



SCHOOL OF
PUBLIC HEALTH

OHSU-PSU School of Public Health

PhD in Community Health

Program Guide and Degree Requirements 2022-2023

<https://ohsu-psu-sph.org/phd-community-health/>



OHSU-PSU School of Public Health
2022-2023 Program Guide and Degree Requirements for PhD Students in Community Health

Information in this document is updated annually. Please refer to the document for the year you entered the PhD program, as the degree requirements listed are your programmatic contract. Some institutional information and contacts may change while you are enrolled; check the OHSU-PSU School of Public Health website and online resources referenced throughout this document for the most current information.

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Please see website for current Program Director

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TABLE OF CONTENTS

1.0 PROGRAM DESCRIPTION 1

2.0 PROGRAM LEARNING OBJECTIVES 1

3.0 PROGRAM FACULTY 2

4.0 OVERVIEW OF DEGREE REQUIREMENTS 3

6.0 COMPREHENSIVE EXAM 9

7.0 DISSERTATION PROCESS 10

8.0 FINANCIAL SUPPORT 16

This document is also available at the SPH website. Forms and other online resources referenced can be accessed from the SPH website.

1.0 PROGRAM DESCRIPTION

The OHSU-PSU School of Public Health PhD program in Community Health is intended to provide students with advanced training in conducting research and developing instruction skills in public health, with a specific focus on the social and behavioral determinants of health. The program curriculum is complemented by an interdisciplinary faculty that has educational backgrounds in public health and in other disciplines such as communication, social work, and sociology. The curriculum includes intensive training in research methodology, epidemiologic research design, qualitative approaches, statistical analyses, theory, two years of enrollment in a doctoral seminar course, and elective courses to form a focused area of emphasis.

The PhD program in Community Health is one of three doctoral programs within the OHSU-PSU School of Public Health, which has the following overarching Mission Statement:

“Prepare a public health workforce, create new knowledge, address social determinants, and lead in the implementation of new approaches and policies to improve the health of populations.”

OHSU-PSU SPH Core Competencies: All graduates of the School of Public Health will act ethically and demonstrate cultural competence to 1) Integrate social determinants into public health science, practice and policy; 2) Engage with communities to improve population health; and 3) Apply public health knowledge and skills to eliminate health inequities.

2.0 PROGRAM LEARNING OBJECTIVES

The Community Health doctoral curriculum is designed to provide training and mastery around a set of six program level learning objectives:

- 1) Identify gaps in the field of Community Health by critically analyzing relevant peer-reviewed literature.
- 2) Apply appropriate theoretical frameworks to topics relevant to the field of Community Health, including pedagogical theory in the context of teaching.
- 3) Utilize pertinent research design, analytic methods, and interpretation of results to address timely research questions in the field of Community Health.
- 4) Evaluate the impact of social, cultural and contextual factors on health outcomes.
- 5) Effectively disseminate Community Health knowledge and research findings to public, professional, and student audiences using multiple modes of communication.
- 6) Demonstrate ethical conduct and cultural competence in research design, analysis, dissemination, and critique.

3.0 PROGRAM FACULTY

Faculty members participate in the Community Health PhD program through teaching, advising, mentoring, and governance. The core faculty in the Community Health group in the School of Public Health have expertise in multiple domains related to social epidemiology, social determinants of health, community-based research, and population health inequities; they are listed on the SPH faculty web page. Many other SPH, PSU and OHSU faculty teach required and elective courses, and may participate in advising, mentoring, and student supervision for academic committees and research projects. Students should feel free to approach any faculty with questions and inquire about their research, and consult with them on issues of professional development; core faculty should be consulted regarding the course of study.

3.1 Doctoral Program Director

The Director of the Community Health PhD Program is the point of contact regarding rules, procedures, leaves of absence, complaints and any other administrative matters. The Program Director reviews curriculum, monitors student progress, maintains records for accreditation, and addresses any programmatic issues with other core faculty.

3.2 Faculty Advisor

Upon entry to the doctoral program, each student is assigned an advisor from among the School of Public Health faculty whose work overlaps with the student's stated research interests. Faculty advisor duties include but are not limited to:

- Assisting students with their transition to doctoral student life.
- Meeting with student regularly (recommended 2 times per month) throughout the academic school year to provide overall mentoring—including help with goal-setting and review of educational/degree, research and service/professionalism activities.
- Mentoring students on research activities throughout their course of study and aiding students in the establishment of a dissertation committee and selection of a chair (not necessarily the faculty advisor) and committee members.
- Serving as the director of Graduate Research Assistantship (GRA) student duties when applicable.
- Notifying students of relevant School of Public Health, community level, and national professional development events and services and advocating for student participation.
- Requesting Degree Audit Reporting System (DARS) reports from administrative staff and submitting DARS exceptions as appropriate.
- Providing timely support and guidance to advisees when students are in academic or personal difficulty.

Positive relationships between doctoral students and their advisors are a central factor in successful progress and timely program completion. During the course of study, a student may identify an alternative faculty advisor, and may switch advisors if the new faculty advisor agrees to assume the role. A student should discuss any wishes to change their primary advisor with the Community Health Doctoral Program Director when they arise so that the Program Director may help facilitate the process.

4.0 OVERVIEW OF DEGREE REQUIREMENTS

Students will take a series of health and research methods **core courses** as well as **elective courses** to form an area of emphasis related to the student's interests and approved by the student's advisor. Upon successful completion of coursework, students must pass a **comprehensive exam** comprised of both written and oral components. Students will **complete and defend a dissertation proposal** before **advancing to candidacy**. Candidates will then design, implement, and analyze a research project. The final product is a **written dissertation with an oral defense** of the dissertation work. In summary, the award of the PhD degree in Community Health from the OHSU-PSU School of public health is the culmination of the following benchmarks:

1. Coursework requirements, including dissertation credit hours
2. Comprehensive examination
3. Dissertation proposal and defense
4. Advancement to candidacy
5. Doctoral dissertation and defense

5.0 COURSEWORK

5.1 Required and Elective Courses

The PhD program in Community Health includes a total of 108 required credits: 31 required community health course credits, 6 doctoral seminar credits, 23 required methods credits, at least 21 elective credits (at least 8 elective community health course credits, at least 6 elective methods credits, at least 3 600-level elective credits), and at least 27 dissertation credits (PHE 603).

Students admitted with a Master's Degree in Public Health take will take the required coursework as shown. Students admitted with an undergraduate degree or a graduate degree other than a Master in Public Health will be required to take *PHE 530 Epidemiology I*, *PHE 511 Foundations of Public Health*, and *BSTA 515 Introduction to Biostatistics* as electives.

Students must follow the requirements in place upon matriculation. Should program requirements change during a student's tenure, the student may discuss the possibility of adopting newer requirements with the Program Director; however, the allowance of any alterations from the program in place upon matriculation is at the Program Director's discretion.

5.1.1 Elective courses (21 credits minimum)

Students must round out their course of study with a selection of level community health courses and methods courses (see below). At least 3 credits of elective courses must be at the 600-level. All electives must be graduate-level courses. Students are encouraged to plan ahead for course availability and timing.

Elective Community Health Courses (8 credits minimum are required)

Students will also take at least 8 credits of electives from graduate level courses offered at the OHSU-PSU School of Public Health, or within other departments at OHSU or PSU on topics related to the area of emphasis selected by the student and approved by the student's advisor. These electives must be completed prior to taking the comprehensive exam.

Methods Course Electives (6 credits minimum are required)

In addition to the required methods courses, students must enroll in at least 6 credits of methods electives from graduate level courses offered at the OHSU-PSU School of Public Health or within other departments at OHSU or PSU if approved by the student's faculty advisor and the Program Director.

A breakdown of the coursework requirements are organized into a table on the next page.

Curriculum category	Credit hours
Required courses	60 credits
<i>Community Health Core</i>	31 credits
PHE 612 Advanced Principle of Health Behavior	3
PHE 546 Urban and Community Health	3
HSMP 671 Health Policy	3
PHE 622 Health & Social Inequalities	3
PHE 626 Teaching and Learning in Health Promotion & Social Work	3
HSMP 673 Values & Ethics in Health	3
ESHH 519 Climate Change & Public Health –or– ESHH 612 Global & Planetary Health Concepts	3
PHE 632 Developmental Origins of Health & Human Disease Epidemiology	3
HSMP 681 Population Health: Policy & Practice Implications	3
PHE 619 Mentored Teaching	4
<i>Methods core</i>	23 credits
PHE 520 Qualitative Research & Design	3
PHE 624 Philosophy through Power Calculations: Writing Methods Sections for Research Proposals	3
PHE 625 Advanced Methods Toolkit: Design, Sampling, Scale Development, & More	3
PHE 634 Social Epidemiology Methods & Theory	3
CPH 636 Community Based Participatory Research	3
BSTA 611 Estimation and Hypothesis Testing for Applied Biostatistics	4
BSTA 612 Linear Models	4
<i>Doctoral seminar</i>	6 credits
PHE 623 Doctoral Seminar in Health Research	1 x 6
Elective courses	21 credits
Must include at least 3 credits at the 600 level. May include independent research credits with approval of faculty advisor and program director.	
<i>Methods electives</i>	6 (min)
<i>Community health electives</i>	8 (min)
<i>Other electives</i>	7 (min)
Dissertation	27 credits
Total minimum credits	108

5.1.2 Doctoral Seminar in Community Health

The Doctoral Seminar in Community Health (PHE 623) is required for first- and second-year doctoral students in the School of Community Health Doctoral program, and optional for students thereafter. Students will learn about the critical evaluation of health research, hypothesis generation, publication and review of submitted work, grant application, and the development of an independent research program. Weekly readings will involve seminal published peer-reviewed public health articles as well as readings on practical issues related to the conduct of research, ethics, genesis of research questions, and issues related to dissertation development.

5.1.3 Dissertation Credits

The dissertation is the doctoral student's most substantial achievement—a significant work of research built upon an immersion in the academic literature, informed theoretical reasoning, and original research and analysis.

During the research and writing of the dissertation, students will enroll in at least 27 By-Arrangement dissertation credits (PHE 603). Students should register for dissertation credits any time they are working substantively on their dissertation with faculty members. A student does not need to have defended the dissertation proposal in order to enroll in dissertation credits.

5.2 Program Learning Objectives and Curriculum Map

The table on the next page demonstrates how each of the required courses maps to the 6 Learning Objectives for the PhD program in Community Health.

Program Competencies	Courses Contributing To Competency	
1. Identify gaps in the field of Community Health by critically analyzing relevant peer-reviewed literature.	PHE 520 PHE 623 PHE 624 PHE 625 PHE 632 PHE 634	Qualitative Research Design (R)* Doctoral Seminar (R) Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (P) Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (P) Developmental Origins of Health and Human Disease Epidemiology (R) Social Epidemiology Methods & Theory (P)
2. Apply appropriate theoretical frameworks to topics relevant to the field of Community Health, including pedagogical theory in the context of teaching.	PHE 520 PHE 546 PHE 612 PHE 622 PHE 624 PHE 625 PHE 626 PHE 634 HSMP 671 HSMP 673	Qualitative Research Design (R) Urban & Community Health (R) Advanced Principles Health Behavior (P) Health & Social Inequalities (R) Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (R) Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (R) Teaching & Learning in Health Promotion & Social Work (P) Social Epidemiology Methods & Theory (P) Health Policy (P) Values and Ethics in Health (P)
3. Utilize pertinent research design, analytic methods, and interpretation of results to address timely research questions in the field of community health.	PHE 520 PHE 624 PHE 625 PHE 634 CPH 636 HSMP 671 BSTA 611 BSTA 612	Qualitative Research Design (P) Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (P) Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (P) Social Epidemiology Methods & Theory (R) Community-Based Participatory Research (R) Health Policy (P) Estimation & Hypothesis Testing (R) Linear Models (R)
4. Evaluate the impact of social, cultural and contextual factors on health outcomes.	PHE 546 PHE 622 PHE 624 PHE 625 PHE 632 PHE 634 PHE 626 CPH 636 ESHH 519 ESHH 612 HSMP 681	Urban & Community Health (R) Health & Social Inequalities (P) Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (R) Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (R) Developmental Origins of Health and Human Disease Epidemiology (R) Social Epidemiology Methods & Theory (P) Teaching & Learning in Health Promotion & Social Work (R) Community-Based Participatory Research (R) Climate Change & Public Health (R) Global & Planetary Health Concepts (R) Population Health: Policy and Practice Implications (P)
5. Effectively disseminate Community Health knowledge and research findings to public, professional, and student audiences using multiple modes of communication.	PHE 520 PHE 546 PHE 623 PHE 626 PHE 624 PHE 625 CPH 636	Qualitative Research Design (P) Urban & Community Health (R) Doctoral Seminar in Community Health (P) Teaching & Learning in Health Promotion & Social Work (P) Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (R) Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (R) Community-Based Participatory Research (R)
6. Demonstrate ethical conduct and cultural competence in research design, analysis, dissemination, and critique.	PHE 622 PHE 634 PHE 624 PHE 625 PHE 622 CPH 636 HSMP 673	Health & Social Inequalities (R) Social Epidemiology Methods & Theory (P) Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (R) Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (R) Health & Social Inequalities (R) Community-Based Participatory Research (P) Values and Ethics in Health (P)

*(P) Indicates that the identified course is a primary source for the identified learning objective; (R) Indicates the course indicated is a reinforcing source for the identified learning objective. The variation in course credits reflects the options available for elective courses (3 or 4 credit courses). Students must ensure that at least 75% of their total course credits are at the 600 level in order to meet OHSU standards for a PhD program.

5.3 Proposed Curriculum Plan for Full-time Students

The full coursework aspect of the PhD curriculum is shown below with a suggested schedule for full-time students, making up the first three years of the program. During year 4 and beyond, students are expected to be enrolled only in dissertation credits (PHE 603), with a minimum of 27 credits required. These are suggestions, given that students may take electives that require different timing, may enroll on a part-time basis, or may have other needs that require a different arrangement (e.g., taking *EPI 512 Epidemiology I*, *PHE 511 Foundations of Public Health*, or *BSTA 512 Introduction to Biostatistics*). It is also possible that the scheduling time for some courses may change over the course of a student's enrollment. Thus, scheduling plans should be made with faculty advisor input and should take prerequisites and the ordering of courses into account.

Fall—Year 1 (11cr)	Winter—Year 1 (11cr)	Spring—Year 1 (10cr)
PHE 623: Doctoral Seminar (1cr)	PHE 623: Doctoral Seminar (1cr)	PHE 623: Doctoral Seminar (1cr)
PHE 612: Advanced Principles of Health Behavior (movable F/S) (3cr)	PHE 546: Urban and Community Health (3cr)	PHE 634: Social Epi Methods and Theory (3cr)
PHE 622: Health and Social Inequities (3cr)	HSMP 671: Health Policy (movable W/S) (3cr)	PHE 632: Developmental Origins of Health and Human Disease Epi (3cr)
BSTA 611: Estimation & Hypothesis Testing (4cr)	BSTA 612: Linear Models (4cr)	PHE 626: Teaching & Learning in Health Promotion and Social Work (3cr)
Fall—Year 2 (10cr–11cr)	Winter—Year 2 (10cr)	Spring—Year 2 (10cr–11cr)
PHE 623: Doctoral Seminar (1cr)	PHE 623: Doctoral Seminar (1cr)	PHE 623: Doctoral Seminar (1cr)
HSMP 681: Population Health: Policy and Practice Implications (3cr)	PHE 619: Mentored Teaching (movable F/W/S) (3cr)	CPH 636: CBPR (3cr)
HSMP 673: Values and Ethics in Health (movable F/W/S) (3cr)	PHE 520: Qualitative Research Design (3cr)	PHE 625: Advanced Methods Toolkit: Design, Sampling, Scale Development, & More (3cr)
ESHH 519: Environmental Health in a Changing World (3cr) -OR- Elective (3cr or 4cr)	PHE 624: Philosophy through Power Calculations: Writing Methods Sections for Research Proposals (3cr)	Elective (3cr or 4cr) -OR- ESHH 612: Global & Planetary Health concepts (3cr)
Fall—Year 3 (9cr–12cr)	Winter—Year 3 (9cr–12cr)	Spring—Year 3 (9cr–12cr)
Elective (3cr or 4cr)	Elective (3cr or 4cr)	Dissertation Credits (3cr or 4cr)
Elective (3cr or 4cr)	Elective (3cr or 4cr)	Dissertation Credits (3cr or 4cr)
Elective (3cr or 4cr)	Dissertation Credits (3cr or 4cr)	Dissertation Credits (3cr or 4cr)
Year 4 and Beyond: Dissertation Credits Only...		

6.0 COMPREHENSIVE EXAM

The comprehensive exam is designed to test students' mastery of the learning objectives outlined for the PhD program in Community Health and their ability to apply that knowledge to research in a manner that demonstrates their readiness to move on to planning their dissertation work. Students must pass the comprehensive exam before they can proceed to writing and defending their dissertation proposal and subsequently advance to doctoral candidacy. The examination process involves both a written and an oral component. Details are described below.

6.1 Timing

The comprehensive exam will be scheduled only after all core required community health courses (34 credits), required methods courses (23 credits), and community health electives (at least 8 credits) have been completed. Methods elective courses (at least 6 credits) may be completed after the comprehensive exam. ***Timing for taking the comprehensive will typically coincide with the Winter term of the third year for full-time students.*** Timing may differ for some students; however, the comprehensive exam must be taken when the university is in regular session (excludes summer session) and the student must be registered during the quarter in which the exam is taken. Students are required to communicate with the Program Director and let them know they plan to take the comprehensive exam during the term *prior* to the term in which they will be taking the exam. Students should note that Summer term is not an option for taking the exam or submitting forms; students may not take the exam during Summer term, and students taking the exam in the Fall term must file no later than Spring term. Students should also recognize that it takes time to prepare the exams, so if a student hopes to take the exam early in a term, they should ensure they communicate this with the Program Director early in the prior term so there is sufficient time for the committee to prepare. Students are strongly encouraged to meet with their Comprehensive Exam Committee members at least one month prior to the scheduled exam to ask any question they may have about preparation and/or what to expect. Students are responsible for scheduling the both the written and oral portions of their exam with their Comprehensive Exam Committee (see below) using email or preferably an online scheduling tool (e.g., doodle.com). Given that faculty have busy schedules, it is advised that students schedule their exams well in advance.

6.2 Comprehensive Committee Composition and Duties

The Comprehensive Exam Committee is made up of 3–4 faculty members. The committee is assembled by the Program Director at the end of each academic year to serve as the committee for all doctoral comprehensive exams held during the subsequent academic year. The Comprehensive Exam Committee is responsible both for writing and grading the comprehensive exams for the year.

6.3 Written Exam Component

The written portion of the exam requires a written response to a series of questions intended to evaluate mastery of the program learning objectives and doctoral coursework. Once students receive the examination questions from the Comprehensive Exam Committee, they have 9 days on a 24-hour clock to complete the exam, working off-campus at a location of their choice. The completed exam should be turned into the Comprehensive Exam Committee via email by the deadline provided

6.4 Oral Exam Component

The oral component of the exam should be scheduled approximately 1 week (and not exceeding 3 weeks) after the written exam, during the same academic term. The oral exam is in essence a defense of the written exam during which committee members may ask students to clarify portions of their written exam, answer follow-up questions related to their written exam, and otherwise provide evidence of their mastery of the concepts being tested. The Comprehensive Exam Committee is expected to attend in person, although provisions may be made on a case-by-case basis by the Doctoral Director in cases where faculty members are out of town for extended periods or where other barriers exist.

6.5 Comprehensive Exam Completion

When a student has passed the comprehensive exam, the committee and Doctoral Program Director will meet to evaluate the student's performance and assign a "pass" or "no pass" grade. In very rare cases, and *only* upon the Program Director's discretion and initiation (students may not request this option), students may be asked to revise a portion of their exam prior to receiving their results. Once exam results are finalized, the faculty advisor and Doctoral Director will file a *Report on Comprehensive Exam* form. If a student fails the comprehensive exam, the student may repeat it during the next regular academic term (i.e. excluding summer term), no fewer than 10 weeks after the first attempt and no longer than 1 year after the first attempt. The results of the second attempt are final; if a student fails the second attempt, the student will not be allowed to continue in the doctoral program. Any issues that might result in the need for a longer period allowed between the first and second attempts should be brought to the attention of the Doctoral Director, who will consider them on a case-by-case basis.

7.0 DISSERTATION PROCESS

The dissertation is the doctoral student's most substantial achievement—a significant work of research built upon an immersion in the academic literature, informed theoretical reasoning, and original research and analysis, intended for an educated readership of one's peers. A student does not begin the formal dissertation process until they have completed all relevant coursework and examinations according to program requirements. The dissertation process consists of the key steps below (accompanying required forms shown in parentheses):

- Appointment of the dissertation committee (form: *Appointment of Dissertation Committee*)
- Scheduling defense of completed written proposal (form: *Dissertation Proposal Defense Request*)
- Dissertation proposal defense based upon written documentation and oral examination (form: *Dissertation Proposal Approval*)
- Advancement to candidacy after proposal defense and IRB approval for human subjects protection if required by the PhD program for advancement to candidacy (form: *Advancement to Candidacy*)
- Dissertation defense (form: *Dissertation Defense Approval*)

All forms must submitted to the Program Director with required signatures.

7.1 Dissertation Committee

After passing the comprehensive examination and identifying a dissertation topic.

The dissertation committee guides the student through the dissertation process. The committee consists of 4-5 faculty, all of whom have relevant academic qualifications to serve on a dissertation committee (i.e. doctorally prepared). The committee is chaired by a core faculty member from the student's PhD program. At least one other faculty member must be an SPH primary or affiliated faculty; the third (and fourth possibly) must bring relevant expertise and be eligible for an SPH appointment.

One member of the committee (the fourth or fifth member) should bring a complementary perspective that will enrich the student's learning, and must have topical or methodological expertise relevant to the student's research. This person could be based at PSU, OHSU, a health system, state government, or another university, and should be currently active (if emeritus or retired, justification of the appointment must be provided). This person is recommended by the student and the dissertation chair and the appointment is approved with the rest of the committee. This person reads all drafts and participates in the proposal and final defenses, but does not necessarily engage as heavily in editing, hours of advising, etc. (this will depend upon the individual's interests and time).

The PhD Program Director is responsible for ensuring that most committee members have experience either mentoring students through a dissertation or extensive research and publication experience, in order to understand the rigor of the dissertation process. Good academic advice and mentoring will have a profoundly positive effect on the student's progress through the doctoral program, general intellectual development, and career prospects. Careful composition of the dissertation committee is essential to meet students' academic interests and facilitate successful completion of the dissertation. If a PhD student has concerns with due process during the dissertation, they should consult with their Program Director, and then the Associate Dean Academic Affairs, as necessary.

The doctoral student's working relationship with the dissertation committee chair and other members is a function of the student's background and experience, the nature of the project, and the expertise of the faculty supervisors. Students work very closely with their committees, seeking guidance and feedback frequently throughout the process of research and writing. The dissertation chair provides considerable oversight and guidance, so careful selection of a chair is vital for the student and will help facilitate completion of the dissertation in a timely manner.

7.2 Dissertation Proposal and Defense

The dissertation proposal is intended to demonstrate the scientific merit and feasibility of a proposed doctoral dissertation research project that, upon completion, will substantially contribute to the Community Health field through three manuscripts that are likely to be publishable in peer-reviewed scientific journals. Through reviews and feedback of the dissertation committee on drafts of the written proposal document, the study design and focus of the research will be optimized before active dissertation research begins. When the dissertation committee is satisfied that the written proposal represents sufficient planning and background research that allows for a meaningful critique and oral

defense, the dissertation committee will approve the student to move forward with scheduling the oral dissertation proposal presentation. The public oral defense of the dissertation proposal provides an additional opportunity for critique and suggestions from the dissertation committee as well as other faculty members, graduate students and members of the OHSU-PSU School of Public Health community. Students should meet with their faculty advisor and dissertation committee before beginning the writing process, and iteratively throughout the process to ensure that satisfactory progress is being made, and that the proposed research question and study design will be optimized prior to proposal defense.

The written proposal contains the following sections:

Specific aims and proposed methods for data collection, analysis, and interpretation:

This section must be in the format of the research section of an NIH research proposal (see [PHS 398 Instructions](#), Sections 5.5.2 on Specific Aims and 5.5.3 on Research Strategy), and will include the following sections:

- Title Page: 1 page
- Specific Aims: 1 page
- Research Strategy: 12 pages
- References: unlimited

Please also see <http://deainfo.nci.nih.gov/extra/extdocs/gntapp.pdf>, a helpful guide to writing an NIH grant—including suggestions for what to include in each section.

Status Statement on Human Subjects Protections and IRB status:

This statement should not exceed one page, single-spaced, and should report the status of the IRB application timeline and current status.

Preliminary plan for three manuscripts:

A table mapping each specific research aim to a proposed manuscript title, authorship list/order, and target journal for publication (see example on next page).

Preliminary Plan Example:

Research Aim	Tentative Manuscript Title	Authorship Plan	Potential Journal
1. Evaluate the relationship of measles immunization with measles incidence	The effect of immunization of measles incidence in the Democratic Republic of the Congo	1. Student's name 2. Dr. X 3. Dr. X	<i>Vaccine</i>
2.			
3.			

Oral Dissertation Proposal Presentation

When the doctoral committee is satisfied that that draft proposal represents sufficient planning and background research, students will be allowed to schedule their defense of the dissertation proposal. The proposal defense is an oral presentation by the PhD student to their dissertation committee. The proposal defense centers around an oral presentation by the student to their committee, followed by questions from the committee. The intent is to determine that the student is adequately prepared to be advanced to candidacy and to complete the dissertation research and writing. The defense is an open event, except for the committee's deliberations at the conclusion, which are restricted to committee members, and the final discussion with the student, which is restricted to the student and the committee. The dissertation proposal defense presentation must take place in the presence of the entire approved dissertation committee, although provisions may be made on a case-by-case basis by the Program Director in cases where faculty members are on sabbatical or are otherwise unavailable. The presentation period as a whole will last approximately 90 minutes, with the student presentation lasting 30 minutes, followed by 15 minutes for public questions, and 45 minutes for the closed Q&A session with the committee and doctoral candidate only and the period of discussion among the committee members. Students are responsible for scheduling the proposal defense using email and preferably an online scheduling tool (e.g., doodle.com).

7.3 Timing and Advancement to Doctoral Candidacy

The dissertation committee and Program Director will recommend the student for advancement to candidacy once the dissertation proposal has been approved. A student cannot be advanced to candidacy until Human Subjects Institutional Review Board approval is obtained either at OHSU, at PSU with OHSU ceding oversight, or at another institution with OHSU ceding oversight as appropriate for the research project. In some cases of research with no human subjects, a waiver from the Institutional Review Board may be obtained instead, for qualifying research.

Institutional Review Board (IRB) Approval

After dissertation proposal approval, IRB approval at either at OHSU or at PSU must be obtained before advancement to doctoral candidacy can occur. If a student's research can be waived from IRB review, the student must obtain a waiver from the IRB to proceed. **Dissertation research cannot commence until IRB approval, or a waiver, is acquired.** The student must work with their advisor and dissertation committee on this, as often a faculty member is required to submit the materials. A student cannot be advanced to candidacy until IRB approval is granted. Students conducting human subjects research must also complete human subjects research training per IRB requirements.

7.4 Written Dissertation Format

It should be noted first that the dissertation must meet the formatting requirements of OHSU and the OHSU library. When/if any of the SPH criteria contradicts those criteria, the student should contact their dissertation chair to discuss, keeping in mind that the OHSU criteria will always supersede those of the SPH when there is conflict. All OHSU and SPH procedures regarding formatting, submission, and SPH-level deadlines and forms for dissertation submission prior to graduation must be followed. The student is responsible for submission of the final manuscript to the OHSU library per university policy.

The CH dissertation is comprised of the following sections:

- Title page (required, this page does not carry a page number)
- Copyright Notice page (this page does not carry a page number). This page is required if you have registered for copyright; otherwise it is optional but recommended.
- Prefatory pages. The following pages are numbered with lower-case Roman numerals (i, ii, iii, iv, etc.). A page number must be printed on every page. Each of these sections must begin on the top of a new page.
 - Dedication (optional)
 - Acknowledgments (optional)
 - Table of Contents (required)
 - List of Tables (required if tables included in the dissertation)
 - List of Figures (required if figures included in the dissertation)
 - Glossary or List of Abbreviations/Symbols (required if Abbreviations and Symbols are used in the dissertation)
 - Preface (optional)
- Text of the Dissertation, divided into Chapters. Beginning with the first page of Chapter 1, all pages are numbered with Arabic numerals (1, 2, 3, etc.); this pagination continues to the end of the document. A page number must be printed on every page.
 - Chapter 1: Introduction and Research Aims
 - Introduction should be no more than 3 pages in length. This section should provide a cohesive justification for the body of research that makes up the dissertation. Students should look to the Background section of the dissertation proposal for guidance.
 - Research Aims should be no longer than 1 page in length (formatted as they would be for the Specific Aims section of an NIH grant and as they were for the dissertation proposal).
 - Chapter 2: Review of the Literature
 - The literature review should not exceed 30 pages and should address the overarching literature relevant for the body of work covered in the three research papers included in the subsequent three chapters. This section should demonstrate the cohesive nature of the student's work.

- Chapter 3: Research Paper #1
- Chapter 4: Research Paper #2
- Chapter 5: Research Paper #3
- Chapter 6: Synthesis of Research

Chapters 3-5 will be written in the form of three discrete manuscripts formatted as if they will be submitted to the American Journal of Public Health, with the exception of reference sections. References for the entire dissertation will be provided in one cohesive terminal reference section. Formatting information for Chapters 3-5 can be found at: <http://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/authorinstructions.pdf>
Note: References for the entire dissertation will be provided only once, in the Terminal Reference section of the dissertation.

- This section should not exceed 20 pages and should draw conclusions from the body of research as a whole—including overarching themes, strengths and limitations, public health significance of the work, and future research directions.

- Footnotes or endnotes, if used
- Terminal references (references for all sections combined into one reference section, following a consistent way of formatting (e.g. the American Journal of Public Health, <http://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/authorinstructions.pdf>) that is relevant to the student’s field or plans for manuscript submission. If OHSU allows separate reference sections for each of the three body papers and the other sections, and the student prefers this approach, that is also acceptable.
- Appendices

7.5 Dissertation Defense and Degree Completion

After completion of the written dissertation, and with the dissertation committee’s approval, the doctoral candidate will schedule the oral dissertation defense. A dissertation defense may be scheduled only during the regular academic terms, at least five weeks prior to the end of the term of anticipated graduation. For summer term graduation, deadlines apply to the regular eight-week Summer Session. Although students should be submitting drafts to their committee members in an iterative process of review and revision throughout their writing process, ***the student must deliver a completed final version of the dissertation to all members of the approved committee no fewer than two weeks before the dissertation defense.*** Students are responsible for scheduling the proposal defense using email and preferably an online scheduling tool (e.g., doodle.com).

The dissertation defense is an oral presentation by the PhD candidate of the completed written dissertation. The oral defense lays out the purpose, implementation, and findings of the dissertation project, and makes a case for the project’s contribution to scholarship in the particular field of study. The presentation is directed mainly to the dissertation committee, who are expected to be present (physically or virtually). The oral dissertation defense is open to the public, and current doctoral students are strongly encouraged to attend (as well as others who are interested in the topic and/or

wish to support the candidate by their presence). At the defense, the dissertation committee members question the candidate on the significance, limitations and implications of the work and findings. The defense is an open event, except for the committee's deliberations at the conclusion, which are restricted to committee members, and the final discussion with the student, which is restricted to the student and the committee. The presentation period as a whole will last approximately 2 hours, with the student presentation lasting 45 minutes, followed by 15 minutes for public questions, and 60 minutes for the closed Q&A session with the committee and doctoral candidate only and the period of discussion among the committee members.

The dissertation is accepted by the dissertation committee when there is no more than one dissenting vote after the dissertation defense. If there are two or more dissenting votes, the candidate will be given a second opportunity to defend the dissertation. The second defense may take place no sooner than one month and no later than six months after the first defense. If there are two or more dissenting votes at the second defense, the student fails the dissertation defense.

At the completion of the dissertation defense, the Committee members sign the **Dissertation Defense Approval** form, indicating any pending requirements and timing for pending revisions. The student is responsible for timely completion of such revisions and for submission of the final manuscript to the OHSU library.

The defense must be completed no later than the end of Week 6 in the academic quarter in which the candidate wishes to graduate. A defense that involves any PSU faculty who are on 9-month contracts may only be held in the regular academic terms (fall, winter or spring quarter). The final written dissertation is circulated to the committee by the student no less than two weeks prior to the scheduled defense. The candidate, with the consent of the committee, informs the PhD Program Director no later than four weeks in advance of the dissertation defense and works with administrative staff to prepare a public announcement that includes the dissertation abstract and information about timing and location of the defense.

8.0 FINANCIAL SUPPORT

Different modes of funding, such as graduate research assistantship (GRA) positions or graduate teaching assistantships (GTAs) may be available but vary by year and by faculty funding. While the OHSU-PSU SPH seeks to identify and allocate as many assistantships as possible, it does not guarantee funding for students. Prospective and continuing students should discuss their needs and interest in these opportunities with the Program Director and relevant faculty early and often.