



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Department of Allied Health Sciences

School of Medicine

Division of Occupational Science

Doctoral Program Handbook

2012-13 entering class

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SECTION I – GENERAL INFORMATION

A. History of the Division

The Division of Occupational Science is one of seven divisions in the Department of Allied Health Sciences in the School of Medicine at the University of North Carolina (UNC) at Chapel Hill. The academic program in occupational therapy was established in 1976. Dr. Marlys Mitchell was the first Program Director and the faculty admitted their first group of graduate students in 1978. Under Dr. Mitchell, the Division became recognized as one of the first entry-level master's programs that were not taught alongside an undergraduate entry-level program.

Cathy Nielson became Director in 1986 and provided the leadership style where curriculum change became an integral part of the program's culture. She encouraged faculty to engage in discussions around course content, the educational process, and the Division's goal (to produce outstanding clinicians in occupational therapy). The curriculum, a decade old by then, went through gradual transformations. Some of the key changes included expanding therapeutic procedure courses in physical and psychosocial rehabilitation to two semester sequences and reducing time committed to gross anatomy, a basic science. Also seminars on geriatrics and technology were introduced to increase students' knowledge base in these emerging areas. It was consensus among faculty that students prepared at the master's entry level should understand the research process and have skills needed to work with colleagues on scholarly work. Therefore an independent research thesis was no longer required but students were given opportunities to experience collaboration in the research process with teams working on faculty-guided projects.

Dr. Ruth Humphry assumed responsibility of Division Director in 1994 and continued the tradition of curriculum evolution. In 1995 faculty started a multiyear process of a self-study to further refine their vision of occupational therapy and the role of occupational science in the mission of the Division. In addition to changes in healthcare services and clinical practice faculty members recognized that occupational therapy services could build on the knowledge base generated by occupational science and move beyond the medical arena into the community and provide services to underserved populations, where problems in occupational performance limited participation. In 1996, the program expanded to admit 24 students with 7 core faculty. As the consequences of faculty self-study and development of a new curriculum in the winter of 1998, the name of the Division was changed to reflect the academic knowledge base of practice. The new course of study in occupational therapy built on the foundation of occupational science was phased in from the fall of 1998 to 2000. The current course of study in occupational therapy continues the tradition of preparing graduates for leadership positions in a changing profession. In June 2000, Cathy Neilson was again appointed Director of the Division and retired in the spring of 2006. Virginia Dickie, who had joined the faculty in 2000 agreed to become the interim Director and in 2007, after a national search, was appointed as the Director of the Division.

In recognition of evolving healthcare and in anticipation of trends the faculty agreed that it was important to make a concerted effort to further the development of occupational science as an academic discipline. In the early winter of 2003 the faculty members submitted a request for permission to plan a Ph.D. in occupational science. When this was approved by the General Administration of the University system the faculty planned and requested permission to establish a doctoral program in occupational science. The first doctoral students in occupational science were admitted in 2005.

B. Mission

Our mission is first, to produce outstanding occupational therapists and occupational scientists, and second, to develop and expand knowledge about occupation and translate that knowledge to various therapeutic arenas.

We accomplish this mission through enacting our core values:

- the fundamental worth of occupation and its exploration,
- critical engagement with ideas and the world, and
- seeking understanding and commonalities among diversity.

These values inform the evolution of creative and committed pedagogy focused on occupation and based in partnerships with students. Our mission requires a faculty who excel in research, theory, and translation to practice. This community of faculty, students, and graduates collaborates with individuals, groups, institutions, and populations to enhance well-being through occupation.

This mission is consistent with the UNC School of Medicine's focus on excellence in education of health care professionals through an innovative and integrated curriculum. It also echoes the School's promise to achieve excellence in research and translation. At the University mission level, we align closely with the fundamental goals to graduate leaders, to extend our expertise to the citizens of North Carolina, and to enhance the quality of life for the state's residents.

C. Division of Occupational Science faculty and staff listing

DIVISION OF OCCUPATIONAL SCIENCE FACULTY AND STAFF		
FACULTY	TITLE	INTERESTS
Virginia Dickie , Ph.D, OTR/L, FAOTA Office 2066 966-2452	Associate Professor and Director	Creative Occupations, Psychosocial Rehabilitation, Community Based Practice
Ruth Humphry , PhD, OTR/L, FAOTA Office 2053 843-4468	Professor	Developmental Disabilities, Development of Occupation, Caregivers and Families
Grace Baranek , Ph.D., OTR/L, FAOTA Office 2064 843-4467	Professor	Autism, Sensory Processing
Sue Coppola , MS, OTR/L, BCG Office 2063 966-9006	Associate Professor	Physical Rehabilitation, Fieldwork, Older Adults
Malcolm Cutchin , Ph.D. Office 2054 843-4472	Professor	Aging and Place, Social Epidemiology, Pragmatism
Jenny Womack , MS, OTR/L Office 2052 843-4463	Associate Professor	Community Based Practice, Physical Rehabilitation, Driving Programs, Aphasia

Brian Boyd, PhD Office 2062 843-4465	Assistant Professor	Autism, Behavioral Interventions, Early Intervention
Lauren Holahan, MS, OTR/L Office 2060 843-4466	Assistant Professor	OT in Public Schools
Linn Wakeford, MS, OTR/L Office 2061 843-4464	Associate Professor	Early Intervention, Preschool Children, Camp Programs
Chin Yu Wu, PhD, OTR/L Office 2064	Assistant Professor	Quality of Life of People in the Community Living with Mental Illness, Instrument Development
STAFF		
Jonathan Stephenson Suite 2051 966-2451	Program Assistant	

D. Division address and telephone number

Division of Occupational Science
 CB# 7122, Bondurant Hall, Suite 2050
 University of North Carolina at Chapel Hill
 Chapel Hill, NC 27599-7122
 (919) 966-2451

E. University publications

Valuable information about graduate student life, resources, opportunities, as well as all forms and publications relevant to progress toward the PhD can be found at the Graduate School website, <http://gradschool.unc.edu/>. Two especially useful documents are:

1. Graduate School Handbook (online at <http://handbook.unc.edu/>)
2. Graduate School Record (online at <http://www.unc.edu/gradrecord/>)

SECTION II – REQUIREMENTS FOR THE PHD

A. Introduction

The PhD Program of the Division of Occupational Science offers opportunities for graduate students to receive training across a range of the discipline's interests, to include in that training work in cognate disciplines, and to work directly with faculty members on specific research projects. As far as is possible, programs are tailored to the needs and interests of the individual student. The student's Academic Advisor and Doctoral Committee have prime responsibility for developing with the student an appropriate course sequence and research program. In order to foster maximum flexibility for the individual while ensuring a uniformly high standard of occupational science training for all students, the Division has developed a series of guidelines and policies for students and faculty. These are covered in sections III and IV of this handbook. *It is the responsibility of the student to ensure that all departmental and university degree requirements have been met.*

Graduates of the program will be prepared to assume leadership roles as scholars, researchers, and educators in academic institutions and as clinical researchers in a wide assortment of healthcare and health promotion settings. Furthermore, graduates will become experts in applying research to practice and in contributing to interdisciplinary interventions by addressing the health implications of everyday activities for people with and without disabling conditions.

Upon graduation, students are expected to have achieved the following educational objectives:

- acquisition of a comprehensive body of knowledge in occupational science;
- competence in planning, conducting, and evaluating research in occupational science;
- ability to synthesize interdisciplinary research in order to generate robust understandings of human occupation;
- competence in teaching from a base of knowledge in occupational science; and,
- professional development through collaboration, professional meetings, contributions to the knowledge base, and knowledge of the expectations of the faculty role in academic settings.

As an overview, completion of the following steps constitutes the process followed by all PhD recipients:

- Satisfactory performance in all coursework, including the successful completion of supervised research and a teaching portfolio to be determined by the student and advisor (see subsection B below).
- Establishment of an Academic Advisor and Doctoral Committee that meets Division and Graduate School guidelines and documented approval by the advisor and committee of satisfactory progress (see subsection C below).
- Successful completion of written and oral qualifying examinations (see subsection D below).
- Successful completion and defense of a dissertation that reflects original work by the student including preparation and defense of the proposal, data collection and analysis, and writing of the document (see subsection E below).

B. Program of Study

The Ph.D. in Occupational Science is designed to help students develop expertise in a focused area of study within the discipline and the necessary concentrated knowledge and research skills to generate new knowledge in that area of study. The program is individualized and designed to enable doctoral students to develop the sophistication needed for the quality of dissertation and the professional preparation expected by the UNC-Chapel Hill Graduate School.

Required Courses

	Title/type	Credit -Total
<u>Foundation Seminars</u>		
OCSC 844	Research Theory and Methodology in Occupational Science & Therapy (taken the first Fall semester)	3
OCSC 845	Conceptual introduction to Occupational Science: History & State of the Discipline (taken the first Fall semester)	3
OCSC 855	Action Theories (taken alternating Spring semesters)	3
		9
<u>Seminar in Occupational Science</u>		
	Seminar on Special Topics in Occupational Science (2 seminars are required)	3 each 6
OCSC 890	Occupational Science Seminar	
	Seminars are taught based on student interests	
<u>Academic Career Seminar</u>		
OCSC 858 SPHS 865	Proposal and grant writing (taken second Spring semester) OR Grant writing	3 3
<u>Supporting Coursework</u>		
Area of concentration —9 credit hours of courses to be build a deeper understanding of the literature related to the student’s area of research. This can be an independent study with an OS faculty member or course work taken across campus that will inform the dissertation. (These courses need the approval of the student’s advisor and program advisory committee).		9
Research Design and Methodology—9 credit hours to be consistent with anticipated dissertation & career plans (approved by student’s program advisory committee)		9
<u>Independent Research</u>		
OCSC 994	Doctoral Dissertation in Occupational Science (a minimum of 6 credit hours is expected)	6
TOTAL REQUIRED		42

Individualizing the course of study

The student, his or her Advisor, and the Advisory committee collaborate on individualizing the above course of study. This will include identifying courses to build an area of concentration in the student's future dissertation topic. These courses can be taken from other Allied Health Science Divisions, Departments across campus or through an independent study with Occupational Science faculty. The student and Advisor will also determine the three research design, methods of inquiry and analysis courses. As part of this process the student reflects on how to build his or her research competencies based on which paradigm of inquiry best fits the student's special focus in occupational science. Finally, the Academic Advisor and student will submit a description of the student's career objectives, course of study and a plan to meet the professional skills competencies in instruction, teaching from the perspective of occupational science, professional presentations, and grant writing. This is given to the Doctoral Program Director (DPD) and reviewed by the Division PhD faculty. Students will be asked yearly to reflect on their progress towards meeting their career goals.

Teaching and research experiences

One of the professional competencies that will be fostered in the program is the ability to conduct research and teach or communicate effectively about occupational science and (as appropriate to career goals) occupational therapy. Through both coursework and applied experiences, students are supported in developing a professional portfolio to reflect their varied experiences while in the program. In the first or second semester of their first year, students are encouraged (as appropriate to career goals) to plan to take course work in college teaching or personnel preparation or plan a series of activities to demonstrate competencies in professional skill area(s). The Center for Faculty Excellence offers an intensive course to a select number of senior doctoral students. (Please see their website for up to date details on the Future Faculty program <http://cfe.unc.edu/teaching/tas.html>) The Center also has experienced doctoral students available to consult on teaching and course development.

If indicated by the doctoral student's career goals he or she should seek out an opportunity to be mentored in teaching, during the first or second year. Students need to become familiar with the current curriculum and seek out opportunities to begin work with any faculty members teaching courses in the professional curriculum. These experiences will take a variety of different forms including providing lectures and conducting interactive discussion with a full class of students, working with small student groups in problem-based labs, or planning a new unit for a course. As the doctoral student's experiences grow and familiarity with content doctoral students should actively seek opportunities to volunteer and manage a course. In addition, the students are invited to participate with Division faculty in providing continuing education opportunities.

Working with their Academic Advisor, students will also plan a set of directed research experiences that will help prepare them for the dissertation and beyond. The basic requirement is a set of two experiences that engage the student in research design, proposal development, data collection, data analysis, or manuscript preparation and revision. Based on each student's research experience coming into the program and his or her professional goals, these research experiences will be developed and completed with the approval of the Advisor.

A portfolio of completed work, including a narrative about insights gained from the experiences, will be produced by the student and evaluated by the advisor. Thus the teaching and research experiences and documentation combine to form a professional portfolio that demonstrates the student's skills. In addition, the portfolio may serve as a way for the student to gain insight in

areas in need of further development as an academic professional. The portfolio serves as evidence for satisfactory progress in meeting teaching and research experience goals is submit each spring. This will be reviewed by the Advisor and Advisory committee members, as appropriate.

Grades required

Grading will be according to the H, P, L system used by the UNC-Chapel Hill Graduate School. Students are expected to complete all course work with a grade of P or better. Students, who receive an F, or 9 or more credit hours of L, become academically ineligible to continue the doctoral program.

Transfer credit accepted

The student seeks permission to transfer credit that will be used towards the required courses by contacting the Doctoral Program Director. This request will be reviewed by the faculty teaching in the doctoral program. If the transfer credit is to be used to substitute for required a core course in occupational science the student needs to consult with faculty familiar with relevant course content first. In collaboration with the student's Academic Advisor a decision is made regarding whether the course is equivalent or meets the spirit of building the student's background in an area concentration and his or her future academic career. If the request to transfer credit is supported by the Division of Occupational Science the student then submits a Transfer Credit Recommendation Form to the Graduate School for final approval processing. Refer to the *Graduate School Handbook* for more information on their review criteria.

At both reviews there must be consensus that such work represents graduate-level and the student achieved graduate level competencies that is equivalent to a P (a B, not a B-, is considered equivalent; pass/fail grades are not accepted). Students seeking transfer credit must provide the following to their academic program:

- Published course description;
- Course reading list;
- Course requirements, including assignments and grading criteria;
- Information on the types of tools and methods that were used to engage students in learning; and
- Official transcripts noting earned credit for the course. (Note: Transcripts received from other universities cannot be released to students or third parties).

C. Advising and Committees

The Doctoral Program Director (DPD) is the student's *de facto* advisor until the Academic Advisor is selected. The Academic Advisor has overall responsibility for the student's program, working in close conjunction with the Advisory Committee. The Advisor is officially appointed by the DPD after consultation with the student. The Advisor must be a regular member of the graduate faculty from within the Occupational Science Division. *The Academic Advisor should be selected as soon as possible, and in no case later than the end of the second semester in residence.* A selection early in the second semester is strongly encouraged. Although rare, any faculty member has the right of refusal to act as any student's Advisor.

The student's Advisory Committee, chaired by the Advisor, has the responsibility to determine the courses to be taken, evaluate the quality and rate of progress towards the degree, and administer appropriate written and oral examinations. Occupational Science divisional policies follow the Graduate School's requirements. All beginning students will be advised initially by the DPD. As soon as a student has selected an area of specialization, an appropriate faculty

member should be approached and, in consultation with the DPD, asked to serve as Academic Advisor.

The Advisory Committee is appointed by the DPD in consultation with the student and the Academic Advisor. *The Advisory Committee should be selected early in the third semester in residence.* The Advisory Committee, including the Academic Advisor, shall be composed by at least three members (2 from occupational science, 1 from outside the division). It is this committee that oversees the student's written and oral qualifying exams. As the student progresses to the dissertation phase of the program, a Doctoral Dissertation Committee is constituted of at least five members. Typically many of the members on the Advisory Committee for the qualifying examinations are the same committee members as the Doctoral Committee that works with the student on the dissertation. The chair of both of these committees and a majority of the committee must be regular members of the UNC-CH graduate faculty in Occupational Science. Other members may be "Regular Graduate Faculty" of other divisions or departments or special appointees to the Graduate Faculty (i.e., not "regular graduate faculty" at UNC). At least one should be from outside the division, normally from another UNC Division or Department or from a research institution in the Triangle area. *The composition of the Committee must be officially approved by the DPD prior to the Doctoral Written Examination and officially accepted by the Graduate School prior to the Dissertation Proposal Defense.* (Refer to the Graduate Record for rules about doctoral committees).

Changes in Committee composition after it has been formally established will be considered by the DPD and, where required, by the Graduate School, upon a written petition signed by the student and the Academic Advisor. The Committee must be kept informed of the student's progress (by the Advisor) at least once per year in order to evaluate that progress and recommend future actions. At least three Committee members are needed for these meetings. All Committee members must be present for the oral examinations. Prior to each pre-registration period the student should discuss with his or her Academic Advisor and Committee Members the courses to be taken. The DPD will provide the information needed for electronic pre-registration. *All enrolled students planning to use university resources the following semester must pre-register. Students who are not pre-registered are ineligible for tuition remission.*

D. Comprehensive Examinations

All examinations are scheduled by the Academic Advisor, in consultation with the student, the Advisory or Doctoral Committee, and the Doctoral Program Director.

For progression to the dissertation there are two qualifying exams required:

- the doctoral written exam; and
- the doctoral oral exam.

Doctoral written examination

When students have completed the required courses (core courses, occupational science seminars, research design, methods of inquiry and analysis, courses in an area of concentration and the professional skills seminar) or in the semester when this work is completed, the first two exams are given. The doctoral written exam is followed by a doctoral oral exam and together they constitute a comprehensive examination of the student's command of occupational science. The Division anticipates that the comprehensive examination will ask students to:

- Synthesize concepts, arguments and content from the 4 seminars in occupational science. (Assess the extent and currency of the candidate's knowledge of occupational science in a manner that is as comprehensive and reflects the best practices in the students anticipated area of research.)
- Integrate knowledge in occupational science with course work from the student's area of concentration. (Assess the extent and currency of the candidate's knowledge of occupational science in a manner that is as comprehensive and reflects the best practices in the student's anticipated area of research.)
- Address philosophy, methodology and methods of research inquiry as well as research design, and demonstrate fitness to continue work toward the doctorate by engaging in research for a dissertation.

The student and Academic Advisor with input from the Advisory Committee will identify a list of recommended readings that will complement required coursework and reflect the student's particular area of interest in occupational science. Students are encouraged to work with their Advisor and other committee members in developing suggested questions that could be asked. The written exam will be given in 3 parts to address the student's comprehension of occupational science, the student's area of concentration in occupational science, and the philosophy and/or methods of research inquiry.

The Advisor will solicit original questions from the student's Advisory Committee. The Advisor and Committee will construct and grade a balanced examination constituted of questions from the Committee or other experts in the students focus area. If there is no grade below P, the student unconditionally passes. A candidate receiving at least one F from at least two members of the Committee automatically fails. In the intermediate situation, the Committee must meet to evaluate options. Some form of re-testing or remedial work will be required. Students may re-take this examination once. In the end, all sections of the examination must be passed for the student to continue to the dissertation. A second failure on any section of the examination is cause for the student's termination from the program.

In normal circumstances, the written examination is a "closed book" examination with each of the three parts being conducted over a four hour period. The typical exam schedule is one part each on Monday, Wednesday, and Friday of the same week with Tuesday and Thursday as rest days. To ensure the integrity of the "closed book" approach the Advisor and Committee will arrange for the student to complete the exam in a quiet room in Bondurant Hall. A specific machine, which contains a word processing program with which the candidate is familiar, will be made available to the student. Upon completion of each day's examination copies will be printed.

Doctoral oral examination

The oral exam will be given within approximately 3 weeks of the date the last written exam is graded (exams will typically be graded within a week of completion). Questions from the Advisory Committee in this exam will allow the student to elaborate on answers given on the written exam. The Committee decides by majority vote whether to pass or fail the student. Students that fail the oral exam are allowed to re-take the exam once. A second failure results in the student's termination from the program.

E. Dissertation

Throughout the preparation of the thesis or dissertation, including proposal development, it is expected that the student will maintain close contact with the Academic Advisor and the

Doctoral Dissertation Committee. The Advisor will play the major guidance role, but all Committee members will have areas where their expertise is beneficial, and they should be consulted regularly. It is a requirement that the student provide an oral report of progress to a meeting of at least 3 members of the committee (or to members individually) at least once per year. *The composition of the Committee must be officially accepted by the Graduate School prior to the Dissertation Proposal Defense.* The committee is typically made up of the student's advisory committee members and two other graduate faculty members. A majority of the committee members must be from the Occupational Science. When appropriate for the student's interest scholars with particular expertise can be given a term appointment as graduate faculty and serve on the Dissertation Committee (Refer to the Graduate Record for rules about doctoral committees).

Proposal

All students must present, as soon as possible after successful completion of the qualifying exams and in no case more than four months afterwards, a dissertation proposal to the Doctoral Committee. A meeting of the student and full committee must be convened at least two week after proposal distribution to discuss the proposal and to determine any changes. Once the proposal (with any changes, if necessary) is approved by the Committee, the Report of Approved Dissertation Project form must be signed by the Committee and filed with the Graduate School. The student must be enrolled in the semester of the proposal meeting.

Dissertation

The Graduate School publishes a 'Guide to Theses and Dissertations' which gives details of the required submission format. A variety of reference and note styles are allowed. The Department prefers APA format but may make exceptions for particular types of dissertation. The student also is encouraged to consult with the *Graduate School Handbook* which contains a description of the policy and links to all the forms to document progress towards graduation.

Oral defense of the dissertation

This is a two-part defense of the dissertation. First is a public presentation of the dissertation defense. It must be advertised by email to all faculty and graduate students no less than two weeks prior to the defense, and again one week prior. This notice should include the work's abstract. The two weeks would coincide with the minimum two week period to circulate a final dissertation to the Doctoral Committee members. Public presentations and final examinations should, wherever, possible be scheduled at times when departmental graduate seminars are not being taught. There are to be no non-semester defenses except by agreement by the student's committee and by petition to the graduate committee or Doctoral Program Director.

A closed defense, open only to the student's Doctoral Committee, is held after the public lecture, at a time mutually agreeable to the candidate and the Committee. A student who passes the oral defense and the dissertation is accepted after the approval of a majority of the Doctoral Committee members. Revisions to the dissertation may be required by the committee and will be approved by the Academic Advisor (Committee Chair) before the dissertation is submitted to the graduate school.

F. Progress Toward the Degree

Satisfactory progress

All students are expected to make steady and continuous progress towards their degree. This progress is represented by the series of milestones given in the timeline in section G below. That table provides the metric against which to evaluate progress, although the rate of progress

or the order of events may vary slightly from student to student. Progress, as recorded in the departmental Student Annual Report Form, is evaluated by the Advisory or Doctoral Committee towards the end of each year. Annual Reports are to be submitted electronically to the students Advisor by the last day of finals in the spring semester. Students who, after suitable warning, are not making satisfactory progress, will not be supported from departmental resources.

Residency requirement

Doctoral students, as required by the Graduate School of UNC-Chapel Hill, must complete a minimum residence of four full semesters (either full time registration or by part-time registration over a longer number of semesters). At least two of these required semesters of residence must be earned in contiguous registration for no less than six credit hours on the UNC-Chapel Hill campus.

Continuous registration

All students must register for any semester in which they use University resources, including faculty time. Once the formal course work is complete, this is met by registration for 3 credit hours of OCCT 994. Students who have not completed their degrees but are not using University resources may either simply not register or apply for a formal leave of absence. The latter, if approved by the Division and granted by the Graduate School, extends the degree time limits by the period of the leave. In either case the student is deemed to have left the program and *must reapply for admission* to the Graduate School through the Department. See the Graduate School Handbook for specific rules, guidelines, and deadlines.

Degree time limits

The Graduate School stipulates a limit of 8 years for the Ph.D. between the time of first registration in the UNC Graduate School and the completion of the degree. A student may petition the Graduate School for an extension of the total time limits. The Division believes that a student who has maintained satisfactory progress should have completed the degree well before these limits are encountered, and is reluctant to support any such petition. Should an extension be granted, it is likely that additional work, including retesting of the written examination material, would be required of the student to ensure that he/she is familiar with recent advances in the discipline.

G. Suggested Timeline

<i>Semester</i>	<i>Action</i>	<i>Reporting/Review</i>
First/Second	Work with DPD to plan the first year course of study	
Second	With consent of the OS faculty member identify Academic Advisor	Notify DPD
	With Academic Advisor describe the student's career goals, plan individual course of study & additional activities to support professional skills requirement	Notify DPD & review by doctoral studies committee
Third	Develop Advisory Committee with help of Academic Advisor	Notify DPD
Fourth	Submit teaching portfolio or other previously approved documentation of meeting professional skills requirements	Reviewed by Doctoral faculty
End of 4 th or	Complete doctoral exams (written & oral	Notify DPD & the Graduate School

beginning 5th	qualifying exams)	(**) of committee's decision
	Apply to become a doctoral candidate	Submit form to the Graduate School (**) (status ABD)
	Select & ask faculty members to serve on Doctoral Committee	Notify DPD & Graduate School (**)
Fifth	Proposal of a dissertation project to the Doctoral Committee	Notify DPD & Graduate School of committee's decision (**)
Fifth -	Conduct independent research project under guidance of Research Advisor	
	Schedule oral dissertation defense with Doctoral Committee	Distribute dissertation to committee and notify faculty & doctoral students at least 14 days ahead of time
	Dissertation presentation & final oral examination	Notify DPD & the Graduate School of the Committee's decision (**)
	Application for Ph.D. in Occupational Science	DPD signs off (**)

** See section IV, B for appropriate forms and online link.

SECTION III – PROGRAM INFORMATION AND POLICIES

A. Doctoral Studies Committee

The Doctoral Program Director (DPD), two other faculty members, and two doctoral students serve as the Division's Doctoral Studies Committee, which has full responsibility for the operation of the Doctoral Program. The doctoral students act as full members of the committee for all except personnel matters. The DPD administers the Doctoral Program, and can be consulted at any stage concerning any aspect of it.

B. Faculty Meetings

The Division of Occupational Science faculty meets monthly to discuss Division business. A student representative from each curriculum is welcome to attend during the fall and spring semesters.

C. Grades

There is a uniform numeric grading scale used by all OS Division Faculty. Grades are assigned in the evaluation of student performance as follows:

Grade	Intrinsic Value	Numeric Value
H	High = Clear Excellence	95-100
P	Pass = Entirely Satisfactory	85-94
L	Low = Low Pass	75-84
F	Fail	Below 75

A grade of L should be cause for concern and every effort should be made by the student to determine and correct any deficiencies in study habits, writing ability, background knowledge, or other contributing factors. A grade of Incomplete may be given when a student cannot complete a course within the allotted time. Faculty is encouraged to give Incompletes only in exceptional circumstances such as in the case of illness. Students are discouraged from seeking

Incompletes because these grades become a permanent part of the student's transcript. More importantly, a delay in finishing a course usually causes an overload of work in subsequent semesters. A graduate student has one calendar year to remove a grade of Incomplete. If an Incomplete is not removed after one year, and an extension has not been granted, the Incomplete automatically becomes an F, thus making the student ineligible to continue in graduate studies. *It is the responsibility of the student to track incompletes to prevent them from converting to an F.*

The Graduate School Handbook has additional information on grading. Students with concerns about grades should first see the instructor. Those who feel that there has been an error in grading can follow the steps described below for grievances and petitions.

D. Grievances and Petitions

All students must follow the procedures set forth in the *Graduate School Handbook* for any grievances or petitions. Briefly the steps to be followed by the students in the OS Division include:

1. Address concerns with the instructor who assigned the grade;
2. If concerns are not resolved, lodge an appeal in writing with the Director of Occupational Science Division;
3. If concerns are not resolved, lodge an appeal in writing with the Department Chair of Allied Health Sciences;
4. If the concerns are not resolved, lodge an appeal in writing with the Dean of the Graduate School.

E. Honor Code

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific faculty responsibilities parallel students' responsibilities. The full text version of the "Instrument of Student Judicial Governance" for the University of North Carolina at Chapel Hill is available on-line at <http://instrument.unc.edu/>.

SECTION IV – UNIVERSITY RESOURCES FORMS

A. Resources

E-Mail Accounts

Students are required to have and maintain a UNC-CH School of Medicine email address. Your SOM email account will be given to you during the first week of the semester. Please check it regularly as this is the account faculty uses to communicate about classes.

School Of Medicine Name Badges

All students will be issued a picture name badge through the School of Medicine. This is also an access card for Bondurant Hall. Bondurant Hall is open 7:30 am -5:30 pm., M-F. Entry at other times is limited to individuals with approved card access.

AHS Student Services Office (<http://www.med.unc.edu/ahs/student.htm>)

The mission of the Office of Student Services is to promote positive relations between the students of the Department of Allied Health Sciences and their many constituents on campus

and in the community. Contact Brenda Everett Mitchell at 966-9037.

Bookstores (<http://www.store.unc.edu/hab/>)

The Health Affairs Bookstore is located on North Medical Drive. All medical textbooks are sold at this location, and specific textbooks recommended for Health Sciences courses are shelved here for purchase by students. The bookstore also has a café, and stocks popular books, UNC logo items and office supplies. Regular hours at the bookstore are 7:30 a.m.-6:00 p.m. Monday through Friday and 10:00 a.m.-2:00 p.m. on Saturdays. Their telephone number is 966-2208.

The Textbook Division of the Student Stores in Daniel's Building offers an additional selection of text and other books, which may be helpful to you. Student Stores is open every day of the week. Call 962-5066 or 962-5024 for specific hours.

Computer Labs

There are a number of computer labs available for student use on campus. There are computers available next door in the Health Affairs Library. Call ATN's Computer Training Center (962-0101) for more information on campus computer labs and their locations.

Doctoral Student Offices

The Department of Allied Health Sciences has a limited number of 3 or 4 student offices for doctoral students. Office assignments are made in the fall with an effort to share the space between the doctoral programs. The students' responsibilities for teaching in the masters program and role as a research assistant are considered when providing doctoral students in occupational science office space.

Food

Here are a few of the options for coffee and food near Bondurant Hall:

- The Beach Café, ground floor of the Brinkhous-Bullitt Building, offers a variety of breakfast, lunch and snack items as well as a Starbuck's Coffee Shop.
- The Tar Heal Café, located in the Thurston Bowles building, offers a Chick-Fil-A, Montague's Deli, Java City and more.
- There is a Cafe located on the second floor of the Neurosciences Hospital.
- The Health Affairs Bookstore has a café with coffee, breakfast and lunch items
- The Friend's Café in the Health Sciences Library also serves coffee.
- School of Public Health Hooker Atrium Café carries breakfast and lunch items

Libraries (<http://www.lib.unc.edu/>)

There are two main libraries that you will utilize while in this program: Health Sciences Library (HSL), which is located behind the MacNider Building of the Medical School on Columbia Street and Davis Library, the graduate library, which is located on main campus behind the Student Union. There are many other departmental and specialty libraries on campus. Check the telephone book, graduate catalog and undergraduate catalog for listings.

Office of Disability Services

The Department of Disability Services (966-4041) is responsible for assuring that programs and facilities are accessible to all members of the University community. Students with disabilities/medical conditions may receive accommodations and services that are designed to remove barriers, so that they may independently meet the demands of University life.

Accommodations and services may include, but are not limited to; note-takers, alternative testing, accessible class materials, and interpreters, are provided on an individual-need basis. There is no charge for any accommodations or services. Students will be asked to provide

documentation of the disability/medical condition from an appropriate primary care provider. If you have any questions, please contact the department at (919) 962-8300 (Voice/TDD), or email at: disabilityservices@unc.edu , or visit their website at: <http://disabilityservices.unc.edu/>

Public Safety Department (<http://www.dps.unc.edu/dps/>)
Security Services Building 962-6565

Recreation Campus

A wide variety of services geared toward physical activity and health are available through this office. Call 843-PLAY for more information regarding campus leagues, gyms, pools and other services available.

Safety and security procedures:

- Anyone who notices something suspicious or out of the ordinary should notify University Police at 911.
- Emergency call boxes with direct lines to the University Police are located around campus. Yellow and red call boxes are operated by opening the door and lifting the telephone receiver. Other call boxes are activated by pushing a button.
- The Point-to-Point Campus Shuttle (P2P) is available to transport faculty, staff, and students around campus and to their cars in campus parking lots between dusk and dawn seven days a week. To arrange a ride, call 962-P TO P (962-7867) (TDD 962-7142).
- When walking on campus at night, Safe Escort is available to and from campus libraries. To arrange an escort, call 962-SAFE (962-7233).

The Division stresses the use of safety precautions and available University services. When walking at night, plan your routes in advance, stay in well-lit areas, remain alert to your surroundings, and **never walk alone!**

Student Aid Office (<http://studentaid.unc.edu/>)
300 Vance Hall 962-8396

Student Central

Students can access their grades, can register online, and can make changes to their personal information at the Student Central Website. It can be accessed easily from the UNC homepage.

Student Health Services (<http://www.shs.unc.edu/>)
Student Health Services Building 966-2281

UNC-ONE Card

The UNC One Card is the official identification card for students, faculty, and staff of The University of North Carolina at Chapel Hill. Every regularly admitted student is required to have a One Card. It will serve as your library and copy card and will allow you access to certain facilities. The UNC One Card also acts as a debit card and allows the cardholder to initiate financial transactions at a number of on-campus and off-campus locations. Contact the UNC One Card Office at 962-8024 for information.

University Counseling Center (UCC)

Counseling, psychological and prevention services are to assist students with problems they may encounter in their efforts to manage the social, academic, and personal demands

accompanying their attendance at a major university. These services are offered through the combined efforts of the UCC, Health Education and Student Psychological Services.

Visit the UCC's web page at [http: www.unc.edu/depts/ucc/Groups.html](http://www.unc.edu/depts/ucc/Groups.html) to learn more about the types of services they provide. Contact UCC's main office for an update on workshops and support groups. Any questions regarding services should be directed to:

University Counseling Center	962-2175
Student Psychological Services	966-3658
Health Education	966-6586

<u>University Housing</u>	
Carr Building	962-5405

Writing Center
962-7710

Note: All non-native speakers of English at UNC can find academic, cultural, and language support at the Writing Center.

B. Forms

There are a number of milestone events that require official paperwork to be filed with the Graduate School and/or entered in Departmental files. *It is the student's responsibility to ensure that these forms are filled out, signed, and filed – do not rely on your faculty advisor to do this.* Most of the forms need signatures by a student's advisor (Committee Chair), committee members, Division Director, Department Chair, and/or the Doctoral Program Director (DPD). To keep student records accurate, students must return ALL completed forms to the DPD who will ensure that they are recorded in the student's record in the Division and pass them along to the Graduate School. Some forms must be used twice so it is essential that copies be kept in the student's files. Students are wise to make personal copies of all the formal documents for their files as well.

Sample of Annual Report form

Purpose: This report documents continuous progress toward towards graduation. The report is reviewed by the advisor and evaluated by the Advisory or Doctoral Committee (if one has been established). It will be filed in the student's record. Students will be informed if they are not making satisfactory progress.

Due: The report needs to be sent to your academic advisor by the end of finals for the spring semester.

(Please submit electronic version to your academic advisor)

OBJECTIVES

What career goals will the doctoral degree in OS help you achieve? (Update this section to reflect new insights or refinement of objectives.)

COURSE WORK (list all courses taken this year and anticipated grade)

- Progress in required seminars in OS
- An area of concentration or research/methods courses (please discuss relevance to your area of study)
- Professional career development courses

PROGRESS ON DISSERTATION

- Summarize your dissertation related activities

APPLIED EXPERIENCE (when relevant for teaching/research career goals include clinical experiences)

- Teaching (curriculum, teaching)
- Research

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

- Paper/poster presentation
- Manuscripts developed/submitted/published
- Conferences
- UNC or regional colloquiums & talks

Most of these forms below are available to download (in PDF format) directly from the Graduate School's web site. This insures that the most current versions are used.

<http://gradschool.unc.edu/forms.html>

Application for North Carolina Resident Status for Tuition Purposes:

For use by currently enrolled students to initially apply for in-state resident status for tuition purposes. We require all eligible students to apply in good faith for resident status.

Transfer Credit Recommendation:

To request transfer of academic credit earned at a previous institution, or at this institution before admission to a degree program at the Graduate School. (requires DPD and Committee Chair approval)

Graduate Faculty Appointment:

Submitted to Graduate School, along with a current C.V., to have a non-tenure track UNC faculty member, or an individual outside the University, appointed to the Graduate School faculty for a specified term. This is necessary for some "outsider" committee members (e.g., faculty at Duke, NC State, or other schools). (Requires Departmental Chair approval)

Doctoral Exam Report:

This is used to report the results of a student's written exams (comps) (Part I), to record the results of the oral exam (Part II), and to record the successful defense of the dissertation (Part III). (requires Committee Chair signature).

Report of Doctoral Committee Composition Part I:

This is used to report committee member names and their relevant faculty status. This uses Part I of the same form as the next. (requires Doctoral Program Director [DPD] approval).

Report of Approved Dissertation Project Part II:

This is used to report the approval of and the title of a dissertation project (completed after the proposal meeting and Committee approval). This uses Part II of the same form as above. (requires DPD approval)

Application for Admission to Candidacy:

Submitted once all requirements for the PhD degree, except the dissertation, have been satisfied. Confers "ABD" status. (requires DPD approval)

Academic Affairs Institutional Review Board (AA-IRB) for Human Subject Research:
Training and formal approval of all research that collects data from live humans is necessary well before any research is done. The necessary forms and instructions are available on-line. (requires Division Director and Departmental Chair approvals). <http://research.unc.edu/ohre/>

Request for Extension of Time:

To request an extension of time for: 1) completion of degree; or 2) removal of IN/AB grade. (requires DPD approval)

Request for Leave of Absence:

To request a formal leave of absence. (requires DPD approval)

Request for Reinstatement:

To request reinstatement to the Graduate School after having been declared academically ineligible to proceed. (requires DPD approval)

Application for Readmission:

To re-enter a graduate program after being away (not enrolled) a regular semester (spring or fall). (requires DPD approval)

Application for Graduation:

To apply to graduate at the commencement indicated. (requires DPD approval)

SECTION V – Article format dissertation & Helpful Hint for Comp Exams

Guidelines for Article-Style Dissertation

The guidelines below are listed to help those graduate students who are considering/writing dissertations in an article style rather than the traditional monograph-style format. As the title suggests, these are guidelines, and the student should carefully discuss this decision with the dissertation advisor.

(1) The student must have the agreement of the dissertation advisor and dissertation committee in order to proceed with an article-style dissertation.

(2) The dissertation must have at least three core chapters that are suitable for publication in a refereed professional journal. The dissertation committee and the Director of Doctoral Studies must approve any exception to this rule. Moreover, the adviser and dissertation committee will determine whether the suitability for publication criterion has been met. These core chapters may include one systematic literature review that provides a thorough and critical appraisal of the literature on a research question. At least two of the chapters should include data collected and/or analyzed by the doctoral candidate. In addition to those 3-4 chapters, there must be introductory and concluding chapters that: (a) describe the research problem and provide a broad and deep rationale for the study (one that goes beyond the breadth and depth of the rationale provided in each of the individual core chapters), (b) describe and integrate the major themes in the core chapters, and (c) discuss the implications for future research, application, and/or policy, as insights produced through a synthesis of the core chapters' findings. Parts (b) and (c) may be covered in 2 chapters following the core chapters.

(3) The dissertation chapters must be the work primarily of the candidate, arising from a research project designed as the dissertation study and supervised by the advisor. This means that the candidate has conducted the bulk of the research on which the core chapters are based, and the student has written the chapter herself/himself (with input from the advisor and other committee members as needed). Upon submission of the chapters for publication as articles (before or after defense of the dissertation), it is acceptable for the student (as first author) to invite the advisor, committee members, or other colleagues to be co-authors, provided those individuals have made substantive contributions to the submitted work. See the APA Publication Manual, 6th Edition, section 1.13 for details of substantive contributions considered worthy of authorship.

All other rules and regulations governing the traditional dissertation apply to the article style dissertation.

Helpful Hints for the Comprehensive Exam March 2011

At the completion of their course work students are ready to synthesize concepts, compare research methodologies, related literature across their different areas of study and critically explore strengths and needs of the discipline. Preparing to do this at the level expected is a process. This preparation usually takes several months (anticipate 3 months) of study and culminates in the comprehensive examination. The examination is composed of written responses to questions developed by the faculty of the Advisory Committee. This is followed 2 to 3 weeks later by an oral portion where the student discusses and elaborates on the written work.

The Graduate School suggests that the comprehensive examinations should address the following goals:

- assess the extent and currency of the candidate's knowledge in a manner that is as comprehensive and searching as the best practices of that field require;
- test the candidate's knowledge of all transferred courses;
- discover any weaknesses in the candidate's knowledge that need to be remedied by additional courses or other instruction; and
- determine the candidate's fitness to continue work toward the doctorate.

Below is from Division's Doctoral Program Handbook (*Note that this does not represent new information as it was approved by faculty several years ago. You should have a copy of the Handbook from your orientation session.*)

D. Comprehensive Examinations

All examinations are scheduled by the Academic Advisor, in consultation with the student, the Advisory or Doctoral Committee, and the Doctoral Program Director.

For progression to the dissertation there are two qualifying exams required:

- *the doctoral written exam; and*
- *the doctoral oral exam.*

Doctoral written examination

When students have completed the required courses (core courses, occupational science seminars, research design, methods of inquiry and analysis, courses in an area of concentration and the professional skills seminar) or in the semester when this work is completed, the first two exams are given. The doctoral written exam is followed by a doctoral oral exam and together they constitute a comprehensive examination of the student's command of occupational science. The Division anticipates that the comprehensive examination will ask students to:

- *Synthesize concepts, arguments and content from the 4 seminars in occupational science. (Assess the extent and currency of the candidate's knowledge of occupational science in a manner that is as comprehensive and reflects the best practices in the students anticipated area of research.)*
- *Integrate knowledge in occupational science with course work from the student's area of concentration. (Assess the extent and currency of the candidate's knowledge of occupational science in a manner that is as comprehensive and reflects the best practices in the student's anticipated area of research.)*
- *Address philosophy, methodology and methods of research inquiry as well as research design, and demonstrate fitness to continue work toward the doctorate by engaging in research for a dissertation.*

The student and Academic Advisor with input from the Advisory Committee will identify a list of recommended readings that will complement required coursework and reflect the student's

particular area of interest in occupational science. Students are encouraged to work with their Advisor and other committee members in developing suggested questions that could be asked. The written exam will be given in 3 parts to address the student's comprehension of occupational science, the student's area of concentration in occupational science, and the philosophy and/or methods of research inquiry.

The Advisor will solicit original questions from the student's Advisory Committee. The Advisor and Committee will construct and grade a balanced examination constituted of questions from the Committee or other experts in the student's focus area. If there is no grade below P, the student unconditionally passes. A candidate receiving at least one F from at least two members of the Committee automatically fails. In the intermediate situation, the Committee must meet to evaluate options. Some form of re-testing or remedial work will be required. Students may re-take this examination once. In the end, all sections of the examination must be passed for the student to continue to the dissertation. A second failure on any section of the examination is cause for the student's termination from the program.

In normal circumstances, the written examination is a "closed book" examination with each of the three parts being conducted over a four hour period. The typical exam schedule is one part each on Monday, Wednesday, and Friday of the same week with Tuesday and Thursday as rest days. To ensure the integrity of the "closed book" approach the Advisor and Committee will arrange for the student to complete the exam in a quiet room in Bondurant Hall. A specific machine, which contains a word processing program with which the candidate is familiar, will be made available to the student. Upon completion of each day's examination copies will be printed.

In the process of preparing here are things to think about:

Each student should reflect on his or her own learning style, personal strengths, and life circumstances. The student actively engages with the Advisory Committee in the discussion of what will be expected in the written portion of the exam. Feel free to engage in conversation with your advisor and committee members. Questions can be asked first of your advisor but could include:

- Generally what will the questions be like?
- What is a comfortable way to touch base with the committee members about questions or ideas? How frequently is it appropriate to meet with or email a committee member to discuss ideas? (Remember, especially for members from other Department, committee members have their own students, teaching responsibilities, and research activities so time may be very limited.)
- What is expected in terms of citing the literature? (Will first author and year be sufficient?)
- In developing the initial reading list would the members of the committee prefer to meet individually with the student or as a committee?
- With your advisor develop a possible timeline leading up to sitting for the written portion. Then with each committee member explore possible schedule conflicts for when the committee needs to meet for the oral exam? (Do see the Graduate School Handbook about being registered when doing the comprehensive examination.)

A variety of sources will be used to create the **reading list** and it should change as the student hones in on the classic, pivotal, and most relevant literature in occupational science, possible research methodologies, and related cognate area(s). Start with readings from core required courses and relevant classes. Recognize that the final reading list may not be established until the last month before the examination. Here are some questions to ask and things to do:

- Are there other works of literature that should be added to the reading list in preparation of key ideas in the student's areas of concentration?
- Do literature searches and explore the literature to be sure the most up-to-date literature has been included.
- Are there key journals that you should check for related content?
- It is a natural part of the process to read and consider more literature than you will ultimately have on the list.

Anticipate that the literature and concepts will overlap across the different days. In terms of **organizing the literature** beyond making the reading list it is helpful to find a way to display the work along with key concepts. Here are some study ideas that have worked for some students:

- Make note cards with author(s) and year. List key ideas or important concepts. Use a color coding system to easily identify works that have addressed the same ideas.
- Develop a spread sheet of the literature with key ideas in different columns.
- Create a timeline of the evolution of key concepts or critical events that have led to the current situation the student will be studying.

Practice with ideas, concepts and be ready to synthesize the literature in different ways. Here are some rehearsal ideas from students:

- Sort cards or look across columns to find similar key concepts.
- Create power point slides that give definitions and list key concepts to remember.
- Practice by asking yourself questions and answering them.
- Make argument about the critical needs in occupational science and your area in particular. Sort through your notes and list citation's of relevant ideas for each of your points.
- Write papers that synthesize the ideas that seem most important.
- Practice writing for 4 hours on 2 or 3 questions.
- Suggest topics for discussion at the brown bag lunches so you can share explore perspectives.
- Offer to be a guest instructor where related ideas are being presented to the master students in one of the occupational science courses. [OCCT 826, 828 (fall) OCCT 842 (spring)].
- Have a study partner to discuss ideas.

The student who is able to engage with peers and the faculty in a critical discourse about the ideas that have been studied reflects progress toward being ready for the written portion of the examinations.

The questions are designed to enable the student to demonstrate an understanding of complex issues. The student is expected to integrate ideas and formulate critiques of the literature.

There is no one right answer to the questions.

- Meet with your advisor regularly to outline your current ideas about each topic.
- It is OK to communicate with your committee periodically so they know your ideas and interests as the student has gotten deeper into the literature.

On the **day of the written exam** read the question with care. You are permitted to bring blank paper so you can make an outline so you are sure to address each part of the question. The UNC Honor code applies and you are also welcome to bring food and take bathroom breaks as needed.

Preparation for the oral portion of the examination is encouraged. Review your notes for ideas, definitions and critiques that you might have made clearer or more completely. With a time limited close book examination the Advisory Committee does not expect 100 % perfect answers. In the meeting for the oral part the committee will engage the student with questions about the written work and enable the student to go deeper into the written answers.

Here is what usually happens at the oral portion of the examination:

- Typically the student will be asked to leave for a few minutes so the committee can discuss their ideas and any concerns they hope to address.
- The student will be invited back and the advisor will provide the organization of how committee members will ask questions.
- After the committee has discussed the written answers with the student the advisor will ask the student to step out of the room so the committee and summarize their evaluation and get consensus on the student's performance.
- The student will be asked to return and told the results of the examination.

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