

# Rehabilitation Science PhD Program

# Student Handbook

2019-2020

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



College of Public Health  
and Health Professions

*Rehabilitation Science*

UNIVERSITY of FLORIDA

# Rehabilitation Science PhD Program

## Program Administration

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# Program Overview

Welcome to the [University of Florida's Rehabilitation Science PhD](#) program. We are pleased you have chosen to join our program.

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

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

There is an expectation that students will be responsible for their progression in the program, this includes an awareness of policies and procedures that govern the University, the Graduate School, the College of Public Health and Health Professions, and the Rehabilitation Science program. The Program Director and program coordinator will regularly provide information to students via email. Students are expected to read these emails and respond, or take action, when requested. The program handbook is updated annually. Students will be informed of these updates via email. The most recent version of the [handbook](#) can be found on the Rehabilitation Science website. Finally, the [Graduate School catalog](#) contains information on the rules that govern the granting of all graduate degrees and is a useful reference tool. As they navigate the requirements, it is common for students to have questions of their mentor, the program, and the graduate school. The following resources are available:

- This handbook
- Your fellow students
- [The Rehabilitation Science website](#)

- [The Graduate School Catalog](#)
- [The Graduate School Student Handbook](#)
- [Counseling and Wellness Center](#)
- [Dean of Students Office](#)
- [UF Student Handbook](#)
- [Office of Title IX Compliance](#)
- [Disability Resource Center](#)
- Graduate Student Union [Collective Bargaining Agreement](#) (applies to all students on a Graduate Assistantship)

#### Sexual Harassment and Misconduct Policy:

The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community. To achieve this goal, no behavior of this nature will be tolerated and, if discovered, the procedure for investigation and potential adjudication, as outlined in this policy, will be followed. Similarly, retaliation against an individual who has filed a complaint regarding alleged sexual harassment or misconduct is also against University policy and may result in disciplinary action. Students, faculty, staff, contracted workers and visitors are urged to promptly report any such behavior to the [Office of Title IX Compliance](#).

#### **A note to international students:**

The Rehabilitation Science PhD program does not currently qualify for the Optional Practical Training (OPT) STEM extension. The [US Immigration and Customs Enforcement](#) division of the Department of Homeland Security maintains a [list](#) of programs of study which qualify for the STEM field OPT extension. The list is based on the Department of Education's [Classification of Instructional Programs](#) (CIP) codes.

International students may only count one online/distance education/correspondence study/EDGE course (3 credit maximum) toward their full time enrollment requirement, per semester. In Fall or Spring students must register for at least 9 credits, and 6 of the 9 credits must be physical presence; the other 3 credits may be online or physical presence. In the summer C semester, students must register for at least 6 credits, and 3 of the 6 credits must be physical presence; the other 3 credits may be online or physical presence.

More detailed information is available on the UF International Center website:

<https://internationalcenter.ufl.edu/international-students-scholars/current-international-students/maintaining-student-status>

# Rehabilitation Science PhD Student Milestones

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

Task	When & Where
<b>New Students:</b>	
<ul style="list-style-type: none"> <li>Complete the required forms in the orientation packet and send to program coordinator</li> <li>Attend orientation sessions for the Graduate School and Program</li> <li>Complete payroll and appointment forms for assistantship, if appropriate</li> <li>Conditionally admitted students: Check date and time of screening tests for language and writing program</li> </ul>	<p><b>When:</b> By published deadline; prior to Rehabilitation Science orientation</p> <p><b>Where:</b> As notified of location</p>
<ul style="list-style-type: none"> <li>All students are <b>required</b> by the university complete an Individual Development Plan (IDP).</li> </ul>	<p><b>When:</b> Within the first month of first semester; plan should be reviewed and updated each year</p> <p><b>Where:</b> <a href="#">Online</a></p>
<b>New &amp; Continuing Students:</b>	
<ul style="list-style-type: none"> <li>Complete <a href="#">Course Registration Form</a> to register for courses</li> </ul>	<p><b>When:</b> By published deadline</p> <p><b>Submit to:</b> Program coordinator</p>
<b>Continuing Students:</b>	
<ul style="list-style-type: none"> <li>Complete required Public Health courses: Introduction to Public Health and Principles of Epidemiology</li> </ul>	<p><b>When:</b> Before admission to PhD candidacy</p> <p><b>Where:</b> Online</p>
<b>Continuing Students:</b>	
<ul style="list-style-type: none"> <li>Appoint Supervisory Committee - Complete <a href="#">Supervisory Committee Form</a></li> </ul>	<p><b>When:</b> No later than end of 3<sup>rd</sup> semester of study</p> <p><b>Submit to:</b> Program coordinator who will update information in GIMS</p>
<b>Continuing Students:</b>	
<ul style="list-style-type: none"> <li>Complete annual PPHP Student Monitoring Plan</li> </ul>	<p><b>When:</b> June of each year</p> <p><b>Where:</b> <a href="#">Online</a></p>
<b>Continuing Students:</b>	
<ul style="list-style-type: none"> <li><b>Contact mentor for possible approval of transfer of up to 30 credits from previous graduate degree;</b></li> <li>Student must have supervisory committee established in GIMS</li> <li>Complete <a href="#">Transfer of Credit Form</a>, must be approved by committee</li> </ul>	<p><b>When:</b> No later than 3<sup>rd</sup> semester of PhD study as required by the Graduate School</p> <p><b>Submit to:</b> Program coordinator for review by Steering Committee</p>
<b>Continuing Students:</b>	
<ul style="list-style-type: none"> <li>Complete PhD Qualifying Exam (Written, Oral); <b>contact Program coordinator for qualifying exam paperwork one week prior to date.</b></li> </ul>	<p><b>When:</b> By the end of the 4<sup>th</sup> semester.</p> <p><b>Where:</b> Student should schedule a room under guidance of the mentor</p>

<ul style="list-style-type: none"> <li>Complete Research Proposal with Supervisory Committee; <b>contact Program coordinator for proposal paperwork one week prior to date.</b></li> </ul>	<p><b>When:</b> No later than the semester following the completion of your PhD qualifying exam. Many students complete the research proposal at the time of the qualifying exam.</p> <p><b>Where:</b> Student should schedule a room under guidance of the mentor</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>Admission to candidacy for PhD- requires form signed by supervisory committee</li> <li>Public Health courses must be completed</li> </ul>	<p><b>When:</b> After passing your qualifying examination and successfully defending your dissertation topic</p> <p><b>Submit to:</b> Program coordinator</p>
<p><b>Continuing Students:</b></p> <ul style="list-style-type: none"> <li>Obtain guide for preparation of dissertation</li> </ul>	<p><b>When:</b> After Qualifying Exam is completed</p> <p><b>Where:</b> <a href="#">Graduate School Editorial Office</a></p>
<p><b>Final Term:</b></p> <ul style="list-style-type: none"> <li>Complete your degree application in <a href="#">One.UF Student&lt; Academics&lt; Degree/Certificate Application</a></li> </ul>	<p><b>When:</b> The term you plan to graduate by <a href="#">published deadline</a> in academic calendar</p> <p><b>Where:</b> <a href="#">Online</a></p>
<p><b>Final Term:</b></p> <ul style="list-style-type: none"> <li>First submission dissertation to the Graduate School</li> <li>Contact Program coordinator at least one week prior to published deadline for <b>Transmittal Letter</b></li> </ul>	<p><b>When:</b> The term you plan to graduate by <a href="#">published deadline</a> in academic calendar</p> <p><b>Where:</b> <a href="#">Graduate School Editorial Office</a></p> <p>See <a href="#">Dissertation Checklist</a> for all dissertation deadlines</p>
<p><b>Final Term:</b></p> <ul style="list-style-type: none"> <li>Dissertation defense; contact the <b>Program coordinator as soon as date is scheduled (6 weeks prior to defense date)</b></li> <li>Contact Program coordinator one week prior to defense for Final Exam and Electronic Thesis and Dissertation (EDT) forms</li> </ul>	<p><b>When:</b> By <a href="#">published deadline</a> in academic calendar</p> <p><b>Where:</b> As advised by mentor; Program coordinator can assist with room scheduling</p> <p>See <a href="#">Dissertation Checklist</a> for all dissertation deadlines</p>
<p><b>Final Term:</b></p> <ul style="list-style-type: none"> <li><b>Submit UF Publishing Agreement</b> <ul style="list-style-type: none"> <li>Student will also need to complete appropriate ProQuest publication agreement (Publication Agreement or Abstract-Only Publication Agreement) and submit to UF editorial office with final dissertation submission.</li> </ul> </li> </ul>	<p><b>When:</b> Prior to final dissertation submission</p> <p><b>Where:</b> <a href="#">GIMS</a></p>
<p><b>Final Term:</b></p> <ul style="list-style-type: none"> <li>Submit final copy of dissertation</li> </ul>	<p><b>When:</b> By <a href="#">published deadline</a> in academic calendar</p> <p><b>Where:</b> <a href="#">Graduate School Editorial Office</a></p> <p>See <a href="#">Dissertation Checklist</a> for all dissertation deadlines</p>
<p><b>Final Term:</b></p> <ul style="list-style-type: none"> <li>If you plan on attending commencement, notify your mentor &amp; order your academic regalia</li> <li>Notify Program coordinator four weeks prior to commencement of your faculty escort.</li> </ul>	<p><b>When:</b> <a href="#">By published deadline</a></p> <p><b>Where:</b> <a href="#">UF Bookstore</a></p>

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**Final Term:**

- Complete Rehabilitation Science [Exit Survey](#) **When:** Prior to graduation
- Provide copy of updated CV and copy of dissertation to Program coordinator **Where:** Online and to Program coordinator

**Final Term:**

- Return all keys issued by the Department **When:** Prior to graduation
- Where:**
- Department of issue

**Final Term:**

- [Graduation Checklist](#) for Graduating Students **When:** By published deadlines
- Where:**
- Various

# I. How to Use this Manual

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

## II. Rehabilitation Science Program: *Introduction & Rationale*

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

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

## III. Rehabilitation Science Program: *Mission Statement*

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

The Rehabilitation Science PhD Program at the University of Florida follows the [mission](#) of the College of Public Health and Health Professions. Our specific mission is to educate future

investigators in the area of rehabilitation science. The faculty of the program are charged with training future rehabilitation scientists who will be capable of engaging in translational research and sustaining independently funded research programs.

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

The Rehabilitation Science program is part of the College of Public Health and Health Professions (PHHP).

## **IV. Student Mentors and the Rehabilitation Science Student Organization**

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

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

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

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

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

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

## VI. Yearly Evaluations

Students are required to complete an online [Individual Development Plan \(IDP\)](#) during the first month in the program, and it should be evaluated and revised on a yearly basis. The IDP plan should be reviewed by the student and mentor, and submitted at the start of every Fall semester.

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

## VII. Travel Awards

The PhD program has funding available each year to support the research activities of students. A call for applications for program support to travel and present research at national and international conferences usually occurs twice a year, in the fall and spring semesters. The Rehabilitation Science steering committee will review all applications submitted. In the event there are funds remaining, applications will continue to be evaluated on a rolling basis.

Travel awards are usually \$250 though the amount can vary based on availability of funds and strength of application.

### Eligibility criteria

- 1) Student must have filled out the online [PHEP Student Monitoring Plan](#) (first year students do not need to have completed the monitoring plan to apply)
- 2) Student must be presenting data (oral presentation or poster presentation) at a national or international meeting.

### Review Criteria

1. Quality of the abstract, including:
  - i. Rationale and/or hypothesis clearly stated
  - ii. Results and conclusions clearly stated
  - iii. Preliminary/pilot study vs. completed study
2. Seniority of the student

### Application Procedure

Complete the [Travel Grant Application Cover Sheet](#) and submit to the Program coordinator along with abstract.

## VIII. Degree Progression and Monitoring

### Initial Advisor/Chair of Supervisory Committee

Graduate School requirements regarding composition and appointment of doctoral supervisory committees apply to the Rehabilitation Science program. The faculty advisor serves as the student's primary mentor until the supervisory committee is established. The student, in consultation with the chair of their supervisory committee, will determine appropriate faculty members for the supervisory committee.

### Formation of the Supervisory Committee

The University of Florida requires that students form a supervisory committee by the end of their third semester. The initial faculty advisor typically serves as the chair of the supervisory committee. However, a student may select, in collaboration with faculty, a different Rehabilitation Science Graduate Faculty member to serve as the chair.

The supervisory committee must have a minimum of four faculty members, including the committee chair. At least two of the committee members must have Graduate Faculty status as part of the Rehabilitation Science program. The committee must include one member (the external member) who does not hold graduate faculty status in the Rehabilitation Science graduate program but holds graduate faculty status in another University of Florida program. Students may elect to have more than the minimum four committee members.

If a minor is chosen, the supervisory committee must include at least one Graduate Faculty member representing the student's minor. If the student elects more than one minor, each minor area must be represented on the supervisory committee. Therefore, committees for students with two minors must have a minimum of five members. Note: please see below for details regarding the number of credits required for a minor.

### Special appointments to supervisory committee

Individuals without graduate faculty status may become official members of a student's supervisory committee through a special appointment. This may include individuals outside of UF with specific expertise which contributes to the student's program of student, physicians, and UF tenure-track or non-tenure-track faculty or staff who do not qualify for graduate faculty status. Special appointments are in addition to the four required members and may not serve as committee chair, co-chair, external member, or minor representative. Students who would like to add a special appointment to their supervisory committee should contact the Program coordinator for details.

Generally, current curriculum vitae (CV) for the nominee and explanation of the special qualifications this individual has and how he/she will contribute to your supervisory committee written by the primary mentor are required. If the nominee does not have a UF ID (Program coordinator can confirm status), there is an additional form required with basic identifying information like address and date of birth.

Special appointments are considered on a case-by-case basis. Once approved by the program, the petition is reviewed by the UF Graduate School. If approved, UF Graduate School Data Management will add the special appointment to the supervisory committee.

**To establish a committee in the [Graduate Information Management System \(GIMS\)](#), complete the [Rehabilitation Science Supervisory Committee Form](#), obtain mentor and committee signatures, and submit to the Program coordinator.**

To summarize the requirements for a supervisory committee:

- Students are required to have a minimum of four committee members, not including special appointments
- At least two of the committee members must have Rehabilitation Science Graduate Faculty status. The Chair of the committee counts as one of these two.
- At least one committee member (external member) must be from outside the Rehabilitation Science program, and must have Graduate Faculty status at UF
- The fourth committee member must have Graduate Faculty status at UF, and can be from the Rehabilitation Science program OR another UF department. Most students have three Rehabilitation Science faculty members on their committees but it is perfectly acceptable for the committee to have two Rehabilitation Science UF faculty, and two outside of the Rehabilitation Science faculty.
- It is permissible to have a member of the committee who is from outside UF or does not have Graduate Faculty status. Committees with special appointments must include a minimum of five members as the special appointment as four members are required to hold Graduate Faculty status.

**The supervisory committee should meet at least once per year to review student progress.** Please contact the Program Director if you have concerns about this.

### **Changes to the supervisory committee**

Students may add or remove a member of their supervisory committee by submitting an updated [Rehabilitation Science Supervisory Committee Form](#) to the program coordinator

In the event that two or more of the original PhD advisory committee are removed, then the new committee must be reviewed and approved by the Program Director. In addition, changing the primary mentor requires approval of the Program Director. In either event, the student should schedule a meeting with the Program Director to discuss the situation.

### **Adding a Graduate Minor**

With the supervisory committee's approval, the student may choose one or more minor fields. If one minor is chosen, the supervisory committee member representing the minor suggests 12 to 24 credits of courses numbered 5000 or higher as preparation for a qualifying examination. If two minors are chosen, each must include at least 8 credits. A 3.00 (truncated) GPA is required for minor credit. Competency in the minor is demonstrated by written examination by the minor academic unit, or by the oral qualifying examination.

Minor work must be in an academic unit other than the major. If an academic unit contributes more than one course (as specified in the curriculum inventory and/or the Graduate Catalog) to the major, the student is not eligible to earn a minor from the contributing academic unit. A 3.00 (truncated) GPA is required for minor credit.

Students must complete the [Rehabilitation Science Minor Form](#) to officially declare the minor. Please provide the completed form to Laura Quintana. Note: Minors must be established prior to PhD qualifying examination.

### **Qualifying Exam**

The qualifying examination may be taken no sooner than the third semester of graduate study. In addition, there must be at least two terms between the oral portion of the qualifying examination and the date of the

degree. The term the qualifying examination is passed is counted if the examination occurs before the midpoint of the term.

Successful completion of a written and oral qualifying examination is required of all doctoral students as they near the completion of their required course work. The examination will consist of the student preparing three review papers based on questions prepared by the student's primary advisor and supervisory committee. These questions will test the student's mastery of the required Rehabilitation Science coursework as well as the scientific basis of their emphasis area. The student's mentor and supervisory committee will determine the exact format of the exam.

The student is given one week per topic to develop a written document. Each document should define a given problem or set of problems dealing with the topic, provide a concise review of literature relevant to the topic, and propose future research needed to advance the knowledge base within the topic. Each paper will be reviewed by the supervisory committee and judged to be satisfactory or unsatisfactory. If any paper is unsatisfactory, the student will be given written guidelines regarding how to improve the paper. These guidelines will include specific areas for the student to address in the paper prior to committee re-review. Once all three papers are judged satisfactory, the student will convene a meeting of the supervisory committee. It is the responsibility of the supervisory committee to conduct the oral examination of the student relevant to the three written papers and to decide whether the student is qualified to continue work toward a PhD degree.

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

All work for the doctorate must be completed within 5 calendar years after the qualifying examination, or this examination must be repeated.

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

All members of the supervisory committee **must attend the oral portion of the qualifying exam**. The student and chair or co-chair must be in the same physical location. With approval of the entire committee, other committee members may attend remotely using modern technology. At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue work toward a PhD degree.

**Substituting members at qualifying examination:** If a supervisory committee member cannot be present, a Graduate Faculty member in the same academic area may substitute for the absent committee member. The student is responsible for securing an appropriate substitute. The chair of the student's committee must indicate the reason for the absence and state that the absent member agreed to this substitution at the qualifying examination. No substitutes are allowed for the chair, external member, or special appointments to the committee.

The **program policy regarding the written and oral qualifying exam** is as follows: If the student fails the exam, they are permitted to retake the exam if they are granted approval from the primary mentor and

advisory committee. At least one semester of additional preparation is required before the re-examination. If the student fails the second exam, they are dismissed from the program.

Graduate School paperwork required: Students should contact the Program coordinator one week prior to the oral portion of the qualifying exam for the necessary paperwork. A Graduate School form is signed to by all committee members to document the student has passed the exam. Signed form should be returned to the Program coordinator after qualifying exam for official documentation.

## **Dissertation Proposal**

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

*Note:* Some mentors choose to conduct the qualifying exam and dissertation proposal during a single session or within the same semester. Other mentors prefer to conduct the dissertation proposal 1-2 semesters after the qualifying exam. Either option is fine.

Graduate School paperwork required: Students should contact the Program coordinator one week prior to proposal for the necessary paperwork. A Graduate School form is signed to by all committee members to document the student has passed the exam. Signed form should be returned to the Program coordinator after qualifying exam for official documentation.

The program has developed a PowerPoint template to serve as a general outline for information Rehabilitation Science students should cover in their proposal. Students are encouraged to customize the template to best suite their individual needs. [Dissertation Proposal Template](#)

## **Admission to Candidacy**

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

Please note, the two required online public health courses, *Introduction to Public Health for the Health Professions* and *Principles of Epidemiology* must be completed prior to admission to candidacy.

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

## **Dissertation**

**See appendix C for full dissertation defense guidelines.**

All doctoral candidates are required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. An oral defense must be satisfactorily completed before the student's supervisory committee.

The student should provide a copy of their dissertation to the Program Director along with the scheduled date and time information of oral defense for announcement. Students are responsible for scheduling their defense and a meeting room for the oral defense and providing the Program Director with these details. Assistance in preparing the dissertation (e.g., formatting, deadlines, required forms) can be found at the [Graduate School Editorial Office](#) website.

Students must be registered for RSD7980: Dissertation Research in their final term. The minimum enrollment of RSD7980 for fall and spring final term semesters is three credits, for the summer semester the requirement is two credits. Note: students on a 0.5 FTE graduate assistantship will still be required to have a total enrollment of nine credits for fall/spring and 6 credits in the summer term in order to fulfill the requirements of their appointment.

All members of the supervisory committee must attend the dissertation defense. The student and chair or co-chair must be in the same physical location. With approval of the entire committee, other committee members may attend remotely using modern technology.

Substituting members at final defense: If a supervisory committee member cannot be present, a Graduate Faculty member in the same academic area may substitute for the absent committee member. The student is responsible for securing an appropriate substitute. The chair of the student's committee must indicate the reason for the absence and state that the absent member agreed to this substitution at the final defense. No substitutes are allowed for the chair, external member, or special appointments to the committee.

Graduate School paperwork required: Students should contact the Program coordinator at least one week prior to the defense for the necessary paperwork. Paperwork required includes 1) Final Exam form (signed by all members of the committee) 2) Electronic Thesis and Dissertation (ETD) Signature Page (signed by all members of committee). If dissertation changes are requested, the supervisory committee chair or his or her designee may hold the ETD Signature Page until all are satisfied with the dissertation. Signed forms should be returned to the Program coordinator after final defense to update status. Final dissertation submission cannot be made until the forms are submitted.

Student is also responsible for submitting the UF Publishing Agreement in [GIMS](#). This form requires mentor approval and input.

## **Publication Requirement**

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

Please note that "ownership" of data collected during the thesis resides with the University of Florida. Final decisions regarding data are at the discretion of the sponsoring laboratory and institution.

## **Monitoring of Progress towards the Degree**

The responsibility for achieving the necessary milestones for graduation lies first with the student and second with the primary mentor. It is expected that the student will regularly (e.g., monthly at the minimum) communicate with the primary mentor regarding progress towards the degree as well as create, and annually update, their online [Student Monitoring Plan](#) and [Individual Development Plan](#).

In addition, the Steering Committee will review progress of all students on a yearly basis using these systems. Our program is evaluated, in part, based on students graduating in a timely manner. Thus, the annual review by the Steering Committee is intended to ensure that students are progressing towards graduation, and are meeting the various milestones (e.g., qualifying exam, formation of a committee, etc.). At the discretion of the committee, students and primary mentors may be contacted to discuss the academic progression.

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

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

## **Courses and Credits**

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

RSD 6930 is a "special topics" course number that covers a broad array of rotating subjects and can be taken more than once.

# **IX. Course Requirements**

The PhD program includes 90 semester credits of study at the doctoral level beyond the bachelor's degree. Each student completes coursework pertaining to **Research Methods and Statistics** and **Rehabilitation Science Application & Teaching** as well as specialty coursework in one of three emphasis areas: **Movement Science, Communication and Swallowing Sciences and Disorders (CSSD)**, and **Disability, Occupation, and Participation Science (DOPS)**. More specific information on these course areas, as well as additional course requirements, is explained in this section. A brief summary of the required courses and credits as follows;

Rehabilitation Science Application = 10 credit hours  
Rehabilitation Science Teaching = 6 credit hours  
Research Methods and Statistics = 13 credit hours  
Research Courses = 31 credit hours  
Emphasis Area Courses = 18 credit hours  
Elective Courses = 12 credit hours  
TOTAL = 90 credit hours

## **Courses related to Rehabilitation Science Application (10 credits)**

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

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

This course reviews the foundational theory and philosophical underpinnings of rehabilitation science, including analysis of the components, stages, and domains of the disabling-enabling process, and the ethical and social implications of rehabilitation science. The framework of the course is grounded in analysis of rehabilitation research domains and student interaction with current researchers and

national and international thought leaders. This course is generally offered every fall semester and it is recommended students take this their first Fall semester in the program.

*RSD6938: Doctoral Seminar in Rehabilitation Science (2 credits)*

This course reviews key professional issues and scientific topics related to rehabilitation science. The fundamental goal is to provide doctoral students with a foundation for professional success and leadership in rehabilitation science. This is a one credit course offered in the fall and spring semesters. Students required take this course twice for a total of two credits.

Note: As part of this course, students are required to attend the [Rehabilitation Science Seminars](#).

*RSD 6930: – The Art of Scientific Dissemination (2 credits)*

The objectives of this course are to introduce the students to the various types of scientific communication and to help them develop the skills necessary to become proficient in this art. The types of communication to be covered in the class include oral presentations, posters, and manuscript preparation. The skills which will be emphasized are those which can lead to lucid, simple, logical, and organized presentations. This course is generally offered every other spring semester.

*ENC5319: Scholarly Writing for Publication (3 credits)*

In this course, students work with the instructor in a “writing group” format to draft a manuscript for publication. This course is intended for advanced PhD students who have already collected a dataset. This course is generally offered every other spring semester.

## **Courses related to Rehabilitation Science teaching (6 credits)**

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

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

This course provides doctoral students with the information and skills required for successful teaching as faculty in the college classroom. This course is generally offered every fall semester.

AND

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

This course provides hands-on, practical experience for students to develop teaching skills under the supervision of a faculty mentor. It is expected that the student, under the supervision of the course instructor, will present a minimum of three formal lectures and receive instruction regarding all aspects of managing a course (e.g., preparation of syllabus, preparing exams, etc.).

Note: Students in the Communication and Swallowing Sciences and Disorders track who would like a more extensive teaching practicum, may elect, with permission of their mentor and supervisory committee to take SPA6940: Supervised Teaching. In this course, students take full responsibility for an undergraduate class.

Note: Students may petition to waive all or part of the teaching requirement based on past teaching experience. A petition should be forwarded to the Program Director for evaluation by the Steering Committee. The petition should include a description of past teaching experience as well as an evaluation of the student’s teaching ability. The petition should be signed by the student and the primary mentor.

## Courses related to Research Methods and Statistics (13 credits)

Students must complete 13 credits of approved coursework in research methods and statistics.

A one credit course on ethical research practices is required for all Rehabilitation Science students:

*GMS 7877 – Responsible Conduct of Biomedical Research (1 credit)*

Key issues in the responsible conduct of biomedical research, following the research process from inception to planning, conducting, reporting, and reviewing biomedical research

OR

*VME 6767 – Issues in the Responsible Conduct of Research (1 credit)*

Laws, policies, guidelines, and principles concerning the conduct of research in an ethical manner.

This course is offered by the College of Veterinary Medicine and has an emphasis on animal research.

Other courses can be selected from any College, but should be chosen with input from the major professor and **must be approved by the student's supervisory committee**. Examples of courses meeting these criteria include:

*CLP 6527\* Measurement, Research Design, and Statistical Analysis I (3 credits)*

*CLP 6528\* Measurement, Research Design and Statistical Analysis II (3 credits)*

*\* It is recommended that all students take CLP 6527 and CLP 6528*

*RSD 6930 Matlab Foundations of Rehabilitation Science (3 credits)*

*RSD 6700 Introduction and Application of Measurement (3 credits)*

*CLP 6529 Applied Multivariate Methods in Psychology (3 credits)*

*CLP 7525 Studying Psychological Change (3 credits)*

*EEX 7526 Grant Writing Seminar (3 credits)*

*PHC 7727 Grant Writing for Population Health Research (2 credits)*

*PET 5936 Professional Skills/Grant Writing (3 credits)*

*EDF 6475 Qualitative Foundations of Educational Research (4 credits)*

*EDF 6403 Quantitative Research Methods in Education (6 credits)*

*HLP 6535 Research Methods in Health and Human Performance (3 credits)*

*STA 6126 Statistical Methods in Social Research I (3 credits)\*\**

*STA 6167 Statistical Methods in Research II (3 credits)\*\**

**\*\* this course series requires writing of statistical programs.**

In addition to the [UF schedule of courses](#), [a list of statistical courses](#) categorized by method and program used is available.

## Research Courses (31 credits)

A student must enroll in a total of at least 31 semester hours of research application. Research credits may only be applied to the 31 credit research requirement unless a waiver has been granted by the Rehabilitation Science Steering Committee. All courses are taken pass/fail. The courses listed below reflect progressive involvement in actual research working with the major professor:

1) *RSD 6910 – Supervised Research*

*No more than 5 credits can count toward the degree. This course is intended for students in their first year of PhD studies who have not yet declared a supervisory committee.*

2) *RSD 7979 – Advanced Rehabilitation Research*

*Appropriate for students who have not yet been admitted to PhD candidacy. Students must have a supervisory committee established in GIMS to enroll in this course.*

3) **RSD 7980 – Doctoral Dissertation** (minimum 12 credits)

*Appropriate for students who have been admitted to PhD candidacy. **Students must take at least 12 credits of RSD 7980. Enrollment in RSD 7980 is also required in the student's final semester.***

Notes:

- 1) Only 31 research credits total will be counted towards the total 90 credits required for graduation unless a waiver has been granted by the Rehabilitation Science Steering Committee. Of those 31 credits, at least 12 credits must be RSD7980. There is no maximum or minimum requirement for RSD7979.
- 2) **RSD6905: Independent Work** (letter graded course)  
*Up to four credits can count toward the elective course requirement. No more than four credits will count towards the 90 credit degree requirement. This course will not count towards the required research hours.*

**Courses related to Translational Science** (not required, highly recommended)

GMS 6847: Translational Research and Therapeutics: Bench, Bedside, Community, and Policy (3 credits)

GMS 6945: Team Science (1 credit)

*See page 15 for information on the Clinical and Translational Science Interdisciplinary Concentration*

**Movement Science Emphasis Area: Typical Course Sequence (18 credits)**

Overview: The movement science concentration requires 18 credit hours of coursework outside of other program requirements. This coursework provides students with a common background relative to movement science with emphasis on application to rehabilitation. Movement requires the coordinated interaction between neurons and muscles, and our program includes faculty studying all aspects of neuromuscular function. As such course content encompasses the spectrum of movement science ranging from genes and molecules to biomechanics. The program offers a core set of required classes to be taken by all movement science students. After the required core program, students are encouraged to tailor the remaining concentration coursework to match their research aims.

All movement science track students are *required* to take at least three of the following four courses prior to graduation:

*RSD 6718: Neuroplasticity as a Foundation for Rehabilitation (3 credits)*

*RSD 6401: Skeletal Muscle in Aging & Disease, and Implications for Rehabilitation (3 credits)*

*RSD 6710: Motor Control: Translating from Fundamental Research to Rehabilitation Practice (3 credits)*

*APK 6226C: Biomechanics of Human Motion (3 credits)*

*It may be appropriate for a student to substitute an equivalent PhD-level class with approval by both their mentor and the Rehabilitation Science Steering Committee. For example, student may want a biomechanics course with a more orthopedic focus and petition to substitute EML 5598: Orthopedic Biomechanics for APK 6226: Biomechanics of Human Motion.*

*To request a substitution, a petition should be forwarded to the Program Director for evaluation by the Steering Committee. The petition should include substitute course name, number, and syllabus, plus a justification as to why the course is an appropriate substitute. The petition should be signed by the student*

and the primary mentor. The steering committee will not approve substitutions for non-equivalent courses.

Additional core coursework which should be discussed with the primary mentor includes:

*RSD 6930: Control of Breathing and Airway Defense- Implications for Rehabilitation (3 credits)*

*APK 6116C: Physiological Bases of Exercise and Sport Sciences (3 credits)*

*GMS 6847: Translational Research & Therapeutics: Bench, Bedside, Community & Policy (3 credits)*

*APK 6118: Neuromuscular Adaptations to Exercise (3 credits)*

*GMS 5905: Biomechanics in Orthopedics and Rehabilitation (3 credits)*

*APK 7117: Exercise Metabolism (3 credits)*

*APK 7107: Cardiovascular Exercise Physiology (3 credits)*

*BCH 5413: Mammalian Molecular Biology and Genetics (3 credits)*

*RSD 6930: Muscle Journal Club (1 credit)*

*RSD 6930: Respiratory Neurobiology Journal Club (1 credit)*

*Note: other courses are available beyond what is provided in the above list. Students should discuss appropriate emphasis area courses with primary mentor and select those which best fit their research project.*

## **Disability, Occupation, and Participation Science (DOPS) Emphasis Area: Typical Course Sequence (18 credits)**

Overview: Disability, Occupation and Participation Science is a unique interdisciplinary field of study that advances the understanding of person (micro), activity (meso), and social (macro) level factors of disability, occupation, and participation. The emphasis area focuses on the functioning of humans through the lifespan to execute tasks, roles and activities (occupations) within a given context and environment, to support their meaningful, satisfying and purposeful participation in daily life. We recognize the experience of disability or disease as a social phenomenon reflecting the person/environment interaction, and value research that includes community engagement and reflects the voices of all stakeholders, including people with disabilities, their family members, and their health care providers. Students are mentored by faculty who are experts in developing, refining and testing evidence-based practices and/or investigating the fundamental components that inform the development of evidence-based rehabilitation practices.

### **Disability, Occupation and Participation Science Core Curriculum (18 total credits)**

The DOPS emphasis area requires 18 credit hours of coursework outside of other program requirements. The research completed by DOPS faculty encompasses a wide range of theories, scientific methods, and populations. Thus, these DOPS core courses, selected from departments and institutes across the University of Florida, address advanced methodologies, and application of theories and concepts foundational to Disability, Occupation, and Participation in society and across the lifespan. Below is a list of suggested coursework appropriate for the emphasis area. Students should also consult with their primary mentor and supervisory committee to select the most applicable coursework for their program of study.

### **Research Methodology for Disability, Occupation, and Participation**

- *EDF 6436: Theory of Measurement (3 credits)*
- *PHC 6193: Qualitative Data Analysis (3 credits)*
- *PHC 6700: Social & Behavioral Research Methods (3 credits)*
- *OTH 6151: Applied Research in Driver Rehabilitation Therapy (online) (4 credits)*
- *RSD 6930: Special Topics in Mixed Methods Research in Rehabilitation (3 credits)*
- *PHC 6001: Principles of Epidemiology in Public Health (3 credits)*
- *PHC 6022: Design & Conduct of Clinical Trials (3 credits)*
- *PHC 6937: Community Based Participatory Research (3 credits) (special topics class)*
- *GMS 6829: Longitudinal Research Design (2 credits)*

- *PHC 6053: Regression Methods for the Life Sciences (3 credits)*
- *ANG 5420: Social Network Analysis*
- *EDF 6471: Survey Design and Analysis in Educational Research (3 credits)*

### **Theory and Application for Disability, Occupation, and Participation**

- *OTH 6150: Foundations, Models, and Theory of Driver Rehabilitation (online) (3 credits)*
- *RSD 6930: Disability, Occupation, and Participation Journal Club (1 credit)*
- *OTH 6152: Independent study 1: Driver Rehabilitation Research (online) (1 credit)*
- *OTH 6153: Screening, Assessment, Evaluation and Intervention in Driver Rehabilitation (online) (3 credits)*
- *OTH 6154: Independent study 2: Driver Rehabilitation Research (online) (2 credits)*
- *OTH 6156: Seminars in Driver Rehabilitation Therapy (online) (3 credits)*
- *OTH 6157: Mentoring in Driver Rehabilitation Therapy (3 credits)*
- *RSD 6710: Motor Control: Translating from Fundamental Research to Rehabilitation Practice (3 credits)*
- *EEX 6099: Social Perspectives on Disability (3 credits)*
- *CLP 7934: Cognitive and Affective Basis of Behavior (special topics)*
- *GMS 6483: Theories of Aging (online) (3 credits)*
- *GMS 6715: Healthy Aging: Behavioral and Clinical Outcomes (online) (3 credits)*
- *DEP 6059: Aging and the Human Brain (3 credits)*
- *GEY 6646: Issues and Concepts in Gerontology (3 credits)*
- *EEC 7666: Theory and Research in Early Childhood Studies (3 credits)*
- *FYC 6230: Theories of Family Development, Systems and Change (3 Credits)*
- *PHC 6534: Trauma Informed Approaches for Individuals, Communities, and Public Health*
- *PHC 6403: Adolescent Risk*
- *FYC 6020: Principles of Family, Youth and Community Science (3credits)*
- *FYC 6224: Resilience and Positive Youth Development (3 credits)*
- *GMS 6835: Health Outcomes Research for Children*

## **Communication and Swallowing Sciences and Disorders (CSSD) Emphasis Area: Typical Course Sequence (18 credits)**

Overview: The communication and swallowing sciences and disorders (CSSD) concentration requires 18 credit hours of coursework outside of other program requirements. This coursework focuses on the sciences investigating all aspects of communication and swallowing disorders and their rehabilitation. This concentration includes a range of interdisciplinary, conceptually broad subfields, unified by the anatomical and neurophysiological structures they share. Students may focus on the mechanisms and rehabilitation of swallowing and the upper aerodigestive tract, and/or speech, language, and hearing sciences and disorders. The required courses reflect the fact that CSSD is conceptually broad. Thus, graduate courses have been identified which encompass the wide range of science being conducted by the Graduate Faculty, and are selected from Departments and Institutes across the University of Florida. Students may choose from a variety of courses to fulfill their core requirements to create a unique program preparing them to do research in their field of interest.

### **CSSD Core (9 total credits)**

Students must take at least three graduate level SPA courses from those listed here. Because the various subfields in the CSSD concentration are so diverse, the core courses taken will vary among students. The 9 credits can be selected from the list below, and must be approved by the Primary Mentor and PhD Supervisory Committee.

- SPA 5204: Phonological Disorders (3 credits)*
- SPA 5211: Voice Disorders (3 credits)*

*SPA 5254: Neurocognitive Disorders of Language (3 credits)*  
*SPA 5401: Pediatric Language Disorders (3 credits)*  
*SPA 6010: Basic Auditory Science (3 credits)*  
*SPA 6233: Motor Speech Disorders (3 credits)*  
*SPA 6270: Auditory Processing Disorders (3 credits)*  
*SPA 6314: Clinical Auditory Electrophysiology (3 credits)*  
*SPA 6324: Audiologic Rehabilitation for Children (3 credits)*  
*SPA 6564: Communication and Aging (3 credits)*  
*SPA 6581: Dysphagia Management (4 credits)*  
*SPA 6936: Special Topics in Hearing Science (3 credits)*  
*SPA 6936: Special Topics in Speech and Language (3 credits)*  
*SPA 7354: Hearing Conservation and Noise Control (3 credits)*

### **Additional concentration coursework (9 total credits)**

CSSD students are required to take 9 additional credits of coursework that is not specific to SPA. This list provides a sampling of appropriate CSSD concentration courses, but is not intended to be a comprehensive listing. Additional concentration coursework should be selected under the guidance of the primary mentor and supervisory committee and based on the student's research aims.

*RSD 6401: Skeletal Muscle in Aging & Disease, and Implications for Rehabilitation (3 credits)*

*RSD 6710: Motor Control: Translating from Fundamental Research to Rehabilitation Practice (3 credits)*

*RSD 6718: Neuroplasticity as a Foundation for Rehabilitation (3 credits)*

*APK 6116: Physiological Bases of Exercise & Sport Sciences (3 credits)*

*APK 6118: Neuromuscular Adaptations to Exercise (3 credits)*

*CLP 7934: Cognitive and Affective Bases of Behavior (3 credits)*

*CLP 6115: Clinical & Cognitive Neuroscience: Methods & Theory (3 credits)*

*GMS 6705: Functional Human Neuroanatomy (5 credits)*

*LIN 6707: Psycholinguistics (3 credits)*

*LIN 6796: Cognitive Neuroscience (3 credits)*

## **Journal Clubs**

The Rehabilitation Science program currently offers four different 1-credit journal clubs. Journal clubs are a cornerstone of graduate education, and students are encouraged to actively participate.

### *RSD6930: Respiratory Journal Club*

Each week this class will critically evaluate a published manuscript from the broad field of respiratory neuromuscular biology. Over the course of the semester, each student will present an overview of the assigned reading to the group including summary and rationale/background for the study, methodology, results, and implications of data.

### *RSD6930: Muscle Journal Club*

This course gives graduate students the opportunity to read, interpret, and present scientific literature critically to their fellow peers, post-docs, and faculty. This course is designed to help students (1) develop critical thinking skills, (2) develop presentation skills, and (3) stay up-to-date on the current knowledge in the field of muscle physiology.

### *RSD6930: Upper Aerodigestive Tract Function and Pathology Journal Club*

This course is designed to develop critical thinking skills in the design and evaluation of research relating to upper aerodigestive tract function. The class will incorporate interactive didactic formats aimed at facilitating

students' ability to communicate research ideas in a scientifically rigorous fashion and practice providing and receiving constructive feedback.

#### *RSD6930: Disability, Occupation, and Participation Journal Club*

The purpose of this course is to critically review research articles pertaining to disability, occupation and participation science. Students will critique relevant, instructor-selected and student-selected articles, present, lead group discussions, and provide peer evaluations.

### **Public Health Requirement**

The College of Public Health and Health Professions requires the integration of two public health courses into the curriculum of all non-public health doctoral programs. Rehabilitation Science students must take both courses prior to admission to PhD candidacy. Courses are offered online; on-campus offerings of these courses are generally reserved for MPH students.

#### *PHC 6937: Introduction to Public Health for the Health Professions (0 or 3 credits)*

This course is designed to introduce students in professional and academic degree programs in the health professions to fundamental public health concepts and to identify and model ways in which health professions and public health disciplines can collaborate effectively. The course can be taken for three credits or as a non-credit course. The non-credit option does not include any tuition or fees but students will not be assigned a grade nor receive credits to apply towards the 90-credit degree requirement. Course is offered online in the **fall, spring** and **summer** semesters.

#### *PHC 6001- Principles of Epidemiology in Public Health (3 credits)*

This course covers distribution and determinants of health-related states or events in specific populations and application to control of health problems. Course is offered online in the **summer** and **spring** semesters.

Satisfactory completion of both courses is required before admission to candidacy. Courses taken for credit may be counted toward the elective course requirement.

Note: Students who hold an MPH or DrPH or who have taken or will take, the five MPH core courses (PHC 6001, 6050, 6313, 6410, and HAS 6114) are exempt from this requirement.

### **Elective Course Work (12 credits)**

Twelve credits are elective/minor courses. Course descriptions and availabilities change frequently. For the most up-to-date offerings outside of the Rehabilitation Science program, please consult the University of Florida [schedule of courses](#) and your advisor. *PHC 6937: Introduction to Public Health for the Health Professions* (taken for credit) and *PHC 6001- Principles of Epidemiology in Public Health* may count toward the elective course requirement.

### **Maximum Enrollment**

A student's academic career maximum for enrollment in *RSD 6910 – Supervised Research* and *RSD 6940 – Supervised Teaching in Rehabilitation* is five credits. Excess enrollment credits will not be applied to a graduate degree program because these sources are tied to legislative funding and UF does not receive funding for enrollments beyond the five-credit maximum. Enrollment in *RSD 7980 – Doctoral Dissertation* is allowed for students who have a classification of "9" (students who have been admitted to PhD candidacy, meaning they have passed their qualifying exam and completed their dissertation proposal).

### **Clinical and Translational Science Interdisciplinary Concentration**

The [Clinical & Translational Science Predoctoral Training Program](#) uses a team-science approach and provides mentoring and didactic training for predoctoral students performing clinical and/or translational research in health-related fields at UF. Completion of program requirements results in the award of an interdisciplinary concentration in Clinical & Translational Science. See website for additional information and application.

#### Eligibility Requirements

- Students apply at any time before defending dissertation research proposal, preferably in the first or second year of PhD studies.
- Strong academic credentials and good communication skills.
- Ability to commit to all course and research requirements of the training program
- Proposed research project must be relevant to human health, and should include at least one component of clinical and/or translational research as defined by the NIH.
- Interest in developing a career in multidisciplinary, translational biomedical research.
- Strong mentor support.

#### Program Requirements

The CTS Interdisciplinary Concentration curriculum consists of:

- A mentored research project with mentoring by basic and clinical scientists;
- Presentation and participation at the annual CTSI Annual Research Day;
- CTS core curriculum (8 credits) and at least 6 credits of electives. All courses must be passed with an “S” or a letter grade of “B” or better to count toward the concentration.
- Annual review of an Individual Development Plan (*e.g.*, myIDP).

#### CTS Core Curriculum

GMS 6847: Translational Research and Therapeutics: Bench, Bedside, Community, & Policy (3)

GMS 6945: Team Science (1)

GMS 7877: Responsible Conduct of Biomedical Research (1)

GMS 6895: CTS Journal Club (1)

GMS 6893: CTS Seminar (2)

Other required courses: Electives (6)

## PhD Program Example Course Sequence

Note: this is provided as a general example – please consult with your mentor before signing up for classes.

### Year I (24 credits)

Fall (9 credits)	Spring (9 credits)	Summer (6 credits)
RSD 6110 Rehab Science Theory and Application(3)	RSD 6930 The Art of Scientific Dissemination (2)	PHC 6937: Introduction to Public Health for Health Professions (3)
RSD 6938: Doctoral Seminar in Rehabilitation (1)	VME 6767 Research Ethics (1)	RSD 6930: Matlab Foundations for Rehabilitation Science (3)
CLP 6527 Measurement, Research Design, and Statistical Analysis I (3)	CLP 6528 Measurement, Research Design, and Statistical Analysis II (3)	
RSD 6910: Supervised Research (2)	Emphasis Area Course (3)	

### Year II (24 credits)

Fall (9 credits)	Spring (9 credits)	Summer (6 credits)
RSD6900: College Classroom- Teaching Process and Practice (3)	ENC 5319: Scholarly Writing for Publication (3)	PHC 6001- Principles of Epidemiology in Public Health (3)
RSD 7979: Advanced Research (3)	RSD 7979: Advanced Rehabilitation Research (2)	RSD 7979: Advanced Rehabilitation Research (3)
Emphasis Area Course (3)	RSD6940: Supervised Teaching in Rehabilitation (3)	
	RSD 6938: Doctoral Seminar in Rehabilitation (1)	

### Year III (24 credits)

Fall (9 credits)	Spring (9 credits)	Summer (6 credits)
Emphasis Area Course (6)	PET 5936 Professional Skills/Grant Writing (3)	RSD 7979/7980 Research (3)
Electives (3)	(6) Emphasis Area Courses	Electives (3)

### Year IV (18 credits)

Fall (9 credits)	Spring (9 credits)
RSD 7980: Doctoral Dissertation (9)	RSD 7980 Doctoral Dissertation (9)

## X. Previous Graduate Study and Credit Transfer

Note: there are no “guaranteed” transfer credits. All requests are considered on a case-by-case basis based on the student’s previous graduate work and current plan of study.

Transfer of credit requests should be made no later than the student’s third semester and student must have a PhD supervisory committee established in GIMS. No more than 30 credits of a master’s degree from another institution will be transferred to the doctoral program. Any courses beyond the master’s degree must be taken at institution offering doctoral degrees to be considered for credit transfer. The total number of credits that may be transferred cannot exceed 45 (including 30 from a prior master’s degree).

All courses to be transferred must be graduate-level, letter-graded with a grade of B or better, and demonstrated to relate directly to the degree being sought. Practice-oriented and clinically based courses typically do not qualify.

Coursework eligible for credit transfer must be completed within the last seven years. This time period is tracked from date of degree conferment to first semester enrolled in the Rehabilitation Science PhD program. For example, if a student completes a master of science in April 2015, the seven-year timeframe begins in April 2015 even though individual courses may have been completed prior to that date.

Credit transfer requests must be approved by all members of the student’s supervisory committee and the Rehabilitation Science program director. The UF Graduate School makes the final decision.

To request a transfer of credit, students should fill out the [Rehabilitation Science Graduate Transfer of Credit](#) form and submit to program coordinator.

## XI. Minor in Rehabilitation Science

Students from other UF Doctoral Programs may elect to minor in the Rehabilitation Science PhD Program. Students must take *RSD 6110 – Rehabilitation Science Theory & Application I*, RSD 6930 – *The Art of Scientific Dissemination*, and some combination of supervised research, independent study, and courses listed under the three program emphasis areas. Students must also identify a Rehabilitation Science faculty member willing to serve on their dissertation committee and as an advisor for the minor.

## XII. Non-Traditional Degree Programs

### DPT to PhD

Students completing the DPT degree at the University of Florida will be eligible to count up to **nine** credits from the DPT degree toward the PhD. The courses and number of credits will be determined by the primary mentor and approved by the Steering Committee. All credit transfers are subject to the seven year rule as reviewed in section X. Previous Graduate Study and Credit Transfer.

### Non-traditional Degree Program: PhD-MPH

The faculties of the Rehabilitation Science program and the Master of Public Health program in the College of PPHP, have approved a non-traditional PhD-MPH degree program.

### PhD-MPH Admission Requirements

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

### Special Program Documentation

Contact the program coordinator for appropriate paperwork.

### Integration of Programs

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

### Requirements

A student must satisfy the curriculum requirements for each degree before either degree is awarded. The MPH program will allow nine credits of appropriate PhD courses to be credited toward both degrees. The nine credits selected from the PhD curriculum must be approved by the MPH program upon the recommendation of the student's supervisory committee. PhD courses which are to be credited toward the MPH degree must also carry a grade of "B" or higher.

Students who complete the non-traditional degree program are exempt from taking *PHC 6937: Introduction to Public Health for the Health Professions* and *PHC 6001- Principles of Epidemiology in Public Health* unless the courses are part of the student's MPH program of study. Nontraditional students may **not** apply MPH coursework their 90-credit PhD requirement.

### Degree Award

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

### Withdrawal

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

### Appointments

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

### Supervisory Committee

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

### Specializations

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

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

More information about the MPH curriculum can be found on the [Master of Public Health](#) website.

## XIII. Registration

### Course Registration Form

Students are required to submit a [Registration Form](#) before the stated deadline each semester to the Program coordinator.

To be considered full-time, students are expected to register for 9 hours in the Fall and Spring semesters and 6 hours in the summer term.

### Registration Deadlines

University of Florida registration deadlines can be found in the [Graduate Catalog](#) under Academic Calendar.

Students are required to receive approval from their mentor regarding registration of courses prior to registration each semester.

Students will be registered for program-controlled RSD courses and unless otherwise stated, are expected to self-register for all other courses.

Students are responsible for meeting course requirements, as defined by the instructor, for all courses in which they enroll.

### Students on paid appointments:

Students are to verify they are registering for the required number of credits for their fee waiver to process and maintain funding. In most cases (.50 FTE appointment), students are required to take 9 credits in the Fall and Spring semesters and 6 hours in the Summer semester. Additionally, in the summer, the 6 hours must be spread over the entire term. Students may not register for 6 hours in Summer A or B alone. You must register for a combination of the following: 6 hours in C or 6 hours in A & B or 6 hours in A & C or 6 hours in B & C.

### Final term registration:

In their final term, students are required by the Graduate School to register for at least 3 credits of RSD7980: Dissertation Research if it is the Fall or Spring semester and at least 2 credits in the Summer semester. Students on paid appointments will have to comply with the requirements of their funding, which is likely 9 hours in the Fall and Spring and 6 hours in the Summer (.50 FTE appointment). It is recommended students confirm with their funding administrator to ensure they are registered for the required number of credits to maintain funding.

### Grades

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

Grades of C-, D+, D, D-, E, or U, are not considered passing grades. Grade points associated with grades are calculated into the student's GPA but course credit does not count toward graduation requirements. If a student receives a grade below a "C" they should notify the Program Director and Program coordinator.

## XIV. Student Resources

### Computer Requirements

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

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

### Graduate Student Council

The [Graduate Student Council \(GSC\)](#) at UF is the official liaison between graduate students and the UF governing bodies including the Graduate School, University Administration, Student Government, and Faculty Senate. The GSC provides a forum for students to address ideas, needs, and concerns that are unique to the University of Florida Graduate students. The budget, funded by Student Government, is used to provide services to graduate students such as travel grants. Invitations to apply for travel awards will be sent over the UF Graduate Student listserv with eligible dates of travel.

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

### Student Grievance Procedure

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

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

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

Students must first attempt to resolve the issue through their academic unit and then college. Only if the issue cannot be resolved may students contact the Ombudsperson for an appointment. Documentation must be provided of all formal actions taken to resolve the issue. The Ombuds is located in 31 Tigert Hall, 392-1308 and more information can be found on their [website](#).

**Other Grievance Resources:** Most employment-related grievances are covered by the [Collective Bargaining Agreement](#), Article 22, between the Florida Board of Education of the State University System and Graduate Assistants United. Students with employment-related concerns should contact the GAU office at 392-0274, or Human Resource Services at 352-392-2477.

Allegations of research misconduct should be brought to the attention of the administrative officer (e.g., department chair, dean) to whom the accused party reports. Students may wish to seek advice from the Director of the Division of Sponsored Research, 219 Grinter, 392-1582, before making a formal complaint.

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

## **Faculty Grievance Procedure**

1. At the first indication of a Performance or Professionalism issue, the faculty member will set up a face-to-face meeting with the student to discuss the situation. The student will be directly informed of the concerns, and the discussion will focus on ways to correct the situation. This meeting will be witnessed by PT Department Business Manager or department representative, and following the meeting an email will be sent summarizing the discussion.
2. If the problem persists, then the mentor will draft a letter which outlines the concerns, and steps that have been taken to correct the problem. The letter must be signed by the mentor, the student, the program director, and the Department Chair.
3. If the problem continues to persist, the mentor will work with the Business Manager, the PHHP Dean's Office, Human Resources, and UF Employee Relations to create a performance plan. This will be a detailed document which describes the steps that will be taken to fix the problem, and how the student will be evaluated. This document should include specific examples of performance milestones, and dates by which these milestones must be met. The document will be reviewed by UF Employee Relations before being issued to the student. The document will then be signed by the student, mentor, program director, and the department chair.
4. If the problem persists, disciplinary action, up to and including dismissal from the program, will be taken.

## **Additional Resources:**

Student Health Care Center at Shands

<https://shcc.ufl.edu/appointments/locations/shcc-shands/>

Dr. John Trainer, Assistant Professor, Community Health and Family Medicine  
352 294 5700; johntrainer@ufl.edu

DISABILITY RESOURCE CENTER

<https://disability.ufl.edu/>

352-392-8565

Employee Relations:

<http://hr.ufl.edu/manager-resources/employee-relations/>

Counseling Resources:  
Employee Assistance Program:  
<http://eap.ufl.edu/>  
352-392-5787 (No cost to the GA)



Counseling & Wellness  
<http://www.counseling.ufl.edu/cwc/>  
Phone: 352-392-1575  
Dr. Meggen Sixbey [sixbey@ufl.edu](mailto:sixbey@ufl.edu).

Mental Health Screening:  
<http://screening.mentalhealthscreening.org/#/SHANDS>

Dean of Students Office  
<https://www.dso.ufl.edu/>  
Phone: 352-392-1261

Collective Bargaining Agreement  
<http://hr.ufl.edu/manager-resources/employee-relations/union-contracts/collective-bargaining-agreement/>

## **XV. Responsible Conduct of Research**

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

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

### **Fraud**

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

The best insurance against fraud in graduate student research is careful and close supervision by the faculty advisor and exemplary behavior by other members of the academic community. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways, such as by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student's reading in the field, by regular progress reports to the faculty advisor, and so forth. Faculty should normally expect such communication, and in the absence of faculty initiative, graduate students should initiate dialogues with faculty. Such communication will help the student develop intellectually and will lessen the possibility of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly and with a clear regard to the rights of the graduate student such that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with established University procedures. The Graduate School will provide information on those procedures to any interested party.

## **Plagiarism**

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

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

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

### **Cheating**

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

### **Abuses of Confidentiality**

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

### **Conflict of Interest**

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

REGULATIONS OF THE UNIVERSITY OF FLORIDA 1.0065 Prohibited Consensual Relationships. (1) It is the policy of the University that faculty adhere to the proper role as teacher, researcher, intellectual mentor and counselor and not engage in conduct that calls into question the integrity of the evaluative or other academic processes related to students. It is also the policy of the University that faculty refrain from exploiting or coercing students or creating the appearance of exploitation or coercion. Consistent with

these policies, the following romantic or sexual relationships between faculty and students are prohibited: (a) Sexual or romantic relationships between faculty and undergraduate students, regardless of academic discipline, department, or college affiliation; and (b) Sexual or romantic relationships between faculty and graduate or professional students when both parties are affiliated with the same field, degree program or department, and under any circumstances in which the faculty member directly or indirectly exercises academic, evaluative, or supervisory authority over the student, or may be reasonably expected to do so in the foreseeable future. (2) Faculty who have, or have had, a sexual or romantic relationship with a student are prohibited from directly or indirectly exercising academic, evaluative, or supervisory authority over that student. Relationships that pre-date one or both parties' affiliation with the University and that would otherwise be prohibited under this regulation shall be promptly disclosed by the faculty member to his or her dean or designee. (3) Violations of this regulation by faculty will result in disciplinary action up through dismissal. Authority: BOG Regulation 1.001 History: New 06-06-19 (BOT approved).

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

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

## **HIPAA**

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

All faculty, staff, students, volunteers, and business associates who work in or for a University of Florida medical component or an affiliated entity are required to complete [specialized training about privacy and security](#) on an annual basis. The program maintains records of training compliance for the Rehabilitation Science students. Training certification expires on December 31<sup>st</sup> of each year, regardless of when the training was taken.

## **Blood Borne Pathogens**

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

## **FERPA**

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

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

## **XVI. Exit Survey and Alumni**

Prior to graduation, all students are required to complete an [exit survey](#) and are also invited to complete an optional exit interview with the Program Director. It is the student's responsibility to complete the exit survey and schedule an exit interview in their final term, prior to graduation.

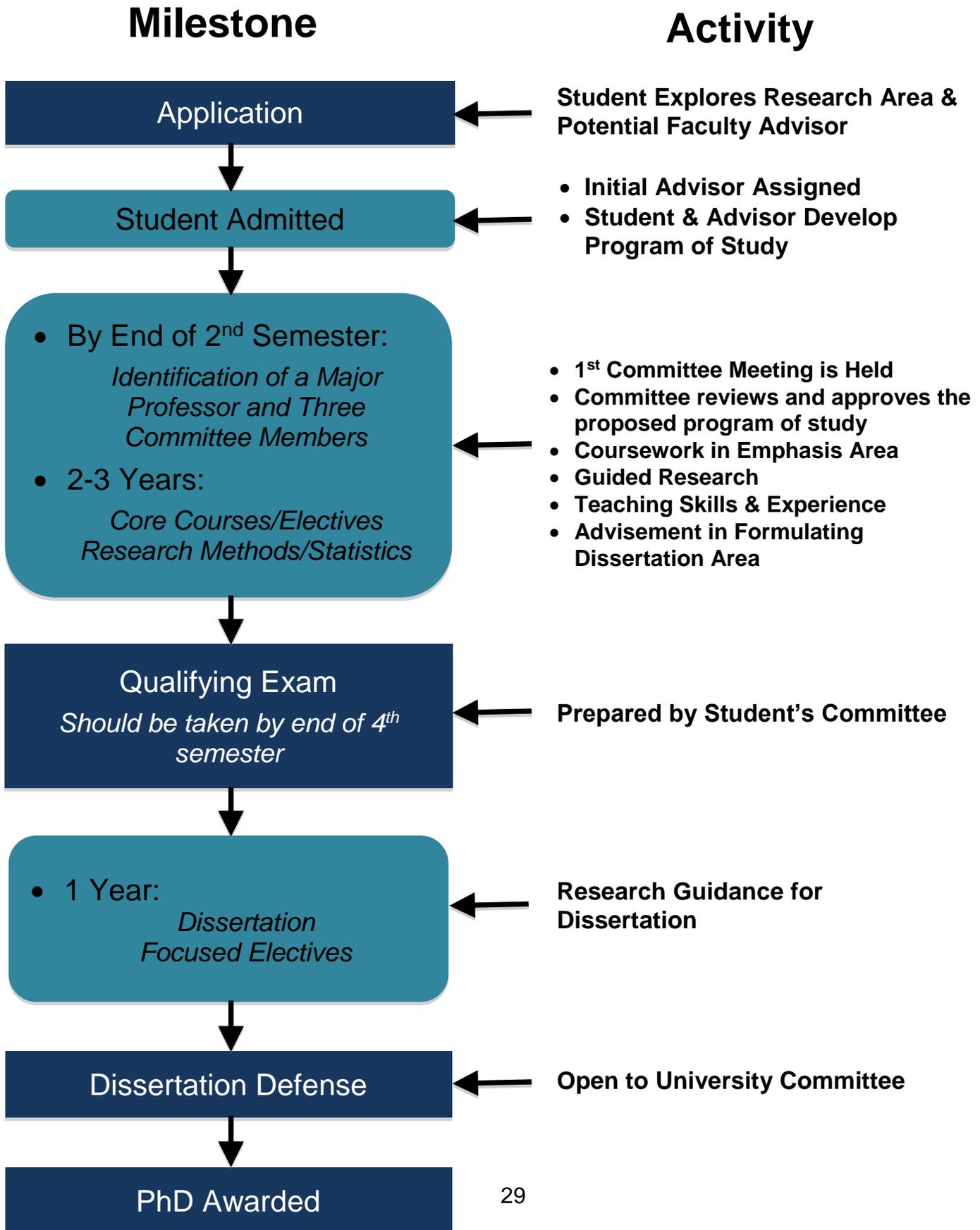
Students should also submit a copy of updated CV and a PDF version of final dissertation to the Program coordinator.

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

# **Appendix A**

## **Typical RSD Student Path**

## Typical RSD Student Path



# **Appendix B**

## **Department & University Forms**

## Course Registration Form

Use the Rehabilitation Science [Course Registration Form](#) to register for courses each semester. After you have completed the form, please return it to the Program coordinator.

## Supervisory Committee Form

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

## Graduate Credit Transfer Form

Complete the [Rehabilitation Science Graduate Transfer of Credit form](#) to request a transfer of graduate credits from a prior graduate degree (elsewhere or at UF) and apply them to the program's degree requirements. Student must have supervisory committee established in GIMS and committee must approve transfer request. Submit the form to the program coordinator for review by the program director.

## Admission to Candidacy Paperwork

1. Qualifying Examination: Student should contact the Program coordinator at least one week prior to oral portion of qualifying exam for the necessary paperwork. There is a Graduate School form which all committee members are required to sign to document the student has successfully completed the examination. Signed form should be returned to the Program coordinator.
2. Dissertation Proposal: Student should contact the Program coordinator at least one week prior to proposal for the necessary paperwork. There is a Graduate School form which all committee members are required to sign to document the student has successfully completed the proposal. Signed form should be returned to the Program coordinator after proposal to update candidacy status.

These two forms comprise the admission to candidacy paperwork.

## Degree Application

The **degree application** is completed online in [One.UF](#) by the published deadline. (Select Academics < Degree/Certificate Application from the Student menu on the left). Students must apply in the term in which they expect to graduate, regardless if they have submitted an application in a previous term.

If a student misses the degree application deadline, they must contact the program coordinator as soon as possible to determine if a late application can be submitted. For summer terms, there is no late degree application process.

## Final Term Checklist

Consult this checklist to help you with your graduation: [Graduation Checklist](#)

## Dissertation Checklist

There are many critical academic dates through the final semester. The [Doctoral Dissertation Submission Checklist](#) walks students through the dissertation submission process and [UF Editorial Office](#) requirements.

## **Transmittal Letter**

The transmittal letter is signed by your primary mentor is required before the first submission of your dissertation. Please see the Program coordinator prior to the [published deadline](#) to obtain the necessary form- make sure to leave enough time to obtain mentor signature and return to the Program coordinator by the deadline.

## **Final Exam Form**

The final exam form is signed by all members of your supervisory committee after the dissertation defense. Please see the Program coordinator at least one week prior to defense to obtain the necessary paperwork.

## **Publishing Agreement**

This form is completed in [GIMS](#) by the student and requires mentor approval. It should be submitted prior to final dissertation submission. It will also allow the student to print the appropriate ProQuest Publication Agreement which is then submitted with the final dissertation submission.

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

Your supervisory committee signs this form at your defense. If your committee wants revisions made to the dissertation, your chair may hold this form until all stipulations are met. Please see the Program coordinator at least one week prior to defense to obtain the necessary paperwork.

# **Appendix C**

## **Dissertation Defense Guidelines**

# Rehabilitation Science PhD Program

## Dissertation Defense Guidelines

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All Rehabilitation Science PhD students are required to complete a final examination (oral defense). This document provides general guidelines regarding the structure of the oral examination. It outlines the expected structure of a dissertation defense with the understanding that PhD candidate and supervisory committee chair may reasonably adapt the recommended guidelines to better suite individual projects.

Note: This document is does not address all critical deadlines during the final semester. For additional information on milestones, see the Rehabilitation Science student handbook and Graduate Student Handbook.

- Scheduling the defense:
  - a. Defense is scheduled at least one week prior to posted final dissertation submission deadline: <http://graduateschool.ufl.edu/about-us/offices/editorial/editorial-deadlines/>
  - b. Candidate is encouraged to schedule defense earlier to have time to make edits to the written dissertation requested by the supervisory committee.
    - Dissertation defense is scheduled at least 6 weeks prior to defense date.
  - c. The candidate and the supervisory committee chair or co-chair must be physically present together at the same location. If necessary, and with approval of the entire committee, other members may attend the defense remotely, using modern communication technology.
- Advertisement of the defense:
  - a. Candidate notifies Rehabilitation Science Academic Coordinator as soon as defense is scheduled.
  - b. Public advertisements are sent to program and college listservs and posted to PHHP TVs on ground floor of Health Profession, Nursing, and Pharmacy (HPNP) Building by Academic Coordinator
- Final examination forms
  - a. Candidate contacts Academic Coordinator at least one week prior to dissertation defense for final examination paperwork. Academic Coordinator will provide:
    - Electronic Thesis and Dissertation Form: Signed by all members of the supervisory committee at the defense. This form verifies that the written portion of the dissertation is complete and ready for final submission. If dissertation changes are requested, the supervisory committee chair or his or her designee may hold the ETD Signature Page until all are satisfied with the dissertation.
    - Final Examination Form: Signed by all members of the supervisory committee at the defense. This form verifies the candidate has successfully completed their final examination.
    - Completed forms are returned to the Academic Coordinator at least two business days ahead of the posted final dissertation submission deadline: <http://graduateschool.ufl.edu/about-us/offices/editorial/editorial-deadlines/>

# Rehabilitation Science PhD Program

## Dissertation Defense Guidelines

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- Food and drink policy:
  - a. The defense is a formal academic seminar followed by an oral examination. No food or drink are provided at dissertation defense. Candidates are encouraged to focus on preparing their presentation.
- Format and duration of the defense:
  - a. It is recommended that students reserve a 3-hr block of time
  - b. The candidate presentation and general audience question and answer session is open to the public. The presentation is a formal scientific seminar and should last ~ 45 minutes. This is followed by a ~15 min Q&A session with the general audience. The PhD supervisory committee does not ask questions during this period.
  - c. A “Closed Door” question and answer session with the PhD committee occurs after the seminar and general audience Q&A session. This session lasts between 1-2 hrs. It ends when the PhD committee determines that no further questions are required to decide the outcome of the exam. At the conclusion of the questioning, the candidate is asked to leave the room while the committee reaches a decision.
- Role of supervisory committee chair:
  - a. The supervisory committee chair acts as the moderator for the public portion of the oral defense. His or her duties are to a) introduce the candidate and the supervisory committee, b) explain the general defense process, b) moderate the audience question and answer session, and c) see that all attendees act in a civilized, polite, and proper manner. He or she is familiar with the procedures of the oral defense and has the authority to suspend proceedings should a situation arise that would not be conducive to a fair examination.
- Role of the external member:
  - a. The external member a) represents the interests of the Graduate School and UF, b) knows Graduate Council policies, and c) serves as an advocate for the student.
  - b. If the academic unit’s committee activity conflicts with broader University policies or practices, the external member is responsible for bringing such conflicts to the attention of the appropriate governing body.

### General structure:

- 1) Introductions
  - a. Supervisory committee chair will introduce candidate and supervisory committee. He/She will provide an overview of the general structure of the defense.
- 2) Formal presentation
  - a. The candidate will give a full length scientific seminar providing a comprehensive overview of the PhD thesis. (Recommended length: 45 minutes)  
Suggested format includes:
    - i. Rationale/Background
    - ii. Hypothesis/Purpose
    - iii. Methods

- iv. Results
  - v. Interpretation/Discussion
  - vi. Conclusions
  - vii. Acknowledgements
- 3) Audience Q&A
- a. Supervisory committee chair will moderate public question and answer session. ( ~ 15 minutes)
  - b. Supervisory committee chair will dismiss everyone but the candidate and committee
- 4) Closed Door Q&A
- a. Designated committee member moderates the committee question and answer session. (Moderator of the committee question and answer session is usually someone other than the supervisory committee chair.)
  - b. All committee members have an opportunity to question the student.
- 5) Deliberation
- a. Supervisory committee excuses the student and deliberate on a) the overall quality and significance of thesis, and b) the oral defense of his or her findings.
  - b. Each committee member will register a vote of “pass” or “fail”
    - i. Pass: committee signs appropriate forms. If dissertation changes are requested, the supervisory committee chair or his or her designee may hold the ETD Signature Page until all are satisfied with the dissertation. Candidate returns forms to Rehabilitation Science Academic Coordinator  
Note: Final Exam and ETD forms must be submitted prior to the posted final dissertation submission deadline: <http://graduateschool.ufl.edu/about-us/offices/editorial/editorial-deadlines/>
    - ii. Fail: Committee informs candidate and Rehabilitation Science program director. Program director meets with candidate and mentor to discuss options.