candidates will demonstrate achievement of these competencies through the following activities and expected outcomes:
- Develop, defend, and submit a research proposal for an internal or external grant competition
- Disseminate results of scholarly work in which the candidate has played a significant role through oral presentation at one or more professional meetings
- At least one peer-reviewed publication on which they are first author
- Teach at least one course under the mentorship of a faculty member, or serve as a teaching assistant for at least one course and mentor or co-mentor an undergraduate or master’s degree research project
- Analyze a delivery system or policy process affecting health and human performance of individuals with a selected health condition

**PROGRAM DESIGN AND CURRICULUM**

**Program Design and Interdisciplinary Focus**

As mentioned previously, the goal of this graduate program is to promote interprofessional research across fields relevant to human functioning and rehabilitation science within the dynamic systems framework of the ICF model (see figure below).
### Two Examples of Health Conditions That Could Benefit from Interprofessional Research Spanning Levels of the ICF Model

<table>
<thead>
<tr>
<th>Program Foci</th>
<th>Levels of the ICF Model</th>
<th>Body Impairments</th>
<th>Activities</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Sciences &amp; Disorders</strong></td>
<td>Parkinson’s Disease</td>
<td>Hypokinetic dysarthria</td>
<td>Speech / Communication</td>
<td>Recreation &amp; leisure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bradykinesia</td>
<td>Lay-sit-stand transitions</td>
<td>Work participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Postural instability</td>
<td>Irregular gait</td>
<td>Family roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tremor</td>
<td>Reach &amp; grasp</td>
<td>Caregiver responsibilities</td>
</tr>
<tr>
<td><strong>Movement Science</strong></td>
<td></td>
<td>Strength</td>
<td>Walking / Running</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Activity &amp; Exercise Behavior</strong></td>
<td></td>
<td>Aerobic capacity</td>
<td>Activities of daily living</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Metabolic function</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td>Ventilatory function</td>
<td>Self-care</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skin integrity</td>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td><strong>Medical Laboratory Sciences</strong></td>
<td></td>
<td>Cognitive function</td>
<td>Focusing attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Molecular &amp; cellular mechanisms underlying neurodegeneration</td>
<td>Quality of movement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Foci</th>
<th>Levels of the ICF Model</th>
<th>Body Impairments</th>
<th>Activities</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Sciences &amp; Disorders</strong></td>
<td>Autism</td>
<td>Implicit learning</td>
<td>Speech / Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social cognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Movement Science</strong></td>
<td></td>
<td>Sensory reactivity</td>
<td>Irregular gait</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motor planning</td>
<td>Reach &amp; grasp</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Activity &amp; Exercise Behavior</strong></td>
<td></td>
<td>Movement concepts</td>
<td>Activities of daily living</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GI disorders</td>
<td>For Children: School interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improper diet due to sensory reactivity</td>
<td>Recreation / Play</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td>Motor skills</td>
<td>Activities of daily living</td>
<td></td>
</tr>
<tr>
<td><strong>Medical Laboratory Sciences</strong></td>
<td></td>
<td>GI disorders</td>
<td>For Adults: Family Roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Altered cellular metabolism redox signaling, mitochondrial dysfunction leading to muscle weakness, peripheral neuropathy, GI disorders &amp; seizures</td>
<td>Activities of daily living</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communication Social cognition</td>
<td></td>
</tr>
</tbody>
</table>

The curriculum focuses on the four competencies outlined above. The curricular approach balances the need for an interprofessional program in human functioning and rehabilitation science and the efficiency of utilizing existing resources so as not to duplicate courses. As
such, the core curriculum includes four newly developed courses as well as existing courses in CNHS. The core curriculum will also include courses provided by Clinical and Translational Science (CTS) to enhance candidate skills in research methods. Existing courses approved for graduate credit across several colleges and programs are also be available to enhance training upon selecting mentors across multiple research foci. The program of study includes activities considered necessary by the National Research Council for formal education in ethics, writing, proposal writing, statistics, and teaching. See Table 1 for an outline of the curriculum.

**Table 1. Curriculum Outline**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Title (likely mode of delivery)</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>CTS 301</td>
<td>Designing Clinical &amp; Translational Research (online)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>CTS 320</td>
<td>Analyzing Clinical &amp; Translational Research (face to face, evening)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Human Functioning &amp; Rehabilitation Science</td>
<td>HFRS 401</td>
<td>Topics &amp; Measurement of Human Functioning and Rehabilitation Science (face to face)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Health Policy</td>
<td>PH 301</td>
<td>Policy Health and Health Policy (on line)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>CTS 325</td>
<td>Multivariate Analysis of Clinical &amp; Translational Research (face to face, evening)</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>CTS 315</td>
<td>Reporting Clinical &amp; Translational Research (face to face, evening)</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>Human Functioning &amp; Rehabilitation Science</td>
<td>HFRS 402</td>
<td>Applying the ICF Model to Human Functioning &amp; Rehabilitation (summer intensive)</td>
<td>Summer</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>NA</td>
<td>Three 5-wk Research Rotations (approximately 20 hours a week; the hours for GRAs will be included in these rotations.)</td>
<td>Spring</td>
<td>NA</td>
</tr>
<tr>
<td>Research</td>
<td>NA</td>
<td>Monthly doctoral student seminar (hybrid)</td>
<td>Fall and Spring</td>
<td>NA</td>
</tr>
</tbody>
</table>
### YEAR 2

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>CTS 310</td>
<td>Conducting Clinical &amp; Translational Research (face to face)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Additional 3 credits of Research Methods</td>
<td>e.g., EDLP 409, PSYS 303</td>
<td>Choose research methods course (face to face, evening)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Human Functioning &amp; Rehabilitation Science Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Research Intensive: 3 credits (HFRS 396) for students who previously carried out a research project but not thesis</td>
<td>Fall</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Research Project: 6 credits (HFRS 396) for students who have previously completed neither</td>
<td>Spring</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HFRS 430</td>
<td>Seminar and Practicum in Health Professions Teaching &amp; Learning (mentored experience)</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>NA</td>
<td>Monthly doctoral student seminar &amp; journal study (hybrid)</td>
<td>Fall and Spring</td>
<td>NA</td>
</tr>
<tr>
<td>Research</td>
<td>NA</td>
<td>Students are mentored in an extended research rotation (20 hours per week for 10 weeks)</td>
<td>Spring or Summer</td>
<td>NA</td>
</tr>
<tr>
<td>Professional Writing/Grantsmanship</td>
<td>HFRS 450</td>
<td>Professional Writing and Grantsmanship (Summer intensive)</td>
<td>Summer</td>
<td>2</td>
</tr>
</tbody>
</table>

### YEAR 3-5

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>NA</td>
<td>Monthly doctoral student seminar (hybrid)</td>
<td>Fall and Spring</td>
<td>NA</td>
</tr>
<tr>
<td>Research</td>
<td>HFRS 491</td>
<td>PhD Dissertation Research (mentored experience)</td>
<td>Fall and Spring</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>76</td>
</tr>
</tbody>
</table>

NOTE: 88 total credits for students who begin the program with a B.S.

### Course Delivery and Registration Requirement

Required courses are typically completed during the first two years of the program. A hybrid approach to learning, including on-campus intensive weekend and summer sessions and a variety of distance technologies, is used to make the curriculum accessible to mid-career professionals who cannot leave their jobs. The weekend sessions are generally scheduled from...
5 p.m. Friday until midday on Sunday. The first summer session at the end of Year 1 is one week long. It is generally held during late May/early June, although this may be adjusted depending on faculty availability. On-campus sessions for the courses taught in Summer sessions of years 1 and 2 are typically held in late May-July. The practice components for teaching and research will need to be individually designed and will require an on campus presence.

**PROGRAM SEQUENCE**

**Orientation**

Students are required to attend all HFRS Orientation Week activities (generally the third week in August) following admission to the program. This 3-day session is held on campus. During this week, students complete their preliminary program plan and other paperwork. All students are required to be on campus for this session. During orientation, students:

- Meet with faculty
- Learn about the program’s academic and research expectations
- Learn about the services provided by the Graduate College and the Library at UVM
- Get to know fellow students in the cohort and begin interdisciplinary collaboration
- Prepare for Fall semester courses
- Observe research presentations by faculty and more senior students in the program

Note that international students must also attend the Office of International Education Graduate Student Orientation. The HFRS program orientation will be scheduled so not conflict with this requirement.

**Registration Status**

Students must maintain minimum halftime status throughout the program. Students who are actively working toward their degree completion and have completed enrollment in all credits required for the degree, but have not completed all graduation requirements, must enrol each semester for Continuous Registration for at least halftime (GRAD 902, 5 credits). If you are fully funded GRA, you must have fulltime status (GRAD 903, 9 credits).

Information about tuition and fees can be found here: https://www.uvm.edu/studentfinancialservices/traditional_graduate_programs_tuition_and_fees

UVM faculty who are enrolled in the HFRS program and who meet the eligibility criteria for employee tuition remission should automatically have their tuition and comprehensive fee covered for up to 15 credits per academic year. If the tuition remission is not applied to the employees student account, it is the responsibility of the employee to contact UVM Human Resource Services (HRS) to verify their eligibility and ensure payment to their student.
account before the bill due date. Regular UVM employees exceeding the 15 credit eligibility limit for the academic year, are financially responsible for any remaining unpaid tuition and fee charges. Other fees, such as course fees, lab fees, or software licensing fees are not covered through tuition remission benefits.

**Course Work**

**General Requirements**

Students must:

- Receive pre-approval for their academic plan by the Program Director who will suggest appropriate supplementary courses to ensure the academic success of students prior to meeting with the Doctoral Program Committee.
- Register for and complete all the required courses in the sequence designated by the program.
- Receive pre-approval by the Doctoral Program Committee for any deviations from the required course sequence.
- Attend all weekend and summer intensive courses on-campus in Burlington, VT.
- Maintain a 3.0 grade point average in didactic course work, have no more than two grades below a B, have acceptable evaluations of their research, and pass their qualifying examination.
- Complete the dissertation research and teaching requirements of the program.
- Maintain halftime enrollment (i.e., 5 credits) in the academic year from the beginning of enrollment. If a student is funded on a GRA they must maintain fulltime enrollment (i.e., 9 credits)

Students’ course load and research distributions include the following:

- 31 credits of courses in Human Functioning and Rehabilitation Science (HFRS 401, 402, 430, 450, 491); this includes 2 credits in professional writing/grantsmanship, 3 credits in teaching/learning, & 20 credits in doctoral research
- 12 credits of electives (may include 3-6 credits of HFRS 396 if the student has not previously carried out a research project or thesis at the graduate level)
- 12 credits of relevant electives transferred from previous graduate work
- 18 credits of courses in research methods (CTS courses & 3 additional credits; e.g., EDLP 409, PSYS 303)
- 3 credits in health policy (PH 301)
- Participation in research rotations and doctoral seminars

**NOTE:**

1. Up to 12 credits of appropriate graduate level electives may be transferred provided a minimum grade of B was attained and the HFRS Program Director and Graduate Dean approve the transfer.
2. Students entering without a master’s or doctoral degree would initially complete 24 graduate credits in at least two areas within CNHS; 12 of these credits could count as transferred electives for the doctoral program.

**Academic Courses**

Courses are described within the four competency areas—research, interprofessional content, teaching, and policy. Official course descriptions can be found in the graduate catalog and in Appendix A.

**Discipline Specific Courses that Satisfy Elective Credits** (12-24 credits)

Students are to select at least 12 credits from at least 2 disciplines from the courses that have been approved for graduate credit (see Graduate College Handbook and registrar’s schedule of courses for current offerings) and/or transfer up to 12 graduate credits in relevant fields, for a total of 24 credits of electives. Other courses not listed may be taken with permission of the Academic Program Committee.

**HFRS Required Courses:**

- HFRS 401 (3 credits), **Topics & Measurement of Human Functioning and Rehabilitation Science.** This course facilitates interprofessional exposure to topics and methods associated with all of the program’s foci, including exposure to current measurement techniques, primary literature, the current research of program faculty, and a final project proposal that emphasizes the use of interprofessional methods.
- HFRS 402 (3 credits), **Applying the ICF Model to Human Functioning & Rehabilitation Science.** This course exposes students to the program’s philosophical goals to translate science from impairment-based research to intervention research while accounting for interactions among personal characteristics and environmental factors.
- HFRS 430 (3 credits), **Seminar and Practicum in Health Professions Teaching.** This course provides students with exposure to the fundamentals of health professions teaching and learning, as well as hands-on experience in the classroom with mentorship.
- HFRS 450 (2 credits), **Professional Writing and Grantsmanship.** This course provides students with experience in scientific writing and grant-writing.
- HFRS 491 (20 credits), **PhD Dissertation Research** (mentored experience).
- HFRS 396 (3-6 credits), **Directed Study** (Research Intensive = 3 credits; for students who have previously completed a research project at the graduate level but not a thesis; Research Project = 6 credits for students who have completed neither a research project nor a thesis at the graduate level). This course provides students who have not completed a thesis or research project prior to admission in the doctoral program to carry out graduate level research under the supervision of an HFRS faculty member. This can be used as part of the students’ required elective credits.
All students are required to be engaged in a variety of research activities each semester.

- In year 1 they will complete 3, five-week research rotations in 3 different disciplines (20 hours per week); those students awarded GRAs, will use their research time as part of these rotations.
- In year 2 they will complete a 10-week extended research rotation (20 hours per week)
- In subsequent years, students are engaged in ongoing research related to their area of specialization.
- All students participate in a doctoral seminar once a month for all years enrolled in their doctoral program. This doctoral seminar provides students with an interprofessional opportunity to share their research questions and pilot data with their peers.
- All students also participate in an interprofessional journal study once a month that is scheduled and led on line by the students.

Students are also required to be engaged in a variety of teaching and mentoring activities.

- In year 2, students will participate in a teaching and learning seminar the spring semester. As part of that seminar students will be assigned to teach a course under the mentorship of a faculty member or will be co-teaching a class with a faculty member
- Students will be developing a teaching philosophy and plan as part of this course (see teaching practicum protocol in the appendix)
- Students are also expected to help support the teaching and mentorship of undergraduates and graduate students (not those in the PhD program ) in their research

**Qualifying Examination**

The qualifying examination process (QE), which serves as a comprehensive exam and the exam for advancement to candidacy for the PhD, will be undertaken after students have completed all of the didactic course requirements of the program with a GPA of 3.0 or better. This exam process will consist of two portions, a research proposal written in the form of a grant proposal, and a dissertation concept paper. A QE Committee of three faculty members from at least two disciplines will conduct the evaluation of the research proposal and the oral exam. The dissertation concept paper must be approved by the student’s dissertation committee. Students are assessed on the general quality of their work, as well as their ability to respond appropriately to reviews and feedback during the revision process. Once the student has successfully passed the QE, a “Proof of Successful Completion of Comprehensive Exam” form (see Appendix C) must be submitted to Graduate College Student Services (Waterman 330).

The grant proposal protocol and form are provided in Appendix B. The concept paper is developed to outline the plan for the dissertation (see description in the Protocol and Forms section of this handbook). The concept paper is generally 5-10 pages in length. After receiving approval from the dissertation committee chair, the student should arrange a meeting date with the full committee and send the concept paper to the committee, allowing
adequate time for the committee to read the paper prior to the meeting. The concept paper must be discussed in a face-to-face meeting (using distance technologies as appropriate) with the student’s full committee, in which members will discuss the concept and decide whether it is appropriate and feasible. The committee must approve the concept for the dissertation before the student is allowed to register for any of the required 20 dissertation credit hours (HFRS 491). The **Concept Paper Approval Form** (Appendix B) is an internal document that can be found in the Protocols and Forms section of this handbook.

**Following completion of the qualifying examination**

When the student has passed the QE requirements, a Proof of Successful Completion of Comprehensive Exam form (Appendix C) is submitted to the Graduate College. In addition the Individual Development Plan (MyIDP) (available at [http://www.uvm.edu/sites/default/files/GradExecApprovedmyIDP-1_0.pdf](http://www.uvm.edu/sites/default/files/GradExecApprovedmyIDP-1_0.pdf)) and the Program of Study form should continue to be updated each year at the time of annual review (See Appendix B).

Graduate college forms can be found at [http://www.uvm.edu/graduate/resources](http://www.uvm.edu/graduate/resources).

**DISSERTATION**

**Beginning the Dissertation Process**

A **Dissertation Committee** oversees the dissertation process. The committee can be appointed as the student nears completion of the QE. The student cannot register for dissertation credits, however, until the QE has been passed. The dissertation process begins when the student, in consultation with his/her academic advisor, selects a dissertation committee and chair. The committee must include a minimum of 4 members of the graduate faculty. At least two committee members must be HFRS program core faculty members. One of these two committee members assumes the role of primary advisor once the student has successfully completed all course work and the QE. At least two additional members of the committee must be from the University of Vermont. The Chairperson for the defense must be both a member of the graduate faculty and from outside the College. A Non-UVM faculty member or a non-graduate faculty member may serve as an additional member on the Defense Committee if approved by the Graduate Dean. A written request from the advisor and current curriculum vitae from the proposed additional committee member are required by the Graduate College. This is a formal process that can take some time and that should be factored into the student’s timeline.

Further information and a Defense Committee Membership Form (Appendix C) can be found at [http://www.uvm.edu/sites/default/files/defensemembershipform_2.pdf](http://www.uvm.edu/sites/default/files/defensemembershipform_2.pdf).

HFRS forms can be found at [https://www.uvm.edu/cnhs/info-current-students](https://www.uvm.edu/cnhs/info-current-students).
Graduate college forms can be found at [http://www.uvm.edu/graduate/resources](http://www.uvm.edu/graduate/resources).

The dissertation will be based on original research focusing on a significant problem in the student's area of specialization with an interprofessional application. Under the guidance of the Dissertation Committee, each student will use a format consisting of three publishable papers (at least one of which has been submitted for publication) for which they are first author, with integrated introduction and conclusion chapters.

Students are advised to remain aware of the schedule for completion of dissertations, which is posted on the Graduate College web pages.

The Dissertation Defense Notice template (Appendix C) can be retrieved from [http://www.uvm.edu/graduate/resources](http://www.uvm.edu/graduate/resources).

### Candidacy and Completion

1. **Doctoral candidacy** is achieved after the student passes a formal proposal defense. After approval of the concept paper, the student works on the formal dissertation proposal, and, with guidance from his/her dissertation chair, schedules a date with the committee for the formal proposal defense.

   All forms can be retrieved from [https://www.uvm.edu/cnhs/info-current-students](https://www.uvm.edu/cnhs/info-current-students)

2. **Human Subjects Institutional Review Board (IRB) approval** must be obtained prior to gathering original data or prior to analyzing secondary data. The UVM IRB approval letter is a required component of doctoral dissertations.

   Forms for IRB approval can be found at [http://www.uvm.edu/irb/forms](http://www.uvm.edu/irb/forms)

3. The dissertation defense may be scheduled only after the student’s committee has reviewed all components of the written document and agrees that the dissertation is close enough to completion that it is appropriate to schedule the defense. You must submit a Defense Committee Membership Form (Appendix C; can also be found at [http://www.uvm.edu/sites/default/files/defensemembershipform_2.pdf](http://www.uvm.edu/sites/default/files/defensemembershipform_2.pdf)) at the beginning of the semester you plan on defending. The defense notice template (Appendix C) must be used for developing a public notice about the defense. The Graduate College Web pages include deadlines for scheduling defense dates and submitting the final document for graduating in particular semesters or summer sessions. Students must follow the University’s dissertation guidelines (found in Appendix C and at [http://www.uvm.edu/sites/default/files/Electronic%20Thesis%20and%20Dissertation%20Guidelines.pdf](http://www.uvm.edu/sites/default/files/Electronic%20Thesis%20and%20Dissertation%20Guidelines.pdf)) and template (Appendix C) in preparing their abstracts. Other dissertation guidelines, templates, and information can be found at [http://www.uvm.edu/graduate/resources](http://www.uvm.edu/graduate/resources).

All program-specific forms can be found at [https://www.uvm.edu/cnhs/info-current-students](https://www.uvm.edu/cnhs/info-current-students)
GRADUATION

When to apply for graduation
Consult the Registrar’s Office pages and Graduate College deadlines to verify the last date to apply for graduation and the last date to defend the dissertation. Application for audit is expected to occur 2-4 months prior to the expected commencement date. An Intent to Graduate form (Appendix C) must be submitted to the Graduate College by August 1 for an October graduation, October 1 for January graduation, and February 1 for May completions. This form can be found at http://www.uvm.edu/sites/default/files/Intent%20to%20Graduate%20-%20Fillable2_0.pdf. It is the student’s responsibility to follow University guidelines and the timeline for applying for the graduation audit when eligible.

The student will have earned the Doctor of Philosophy degree in Human Functioning and Rehabilitation Science after the requirements have been met.

GENERAL PROCEDURES AND REGULATIONS

Students should consult the on-line Graduate Catalog and Graduate College web-pages for official versions of current procedures and regulations. Graduate Catalog policies can be downloaded from http://www.uvm.edu/graduate/resources.

Advising

Upon entry to the program, the Doctoral Program Director will serve as each student’s academic advisor. The Doctoral Program Director supervises the student’s academic course work. The Program Director transitions the student to their primary dissertation advisor and collaborates on advising during the qualifying examination (QE) process. Once the student has successfully completed their QE, the main advisor of the student’s dissertation committee assumes the role of primary advisor, while the Program Director continues to monitor final steps up to program completion. Students are expected to check their www.uvm.edu email accounts and phone messages regularly and to respond in a timely fashion (within hours if possible, and generally within no more than 1 weekday or weekend) to advisors’ attempts to reach them via phone or their www.uvm.edu email addresses. Students should be sensitive to advisors’ preferences about attempts to contact them at home and on weekends.

Assessment

Assessment of Student Progress
The program’s assessment plan is competency based. It incorporates multiple components, including completion of products and meeting competencies as part of required courses, practicum experiences in research and teaching, comprehensive examinations, and the
dissertation. Students play a role in self-evaluation as part of the annual review process (See Appendix B) and they may receive recommendations as part of that process if their movement through the program is not fully satisfactory.

**Courses**

Students must maintain a minimum grade-point average of 3.0 (A = 4.0) each semester. In addition, students must earn at least a grade of ‘B’ in any required graduate course counted towards the degree. One or more grades less than B could be grounds for dismissal. A grade of “incomplete” may only be granted in exceptional circumstances and at the discretion of the instructor of record. The student must have no more than 3 incomplete grades at any one time. Incomplete grades must be removed within one year. No course may be repeated more than once. Non-credit experiences (research rotations, monthly doctoral seminars) will be rated as “satisfactory” or “not satisfactory” in the annual review (See Appendix B).

**Annual Review of Student Progress**

The Doctoral Program Committee (made up of core faculty in the HFRS program) reviews each student’s progress annually with respect to demonstration of program competencies and timely movement through the program (Program of Study Form and Individual Development Plan; See Appendices B and C). Most of the competencies are assessed in association with related coursework and teaching practicum or research rotations. A copy of the review is sent to the student, discussed with the student, and placed in the student’s file. When deficits are found, the review may result in a recommendation for dismissal or for “continuation with reservation”. If the latter, the student is advised of corrective actions and a timeline in which these must be completed. A student failing to correct these problems in the time allocated may be dismissed from the Program.

**Other Requirements and Procedures**

**Required Credit from the University of Vermont**

As a University requirement for the doctoral degree, students must take a minimum of 75 credit hours from UVM, including 30 credit hours of coursework and 20 credit hours of research and dissertation. As part of this program, students actually earn 44 hours of coursework in required coursework within the program and 20 hours of dissertation, more than meeting this requirement.

**Transfer credits**

Students may transfer/take elective courses at other accredited graduate degree granting institutions up to a maximum of 12 credit hours, with the permission of the Doctoral Program Committee. Students are responsible for ensuring that official transcripts are sent from the granting institution to the Graduate College for any coursework that is part of their official programs of study prior to the graduation audit. Students must file a transfer of credit request (appendix C) and should do that in their first semester.
Course Substitution

Course substitution is theoretically possible, but it must be approved by the Doctoral Program Committee. Even if a student has prior experience and strength in a particular area, it is part of the interdisciplinary core of the program to expect cohort members to go through the entire course sequence together. Therefore, the committee rarely approves such requests.

Leave of Absence

The University of Vermont supports a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may extend consecutively for one year. Such requests must also be approved by the Doctoral Program Committee within the program and submitted to the Graduate College. The Leave of Absence Form (found in Appendix C) and procedures can be downloaded from [http://www.uvm.edu/sites/default/files/leaveofabsence_0.pdf](http://www.uvm.edu/sites/default/files/leaveofabsence_0.pdf). The leave of absence does not extend the time limit to degree which is nine years for a doctoral program.

Time Limit of Nine Years

After admission, all requirements for the degree must be completed within nine years from first registration. The College, however, strongly recommends a timely completion of the degree within 5 years. This ensures students receive maximum benefit from the cohort model and engagement with other doctoral students.

ACADEMIC HONESTY AND OTHER UNIVERSITY POLICIES

Professionalism

Students are expected to adhere to professional standards in the classroom and other academic settings. Students’ professionalism begins when they start the program, not when they graduate. In general, codes for behavior are established and adhered to in order to convey one’s dedication to excellence, commitment to meeting obligations, and respect for peers, colleagues, professors, and research participants.
First and foremost, students must adhere to the Standards for Academic Integrity outlined in University policy (http://www.uvm.edu/~dledford/academicintegrity.pdf)

Faculty also expect students to show respect to peers and professors at all times. Professionalism requires that doctoral students approach professors with courtesy and respect for their position:

1. Set up advance appointments and use office hours to discuss issues with faculty;
2. Attend all required classes, arrive on time, and be present and fully engaged;
3. Turn off cell phones prior to coming to class or meetings with professors or peers;
4. Avoid the use of a combative or adversarial tone whether discussing issues in person, over the phone, via email, or through other means of online communication.

Faculty will also demonstrate a professional demeanor when interacting with students.

**Discrimination and Harassment**

The Doctoral Program in Human Functioning and Rehabilitation Science in the College of Nursing and Health Sciences strives to ensure all current and prospective members of our community receive fair treatment and opportunity, and experience an environment that is inclusive, and free from harassment, bias, discrimination and bullying. Every member of the program – faculty, staff, and students – is responsible for maintaining a safe, respectful, supportive, and collaborative atmosphere. If an incident occurs, please contact the program director and/or your primary advisor. Please refer to the Office of Affirmative Action and Equal Opportunity for links to policies and procedures: https://www.uvm.edu/aaeo.

The discrimination and harassment policy is outlined here: http://www.uvm.edu/policies/student/studentharas.pdf

**Attendance Policy**

Students are expected to attend all regularly scheduled classes. It is the responsibility of the student to inform the instructor regarding the reason for absence or tardiness from class, and to discuss these with the instructor in advance whenever possible. Circumstances that require the student to be absent for any length of time should be discussed with the faculty member so that a plan can be made for make-up work or extensions of due dates. Student attendance may be evaluated by instructor report to the Program Director at the conclusion of each semester. Details of the UVM attendance policy are outlined on the website.

**Common Ground and Code of Student Rights & Responsibilities**

Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of
Vermont. Information about Our Common Ground is outlined here:  
http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.htm  
Details of the Code of Students Rights and Responsibilities are outlined here:  
http://www.uvm.edu/policies/student/studentcode.pdf

**Religious Holidays**

Students have the right to practice the religion of their choice. Each semester students should  
submit in writing to their instructors by the end of the second full week classes their  
documented religious holiday schedule for the semester. Faculty will permit students who  
miss work for the purpose of religious observance to make up this work.

**Academic Honesty**

The principal objective of the policy on academic honesty is to promote an intellectual  
cclimate and support the academic integrity of the University of Vermont. Each student is  
responsible for knowing and observing the Code of Student Rights and Responsibilities at  
http://www.uvm.edu/~uvmpgg/ppg/student/studentcode.pdf and the Code of Academic  
Integrity at http://www.uvm.edu/policies/student/acadintegrity.pdf. For the purposes of the  
courses in this program, each assignment contains information about the expectations for  
individual or collaborative work.

**ADA Student Accommodations**

Reasonable accommodations are provided for students with appropriate documentation from  
Student Accessibility Services (SAS). SAS coordinates reasonable accommodations for  
students with documented disabilities. They are located at A170 Living/Learning Center, and  
can be reached by phone 802-656-7753, or by e-mail. Visit their website  
http://www.uvm.edu/access. To receive accommodations in the courses in this program,  
please bring the primary instructors copies of the letter provided by the SAS Office and speak  
to course instructors about plans to implement the recommendations in each course.

**Dismissal from the program**

Students may be recommended to the Graduate College for dismissal from the program for  
any of the following reasons:  
Failure to maintain the required grade point average of 3.0 each semester in required courses.  
Receipt of two or more grades below a B.  
Unsatisfactory performance in the research rotations or monthly doctoral seminars.  
Failure to receive a grade of satisfactory on the qualifying examination within two tries.  
Failure to pass the dissertation defense within two tries.  
Violation of academic honesty in course work or research.  
Unethical conduct in the profession or in the conduct of research.

Dismissal recommendations are made by the Doctoral Program Director and Academic  
Committee (made up of HFRS program core faculty members) to the Graduate College.
REFERENCES


APPENDICES

COURSE DESCRIPTIONS
HFRS-SPECIFIC PROTOCOLS AND FORMS
GRADUATE COLLEGE PROTOCOLS AND FORMS
APPENDIX A. COURSE DESCRIPTIONS

CTS 301 Designing Clinical & Translational Research. The goal of this course is for participants to learn how to write their own research protocols suitable for submission to an Institutional Review Board or funding agency. Each session covers part of the protocol design process such as choosing a question, picking a design, selecting measurement instruments, minimizing bias, identifying subjects, estimating sample size, designing an analytic plan, avoiding ethical problems, and finding funding sources. Each session includes presentation of a textbook chapter [Hulley SB, et al. Designing Clinical Research: An Epidemiologic Approach, 3rd ed. Williams and Wilkins, Philadelphia, 2006], review of assigned readings from the medical literature, class discussion, and student presentations of their own research protocols. The final sessions are devoted to a mock study section that closely mimics the NIH study section process. Prerequisites: none. 3 credit hours.

CTS 310 Conducting Clinical and Translational Research. This course is designed for new investigators and others wishing to learn the ethics, regulatory requirements, and practical considerations for undertaking a clinical research project. Example topics include: Protecting human subjects; Research with vulnerable populations; Roles, rules, and mechanics of the IRB; Recruitment, compensation, and consent of subjects; Data safety and monitoring; Planning and carrying out surveys and interventions; Conflicts between research and care for individual patients; and, Legal issues in clinical research - authorship, collaboration and conflict of interest. Students will acquire the knowledge and skills to present and defend a proposal before an Institutional Review Board (IRB). The class functions as a mock IRB as it considers proposals and problems designed to illustrate many facets of conducting research. Students present their own protocols before the "Board" as a final class project. Prerequisites: none. 3 credit hours.

CSD 315 Reporting Clinical and Translational Research. This course is designed to develop communications skills for writing, editing, and presenting clinical and translational science. The course prepares students to master five presentation formats: abstracts, posters, brief oral presentations, full-length presentations such as Grand Rounds or seminars, and research reports/journal articles. The course explores American Medical Association standards for publication style and terminology [Iverson 1998] using a text written by experienced clinical investigators [Browner 1999]. The course uses a three-session cycle for each of the five formats. The ethics of publication and the potential conflicts and pitfalls of authorship are also covered. Prerequisites: graduate standing or instructor permission. 3 credit hours

CTS 320 Analyzing Clinical and Transitional Research. This course is designed to provide basic analytical skills for clinical and translational research. Prior clinical research experience is helpful but not required. The course assumes no prior statistical experience and mathematics is kept to a minimum, requiring comprehension at the high school algebra level. Content includes basic data considerations, descriptive statistics, hypothesis testing, and bivariate analyses. Classes provide a small group interactive seminar approach with "hands on" analyses using the statistical software package STATA. Analyses of ample datasets are completed on a weekly basis. Specific datasets are provided, but students are encouraged to
bring their own datasets to use throughout the course. Lectures are available online.
Prerequisites: graduate standing or instructor permission. 3 credit hours.

**CTS 325 Multivariate Methods for Clinical and Translational Research.** This intermediate course builds upon the descriptive and bivariate statistical methods presented in Analyzing Clinical Research. Emphasis is on developing the foundational skills and knowledge for using regression analytical techniques based on the correlational aspects of clinical data. The conceptual and applied applications of correlational and regression analyses to clinically relevant research datasets are the focus of the course while keeping mathematics to a minimum of basic college-level algebra. Specific datasets are provided along with encouragement for students to incorporate their own research datasets into the course. Class assignments involve actual computer analyses illustrating the concepts discussed in class while allowing students the flexibility of choosing datasets and variables that are of specific interest. Prerequisites: graduate standing or instructor permission. 3 credit hours.

**EDLP 409 Applied Educational Research.** Introduction to philosophical and methodological foundations of interpretive and empirical-analytic research with emphasis on systems change. Preparation of critical readers and synthesizers of research studies. Prerequisite: doctorate level standing. 3 credit hours.

**HFRS 396 Human Functioning and Rehabilitation Science: Directed Study.** This course will provide an opportunity for students who have not completed a thesis or research project prior to admission in the HFRS doctoral program to carry out a graduate level research project under the supervision of an HFRS faculty member. Prerequisites: none. 3 to 6 credit hours.

**HFRS 401 Topics & Measurement of Human Functioning and Rehabilitation Science.** In this course, students will learn fundamental concepts, principles, equipment, and tools essential in conducting quantitative research in the areas of human cellular physiology, movement, communication, and physical activity in relation to human function and rehabilitation sciences. They will learn to discuss the features of the quantities to be measured in each focus area and issues relating to the selection and design of appropriate tools specific to each quantity through examples of faculty research projects. Students will participate in lectures, class discussions, hands-on demonstrations and practice, and critical appraisal of published literature. Prerequisites: none. 3 credit hours.

**HFRS 402 Applying the IFC Model to Human Functioning & Rehabilitation.** The course will provide an overview of the ICF model and will provide several applications of the ICF framework to human functioning and rehabilitation science. Most uniquely, it will further support interdisciplinary thinking, practice, and research by enhancing the opportunity to look at research questions with an innovative and biopsychosocial approach. Prerequisites: CTS 301, CTS 315, CTS 320, HFRS 401. 3 credit hours.

**HFRS 430 Seminar and Practicum in Health Professions Teaching & Learning.** This seminar recognizes the increasing interest and need within the academy in developing the teaching skills of the future professoriate in addition to developing their research capabilities. The seminar is designed to acquaint students with the foundational concepts of teaching and
learning particularly as they are related to health professions education. Students will begin to develop a teaching philosophy and teaching goals, and determine how to align those goals with student, program and/or institutional needs. The practicum will allow students to design and implement learning activities for students under the direction of a faculty mentor. Prerequisites: none. 3 credit hours.

**HFRS 450 Professional Writing and Grantsmanship.** This seminar builds upon the skills that students have developed in CTS 301 (Designing Clinical & Translational Research), CTS 310 (Conducting Clinical & Translational Research), and CTS 315 (Reporting Clinical & Translational Research). Topics will include reporting research results in various formats (dissertation, scientific article, grant proposal); selecting an appropriate publication for a given research study; the variety of grant mechanisms available to graduate students and entry-level professionals (including both federal sources and private foundations); criteria for successful grant applications; common errors in grant proposals; and journal and grant peer review processes. Prerequisites: CTS 301, CTS 310, CTS 315, HFRS 401, HFRS 402. 2 credit hours.

**HFRS 491 Doctoral Dissertation Research.** Directed interprofessional dissertation research in Human Functioning and Rehabilitation Science. Prerequisites: CTS 301, CTS 310, CTS 315 HFRS 401, HFRS 402, HFRS 450. 1 to 9 credit hours.

**PH 301 Policy Health and Health Policy.** Course focuses on current public health issues, barriers to improving population health, and policy tensions between science, economics, education, politics, government, media, and public health. Prerequisites: none. 3 credit hours.
APPENDIX B. HFRS-SPECIFIC PROTOCOLS AND FORMS

1) Annual Review Protocol
   a) Program of Study Protocol
   b) Program of Study Form
   c) Curriculum Vitae Format
      Note: Individual Development Plan forms (myIDP) can be found in Appendix C.

2) Research Rotation Protocol & Evaluation Forms

3) Monthly Doctoral Seminar Evaluation Protocol

4) Teaching Practicum Protocol & Form

5) Research Protocol & Rubrics
   a) Research Protocol
   b) Criteria for Assessment of Research Presentation
   c) Criteria for Assessment of Research Article

6) Grant Protocol & Form
   a) Grant Approval & Submission Protocol
   b) Grant Application Pre-approval Form

7) Format for Journal Article review for Journal Study

8) **Dissertation Concept Paper Approval Form**
ANNUAL REVIEW PROTOCOL

Throughout enrollment in the Ph.D. in the HFRS program, students’ progress and performance is reviewed on an annual basis by the Doctoral Program Committee, led by the Program Director/the student’s academic advisor. The requirement for annual review is part of Graduate College policy. By September 1st each year students must complete and submit an updated Program of Study form, CV, and Individual Development Plan (MyIDP) to their academic advisors. Generally by the end of fall semester, students will receive a program review with ratings and comments about their standing within the program.

Students are expected to discuss the annual review report with their advisors within 30 days of receiving it. All annual review materials are kept on file and are referenced in the next review period, along with the newly updated annual review form, which must address the committee’s previous recommendations if any reservations were expressed.

**Instructions for Completing the Annual Review Forms**

The same annual review forms are used throughout the program so that the student and advisor know the current status of the student’s progress through the program from year to year. Therefore, it is vital for each student to keep an electronic copy of the annual review forms so it will be possible to add to this form for each annual review. Forms turned in without updating will be returned to the student for revision. It is the student’s responsibility to maintain this document throughout the program.

Each July/August, students should:
1. Update an electronic copy of the Annual Review Report, which includes the Program of Study and the Individual Development Plan (MyIDP).
2. Update the CV, preferably using the format provided by the program, and including all categories required in the recommended format.

Students should send electronic copies of both documents to the Program Director by the September 1 deadline and maintain copies in their files.

*STUDENTS ARE RESPONSIBLE FOR RECREATING ANY FORMS THAT ARE LOST.*
PROGRAM OF STUDY PROTOCOL

The student is responsible for maintaining an updated Program of Study form as part of the annual review process, which includes the student’s approved electives. This is the document that is submitted to the Graduate College. It is signed by the student, the advisor, the program director, and dean of the Graduate College.

The Program of Study form must include all required and electives courses, including grades, as well as a list of the comprehensive examinations and dates passed. The form is used along with the student’s Banner record by the Graduate College at auditing to ensure the student has satisfactorily completed the courses and all other requirements for graduation. At the point of the graduation audit, it must include a record of the month and year in which each of the requirements was passed. It also must include evidence of enrollment in at least 20 dissertation credit hours, including the session in which the student expects to graduate. A template for this form follows.

The annual review process also includes completion, review, and discussion of the UVM Graduate College Individual Development Plan (see Appendix C).
Ph.D. in Human Functioning and Rehabilitation Science

The University of Vermont

College of Nursing and Health Sciences

Doctoral Program of Study

In Human Functioning and Rehabilitation Sciences

Program of Study Form

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<thead>
<tr>
<th>Transferred Elective Courses (12 credits maximum)</th>
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Attendance at monthly doctoral student seminar & journal study Fall & Spring

Year 2

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### Ph.D. in Human Functioning and Rehabilitation Science

<table>
<thead>
<tr>
<th>COURSE NO.</th>
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<td>HFRS 430</td>
<td>Seminar and Practicum in Health Professions Teaching &amp; Learning</td>
<td>3</td>
<td>Fall</td>
</tr>
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<td>HFRS 450</td>
<td>Professional Writing and Grantsmanship</td>
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<td>Summer</td>
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**Year 2, continued**

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<th>HRS</th>
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<tr>
<td>Extended research rotation (20 hours/week x 10 weeks). Indicate mentor &amp; area of focus:</td>
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<td>Spring or Summer</td>
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<tr>
<td>Attendance at monthly doctoral student seminar &amp; journal study</td>
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<td>Fall &amp; Spring</td>
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**Years 3-5**

<table>
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<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>HRS</th>
<th>SEM/YR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at monthly doctoral student seminar &amp; journal study</td>
<td></td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>HFRS 396</td>
<td>Directed Study (if appropriate) (mentored)</td>
<td>0-12</td>
<td></td>
</tr>
</tbody>
</table>

*For non-credit experiences, indicate “S” (satisfactory) or “NS” (not satisfactory)*

### Determining Necessary Elective Credits
Students entering the program without an advanced degree are expected to take 12 elective credits. For some students, some of these credits will be taken in HFRS 396, “Directed Study.” For each situation below the required number of credits of HFRS 396 is specified.

1. No degree beyond BA/BS: 12 credits
2. MA/MS but neither Master’s research project nor Master’s thesis: 6 credits
3. MA/MS with Master’s research project: 3 credits
4. MA/MS with Master’s thesis: 0 credits

### UVM Electives (at least 12 credits from at least 2 disciplines)

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>HRS</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>HFRS 396</td>
<td>Directed Study (for students entering without sufficient research experience) (mentored)</td>
<td>0-12</td>
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### Dissertation Hours

<table>
<thead>
<tr>
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<th>HRS</th>
<th>SEM/YR</th>
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<tbody>
<tr>
<td>HFRS 491</td>
<td>PhD Dissertation Research</td>
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**TOTAL CREDIT HOURS:** ________
### GPA

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<th>Year</th>
<th>Semester 1 GPA</th>
<th>Semester 2 GPA</th>
<th>Summer GPA (if appropriate)</th>
<th>Cumulative GPA as of August</th>
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**Explain any milestones not met:**

<table>
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<th>Year (1-5)</th>
<th>Milestone</th>
<th>Reasons</th>
<th>Plan to meet this milestone</th>
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</table>

**CANDIDACY ACCEPTANCE DATE:**

_______

---

**Required Signatures**

Student Signature ______________________________________ Date ___________________  

Program Advisor _______________________________________ Date ___________________

Department Chair ______________________________________ Date ___________________
Ph.D. in Human Functioning and Rehabilitation Science

The University of Vermont

COLLEGE OF NURSING AND HEALTH SCIENCES

DOCTORAL PROGRAM OF STUDY
IN HUMAN FUNCTIONING AND REHABILITATION SCIENCES

CURRICULUM VITAE FORMAT
Updated as of Month/Year

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<thead>
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<tbody>
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## CONTINUING EDUCATION

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<td>Non Refereed Journal Articles</td>
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## PRESENTATIONS

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<td>Non refereed Presentations at Professional Conferences</td>
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## PROFESSIONAL

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<td>Professional Responsibilities</td>
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</table>
Professional and Honorary Organizations

Organization

Dates

Honors and Awards

Award

Date

RESEARCH INTERESTS

Research Grants

Pending

Principal Investigator:
Funding agency:
Project dates:
Direct costs:
Indirect costs:
Total costs:
Role:
Effort:

Active

Principal Investigator:
Funding agency:
Project dates:
Direct costs:
Indirect costs:
Total costs:
Role:
Effort:

Completed

Principal Investigator:
Funding agency:
Project dates:
Direct costs:
Indirect costs:
Total costs:
Role:
Effort:
Consulting Contracts

<table>
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<th>Contract</th>
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TEACHING

Teaching Specialization

Courses Taught For each course taught, provide course number, credit hours, institution, and delivery method.

<table>
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<th>Institution</th>
<th>Delivery method</th>
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Workshops/In service Courses (List under subheading of the institutions, most recent first)

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<td>Discipline</td>
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SERVICE

Employment

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Community

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<tr>
<th>Activity</th>
<th>Dates</th>
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</table>
In HFRS 401 (Topics & Measurement of Human Functioning and Rehabilitation Science), students will be exposed to a variety of topics from the fields within the College of Nursing and Health Sciences. At the end of this course, students will sign up for three five-week research rotations that will take place in the Spring of Year 1 (20 hours per week; non-credit). Each student will rank order 3-5 of the available research rotations (from a list made available to them) and submit their preferences on the Research Rotation Request form, with their current curriculum vitae attached (see format).

For the extended research rotation (year two, spring semester 20 hours per week for 10 weeks; non-credit), the student also submits their preference which must be approved by the program director. NOTE: Students may participate in an extended rotation in a lab for which they had previously completed a research rotation or GRAship. However, during the interview (and as noted on the interview form), the student and mentor must articulate the ways in which the extended rotation builds upon or otherwise advances the skills that were intended to be supported in the earlier research rotation. In other words, for the extended research rotation, there is an expectation that some novel research experiences (new research activities, methods, data collection or analytic procedures, dissemination) will be supported.

Purpose

The research rotation experience is an integral component of the HFRS Ph.D. program. Each student in the program is required to undertake and satisfactorily pass three 5-week research rotations (usually in the second semester of their first year) and one 10-week extended rotation (usually in the second semester of their second year). The purpose of the research rotations is manifold. One goal is to provide students with the opportunity to broaden and refine their research knowledge and skills while contributing to interdisciplinary study. Another goal is to provide students with the opportunity to develop personal and scientific connections that may result in collaborative research and/or choices of advisor or academic committee/dissertation committee members. Other important goals are for the student to 1) develop initiative in pursuing research collaborations and, 2) develop effective time-management strategies that ensure research progress in a ‘real-world’ professional environment that places competing demands on the researcher’s time and energy.

Procedure

Students are responsible for identifying laboratories/faculty they are interested in joining for a research rotation. To facilitate this process, the HFRS Program Director will present the student with a list
and brief descriptions of available research rotations. The student will then initiate contact with prospective supervising faculty to learn about the rotation and to define the expectations. The Research Rotation Interview Form (Appendix A) will be used to facilitate this discussion. This step is crucial: it is important for the student to have a clear understanding of what is expected in each laboratory prior to beginning the rotation. This is intended to make both the student’s and the rotation supervisor’s experience more rewarding and successful. In short, the rotation interview not only provides the student with the opportunity to assess whether or not the lab is a good fit for him/her, but it is also an opportunity for the faculty mentor to assess whether the student is a good fit for the lab. Once desirable research rotations are identified, the student completes the Research Rotation Request Form (Appendix B) and submits it to the HFRS Program Director.

**Evaluation**

At the midpoint of each research rotation, the student must complete a self-evaluation and submit it to the rotation supervisor and the HFRS Program Director (see the Research Rotation Self-Evaluation Form; Appendix C), either of whom may choose to review the student’s evaluation in order to identify areas in need of improvement. At the end of the rotation, the student again completes the Self-Evaluation Form and submits it to the rotation supervisor and the HFRS Program Director. The rotation supervisor reviews the student’s self-evaluation with the student. The purpose of this process is to provide the student with constructive feedback to help students be successful researchers. At the end of the rotation, the rotation supervisor completes an online evaluation of the student (see Research Rotation Supervisor Evaluation Form; Appendix D). This evaluation is then shared with the student and placed in the student’s file. The student’s performance in each research rotation is evaluated on a Satisfactory/Unsatisfactory basis on the basis of whether the student performs above or at (satisfactory) or below (unsatisfactory) expectations on the various dimensions assessed. Generally speaking, students who receive a rating from a rotation supervisor on the final evaluation of “below expectations” on any of the dimensions of performance are at risk for failing a rotation.

**By the end of the third rotation…**

By the end of the third rotation, the student should be in a position to identify a faculty mentor. If, for some unforeseen reason, the student is unable to identify a faculty mentor and/or needs an additional rotation, the student must seek approval for this from the HFRS Program Director. If the student has not successfully passed the first three rotations, additional rotations (if approved) will be required until three rotations have been successfully completed. Specific types of rotations may be mandated by the HFRS Program Director in order to remediate specific areas of challenge that have been identified in prior rotations.
Appendix A: Rotation Interview Form

RESEARCH ROTATION: INTERVIEW FORM

This form must be completed by the faculty research rotation supervisor and the student prior to the start of the placement and the specific activities, requirements, and expectations should be discussed and agreed upon. As a reminder, each of the first three research rotations typically lasts five weeks, with 20 hours of research work performed per week (and the extended research rotation typically lasts 10 weeks with 20 hours of research each week). Changes to the total hours and duration of the rotation are possible but must be pre-approved by the HFRS Program Director. These research activities provide students the opportunity to gain exposure to the research done in the rotation lab by 1) understanding the current knowledge in the field, 2) learning about the underlying hypotheses that drive the current lab research, and 3) directly participating in an aspect of the research process (e.g., literature review, method development, data collection, analysis, interpretation, or research dissemination). It is also intended as an opportunity for the rotation supervisor to evaluate the student’s performance to further the student’s development as a researcher.

The (prospective) supervising faculty and the student should jointly consider the questions/areas below. After this form is completed, a copy should be sent to the HFRS Program Director.

Student Name:_________________________ Rotation # (circle one): 1 2 3 -OR- Extended Rotation

Prospective Supervisor:__________________________________________

Semester/Year:_______________ Proposed start date:___________________

What are the specific expectations for the rotation?

1. Student will spend 20 hours per week

2. Student will keep scheduled appointments, turn in assignments on time, and participate actively in assigned lab activity.

3. Anticipated research duties:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________
   e. __________________________________________________________

4. Required readings? Yes No
5. Attendance at lab or group meetings?  Yes  No

6. Additional/preparatory training required?  Yes  No
   If yes, list training sessions:__________________________________________________

7. Expected outcomes (e.g., complete a paper, analysis of data, etc.) and dates of completion:
   a. ___________________________ Due:_______________
   b. ___________________________ Due:_______________
   c. ___________________________ Due:_______________
   d. ___________________________ Due:_______________

8. Anticipated learning outcomes:
   a. ________________________________
   b. ________________________________
   c. ________________________________

The prospective research rotation supervisor and student should each sign below to acknowledge the requirements as outlined above. Once this form is completed, it must be sent to the HFRS Program Director for final approval and placement of the student. A copy should also be retained by the student and the prospective supervisor.

____________________________________________________________________
Faculty Supervisor  Date

____________________________________________________________________
Student  Date
Appendix B: Research Rotation Request Form

## Research Rotation Request Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>95 #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
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<tr>
<td>Phone:</td>
<td>E-mail Address:</td>
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</table>

### Research Rotation Choices, in Rank Order:

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<th>Faculty Member</th>
<th>Lab/Project</th>
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<tbody>
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</table>

Describe your research interests:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ATTACH YOUR CURRENT C.V.
Appendix C: Research Rotation Self-Evaluation

Research Rotation: Self-Evaluation Form

For each research rotation, the student must complete two self-evaluations: one mid-way through the lab rotation (i.e., between the 2nd and 3rd week of the experience for the research rotation and around the 5th week for the extended rotation) and one at the end. The student is expected to take responsibility for remembering to complete the self-evaluation at the appropriate time. Once each self-evaluation is complete, the student sends it to the research supervisor and the HFRS Program Director. Each self-evaluation is a written report (approximately two pages) in which each of the following areas is addressed:

Student’s Name: ___________________ Date: _______________________

1. REPORT PROGRESS ON PROJECTS: Review the Research Rotation Interview form that you completed with your supervisor before you committed to this project. Have you made satisfactory/expected progress in all of the identified research activities? If so, describe. If not, describe and discuss barriers to achieving the stated goals.

2. REVIEW AND UPDATE TIMELINES FOR ALL MAJOR RESEARCH-RELATED PROJECTS (IF APPLICABLE): Are adjustments needed to timelines or goals? Do lab duties require re-prioritization? If changes are needed, how have you communicated with your supervisor?

3. TIME MANAGEMENT: Have you been able to fulfill the required hours for each week of your rotation? If not, why not? Are you able to perform the research duties at the expected level despite the other demands of graduate school (e.g., coursework) and more general life responsibilities?

4. YOUR LEARNING: Have your goals for learning about research in this lab been met? If so, briefly describe your experience. If not, identify barriers to your learning.
Appendix D: Research Rotation Supervisor Evaluation Form

Research Rotation: Supervisor Evaluation Form

Instructions: Please rate the student, compared to expectations for HFRS Ph.D. candidates as this level, on the following aspects of the student’s research rotation. The results of this survey will be sent to the HFRS Program Director, shared with the student, and placed in the student’s file. Please read each part of the survey carefully and respond as honestly and as thoughtfully as possible.

Below expected   Expected   Above Expected   NA Comments

Please rate the student on the following dimensions:
- Ability to meet the research goals identified at the beginning of the rotation
- Ability to learn new skills
- Ability to apply knowledge and principles of research
- The degree of care and conscientiousness of work
- Initiative to access relevant literature
- Demonstrates active intellectual engagement in the project
- Ability to carry out tasks independently (when appropriate)
- Current level of laboratory skills
- Participation in laboratory activities
- Preparation for laboratory activities
- Quality of written reports
- Quality of data collection/analysis/interpretation
- Quality of interaction with lab colleagues/supervisor
- Overall evaluation for this rotation

____________

Was the student unable to devote sufficient time and/or careful attention to lab duties because of the burdens of coursework or the inability to prioritize competing life responsibilities? Y  N

Optional comments:

Would you recommend this student to other rotation supervisors? Y  N

If no, please describe your concerns

It is the student’s responsibility to complete and submit to you a mid-rotation self-evaluation. Did the student do this? Y  N

It is the student’s responsibility to complete and submit to you a end-rotation self-evaluation. Did the student do this? Y  N

Regardless of whether the student completed the self-evaluation, did you ever have the opportunity to review the student’s performance during the research rotation period? Y  N

What actions, if any, did you put in place to support the student’s research success or to address concerns noted in the student’s mid-rotation performance?  

Please describe any performance change you observed with these supports in place and/or following a review of expected activities.

Optional comments:

Other general comments:

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Handbook

Revised 7/20/18
Evaluation of Monthly Doctoral Seminar

Student participation in Journal Study and Graduate Seminar are evaluated on a satisfactory/unsatisfactory basis. More specifically, students will be evaluated on their performance for both leading the discussion and participating in the discussion when another student is the lead. Therefore, to achieve a satisfactory evaluation in Journal Study and Graduate Seminar, all of the following criteria must be satisfied:

When students lead the discussion, they must:

1) Facilitate the agreed upon number of discussions for that semester
2) Prepare for each discussion session by distributing reading materials to the advisor and classmates at least 2 weeks before the meeting
3) Complete the Journal Study Review document and distribute that document to the advisor and classmates on the day of the session

When students participate in the discussion led by another student, they must:

1) Attend the meeting (unless there is medical documentation or the absence has been approved ahead of time by the program director).
2) Prepare for each session ahead of time by reading the materials provided by the discussion leader.
3) Engage in a thoughtful and informed discussion based on the pre-reading material and questions and comments posed by the student leading the discussion as well as the reflections of other students in the class.
RESEARCH PROTOCOL

Doctoral students are required to prepare a formal research article based on their research rotation. The student is required to give an oral presentation of the research to be reported in the article at the formal research seminar hosted by CNHS as part of the Ziegler Research Forum during May in year 2 or 3 in the program. The student must incorporate the feedback received at the seminar in a peer-reviewed journal article format for submission to the Doctoral Program Committee. They must also submit and present their research at a peer-reviewed scientific conference.

The article must be written at a level of scholarship suitable for submission to a specified peer-reviewed journal. For information on how to identify and locate peer-reviewed journals:

- California State University has published an online tool that may be helpful, http://lib.calpoly.edu/research/guides/peer.html
- A comprehensive list of science journals can also be accessed through the Thompson Reuters website at http://science.thomsonreuters.com/mjl.
- When choosing a journal for article submission, it can be important to be aware of the journal’s impact factor. The impact factor, often abbreviated IF, is a measure reflecting the average number of citations to articles published in science and social science journals in a specified time frame. It is frequently used as a proxy for the relative importance of a journal within its field, with journals with higher impact factors deemed to be more important than those with lower ones.
- To explore the impact factor of journals you are considering, visit http://thomsonreuters.com/products_services/science/free/essays/impact_factor.

Overview:
The student’s research article must conform to the format and bibliographic style of the selected journal. Once the student has received email notification from the Doctoral Program Committee chair approving the manuscript as it is written, the article must then be submitted to the specified journal identified by the student. Confirmation of receipt of the article by the journal must be sent to the Doctoral Program Committee chair before the student will be granted a “pass” for the research practicum. At that point, the timing of submission to an external journal is under the purview of the dissertation committee, but it still must occur as soon as the student’s dissertation committee grants approval to submit the paper for publication and prior to graduation.

Requirements:
1. The student must have successfully completed all the research courses and the research rotations, and presented his or her research paper at the Zeigler Form prior to submitting the article.

2. An oral presentation based on the student’s research must be presented orally in the Annual CNHS Ziegler Research Forum, at which members of the Doctoral Program Committee serve as judges (passed or not passed).

3. The student will use the presentation for the Ziegler Research Forum as the basis for a presentation to be submitted to a peer-reviewed scientific conference and an article to be submitted to the Doctoral Program Committee, who will decide when it is ready for submission to a peer reviewed journal.

4. The student should select, in consultation with their academic advisor (and the instructor of HFRS 450, if writing the article during that course), a peer-reviewed academic journal to which to submit the article.

5. The article must be:
   - Formatted to conform to all the selected journal’s specifications and incorporate feedback received from the student’s advisor and at the research seminar forum.
   - Submitted electronically to the chair of the Doctoral Program Committee along with an electronic copy of a sample article from the targeted journal.
   - Revised as requested by the Doctoral Program committee, with substantial improvements made at each point in the revision process, and with explanation of responses to reviewers’ comments outlined in cover letters/emails and track changes as requested by the committee, until it meets the committee’s standards, as communicated by the committee chair. Substantial improvement is defined by improving at least to the next level in the following ranking listed below under Assessment.

6. The version of the article approved by the Doctoral Program committee chair on behalf of the committee must be:
   - Submitted to the selected journal editor for publication, but only after the student has received the written Released for Submission/Pass email from the committee chair indicating that the article is ready to be submitted. When official notification of receipt by the journal is received, the student must then forward the official notification to the Chair, who then will provide an email confirming that the requirements have been met.
   - Acceptance of the article for publication is not a requirement of the examination. If the article is not accepted by the journal editor (and few articles are the first time around), the student is strongly encouraged to respond to reviewers’ comments and to resubmit the article to the same journal, if given that option, or to a different journal if not. Revision and resubmission of the article are not requirements of the examination but they are expected as good scholarly practice.

**Assessment of Oral Presentation**

The oral presentation at the Zeigler Forum is reviewed by the Doctoral Program Committee members and judged as ‘satisfactory’ or ‘unsatisfactory’ in meeting the criteria summarized below. It may then be submitted for presentation at a peer-reviewed scientific conference. If the oral presentation is judged unsatisfactory, the student will receive within approximately 30 days a written description of:

1. The deficiencies and recommendations for improvements;
2. Plans for scheduling a second presentation.

The student may repeat the oral presentation once. If the second presentation also is assessed as unsatisfactory, the student’s name will be forwarded to the Academic Affairs Committee with a recommendation that the student be dismissed from the program.
Assessment of Research Article

The research article may not be submitted to the committee chair until the student has passed the oral presentation of the examination. All articles first submitted by the end of the month will be reviewed by the committee during the following month. The research article will be reviewed by the Doctoral Program Committee members and judged as ‘satisfactory’ or ‘unsatisfactory’ (i.e., in need of revision) in meeting the criteria summarized below. If the Research Article is judged to be in need of revision, the student will receive within approximately 30 days a written description of:

1. The deficiencies and recommendations for improvements;
2. Suggested date for resubmission (generally within 30 days from receipt of the email notification from the chair of the examination committee).

Once a student submits a research article, it will be reviewed by the examination committee in the same manner as by an editor and reviewers of a peer reviewed journal. Similar to the peer-reviewed editing process, articles will be reviewed using the following quality indicators:

1. Reject (student will still resubmit as long as first time submitted)
2. Revise and resubmit with major revisions
3. Revise and resubmit with revisions
4. Revise and resubmit with minor revisions
5. Conditional Pass
6. Pass

Resubmitted materials must be sent to the Chair of the Doctoral Program Committee using track changes throughout the document, with a cover memo explaining how the revised materials are responsive to the Committee’s major recommendations. If the student fails to move up at least one level (as indicated by the quality indicator sequence) in response to the recommended revisions upon resubmission, the student’s name will be forwarded to the Academic Affairs Committee with a recommendation that the student be dismissed from the program. The student must make all recommended revisions as defined by the examination committee before the article can be released for submission to the peer-reviewed journal or the student’s doctoral dissertation committee.

No article may be submitted to any person or organization outside the program until it has received a grade of “satisfactory” (which includes, at a minimum, a level of accept with minor to no revisions with evidence of completing any minor revisions that were required) AND the student is in receipt of an email from the examination committee chair indicating the paper is ready for submission to a journal (or to the dissertation committee in lieu of the journal).

Confirmation of the receipt of the article by the journal editor must be sent to the committee chair before the student will be granted a “pass” for this component of the Qualifying Examination.
Criteria for Assessment of Research Presentation

Failure to achieve a “Satisfactory” rating for any Essential Component may result in an unsatisfactory grade for the Research Presentation.

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENTS</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization</td>
<td>Presentation content is sufficiently complete, well-organized.</td>
<td>Presentation is disorganized, unfocused, or essential components are not addressed or are not of sufficient depth.</td>
</tr>
<tr>
<td>2. Rationale</td>
<td>Rationale for research concisely outlines a research need or gap.</td>
<td>Rationale for research is fully or partially omitted or does not support a research need.</td>
</tr>
<tr>
<td>3. Research Questions</td>
<td>Research question(s) are appropriate to the study and precisely stated.</td>
<td>Research question(s) are omitted or unclear or insufficiently developed or inappropriate to the study.</td>
</tr>
<tr>
<td>4. Method</td>
<td>Methods are described clearly and are valid for the study.</td>
<td>Methods are inaccurately or cursorily described or lack validity for the study.</td>
</tr>
<tr>
<td>5. Results</td>
<td>Results are directly responsive to research questions and methods used.</td>
<td>Results are fully or partially omitted or not responsive to research questions and methods used.</td>
</tr>
<tr>
<td>6. Discussion</td>
<td>Findings are critically analyzed and interpreted.</td>
<td>Findings are fully or partially omitted or insufficiently or inaccurately analyzed and interpreted.</td>
</tr>
<tr>
<td>7. Strengths and Limitations</td>
<td>Research strengths and limitations are clearly identified and itemized.</td>
<td>Research strengths and limitations are fully or partially omitted or inappropriate for the study.</td>
</tr>
<tr>
<td>8. Conclusion</td>
<td>Conclusions are clear and well supported by study data.</td>
<td>Conclusions are fully or partially omitted or not completely supported by study.</td>
</tr>
<tr>
<td>9. Future Research</td>
<td>Implications for future research are outlined.</td>
<td>Implications for future research fully or partially omitted or inappropriate.</td>
</tr>
<tr>
<td>10. Visual Aids</td>
<td>Visual aids are of high quality, i.e., clearly portray information, are visible to the whole audience, use complementary colors, and a background that does not conflict with the text/figures.</td>
<td>Visual aids are of poor quality, or information is confusing, or is not clearly visible to the whole audience, uses conflicting colors, or a distracting background.</td>
</tr>
<tr>
<td></td>
<td><strong>Delivery</strong></td>
<td>Quality of delivery</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>11</td>
<td>Delivery is clear, audible and delivered at an appropriate rate. Presenter maintains eye contact with all members of the audience, has no distracting mannerisms, and has a professional appearance.</td>
<td>Delivery is sometimes inaudible or delivered at an inappropriate rate. Presenter does not maintain eye contact with the audience, has distracting mannerisms, or does not have a professional appearance.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Questions</strong></td>
<td>Ability to answer challenging questions.</td>
</tr>
<tr>
<td></td>
<td>Presenter answers challenging questions knowledgeably, clearly, accurately, concisely, and honestly.</td>
<td>Presenter does not answer questions knowledgeably, clearly, accurately, concisely or honestly.</td>
</tr>
<tr>
<td>13</td>
<td><strong>Timing</strong></td>
<td>Appropriate pacing and length.</td>
</tr>
<tr>
<td></td>
<td>Pacing of presentation is appropriate and formal part of the oral presentation does not exceed 15 minutes.</td>
<td>Pacing of formal oral presentation is markedly uneven or exceeds the 15 minute time limit.</td>
</tr>
<tr>
<td>14</td>
<td><strong>Effectiveness</strong></td>
<td>Overall effectiveness of presentation in communicating with intended audience.</td>
</tr>
<tr>
<td></td>
<td>Presenter efficiently and effectively communicates the essential meaning of the presentation to the intended audience.</td>
<td>Presentation does not communicate the essential meanings of the research efficiently or effectively with the intended audience.</td>
</tr>
</tbody>
</table>
Criteria for Assessment of Research Article

The exact format will be determined by the selected journal’s requirements; however, the article is expected to include the following Essential Components, each of which will be reviewed for quality as well as format. Papers will be reviewed as they would when sent to a peer-reviewed journal; the following serves as a guide for expectations of such articles.

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENTS</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Abstract</td>
<td>Abstract is clearly and concisely written and includes purpose, methods, results, and conclusions.</td>
<td>Abstract is missing or does not include purpose, methods, results or conclusions or is written in an unfocused, unclear manner or exceeds a specified word limit.</td>
</tr>
<tr>
<td>2. Introduction/Background</td>
<td>Introduction/background section that includes well-written description and critique of pertinent literature, rationale for study, and research question(s).</td>
<td>Introduction/background section is missing or is incomplete or lacks critical analysis</td>
</tr>
<tr>
<td>3. Methods</td>
<td>Methods section that includes concise, clear and appropriate description of population studied, research design, sampling method, data collection technique and data analysis.</td>
<td>Methods section demonstrates insufficient knowledge of the scientific method, or summarizes the pertinent details in an imprecise or inaccurate manner.</td>
</tr>
<tr>
<td>4. Results</td>
<td>Results section that includes pertinent tables or graphs and that are responsive to research questions(s) and methods used.</td>
<td>Results section does not include pertinent tables or graphs or is incomplete or not appropriate for the research questions(s) and methods used.</td>
</tr>
<tr>
<td>5. Discussion</td>
<td>Discussion section includes a critical, insightful, well-reasoned and thorough review of findings, interpretation of principal findings in relation to prior research, discussion of methodological weaknesses and limitations of the study, as well as strengths, and significance of study.</td>
<td>Discussion section demonstrates inadequate critical reasoning and interpretation or lacks sufficient depth; methodological weaknesses and limitations and significance of study omitted or insufficiently described or inaccurate.</td>
</tr>
<tr>
<td>6. Conclusions</td>
<td>Conclusions (either as separate section or merged with Discussion section as appropriate for the specified journal) are supported by data and include recommendations for future research.</td>
<td>Conclusions (either as separate section or merged with Discussion section) and recommendations for future research are not supported by data or are missing.</td>
</tr>
<tr>
<td></td>
<td>Ph.D. in Interdisciplinary Health Sciences</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7. <strong>References</strong>&lt;br&gt;Includes only references cited in article.</td>
<td>References are sufficient in breadth and depth for topic and consistent and correct in format according to journal specifications.</td>
<td>Not all references are cited or references not cited in the article are included, or are not appropriate or selection is superficial, or citation format is inconsistent or does not follow prescribed format.</td>
</tr>
<tr>
<td>8. <strong>Overall Quality of Presentation</strong>&lt;br&gt;Presentation and organization, including correct grammar, spelling, and no proof-reading errors.</td>
<td>The manuscript is well-organized, attractively presented with grammar and spelling that is consistently correct.</td>
<td>Presentation is of poor quality and disorganized, or grammar and spelling errors present.</td>
</tr>
<tr>
<td>9. <strong>Adherence to all Journal Specifications</strong>&lt;br&gt;Including but not limited to: font size, line spacing, margins, length, treatment of tables and figures, and reference style.</td>
<td>The manuscript adheres to all journal specifications including margins, font, treatment of figures and tables, article length.</td>
<td>Article does not fulfill all the specified journal’s requirements.</td>
</tr>
<tr>
<td>10. <strong>Administrative Steps</strong>&lt;br&gt;The student completes all administrative steps and submits the article to the approved journal in the required time-frame.</td>
<td>The student completes all administrative steps and submits the article to the approved journal in the required time-frame. The exam requirement is not met until the Examination Committee receives proof of submission.</td>
<td>The student fails to complete all administrative steps or does not submit the article to the approved journal in the required time-frame.</td>
</tr>
</tbody>
</table>

Revised 7/20/18
TEACHING PRACTICUM PROTOCOL

TEACHING COMPETENCY
Each student must teach at least one course under the mentorship of a faculty member, or serve as a teaching assistant for at least one course and mentor or co-mentor an undergraduate or master’s degree research project.

STUDENT’S INSTRUCTIONAL ROLE
Prior to registering for the teaching practicum, the student must identify a course to teach and obtain approval from his or her academic advisor and the Academic Affairs Committee for the arrangement. The student’s role could include but is not limited to serving as regular faculty, adjunct faculty, instructor, workshop director, etc. However, the student cannot have a faculty appointment in the department of their Advisor or Committee Chair. The student should have primary responsibility for the teaching of a major section of the course if not the entire course. Team teaching is permitted under some circumstances, but only if pre-approved by the student’s teaching practicum committee and the Academic Affairs Committee.

ACCEPTABLE COURSES
Approved courses might include, but are not limited to courses identified as undergraduate, graduate, or continuing education courses that receive credit. Only students that already have a graduate degree may teach a graduate courses and only at the level of their degree or below. Students may use a current course they have been teaching either at UVM or another institution, but must demonstrate improvements in the course based on their learning in HFRS 430. Students who need assistance identifying a course to meet this requirement should begin working with their academic advisors at least a semester ahead of the semester they intend to teach.

TIMELINE
Students are encouraged to register for the Teaching Practicum and teach this course the semester after completing the pedagogical course, HFRS 430 (Seminar and Practicum in Health Professions Teaching and Learning) in Spring of Year 2. This competency must be completed before the student can apply and enroll for dissertation credits (HFRS 491). A 4-stage process is used to establish and execute the teaching practicum.

STEPS FOR THOSE TEACHING A COURSE

53 Handbook

Revised 7/20/18
Step 1: TEACHING PLAN
a. The student should develop a teaching plan that includes consultation with the Center for Teaching & Learning, the chair of the department, and a faculty member who has taught or mentored the course in the past.
b. The student must submit some components for prior approval before being approved to teach the course, including:
   1. The student’s personal learning objectives – what the student wishes to accomplish through this practicum.
   2. Course number and name.
   3. Target audience – type and anticipated number of students.
   4. Location(s) where it will be taught. Time frame for delivery of course.
   5. Draft Syllabus with:
      i. Course description.
      ii. Course objectives.
      iii. Topics to be covered.
      iv. Sequence in which topics will be presented.
      v. Pedagogy to be employed.
      vi. Assessment methods.
   6. Description of how the methodology proposed for use in this course is linked to the theories and concepts discussed in HFRS 430.

Step 2: REVIEW of the TEACHING PLAN
Approval of the teaching plan, as described above, rests with the department chair, the supervising faculty member, and the Doctoral Program Director.

Step 3: COURSE PREPARATION:
The course must be largely developed and ready to teach ONE MONTH BEFORE the student begins teaching. The materials, which will be reviewed by the supervisor for the course, should include the following:

- Final Syllabus in appropriate format (following departmental or college template) with:
  - Course information – class dates, times, locations, etc.
  - Instructor information – name, contact information, office hours, etc.
  - Textbooks/reading materials
  - Course description
  - Course objectives
  - Class, department, college, and university policies – attendance, make-up or late work, academic honesty, etc.

- Description of each class session, including:
  - Topics to be covered
  - Materials to be used, including audio-visual
  - Activities, including lab activities
  - Readings
  - Assignments
Ph.D. in Interdisciplinary Health Sciences

- Pedagogy
  - Assessment of student learning
    - Sequence
    - Format
    - Scoring rubrics for all essay questions, projects etc.
    - Grading policy
  - Justification of the chosen topics, delivery model, and instructional methods
  - Materials including course packs, handouts, activities, etc.
  - Assessments, including copies of all assessments.

Step 4: TEACHING EXPERIENCE

Supervision
- The teaching will be supervised by a faculty member as arranged by the department chair in collaboration with the Doctoral Program Director.
- The student must communicate regularly, at least once a week initially, with the supervisor to discuss his/her progress and trouble-shoot any problems that occur.

Journal
The student will be expected to keep a journal (see Tips on Journaling below) throughout the experience to:
- Provide an ongoing formative self-analysis of his/her performance.
- Assess his/her achievement of the learning objectives as outlined in the proposal.
- Take a student-centered perspective and gather and reflect on assessment data regarding how his/her students are learning.
- The student must share journal entries with the supervisor (in person or via email) at least twice per month across the semester, so that the supervisor and the student teacher have an opportunity to interact with each other at multiple points.

Tips on Journaling
You should make your journaling interactive with the supervising instructor. Journal entries should capture both descriptive information about the experience, and self-reflective information about what you are learning. Reflect both on a surface level [e.g., next time I'll do this first instead of that] and on a deeper level [e.g., I am finding that I need to work on responding to questions in a way that is less defensive: Today, the discussion really got going, and I think it was because...]. The reflection also should address the personal goals you have set for yourself.

It is suggested that you share your impressions and your learning about the teaching process, as well as any input or suggestions about what journaling practices worked well for you, with your fellow cohort members.
Creating a teaching portfolio is highly recommended for students teaching a course. The preparation of the teaching portfolio is based on coursework from HFRS 430 and materials developed during the teaching mentorship, including a reflective narrative summarizing the contents of the formative journaling and student course evaluations.

Satisfactory completion of the practicum experience will be judged by the teaching supervisor in consultation with the Doctoral Program Director.
STEPS FOR THOSE SERVING AS TAs and MENTORSHIP STUDENT RESEARCH

Step 1: TA Experience
The student must submit documentation of their participation as a TA in a course, including:
- The student’s personal learning objectives – what the student wishes to accomplish through this practicum.
- Course number and name.
- Target audience – type and anticipated number of students.
- Location(s) where it will be taught. Time frame for delivery of course.
- Attach the syllabus used
- Identify specific responsibilities as the TA and a sample of any lectures, materials, and assignments graded (this can be included in the teaching portfolio)
- Description of how the methodology used by the faculty for whom the student served as a TA is linked to the theories and concepts discussed in HFRS 430

Step 2: Mentoring Experience (A student’s must already have a master’s or more advanced degree to mentor a master’s research project.)
The student must submit documentation of their mentorship of an undergraduate or master’s student’s research including:
- Personal learning objectives – what you hope to learn
- Mentorship objectives- what you hope accomplish through this research mentorship experience with a student
- Identification of the student mentee and a description of their research project
- Outcomes of the research mentorship experience
  - Description of the process
  - Description of the content
  - Description of the responsible conduct of research

Step 3: Portfolio
The student must submit a teaching portfolio to the supervising faculty member and the doctoral program director. The preparation of the teaching portfolio is based on coursework from HFRS 430 and materials developed during the teaching mentorship, including a reflective narrative summarizing the contents of the formative journaling and student course evaluations.

Step 4: Journal
The student will be expected to keep a journal (see Tips on Journaling below) throughout the experience to:
- Provide an ongoing formative self-analysis of his/her performance.
Assess his/her achievement of the learning objectives as outlined in the proposal.

Take a student-centered perspective and gather and reflect on assessment data regarding how his/her students are learning.

The student must share journal entries with the supervisor (in person or via email) at least twice per month across the semester, so that the supervisor and the student teacher have an opportunity to interact with each other at multiple points.

**Tips on Journaling**

- You should make your journaling interactive with the supervising instructor.
- Journal entries should capture both descriptive information about the experience, and self-reflective information about what you are learning. Reflect both on a surface level [e.g., *next time I'll do this first instead of that*] and on a deeper level [e.g., *I am finding that I need to work on responding to questions in a way that is less defensive; Today, the discussion really got going, and I think it was because...*]. The reflection also should address the personal goals you have set for yourself.
- It is suggested that you share your impressions and your learning about the teaching process, as well as any input or suggestions about what journaling practices worked well for you, with your fellow cohort members.

1Students and their Doctoral Program Committee may decide that it is in the student’s best interest to learn the delivery of content across multiple courses by serving as a TA for 2 or 3 courses versus serving as a TA for one course and then mentoring a student in their research. This will be an option for students and the Doctoral Program Committee to consider.

Satisfactory completion of the practicum experience will be judged by the teaching and mentoring supervisors in consultation with the Doctoral Program Director.
Teaching Practicum Approval Form: Option 1-Developing & Teaching a Course

Name: ____________________________
Student 95#: ______________________

Course Name: ______________________
Course location: ____________________
Start and end date of course: ________________

Signatures:
Dept. Chair __________________________________________ Date: ______________
Teaching Supervisor __________________________ Date: ______________

Supervisor’s Responsibilities: Mentor the student, observe the teaching directly at least once, oversee grading of the course, and participate in interactive journaling and evaluation of the student’s work.

TEACHING PRACTICUM PROTOCOL
1. Selection of course and appointment of teaching supervisor by the department chair in consultation with the Doctoral Program Director.
   Date course approved: ______________

2. Teaching Plan Approval: The student must submit a short proposal about what she or he wants to teach to the committee chair. The student must include all elements outlined in the protocol. The plan must be accepted by the department chair, teaching supervisor, and Doctoral Program Director.
   Date plan accepted: ______________

3. Course Preparation: The student must prepare the course materials, including all elements outlined in the protocol. The student must submit the course preparation to the teaching supervisor and the department chair at least one month before s/he plans to teach the course.
   Date course preparation approved: ______________

4. Teaching Experience: The student must teach according to the pre-approved plan. The student must meet regularly with his/her mentor, at least once a week initially.
The student must maintain a weekly journal and submit it to the mentor at least twice a month.
Date teaching experience completed: ________________
Comments:

__________________
Teaching Practicum Approval Form: Option 2-Serving as a TA & Mentoring a Student’s Research

Name: __________________________________________
Student 95#: ________________________________

Course Name: ________________________________
Course location: ____________________________
Start and end date of course: __________________

Signatures:
Dept. Chair __________________________________________ Date: ____________
Teaching Supervisor ____________________________ Date: ____________

Supervisor’s Responsibilities: Mentor the student, observe the teaching directly at least once, oversee grading of the course, and participate in interactive journaling and evaluation of the student’s work.

TEACHING PRACTICUM PROTOCOL

- Selection of course to serve as a TA and appointment of teaching supervisor by the department chair in consultation with the Doctoral Program Director.
  Date course approved: ________________

- TA Experience Plan Approval: The student must submit a short proposal about what she or he wants to learn and practices as a TA to the committee chair. The student must include all elements outlined in the protocol. The plan must be accepted by the department chair, teaching supervisor, and Doctoral Program Director.
  Date plan accepted: ________________

- Mentorship of Student Research Plan Approval: The student must prepare a description of the process, content, and responsible conduct of research they will provide as a mentor for a student’s research project outlined in the protocol. The student must this mentorship plan at least one month prior to initiating mentorship with a student.
  Date course preparation approved: ________________
• **TA and Mentorship of Student Research Completion Approval:**
  - The student must meet regularly with his/her mentor, at least once a week initially.
  - The student must maintain a weekly journal and submit it to the mentor at lease twice a month.
  
  Date TA & Mentorship Experience completed: ________________ Comments: __________________________________________
GRANT PROTOCOL

A student’s qualifying exam will include a research proposal written in the form of a grant proposal. This must be completed in order for the student to advance to candidacy.

Some students will write the research proposal in the course of HFRS 450: Professional Writing and Grantsmanship, typically during the summer of the second year. In that case, both the faculty member teaching HFRS 450 and the qualifying examination committee must approve the steps described above. Other students will prepare a journal article during HFRS 450; for those students, the approvals described below will be required only from the student’s qualifying examination committee.

The grant application must receive preapproval from the student’s qualifying examination committee and be written at a level of scholarship acceptable and suitable for submission to a specified funding agency, conforming to the format and referencing style of that agency. Once the student has received an email from the qualifying examination committee indicating the grant is released for submission, the grant must be submitted to the specified funding agency. Confirmation of the receipt of the grant by the agency must be sent to the committee chair before the student will be credited with having passed this portion of the qualifying examination.

NOTE: In the case of an international student who is not eligible for a particular granting agency, their grant proposal can be approved for submission without sending it, although international students will be encouraged to prepare grants for agencies where they are eligible to apply.

Requirements

1. Students must submit the Grant Application Pre-Approval form to the Qualifying Examination Committee chair for transmission to the Committee for approval before writing the grant. The form must include:
   • A brief description of the specific project and funding agency.
   • The Request for Proposals (RFP) of the agency, including any submission deadlines and page limits.
   • A one page “concept paper” outlining the essence of the proposed activity:
     1. Introduction – statement of problem, need, and significance
2. Objectives – measurable objectives (objectives you can evaluate)
3. Resources required – staff, equipment, materials, etc.
4. Implementation plan – what you are going to do, who is going to do it, how you are going to do it, and when you will do it
5. Funding timeline – duration of funding needed

2. The student should be the primary author of the application, but may collaborate with another principal investigator and other stakeholders in preparing the proposal, as preapproved by the Qualifying Exam Committee.

3. If the student is submitting the grant in collaboration with others, the student must provide documentation of approval (can be an email) from all key partners at each step of the process (pre-approval, draft review, and prior to final submission to the funding agency).

4. The application must be for a grant considered for external funding (not an internal grant) as determined by the Qualifying Exam Committee.

5. The application should meet all of the specifications of the funding agency.

6. If the requirements of the funding agency are “minimal,” the Qualifying Exam Committee may require the student to provide a more extensive description of key components, such as the research plan or budget justification.

7. Grant application materials should be submitted to the examination committee sufficiently before the grant deadline to ensure time for multiple revisions prior to deadline for submission to the agency. Although the Qualifying Exam Committee will do its best to be responsive to tight timelines, the committee cannot guarantee that submission deadlines can be met if substantial revisions are required. If so, the grant may need to be submitted in the following cycle.

8. As a requirement of the examination, the student must revise the grant application using feedback from the Qualifying Exam Committee as requested until it meets the committee’s standards. The application may not be submitted to the funding agency until the student has received an email indicating that the proposal has been released for submission documentation from the Chair of the Qualifying Exam Committee. Receipt of the actual grant award is not a requirement of the examination, but submission to the agency is required. In rare cases, the examination committee may release the application for submission to meet a one-time deadline, but may ask for additional revisions for the purpose of the examination for an application that already has been submitted.

9. If human subjects are involved in the project, the student must follow required procedures. The student may not need IRB approval prior to submitting the grant if not required by the funding agency. However, if the grant is funded and IRB approval is required, and if the student is a member of key personnel for the project, the student must obtain the necessary IRB approvals.

10. The proposal and accompanying approval forms must be consistent with the grant proposal and submission guidelines of the institution through which the application is being submitted, and all required administrative signatures must be obtained prior to actual submission to the agency.

11. If the student proposes to use the grant funding to support dissertation research, the student must have an approved dissertation committee and concept paper prior to writing the grant. In such cases, the dissertation committee will participate as members of the Qualifying Exam committee.
**Assessment of Qualifying Exam Grant Application**

The grant application will be reviewed by the Qualifying Exam Committee members using the criteria summarized below and with reference to the criteria of the funding agency. When the review is complete, the committee will judge the completion of this requirement as “satisfactory” or “unsatisfactory.” If the grant application is judged unsatisfactory, the student will receive a written description of:

1. The deficiencies and recommendations for improvements
2. Date for resubmission (generally 30 days from receipt of the email notification, or another agreed upon date that meets the submission deadline of the funding agency if sooner, and if possible).

If the grant is judged unsatisfactory on the first attempt, the student may receive mentoring and resubmit the grant to the committee. Resubmitted materials must be sent to the examination committee chair with a cover memo that explains how the revised materials are responsive to the Committee’s recommendations. If the student fails to satisfy the recommended revisions, and the revised grant is assessed again as unsatisfactory, additional revisions may be requested by the committee. The student must make all requested revisions before the email indicating *release for submission* can be supplied by the committee chair. In some cases, the student may miss the intended grant cycle and may need to submit the application in a subsequent cycle. Exceptions can be discussed with the committee on a case-by-case basis. If further revisions continue to be judged unsatisfactory, the student’s name will be forwarded to the Doctoral Program Committee with a recommendation that the student be dismissed from the program.

Confirmation of the receipt of the grant application by the funding agency must be sent to the Qualifying Exam Committee chair before the student will be granted a “pass”. Formal notification of passing all requirements for the Qualifying Examination will come from the Chair of the review committee.
Grant Application Pre-approval Form

Name: _______________________________ Student 95 #: __________________

Semester/Year that you began the program: ________________

Advisor: ______________________________

Official Name and Address of Grant Agency:

Working Title of Proposed Activity:

Concept Paper: (One page length, 1” margins, 12 pt Times, single-spacing)
Introduction, Objectives, Resources, Implementation plan, Funding timeline.

Outline of Agency’s Requirements: (These should be taken from the proposal guidelines and scoring criteria and pasted into this document, including page limits and whether the document should be single or double spaced.)

Submission Deadline(s): (It is essential for the committee to be aware of submission deadlines and whether the deadlines roll on a quarterly or annual schedule.)

Reference: (Weblink where official information on the grant can be found.)
This proposal is:  

APPROVED  
NOT APPROVED (see attached comments)

Committee member 1  
Date: 

Committee member 2:  
Date: 

Committee member 3.  
Date: 
Criteria for Assessment of Grant Application

Repeated failure to achieve a “Satisfactory” rating for any Essential Component may result in failure to pass Grant Application competency.

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENTS</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responsive to Funding Agency</td>
<td>All elements of the application are within the parameters required by the funding agency, and the purpose of the project is relevant to the agency’s mission.</td>
<td>Not all elements required by the specified funding agency are included, or the student demonstrates insufficient knowledge of the funding agency’s requirements and mission.</td>
</tr>
<tr>
<td>2. Overview and Purpose</td>
<td>Clear overview of project, concise account of project goals, clear statement of problem to be addressed.</td>
<td>Overview confusing or missing, or goals unclear or problem not well defined.</td>
</tr>
<tr>
<td>3. Background and Significance</td>
<td>Thorough review of the literature and other data provide a cogent argument for the importance of addressing this problem, using excellent sources and rationale for establishing the background and the significance of the proposed activity.</td>
<td>Review of literature cursory, absent, or inappropriate. Inadequate sources of information are used, or the background is poorly described, or the significance of the proposed activity is not well established.</td>
</tr>
<tr>
<td>4. Objectives</td>
<td>An appropriate number of clearly defined measurable objectives.</td>
<td>Inappropriate number of objectives or objectives that are not measurable; or poor or ill conceived research design; inadequate or poorly articulated methodology, or inappropriate analysis.</td>
</tr>
<tr>
<td>5. Implementation Plan</td>
<td>Effective research design, well thought-out and detailed description of the methodology. Detailed, achievable work plan and timeline. Detailed description and justification of all resources including named personnel, equipment, and materials required at each stage.</td>
<td>Implementation plan lacks detail, or is illogically presented; or lacks adequate description of personnel roles, equipment or materials needed; or unrealistic timeline.</td>
</tr>
</tbody>
</table>
### Evaluation/Statistical Analysis Plan

Comprehensive evaluation plan and/or plan for statistical analysis of outcomes to answer research questions.

- **Satisfactory:** A fully developed evaluation plan of outcomes which details how outcomes will be measured and evaluated.
- **Unsatisfactory:** Evaluation plan poorly developed, or does not measure outcomes, or is missing.

**ESSENTIAL COMPONENTS**

### References

References are appropriate, cover sufficient breadth and depth, use a citation format that is consistent and accurate, and exactly match the citations in the grant narrative.

- **Satisfactory:** Cited references are appropriate, cover sufficient breadth and depth of topic, and the citation format is consistent and accurate. Reference list matches citations in document exactly.
- **Unsatisfactory:** Some references are inappropriate, their selection is superficial, or citation format is inconsistent or does not follow prescribed format. Some references are missing, others that were not cited are included in the reference list.

### Overall Quality of Application

Quality of application is organized, accurate, scholarly, and of solid substance.

- **Satisfactory:** Information is presented and organized efficiently and effectively, with accurate grammar and spelling and no proofreading errors.
- **Unsatisfactory:** Presentation is of low quality and disorganized, or grammar and spelling or proofreading errors are present.

### Length

Proposal length conforms to agency’s prescribed limit.

- **Satisfactory:** Length of the proposal conforms to funding agency’s limit, and addendum, if required, meets the Examination Committee’s specifications.
- **Unsatisfactory:** Length of the proposal does not conform to agency’s limit, or addendum, if required, does not meet the Examination Committee’s specifications.

### Administrative Steps

The student must complete all administrative steps for institutional approval and submit the application to the approved agency in the required time-frame. The exam requirement is not met until the Examination Committee receives evidence of submission.

- **Satisfactory:** The student completes all administrative steps and submits the application to the approved agency in the required time-frame.
- **Unsatisfactory:** The student fails to complete all administrative steps or does not submit the application to the approved agency in the required time-frame.

**Comments:**

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Ph.D. in Interdisciplinary Health Sciences
Reference: Author, A., Author, B.B., & Author, C.C. (Year). Title of the journal article with only the first letter of the first word capitalized. *Journal of Research is in Italics Followed by the Volume Number (also in Italics) and then Page Numbers, ##, pp-pp. If the article is from an internet-only journal, include the following immediately after the page numbers (underlined for emphasis here only). Retrieved month day, year, from http://__. If the internet article is based on a printed journal that you only viewed electronically, then include [Electronic version] just after the article title but before the period.

Introduction: In your own words, give a brief introduction (1-3 sentences) to give the necessary background to the study and state its purpose. 
What problem was being addressed or what was the purpose of the study?
What were the hypotheses?
Was the literature cited current and relevant?

Procedures: In your own words, describe the specifics of what this study involved.
Who were the participants?
How were they grouped?
What did they have the participants do? Under what conditions? For how long?
What was measured?
What was being compared?

Findings: In your own words discuss the major findings and results.
Identify the findings relevant to each hypothesis.
How useful or significant are the results?

Conclusions: In your own words, summarize the researchers’ conclusions.
What was the major outcome of the study?
Did the results support the conclusions drawn?

Personal comments: Give your reaction to the study.
What did you learn from the study?
How might you apply the results in a future teaching/clinical application?
Explain how this study might relate to the lab, lab topic, and/or your research project.

Revised 6/27/2018
ACADEMIC HONESTY DECLARATION

You are responsible for making yourself aware of and understanding the policies and procedures of the University of Vermont that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor or the Doctoral Program Director if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

I have read and understand the Code of Academic Integrity of the University of Vermont. All work that I submit as a requirement for the Ph.D. in Human Functioning and Rehabilitation Science degree will abide by all of these policies and the guidelines specified for each assignment by the instructor.

Student’s Printed Name: _______________________________________________________

SIGNATURE

Date:_____________________________________________________

Doctoral Program Director’s Printed Name: ____________________________

SIGNATURE

Date:_____________________________________________________

Revised 6/27/2018
DOCTORAL PROGRAM OF STUDY
IN HUMAN FUNCTIONING AND REHABILITATION SCIENCES

DISSERTATION CONCEPT PAPER PROTOCOL

The student must do a “three-paper” dissertation as outlined in the table below.

<table>
<thead>
<tr>
<th>Three-Paper Dissertation</th>
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</thead>
<tbody>
<tr>
<td>Ch 1. Introduction</td>
</tr>
<tr>
<td>Ch 2. Paper one</td>
</tr>
<tr>
<td>Ch 3. Paper two</td>
</tr>
<tr>
<td>Ch 4. Paper three</td>
</tr>
<tr>
<td>Ch 5. Integrative Discussion</td>
</tr>
</tbody>
</table>

The purpose of the concept paper is to lay out the basic concepts and methods for the dissertation research for review, discussion, and tentative approval of the student’s dissertation committee. The meeting to discuss these comments is informal and interactive. The outcome of the meeting is approval of the concept paper or requests for modifications prior to approval. Both qualitative and quantitative methods are valued in this program and can be used for dissertation research, pending approval of the student’s dissertation committee.

FORMAT

The student should describe similar concepts for each of the three component papers in a concise form. Concept papers are approximately 5-10 pages in length.

Statement of the Problem
The statement of the problem is a rational and reasoned argument that posits the problem and indicates the necessity for the research. This should be supported by a literature review of critical studies that provide sufficient information to identify the “gap” in the current research that will be addressed by the proposed study. This will set the stage for how your research will contribute to attempts to address the problem. This section also will incorporate definitions of key concepts.

Significance of the Research
Significance should be established by presenting an integrative review of key sources that establish the need for the study or studies. The far-reaching implications of the project findings

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should be addressed as well. This should include a brief review of the literature with relevant citations and may also include an outline of additional topics to be included in the review of the literature conducted while in the dissertation phase for the main study or collection of studies.

**Research Question(s)**
The research questions should be presented and show how the methods will be designed to answer those questions. Bear in mind that any questions should be answerable within the timeline and framework of dissertation research. Consider the nature of the data that will be gathered and analysis techniques that will be used to answer each question or set of questions. One way to do this is by providing a table that will show the independent and dependent variables and analysis tools that will be used for each study.

**Method(s)**
The methods description(s) should include data sources, instruments, procedures, and analysis methods to be used in each study. It will be important to gather the committee’s input and tentative approval of the methods, which the student will tighten and elaborate for the formal proposal.

**Concept Paper Approval**
The concept paper must be discussed in a face-to-face meeting with the student’s approved dissertation committee. Distance technology may be used as needed. Concept Paper approval must be obtained from all committee members before preparing the dissertation proposal for formal defense.
Dissertation Concept Paper Approval Form

WORKING TITLE:

STUDENT’S NAME:

The committee agrees with the concepts put forward in this paper and that the student is ready to prepare a dissertation proposal based on these concepts. The committee recommends this student be allowed to register for dissertation credit. The full proposal still must be presented in a formal meeting with the committee for approval. Only at that point can the student apply for Doctoral Candidate status.

Signed

Committee Chair __________________________   Date ________________
Committee member 1 __________________________   Date ________________
Committee member 2 __________________________   Date ________________
Committee member 3 __________________________   Date ________________
Committee member 4 __________________________   Date ________________
Dissertation Format

Students are required by the Graduate College to use a computer software program appropriate to the discipline to create the Table of Contents and the Lists of Tables and Figures from the dissertation text headings. (see http://catalogue.uvm.edu/graduate/degreerequirements/requirementsforthedoctorofphilosophydegree/)

A dissertation must be prepared and submitted in compliance with the "Guidelines for Writing a Thesis or Dissertation" available from the Graduate College office and the program. A formatted copy of the dissertation must be submitted to the Graduate College for a Format/Record Check at least three weeks prior to the scheduled oral defense. Each student must also provide defendable copies of the dissertation to members of the dissertation defense examination committee at least two weeks before the scheduled examination. Individual departments may require earlier deadlines.

Students must notify the Graduate College prior to defending their dissertations.

The oral defense of a dissertation can be scheduled only after successful completion of the comprehensive examination and the submission of an original copy of the dissertation to the Graduate College for a Format/Record Check.

Note: The descriptions in this section provide suggestions for formatting. The actual proposal format and content will be guided by the student’s dissertation committee and will comply with the standards of the Graduate College.

Dissertation Proposal

- The proposal must be defended in a formal face-to-face meeting with the student’s dissertation committee. Faculty members from outside the University may join in via conference call as needed. This proposal meeting should be scheduled for a two-hour block of time. It generally begins with a formal presentation of 20-30 minutes, followed by discussion. Alternatively, shorter presentations may be provided for each of the studies being proposed, with discussions following each component study presentation.
- After a successful defense, the student will have earned doctoral candidate status and permission to move forward in completing the proposed research.
Dissertation Completion

- A three paper structure is required for the HFRS Doctoral Program. The research may be conducted using quantitative, qualitative, or mixed methods.
- The standard structure for a three paper (still in 5 chapters) dissertation is:
  - Chapter I = Introductory Chapter
  - Chapter II = Paper 1
  - Chapter III = Paper 2
  - Chapter IV = Paper 3
  - Chapter V = Integrative Discussion
- The student and dissertation chair will decide how to engage members of the dissertation committee during the process of completing the research and writing the required papers. Any major variations in methodology approved as part of the proposal should be presented to the committee for approval if they arise.
- Students often present drafted chapters to the chair of their dissertation committee first and then to the whole committee when approved for submission by the chair. As a general guideline the committee should be given two weeks for reviewing each submission (unless a different timeframe has received agreement by the committee).
- When the candidate, chair, and committee agree that the document is ready, the candidate may schedule the dissertation defense. The two-hour defense must be formally scheduled with the Graduate College at least 3 weeks prior to the scheduled defense date.
- At this point, the candidate should provide a completely compiled dissertation to members of the dissertation committee, allowing approximately 2 weeks for the committee to review the final version of dissertation prior to meeting.
- In most cases, a dissertation defense begins with a public presentation of approximately 30-35 min, followed by a period of 25-30 min for questions from the audience. At this point, the committee chair excuses other guests and the committee meets with the candidate for 45-90 minutes to discuss any further changes needed in the dissertation and to ask questions of the candidate about any aspects of the work. At the conclusion, the candidate is excused while the committee deliberates approval of the defense and the document. Most candidates are asked to make some changes before submitting the document to the Graduate College. It is wise to arrange for a professional formatter to assist with the final preparation of the manuscript prior to submission to the Graduate College. Requirements and forms for submission can be found at http://catalogue.uvm.edu/graduate/degreerequirements/requirementsforthedoctorofphilosophydegree/

Dissertation Defense Examination Committee
Upon receipt of a completed dissertation, the Dean of the Graduate College will appoint a dissertation defense examination committee based upon nominations submitted by the candidate's advisor. The dissertation defense examination committee consists of a minimum of four University of Vermont faculty members, all regular members of the graduate faculty. At least two graduate faculty members must be from inside the department or program. The chair must be both a member of the graduate faculty and from outside the candidate's department and program. The definition of outside faculty means the faculty member has no appointment of any

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kind in the department or program. For University-wide interdisciplinary programs, the chair must be outside the department of the candidate's advisor. The chair will be designated by the Graduate College dean upon nomination by the dissertation advisor. Individual programs may require more than four committee members or have other specific membership requirements. The dissertation defense examination committee and the graduate studies committee do not have to be the same.

The chair of the dissertation defense examination committee has the responsibility for ensuring proper conduct of the examination, appropriate documentation of the results, and that the signatures of endorsement are added to the acceptance page of the dissertation following a successful defense.

The acceptability of the dissertation is determined by the dissertation defense examination committee. The chair of the dissertation defense examination committee notifies the Graduate College of the outcome. A grade of "S" or "U" is awarded. If a student's defense examination performance is not satisfactory, then one reexamination, and one only, is permitted.

After a successful dissertation defense, candidates must electronically upload the corrected dissertation to http://www.etdadmin.com/uvm for approval by the Graduate College within the time period specified by the dissertation defense examination committee, and/or the Graduate College.
APPENDIX C. LINKS TO GRADUATE COLLEGE PROTOCOLS AND FORMS

Leave of Absence Form

Transfer of Credit Form

Individual Development Plan Protocol & Form

Proof of Successful Completion of Comprehensive Exam

Defense Committee Guidelines and Membership Form

Intent to Graduate form

Dissertation Defense Notice template & Abstract

Defense Timetable

Thesis Template Starter

Thesis & Dissertation Guidelines