2015 - 2016

Rehabilitation Science
PhD Program

Student Handbook

rehabsci.ufl.edu
Rehabilitation Science PhD Program

Program Administration

Program Director
David D. Fuller, PhD
Professor
Email: ddf@phhp.ufl.edu
Phone: 352-273-6634
Office: HPNP Building Room 1153
Please contact Dr. Fuller regarding any questions or concerns regarding the program. In addition, Dr. Fuller would like to hear about your successes (e.g., grants, publications, presentations, etc.)

*Student Services and Admissions
Amy Ladendorf
Coordinator, Academic Support Services
Email: aladendorf@phhp.ufl.edu
Phone: 352-273-6507
Office: HPNP Building Room 1151

*Interim position – please check website for updates: rehabsci.ufl.edu
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>i</td>
</tr>
<tr>
<td>Rehabilitation Science PhD Program</td>
<td>v</td>
</tr>
<tr>
<td>Program Overview</td>
<td>vii</td>
</tr>
<tr>
<td>I. How to Use this Manual</td>
<td>1</td>
</tr>
<tr>
<td>II. Rehabilitation Science Program: Introduction &amp; Rationale</td>
<td>1</td>
</tr>
<tr>
<td>III. Rehabilitation Science Program: Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>IV. Student Mentors and the Rehabilitation Science Student Organization</td>
<td>2</td>
</tr>
<tr>
<td>V. Expectation of the faculty mentor</td>
<td>2</td>
</tr>
<tr>
<td>VI. Yearly Evaluations</td>
<td>2</td>
</tr>
<tr>
<td>VII. Degree Progression and Monitoring</td>
<td>2</td>
</tr>
<tr>
<td>1. Initial Advisor/Chair of Supervisory Committee</td>
<td>2</td>
</tr>
<tr>
<td>2. Formation of the Supervisory Committee</td>
<td>2</td>
</tr>
<tr>
<td>3. Qualifying Exam</td>
<td>3</td>
</tr>
<tr>
<td>4. Dissertation Proposal</td>
<td>4</td>
</tr>
<tr>
<td>5. Admission to Candidacy</td>
<td>4</td>
</tr>
<tr>
<td>6. Dissertation</td>
<td>4</td>
</tr>
<tr>
<td>7. Publication Requirement</td>
<td>4</td>
</tr>
<tr>
<td>8. Monitoring of Progress Towards the Degree</td>
<td>5</td>
</tr>
<tr>
<td>9. Period of Required Study In Residence at the University of Florida</td>
<td>5</td>
</tr>
<tr>
<td>10. Courses and Credits</td>
<td>5</td>
</tr>
<tr>
<td>VIII. Course Requirements</td>
<td>5</td>
</tr>
<tr>
<td>1. Courses related to Research Methods and Statistics</td>
<td>6</td>
</tr>
<tr>
<td>2. Courses related to Rehabilitation Science Application</td>
<td>6</td>
</tr>
<tr>
<td>3. Courses related to Rehabilitation Science Teaching</td>
<td>6</td>
</tr>
<tr>
<td>4. Movement Science Concentration: Typical Course Sequence</td>
<td>7</td>
</tr>
<tr>
<td>5. Disability Science Concentration: Typical Course Sequence</td>
<td>7</td>
</tr>
<tr>
<td>6. Research Courses</td>
<td>8</td>
</tr>
<tr>
<td>7. Additional Course Requirements</td>
<td>8</td>
</tr>
<tr>
<td>8. Public Health &amp; Epidemiology Courses</td>
<td>8</td>
</tr>
<tr>
<td>9. Elective Course Work</td>
<td>9</td>
</tr>
<tr>
<td>10. Maximum Enrollment</td>
<td>9</td>
</tr>
<tr>
<td>11. PhD Program Suggested Course Sequence</td>
<td>10</td>
</tr>
<tr>
<td>IX. Previous Graduate Study</td>
<td>11</td>
</tr>
<tr>
<td>X. Minor in RSD Program</td>
<td>11</td>
</tr>
<tr>
<td>XI. Non-Traditional Degree Programs</td>
<td>11</td>
</tr>
<tr>
<td>1. DPT to PhD</td>
<td>11</td>
</tr>
<tr>
<td>2. Dual PhD-MPH</td>
<td>11</td>
</tr>
<tr>
<td>3. Admission Requirements</td>
<td>11</td>
</tr>
<tr>
<td>4. Special Program Documentation</td>
<td>12</td>
</tr>
<tr>
<td>5. Integration of Programs</td>
<td>12</td>
</tr>
<tr>
<td>Requirements</td>
<td>12</td>
</tr>
</tbody>
</table>
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 concentration 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 second semester of study
- Per graduate school guidelines, 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 students are required to attend the yearly “program orientation and social” at the start of the Fall semester. This serves as an opportunity to welcome our new students, to highlight accomplishments from the past year, and to provide a forum for discussing any proposed changes to the program.
- 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 candidacy for the PhD 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, as well as the program. The Program Director and administrative staff will regularly provide information to students via email. Students are expected to read these emails and response, 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.
It is common for students to have questions as they navigate the requirements of their mentor, the program, and the graduate school. The following resources are available:

- This handbook
- Your fellow students
- The Graduate School Catalog
- The Graduate School Student Handbook
- Counseling and Wellness Center
- Dean of Student Office
- UF Student Handbook
<table>
<thead>
<tr>
<th>Task</th>
<th>When &amp; Where</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Students:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| - Complete the required forms in the orientation packet and deliver them to the Admissions Coordinator | When: Upon your arrival at the Department of Physical Therapy  
Where: As notified of location |
| - Attend orientation sessions for the Graduate School and Department | |
| - Complete payroll and appointment forms for assistantship, if appropriate | |
| - Conditionally admitted students: Check date and time of screening tests for language and writing program | |
| - Set appointment & meet with your mentor to determine first semester courses | |
| **New & Continuing Students:** | When: By published deadline  
Where: Department of Physical Therapy |
| - Submit Course Registration Form to the Student Services Coordinator before the published deadline each semester | |
| **Continuing Students:** | When: Before admission to candidacy  
Where: Department of Physical Therapy |
| - Complete required Public Health course(s) and submit certificates to the Student Services Coordinator | |
| **Continuing Students:** | When: ASAP, no later than end of 2nd semester of equivalent full-time PhD study  
Where: Department of Physical Therapy |
| - Appoint Supervisory Committee - Complete Supervisory Committee Form available in the Graduate Information Management System (GIMS) | |
| - Bring competed form to Student Services Coordinator | |
| **Continuing Students:** | When: At the end of every spring semester  
Where: Online |
| - Complete annual online student progress report (SAR) | |
| **Continuing Students:** | When: ASAP, no later than 3rd semester of PhD study as required by the Graduate School  
Where: Department of Physical Therapy |
| - Contact mentor for possible approval of transfer of up to 30 credits from M.S. degree; | |
| - Contact the Student Services Coordinator to complete Transfer of Credit Form for review by your committee | |
| **Continuing Students:** | When: 1st semester of PhD study  
Where: As notified by mentor |
| - Complete degree plan of study with mentor and submit a copy to the Graduate Coordinator | |
| **Continuing Students:** | When: By the end of the 4th semester.  
Where: Student should schedule a room under guidance of the mentor |
<table>
<thead>
<tr>
<th>Task</th>
<th>When &amp; Where</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When &amp; Where</strong></td>
<td><strong>Plan of Study</strong></td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td><strong>When &amp; Where</strong></td>
</tr>
<tr>
<td>Complete Research Proposal with Supervisory Committee</td>
<td>When: 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. Where: Student should schedule a room under guidance of the mentor</td>
</tr>
<tr>
<td>Continuing Students:</td>
<td><strong>Admission to candidacy for PhD; contact the Graduate Coordinator for completion of the Admission to Candidacy Form two weeks prior to date</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: After passing your qualifying examination and successfully defending your dissertation topic</td>
<td>Department of Physical Therapy</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Obtain guide for preparation of dissertation</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: Only after Qualifying Exam has been passed</td>
<td>Graduate School Editorial Office</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Complete your degree application in ISIS</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: The term you plan to graduate</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>First submission dissertation to the Graduate School</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: By degree application deadline</td>
<td>Graduate School Editorial Office</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Dissertation defense; contact the Graduate Coordinator two weeks prior to reserve a room and to collect the Final Examination Form</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: By published deadlines</td>
<td>Department of Physical Therapy</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Submit final copy of dissertation</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: By degree application deadline</td>
<td>Graduate School Editorial Office</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>If you plan on attending commencement, notify your mentor &amp; order your academic regalia</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: Two weeks prior to commencement</td>
<td>UF Bookstore</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Contact the Student Services Coordinator to arrange for an exit interview with Program Director, Dr. Fuller</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: Prior to graduation</td>
<td>Department of Physical Therapy</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Return all keys issued by the Department</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: Prior to graduation</td>
<td>Department of Physical Therapy</td>
</tr>
<tr>
<td>Where: Continuing Students:</td>
<td><strong>Provide the Student Services Coordinator with a copy of your dissertation</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Where</strong></td>
</tr>
<tr>
<td>When: Prior to graduation</td>
<td>Department of Physical Therapy</td>
</tr>
</tbody>
</table>
I. How to Use this Manual

This manual has been developed to assist admitted students in meeting the requirements for the Rehabilitation Science Doctoral 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 in movement science and disability science. 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 two concentration areas: movement science and disability science. 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 Americans, 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. 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 that 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.


The Program is housed in the College of Public Health and Health Professions (PHHP). The mission statement for PHHP can be found here.

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 thesis.
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 progress report called the Student Activity Report (or SAR)** at the end of the spring semester. The link for the progress report 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. 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**

UF requires that students form a supervisory committee by the end of their second semester, or the end of the term in which they accumulate 12 or more credit hours. The initial faculty advisor typically serves as chair of the supervisory committee. However, in some cases 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 or four faculty members, including the student's primary advisor, who serves as chair. At least two of the committee members must have Graduate Faculty status as part of the Rehabilitation Science program. Some students elect to have more than four committee members, but four is the minimum number. The committee must include one member (the external member) outside of the Rehabilitation Science graduate program. The external faculty member must have graduate faculty status at the University of Florida in a program outside of the Rehabilitation Science program. Members who are not UF graduate faculty may be appointed under the title “Special Member”. Special members cannot be counted as one of the four required committee members. It is possible to have a committee member from outside the university. See Special Supervisory Committee Appointment Petition in **Appendix B**.

If a minor is chosen, the supervisory committee includes 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.

**To summarize the requirements for a supervisory committee:**

- Students are required to have 4 committee members
- At least 2 of the committee members must have RSD graduate faculty status. The Chair of the committee counts as one of these two.
- At least 1 committee member must be from outside the RSD program, and must have graduate faculty status at UF.
- The 4th committee member must have graduate faculty status at UF, and can be from the RSD program OR another UF department. Most students have 3 RSD faculty members on their committees. But, it is also perfectly acceptable for the committee to have 2 RSD UF faculty, and 2 non-RSD UF faculty.
- It is permissible to have a member of the committee who is from outside UF. However, this member is in addition to the 4 UF faculty on the committee. In other words, an external member does not replace one of the 4 UF faculty, but rather is added as an addition to the committee.

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.

Decisions regarding formation of a new PhD advisory committee must be approved by the program director. Changing the primary mentor requires approval of the program director.

Qualifying Exam
The qualifying examination may be taken no sooner than the third semester of graduate study and no later than the semester prior to completing the dissertation. However, students are strongly advised to complete the qualifying exam much sooner than the semester which immediately precedes the completion of the dissertation. The examination is prepared and evaluated by the full supervisory committee. The supervisory committee then decides whether the student is qualified to continue work towards his/her PhD degree.

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 concentration 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 consisting of at least 4 faculty members. 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.
The time lapse between the oral portion of the qualifying examination and the date of the degree must be a minimum of two semesters. The semester in which the qualifying examination is passed is counted, provided that the examination occurs before the midpoint of the term. 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 Director of the RSD program who, with consultation with graduate coordinators, will determine its suitability.

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, after one semester has passed. If the student fails the second exam, they are dismissed from the program.

**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.

**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 online course *Introduction to Public Health for the Health Professions* must be completed prior to Admission to Candidacy.

**Dissertation**
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 must 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. Additionally, students must take a minimum of 3 dissertation credits in their final semester of study. Assistance in preparing the dissertation (e.g., formatting, deadlines, required forms) can be found at the [Graduate School Editorial Office website](#).

**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. In addition, the Steering Committee will review progress of all students on a yearly basis. 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.). All students will be required to complete an annual Student Activity Report (see section VI). 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 6935C is a course number that covers a broad array of rotating topics and can be taken more than once.

**VIII. 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** followed by specialty coursework in one of two concentration areas: **Movement Science** or **Disability Science**. More specific information on these course areas, as well as additional course requirements are explained in this section. A brief summary of the required courses and credits as follows;

- Research Methods and Statistics = 13 credit hours
- Rehabilitation Science Application = 5 credit hours
- Rehabilitation Science Teaching = 6 credit hours
- Concentration Courses = 18 credit hours
- Research Courses = 32 credit hours
- Elective Courses = 16 credit hours
Courses related to Research Methods and Statistics
Students must complete 13 credits of approved coursework in research methods and statistics. 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:

- ALS 6046 – Grant Writing (2 credits)
- PET 5936 – Professional Skills/Grant Writing (3 credits)
- EDF 6475 Qualitative Foundations of Educational Research (4 credits)
- NGR 7814 Foundational Methods in Health Research (3 credits)

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

This is a graduate level course addressing laws, policies, guidelines, and principles concerning the conduct of research in an ethical manner. This is a required course for all RSD students.

- CLP 6527 and CLP 6528 – Measurement, Design and Statistics I and II (6 credits)
- CLP 6529 Applied Multivariate Methods in Psychology (3 credits)
- CLP 7525 Best Methods for the Analysis of Change (3 credits)
- STA 6126 and STA 6127 – Statistical Methods in Social Research I and II (6 credits)
- STA 6166 and STA 6167 – Statistical Methods in Research I and II (6 credits)
- EDF 6401 – Educational Statistics (3 credits)
- EDF 6403 – Quantitative Research Methods in Education (6 credits)
- HLP 6535 – Research Methods PHR (3 credits)

Courses related to Rehabilitation Science Application
Students must complete the following required courses in rehabilitation science application and teaching:

- PHT 6935C – 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.

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

This course offers reviews of the: (1) historical, philosophical, and theoretical foundations of rehabilitation science, including analysis of the components, stages, or domains of the disabling-enabling process; (2) selected rehabilitation research; (3) ethical, funding, and social implications of rehabilitation science; and (4) evolution of rehabilitation systems in the United States.

Courses related to Rehabilitation Science Teaching
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. Students must complete the following required courses in rehabilitation science application and teaching:

- 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.

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.

Note: Students may petition not to take RSD 6900 and 6940 based on past teaching experience. This 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.

Movement Science Concentration: Typical Course Sequence
The movement science concentration (18 total credits) seeks to provide 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, we fully embrace 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 core coursework to match their research aims.

All movement science track students are required to take at least three of the following five classes (or an equivalent advanced PhD-level class approved by their mentor) prior to graduation:

- PHT 6236C – Motor Control Principles Applied to Neurological Dysfunction
- PHT 6718 – Neuroplasticity: A Foundation for Neurorehabilitation
- APK 6116C – Physiological Bases of Exercise and Sport Sciences
- APK 6115 – Neuromuscular Adaptations to Exercise

Additional core coursework that could be considered after discussion with the primary mentor includes:

- PHT 6127C – Control of Gait and Posture
- PHT 6236C – Neurological Dysfunction as Applied to Physical Therapy
- PHT 6935C – Research Methods in Physical Therapy
- PHT 6935C – Aging Motor Systems
- PHT 6935C – Joint Morphology
- GMS 5905 – Biomechanics in Orthopedics and Rehabilitation
- APK 7117 – Exercise Metabolism
- APK 7107 – Cardiovascular Exercise Physiology
- BCH 6206 - Advanced Metabolism
- BCH 6415 – Advanced Molecular and Cell Biology
- ANS 6932 – Muscle Physiology

Disability Science Concentration: Typical Course Sequence
Disability Science focuses on the interaction of the individual with a disability and the environment, and the process of adaptation to disability through the lifespan. Disability Science is a highly interdisciplinary field aimed at exploring the pathophysiology of disability, and enhancing activity and participation in daily life for individuals with disability while addressing the role of environmental and personal factors in the disability process. Since Disability Science is conceptually broad, there are no required courses in the
Instead, graduate courses are selected from departments and institutes across the University of Florida. Below are examples of three course sequences for “sub-concentration” areas.

**Pediatrics**
- RCS 6066 - Growth and Human Development
- APK 6205 - Natural Basis for Motor Performance
- SYP 6735 - Sociology of Aging in the Life Course
- EEC 7666 - Theory and Research in Early Childhood Studies
- HAS 6114 - US Healthcare System
- FYC 6020 - Principles of Family, Youth and Community Science

**Aging**
- CLP 7934 - Seminar in Cognitive Aging
- GEY 6646 - Issues and Concepts in Gerontology
- DEP 6059 - Aging and the Human Brain
- PHC 6418 - Issues and Concepts in Gerontology and Public Health Policy and Epidemiology
- GMS 6063 - Mechanisms of Aging
- ANG 5464 - Culture and Aging

**Qualitative/Quantitative Outcomes**
- NGR 6815 - Foundations of Qualitative Research in Nursing
- EDF 6475 - Qualitative Foundations of Educational Research
- RSD 6700 - Rasch Measurement Introduction and Application
- EDF 7439 - Item Response Theory
- EDF 7932 - Multivariate Analysis in Educational Research
- EDF 7412 - Structural Equation Models

**Research Courses**
A student must enroll in a total of at least 32 semester hours of research application. The courses listed below reflect progressive involvement in actual research working with the major professor:

- RSD 6905 – Independent Work
  - No more than 12 credits can count toward the degree.
- RSD 6910 – Supervised Research
  - No more than 5 credits can count toward the degree.
- RSD 7979 – Advanced Rehabilitation Research (1-12 credits)
  - Appropriate for students who have not yet been admitted to candidacy. No more than 12 credits can count toward the degree.
- RSD 7980 – Doctoral Dissertation (1-15 credits)
  - Appropriate for students who have been admitted to candidacy. Enrollment in RSD 7980 is required in the student’s final semester. No more than 15 credits can count toward the degree.

**Additional Course Requirements**

**Public Health & Epidemiology Courses**
*Introduction to Public Health for the Health Professions* is a required online course 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 syllabus and course outline is provided in new student
orientation materials. Satisfactory completion of this course with Certificate of Completion submitted to the Graduate Coordinator is required before Admission to Candidacy will be granted. This course can be counted towards the required elective credits.

Students enrolling in the Program are required to take an online, three credit epidemiology course (PHC 6001 – Principles of Epidemiology in Public Health). This course can be counted towards the required elective credits.

Both of these courses should be complete before admission to candidacy.

**Elective Course Work**

Sixteen credits are elective/minor courses. Course descriptions and availabilities change frequently. For the most up-to-date offerings, please consult the Graduate Coordinator and your advisor.

All students are required to take two credits of Doctoral Seminar in Rehabilitation. This course is offered every fall and spring semester as a one credit offering. These credits count towards the elective 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. For RSD 7979 – Advanced Rehabilitation Research, all credits earned in the student’s major will be applied to a doctoral degree. Enrollment in RSD 7980 – Doctoral Dissertation is allowed for students who have a classification of “9” (students who have been admitted to candidacy). Please be advised that while the Graduate School does not have a limit on 7979 and 7980 credits, the RSD program has imposed internal limits.
<table>
<thead>
<tr>
<th>Year I (24 credits)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (9 credits)</strong></td>
<td><strong>Spring (9 credits)</strong></td>
<td><strong>Summer (6 credits)</strong></td>
</tr>
<tr>
<td>(3) RSD 6110 Rehab Science</td>
<td>(2) PHT 6935 The Art of Scientific Dissemination</td>
<td>(2) PHC 6717 Public Health</td>
</tr>
<tr>
<td>(3) CLP 6527 Research Methods/Statistics</td>
<td>(3) RSD 6900 Teaching Process and Practice</td>
<td>(4) Concentration Area Courses</td>
</tr>
<tr>
<td>(3) Concentration Area Course</td>
<td>(3) CLP 6528 Research Methods/Statistics</td>
<td></td>
</tr>
<tr>
<td>(3) CLP 6527 Research Methods/Statistics</td>
<td>(1) VME 6767 Research Ethics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year II (24 credits)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (9 credits)</strong></td>
<td><strong>Spring (9 credits)</strong></td>
<td><strong>Summer (6 credits)</strong></td>
</tr>
<tr>
<td>(3) RSD 6940 Supervised Teaching</td>
<td>(3) PET 5936 Professional Skills/Grant Writing</td>
<td>(6) Concentration Area Courses</td>
</tr>
<tr>
<td>(3) RSD 6905/6910 Research</td>
<td>(3) RSD 6905/6910 Research</td>
<td></td>
</tr>
<tr>
<td>(3) Concentration Area Course</td>
<td>(3) Concentration Area Course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year III (27 credits)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (9 credits)</strong></td>
<td><strong>Spring (9 credits)</strong></td>
<td><strong>Summer (9 credits)</strong></td>
</tr>
<tr>
<td>(3) Electives</td>
<td>(3) RSD 6930 Scientific Writing</td>
<td>(3) Electives</td>
</tr>
<tr>
<td>(6) RSD 6905/7979 Research</td>
<td>(6) RSD 6905/7979 Research</td>
<td>(6) RSD 6905/7979 Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year IV (18 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (9 credits)</strong></td>
<td><strong>Spring (9 credits)</strong></td>
</tr>
<tr>
<td>(3) Electives</td>
<td>(9) RSD 7980 Dissertation</td>
</tr>
<tr>
<td>(6) RSD 7980 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>
IX. Previous Graduate Study

Up to thirty approved credit hours may be transferred in from a Master's degree earned at another institution, except practice-oriented courses and courses completed more than seven years prior, which do not qualify. Most entry-level professional program courses do not qualify for transfer, except those that are research- or theory-based. It is anticipated that a student’s period of study will extend a minimum of three years beyond the master's degree.

All courses transferred must be graduate-level and letter-graded with a grade of B or better. Courses must also be directly related to the PhD degree. Transfer requests are made to the Graduate School through petition by the student’s supervisory committee. Transfer requests must be made no later than the student’s third semester.

A student may petition for coursework taken more than seven years prior to apply to their doctorate. He or she must meet with the primary advisor or chair of their supervisory committee to review such coursework. Students may be asked to provide syllabi, books, and papers from these courses. The advisor will make a recommendation to the Steering Committee, and if they approve the request, the Program Director will petition the Graduate School. The final decision rests with the Graduate School.

X. Minor in RSD Program

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, PHT 6935C – The Art of Scientific Dissemination, and some combination of supervised research, independent study, and courses listed under the two program concentration areas. Students must also identify a Rehabilitation Science faculty member willing to serve on their dissertation committee who will also serve as an advisor for the minor.

XI. Non-Traditional Degree Programs

DPT to PhD
Students completing the DPT degree at the University of Florida will be eligible to count credits from the DPT degree toward the PhD. The actual courses and number of credits will be determined by the primary mentor and approved by the Steering Committee. The make use of this opportunity, students must begin within two years of completing the DPT. All credit transfers remain subject to the seven year rule.

Dual PhD-MPH
The faculties of the Rehabilitation Science program and the Master of Public Health program in the College of PHHP have approved a non-traditional PhD-MPH degree program. Under the non-traditional degree program, a student can obtain both degrees in approximately one year less than it would take to obtain both degrees if pursued consecutively.

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
Nontraditional Doctoral/Master's Degree Program forms must be submitted to the Graduate School.

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. Reciprocally, non-traditional degree students may receive up to 30 semester credits for courses taken in the MPH curriculum toward their doctorate. The RSD program, upon recommendation of the student's supervisory committee, approves appropriate courses.

MPH courses to be credited toward the PhD degree must carry a grade of “B” or higher. PhD courses which are to be credited toward the MPH degree must also carry a grade of “B” or higher.

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 PHHP 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

Course requirements for each of these specializations are listed in Appendix E. Please note, class schedules are subject to change each semester. Students should verify course offerings and contact the appropriate department for permission to register prior to registration.
XII. Registration

Course Registration Form
Students are required to submit a Registration Form before the deadline for each semester to the Student Services Coordinator to register for courses.

Registration Deadlines
Current registration deadlines can be found in the Graduate Catalog under Critical Dates.

Students are to meet with and receive approval from their mentor regarding registration of courses prior to the registration each semester.

If funded, students are to verify with their funding administrator that they are registering for the required number of credits for their fee waiver to process and maintain funding.

Students on a paid appointment must attend classes the entire Summer semester for six hours. The six hours must be spread over the entire summer—students cannot register for six hours in Summer A or B alone. Instead, students must register in one of the following combinations: six hours in C, six hours in A & B, six hours in A & C, or 6 hours in B & C.

All classes of the courses registered for are to be attended and the student is responsible for meeting all academic objectives as defined by the instructor.

For the student’s final semester, the Graduate School requires registration of at least three credits for the Fall or Spring semester and at least two for the Summer semester. Students receiving funding are to verify with their funding administrator that they are registered for the required number of credits to maintain funding.

Grades
The Graduate Catalog outlines the grading system 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.

XIII. Student Resources

Computer Requirements
The College of PHHP and the PhD program have the following specific computer requirements:

1. All students must be in compliance with the University Student Computer Policy.
2. All students must have access to a computer to allow them to complete all course work and general curriculum requirements within their designated program in the College of PHHP. Students
may acquire access through the most appropriate option to match their individual circumstances. These include, but are not limited to, computer purchase, lease, or loan.

3. All students must have access to a computer with the following capabilities:
   - Computer accessibility to the internet and email
   - Windows Operating Environment
   - Minimum system resources to run all required applications
   - A basic word processing software package
   - A basic statistical software package

4. Students are responsible for knowing how to operate the computer system they choose and the software packages required.

5. Students are responsible for any repair necessary to their computers and are expected to complete assignments in a timely manner regardless of the state of repair of their individual computer systems.

6. It is likely that over the course of a student's program, computer upgrades will be necessary. Students are responsible for upgrades required for curriculum completion.

7. Individual course work may require additional specialized software not already described. In this case, it is the faculty member’s responsibility to insure the software requirements are clearly indicated on the particular class syllabus. Students are then responsible for acquiring access to the specialized software necessary to complete specific course requirements.

Like non-computer based assignments, all work completed by students on the computer must be the student's own original work. Students may not receive assistance in completing computer-based assignments unless specifically allowed as part of that assignment. Copying material from others, such as scanning in others material, copying others’ files, and/or downloading material from other sources and claiming it as the student's own work is strictly prohibited.

Please see the PHHP IT website for information on remote access to your PHHP 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 $250 travel grants. To apply for travel support, a student must submit an application two months prior to the first day 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 RSD 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 graduate coordinator. 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 Ombudsman 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.

Informal Stage
In the informal phase of the academic grievance procedure, oral discussion between the student and the person(s) alleged to have caused the grievance is strongly encouraged. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the student may wish to present his or her grievance in writing to the person(s) alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student either orally or in writing.

Formal Stage
If the student considers the response to the discussion to be unsatisfactory and feels that the grievance still exists, the grievance should be brought in writing, with all supporting documentation, to the department chair or a designated representative of the department. The response of the department to the student's grievance must be given in a timely fashion. If the grievance is still considered to be unresolved, the student may then file the grievance in writing with the dean of the college, who shall investigate the matter and respond to the student within a reasonable time.

The right of appeal in writing to the Ombuds for graduate and professional students, as the authorized representative of the President of the University, shall be the final appeal but only after the prescribed administrative channels and grievance procedures have been exhausted. Employment-related grievances are covered by the Collective Bargaining Agreement, Article 11,
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. Issues of research misconduct are covered by Rule 6C1-1.011, Florida Administrative Code. Any 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 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:**

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

For further information or to schedule training, call us at 352-392-1575 or contact Dr. Meggen Sixbey at sixbey@ufl.edu.

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

Similarly, a student should not date an instructor while the student is enrolled in the instructor's course. A student should not ask any instructor to serve as his or her thesis or dissertation director (or research committee member) if the student is having or has had either an intimate personal relationship, a family relationship, or business relationship with that instructor.

If such a relationship should develop after a professional one has been established, the student should expect the instructor to remove him or herself from the professional role. Such a relationship, whether between a graduate student and a faculty member or between a graduate student acting as an associate instructor and an undergraduate, constitutes a potential conflict of interest, especially as perceived by other students and faculty members. Because of perceptions, and also because of the possibilities for exploitation, such relationships should be scrupulously avoided.

**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 Department of Physical Therapy maintains records of training compliance for the RSD students. Training certification is for 12 months from the date on the certificate.

**Blood Borne Pathogens**
All RSD students are required to complete an annual online Blood Borne Pathogens training. 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.

**XV. Exit Interview and Alumni**

All students are required to complete an exit interview with the Program Director during the semester of their graduation. It is the student’s responsibility to email the Program Director to schedule an appointment to complete the interview.

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

**Milestone**

1. **Application**
   - Activity: Student Explores Research Area & Potential Faculty Advisor
   - Activity: Initial Advisor Assigned
   - Activity: Student & Advisor Develop Program of Study

2. **Student Admitted**
   - Activity: 1st Committee Meeting is Held
   - Activity: Committee reviews and approves the proposed program of study
   - Activity: Coursework in Concentration Area
   - Activity: Guided Research
   - Activity: Teaching Skills & Experience
   - Activity: Advisement in Formulating Dissertation Area

3. **By End of 2nd Semester:**
   - Identification of a Major Professor and Three Committee Members

4. **2-3 Years:**
   - Core Courses/Electives
   - Research Methods/Statistics

5. **Qualifying Exam**
   - Should be taken by end of 4th semester
   - Prepared by Student’s Committee

6. **1 Year:**
   - Dissertation
   - Focused Electives
   - Research Guidance for Dissertation
   - Open to University Committee

7. **Dissertation Defense**

8. **PhD Awarded**
Appendix B
Department & University Forms
Course Registration Form

Use this form to register for courses each semester. After you have completed the form, please return it to the Student Services Coordinator in the Department of Physical Therapy.

Supervisory Committee Form

All supervisory committees are to be entered online through the Graduate Information Management System (GIMS) website. Use this form as a guide and submit to the Student Services Coordinator for your supervisory committee to be entered into GIMS.

Special Supervisory Committee Appointment Petition

Please read these instructions before filling out the Special Supervisory Committee Appointment form.

What is a special supervisory committee appointment?

A special supervisory committee appointment allows someone who does not have graduate faculty status at the University of Florida to serve on a graduate student's supervisory committee, such as:
- Individuals outside UF with specific expertise applicable to the student's degree program and graduate research.
- Tenure-track UF faculty who have not yet qualified for graduate faculty status.
- Non-tenure-track UF faculty or staff who do not qualify for graduate faculty status.

Special appointments can serve as regular members on supervisory committees, but they cannot serve as a chair, co-chair, external member or minor representative on a supervisory committee. Special appointments are considered on a case-by-case basis.

How do I know whether or not an individual already has graduate faculty status?

You can find out if an individual already has graduate faculty status at UF by:
- Logging onto the Graduate Information Management System
- Clicking your cursor on the "Student's Supervisory Committee Entry" button.
- Clicking on the "Graduate Faculty Committee Information" option on the screen that appears.
- Entering the individual's name or UFID on the screen that appears, then clicking your cursor on either the "Submit" (UFID) or "Name Search" (Name) button.

How do I go about petitioning for a special appointment?

First, have the Graduate Coordinator fill out the Special Supervisory Committee Appointment form. If this is a first-time special appointment for the nominee named on the form, an up-to-date copy of his or her curriculum vitae must be attached to the form along with an explanation of the special qualifications this individual has and how he or she will contribute to your supervisory committee. The completed and signed form will be forwarded to the UF Graduate School.
The UF Graduate School will review the petition and make a decision. If it is approved, UF Graduate School Data Management will add the special appointment to your supervisory committee. The special supervisory form can be found on page three here.

Graduate Credit Transfer Form
Use this form as a guide to transfer graduate credits from a prior graduate degree (elsewhere or at UF) and apply them to your program’s degree requirements. Bring a copy, as well as the front and back of an original official transcript, to the Graduate Coordinator along with a list of the courses to be transferred.

**Change of Degree Form**

This form is used to change a graduate student's classification (major, department or college), add another degree program segment to his/her record (for example, a doctorate along with a master's degree), or admit a current UF graduate student in another program into your program. Contact your Graduate Coordinator to complete this form.

**Traveling Scholar Form**

This form is for study at other institutions inside Florida’s State University System or those outside of it, but located within the United States. Please note, it does not cover study outside of the United States. For traveling scholar programs outside of the United States, go to the UF International Center.

**Joint Degree Program Form**

This form is used to allow students from professional programs at the University of Florida (e.g., dentistry, law, medicine, pharmacy, or veterinary medicine) to simultaneously seek a degree within the RSD program.

**Admission to Candidacy Form**

This form is used when a doctoral student is ready to change classification and progress into the final research-and-writing phase of their doctoral degree program. This form is only available through GIMS to the Graduate Coordinator. Please contact the Graduate Coordinator two weeks prior to the date you plan for admission to candidacy for the form to be completed for your committee members’ signatures.

**Degree Application Form**

This form is completed online through ISIS. Completing this form allows you to apply for graduation and arrange for receipt of your degree. Submission via ISIS must occur by the deadline published for the semester in which you plan on graduating. For deadlines, view the Registrar’s Critical Dates Page.

**Late Degree Application Form**

If you miss the degree application deadline for the semester in which you planned on graduating, fill out this form to apply for graduation and receive your degree past the deadline. You must submit this form to the UF Office of the Registrar before the midpoint date of the semester in which you plan on graduating.

**Degree Certification Status Verification**
If you need a letter verifying your current degree candidate status, complete this form and contact the Graduate Coordinator.

**Electronic Thesis and Dissertation (ETD) Rights and Permission**

This form is signed at your defense by you and your supervisory committee chair and determines the release of your dissertation. The form is not publicly available and will be prepared by the Graduate Coordinator prior to your defense. Please see the Graduate coordinator in advance to arrange for the preparation of this form.

**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. The Graduate Coordinator submits a confirmation of successful completion of this form electronically through GIMS once the Committee approves the final dissertation for publication. The form is not publicly available and will be prepared by the graduate secretary prior to your defense. Please see the Graduate Coordinator in advance to arrange for the preparation of this form.
Appendix C
Links to Faculty & Student Lists
The most current RSD faculty, student and alumni lists can be found on the RSD website.
The faculties of the Rehabilitation Sciences PhD Program and the Master of Public Health Program in the College of Public Health and Health Professions have approved a non-traditional PhD-MPH degree program. Under the non-traditional degree program, a student can obtain both degrees in approximately one year less than it would take to obtain both degrees if pursued consecutively. For information about the program’s curriculum, click here.

Candidates for the program must meet the entrance requirements for and be accepted by the PhD and MPH programs. Students may apply to both programs simultaneously, or they may enter one degree program and apply to the other at a later date. The nontraditional degree program is not open to students who have already earned one degree. Please see the Public Health website for the most current information.
Appendix E
Application and Admission
Admission Requirements
To be considered for admission to the PhD program, you must:

- Hold a baccalaureate degree in a field that can be applied to research in rehabilitation science
- Have professional/clinical experience in a rehabilitation-related area
- Be committed to scholarly work in rehabilitation science
- Be committed to an interdisciplinary educational philosophy and training model

Application Requirements
To apply to the PhD program, we require:

- A completed University Graduate School Application for Admission
- Three letters of reference
- A professional goals statement
- Identification of a faculty mentor
- Official GRE scores (Scores can be sent to UF at code is 5812,)
- Official Transcripts
- Official TOEFL scores (International students only; UF code is 5812, Department code is 44)
- $30 application fee

GRE Score Policy: We do not have a minimum score but, as a guide, we do seek students with these scores and higher:

- 150 Verbal (44 Percentile), 145 Quantitative (23 Percentile) - revised or “new” GRE
- 300 Combined - revised or “new” GRE

Please note: the Educational Testing Service will not mail official GRE scores if the test was taken more than five years ago. The Program will accept GRE scores older than five years, but the applicant must submit the copy of the GRE Scores they received from the Educational Testing Service, and a notarized statement saying:

“The attached GRE Score statement was sent to me by the Educational Testing Service and has not been altered in any way. The scores of (enter your scores) on this form, are the actual scores I received when I took the GRE on (date of exam).”

TOEFL Score Policy: The minimum TOEFL scores needed to be considered for admission to the program are:

- 550 (paper-based)
- 213 (computer-based)

Application Procedure
- Applicants begin the process by applying online to the University of Florida’s Office of Admissions under the Graduate Schools designation.
- Applicants are able to send or upload all required admission materials directly to the Office of Admissions including the following:
  - Official transcripts from all higher educational institutions attended
• Note: Unofficial transcripts are also able to be uploaded for immediate departmental review (preferred method). If the applicant is not able to upload transcripts into the Office of Admission system then applicant will be required to email, fax or mail a copy of transcripts directly to the department.
  ▪ Official GRE and TOEFL or other approved English language test (if applicable) scores
  ▪ Professional Goals Statement and Curriculum Vitae
  ▪ Three letters of recommendation
  o After completing the online application, applicants will be directed on how to pay the application fee

International Student Admissions
International students have a strong record of success in the UF Rehabilitation Science PhD program and we strongly encourage their application. We prefer to have a funding plan (i.e., tuition & stipend) in place prior to arrival at our program, so please contact us at the beginning of the application process.

Application Deadlines
The RSD program admits students throughout the year. While the RSD program does not have a set admission deadline, applications received by January 15th (for fall semester entry) and July 15th (for spring semester entry) will receive funding priority.

Contacts
If you would like more information about the program prior to or during any stage of the application process, please contact:

David Fuller, PhD, Program Director
ddf@phhp.ufl.edu

or

Amy Ladendorf, RSD Admissions Coordinator
aladendorf@phhp.ufl.edu
Appendix F
Funding for PhD Students
PhD students frequently receive financial assistance while in the program. This section discusses many of the programs that support students.

**Graduate Fellowships**
The University of Florida offers fellowships that provide $20,000 per year, plus tuition for four years, with continuing appointment based on satisfactory progress in the program. Students receiving a Graduate Fellowship identify a faculty mentor with whom they plan, conduct, and report on research studies. Applicants indicate on the University of Florida on-line application form that they are interested in a Graduate Fellowship.

**Research Assistantships**
Many faculty have research grants that support students, providing them with a stipend and tuition. Research assistants typically work 20 hours per week while funded by assistantships.

**Teaching Assistantships**
Students awarded teaching assistantships will assist in duties associated with classes offered to professional students enrolled in entry level programs. Teaching assistants typically work 20 hours per week while funded by assistantships.

**Grinter Fellowships**
The intent of the Grinter Fellowship is to facilitate the recruitment of outstanding students. Full-time students entering the degree program for the first time are eligible for this award. Tuition money from the College of Public Health and Health Professions (PHHP) Dean’s Office may accompany this fellowship. Continuation of the Grinter Fellowship beyond the first year is contingent upon satisfactory student progress.

**Charlotte Liberty Scholarship**
The Charlotte Liberty Scholarship was established in 1993 for the purpose of benefitting needy students that are enrolled in the Health Science Center Colleges. To be eligible for this award, students must have had at least a 3.6 GPA as an undergraduate and must also be US citizens. Financial need is based on the student’s University of Florida financial report, which also includes a FAFSA (Free Application for Federal Student Aid). Students must also show potential for high achievement. The amount of the scholarship and number of awards vary each year.

**Frederick Family Scholarship: Rehabilitation Science Doctoral Student Award**
Bill and Mary Ann Frederick established the Frederick Family Scholarship in Physical Therapy to endow scholarships for students in the physical therapy department. An award of up to $2,000.00 will be given to a student in the Rehabilitation Science PhD program who is working with a Physical Therapy Department faculty mentor. The student is nominated by the faculty during the spring semester. Criteria for selection include: treatment of others with positive regard, dignity, and respect; dedication and service to the profession; evidence of exceptional dependability, self-reliance and dedication to the pursuit of the Doctoral degree.

**Research Experience Program**
This program provides support for one year of graduate study to students affiliated with Historically Black Colleges and Universities (HBCUs), Hispanic-serving Institutions (HSIs) and Native-American Serving, Nontribal Institutions. Funding is dependent on experience and the obligations for full- or part-time work.
Program Research Support
The PhD program may have funding available to support the research activities of students. Support may be available, for example, for travel to present research and for seed money for research. The availability of this money will vary from year to year, and students should contact the director to inquire about availability. When available, funds will be awarded on a competitive basis after review of the request by the Steering Committee.

1. Applications for seed money will be reviewed at the beginning of the fall and spring semesters. It must be clear that the funds are for dissertation research or research that is clearly related to an eventual dissertation topic. Individuals who wish to apply for these funds must then submit a brief research proposal, budget, and budget justification.

2. If presenting at a conference, the student must submit a copy of their abstract, a letter that confirms the acceptance of that abstract, and a travel budget to the Program Director.

3. Awards typically do not exceed $500 and may be less depending on competition, available dollars, and the quality of the application.