



THE UNIVERSITY
of **NORTH CAROLINA**
at **CHAPEL HILL**

Department of Allied Health Sciences

School of Medicine

Division of Occupational Science

Doctoral Program Handbook

2018 - 2019 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 seven 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 later 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. When Virginia Dickie retired in 2012, Ruth Humphry was named Division director. In 2017, Nancy Bagatell assumed the role of Division director when Ruth Humphry retired.

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 and the first PhD was awarded in 2011. To date, 18 students have received a PhD in occupational science.

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 (* denotes Graduate Faculty) | | |
|--|--|---|
| FACULTY | TITLE | INTERESTS |
| *Nancy Bagatell, Ph.D. OTR/L, FAOTA Office 2066 919 966-4463 | Associate Professor, Division Director & Doctoral Program Director | Experiences/needs of adults with ASD, transition needs of adolescents with DD, occupation and identity |
| *Antoine Bailliard, Ph.D., OTR/L Office 2053 919 843-4468 | Assistant Professor | Latino immigrant experiences, Mental health, Occupational justice |
| Sue Coppola, OTD, OTR/L, BCG Office 2063 | Professor & Academic | Fieldwork, Older Adults, International OT |

| | | |
|---|--|---|
| 919 966-9006 | Fieldwork Coordinator | |
| Lauren Holahan, MS, OTR/L, FAOTA Office 2060 919 843-4466 | Associate Professor | OT in Public Schools |
| Katie Sorensen, OTD, OTR/L Office 2052 919 966-7618 | Assistant Professor | Disability in global contexts, mobility and access |
| Raheleh Tschoepe, MS, OTR/L Office 2066 919 962-5444 | Assistant Professor | Acute and chronic neurological conditions, wheelchair and seating, Community-based Practice |
| *Linn Wakeford, PhD, OTR/L, FAOTA Office 2061 919 843-4464 | Associate Professor & MS Program Coordinator | Early Intervention, Parenting practices, Preschool Children, |
| *Jenny Womack, PhD, OTR/L, FAOTA Office 2054 919 843-4472 | Professor | Community Based Practice, Older Adults, Dementia care, Caregivers |
| STAFF | | |
| Tamara Mesko (Tamara_Mesko@med.unc.edu) | | PhD Student Services |

D. Division address

Division of Occupational Science
321 S. Columbia Street
CB# 7122, Bondurant Hall, Suite 2050
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7122

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 collaborating with the student to develop 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 or 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

| Course # | Title | Credit -Total |
|--|--|-----------------------|
| <u>Foundation Seminars</u> | | |
| AHSC 902, 903, 904 | Philosophical Foundations Qualitative Foundations Quantitative Foundations (1 or 2 credit option) (taken first Fall semester) | 3 one-unit modules |
| OCSC 845 | Conceptual introduction to Occupational Science: History & State of the Discipline (offered every other year) | 3 |
| OCSC 855 | Action Theories (offered every other year) | 3 |
| | | 9 |
| <u>Seminars in Occupational Science</u> | | |
| OCSC 890 | Seminar on Special Topics in Occupational Science (2 seminars are required) | 3 each 6 |
| <u>Academic Career Seminars</u> | | |
| AHSC 914 | Academic Writing (taken Spring semester of 1 st year) | 1 |
| AHSC 909 | Grant Writing (taken Fall semester of 3 rd year) | 3 |
| | | 4 |
| <u>Supporting Coursework</u> | | |
| Cognate —6- 9 credit hours to become exposed to and deepen one’s understanding of interdisciplinary scholarship and ideas that may inform the student’s area interest. (These courses need the approval of the student’s advisor and program advisory committee). | | 6-9 |
| Research Design and Methodology—6- 9 credit hours Students are required to take 2 semesters of Biostats during the 1 st year Additional coursework consistent anticipated dissertation & career plans (approved by student’s program advisory committee) | | 6-9 |

| | | |
|-----------------------------|---|----|
| <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 Program of Study committee collaborate on individualizing the above course of study. This will include identifying courses to build an area of concentration related to 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 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 the paradigm of inquiry that 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 Program of Study Committee. Students will be asked yearly to reflect on their progress towards meeting their career goals.

Teaching 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. Students are encouraged (as appropriate to career goals) 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-and-learning/resources-for-graduate-students/>) 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 discuss teaching goals and teaching opportunities with his or her Academic Advisor during the first or second year. Teaching experiences can take a variety forms including providing a guest lecture in a course, volunteering as a teaching assistant, or with approval from faculty, being named a Teaching Fellow and becoming the instructor of record. A Teaching Fellow takes responsibility for constructing the syllabus, assigning readings, conducting classes, creating the learning activities, communicating with students, and grading assignments. Teaching Fellows consult regularly with the regular faculty member for that course to make sure the course is consistent with the overall objectives of the curriculum and meets ACOTE standards. Students are encouraged to reflect on teaching competencies using the PhD Competency Checklist to understand the array of skills and

necessary to become a competent instructor. Students involved in teaching are required to take a FERPA training module created by the Office of University's Registrar <http://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/>.

International students are required to take Graduate School courses "Preparing International Teaching Assistants Program" (PITAP)

GRAD 810 Communicating in the American Classroom (2 credits, pass/fail)

GRAD 811 Advanced Communicating in the American Classroom (2 credits, pass/fail)

Contact Brian Rybarczyk, Director of Graduate Student Academic and Professional Development

<http://gradprofdev.web.unc.edu/pitap/>

Research experiences

Working with their Academic Advisor, students will also plan a set of directed research experiences that help prepare them for the dissertation and beyond. The basic requirement is an experience that engages 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. It is highly recommended that students be involved a minimum of two semesters on a research project.

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

Advising

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 Program of Study 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.

Program of Study Committee

During the first semester in residence, the Academic Advisor will select faculty members to serve on a Program of Study Committee (PSC). The PSC will be composed of a minimum of two members who are graduate faculty in Occupational Science and represent the student's area(s) of interest. By the end of the first year of study, the student, in consultation with the Academic Advisor, will develop a written program of study plan using the "Record of Progress" form and "Competency Checklist." The PSC will review these forms and guide the student in the selection of courses, mentored experiences, and provide feedback on performance and progress. The completed "Record of Progress" will identify the specific courses, research experiences and teaching experiences planned to assure that each student achieves the research, teaching, writing, and professional development competencies expected of graduates of the program. The Program of Study, once approved and signed by committee members, will then become part of the student's permanent record in the Division. The PSC will review the student's progress annually until the student has passed written and oral comprehensive examinations. At that time, the Academic Advisor and Dissertation Committee will monitor student progress and a formal review will not take place.

Comprehensive Examination Committee

The student in conjunction with the Academic Advisor selects the Comprehensive Examination Committee. *This committee should be selected by the end of the fourth semester in residence.* The Comprehensive Examination Committee, including the Academic Advisor, shall be composed of 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 comprehensive qualifying exams.

Doctoral Dissertation Committee

As the student progresses to the dissertation phase of the program, the student, in conjunction with the Academic Advisor, selects a Doctoral Dissertation Committee. This committee is constituted of at least five members. Typically, many of the members on the Comprehensive Examination Committee serve as members of the Doctoral Committee. 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 student and/or Advisor) at least once per year in order to evaluate progress and recommend future actions. All Committee members must be present for the oral examinations.

D. Comprehensive Examinations

All examinations are scheduled by the Academic Advisor, in consultation with the student, the Comprehensive Exam Committee and the Doctoral Program Director. For progression to the dissertation there are two qualifying exams required: a written exam and an oral exam. 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 seminars) or in the semester when this work is completed, the 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 comprehensive and reflects the best practices in the students anticipated area of research.)
- Integrate knowledge from the student’s cognate courses or areas of research interest with occupational science. (Assess the extent of the candidate’s ability to synthesize and critique literature that informs the student’s thinking about a phenomenon of interest.)
- 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 Comprehensive Exam 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.

Comprehensive Written Examination

The Advisor will solicit original questions from the student's Comprehensive Exam Committee. The Advisor and Committee will construct and grade a balanced examination constituted of questions. 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.

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 Division computer, 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, the exam will be removed from the computer and distributed to committee members.

Comprehensive 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). Committee members will ask students questions about responses and may specifically ask for clarification or elaboration. 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 a written report of progress to committee members 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 Comprehensive Examination 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).

Dissertation 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 weeks 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 (access to form: <http://gradschool.unc.edu/academics/resources/forms.html>) 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 (<http://gradschool.unc.edu/academics/thesis-diss/guide/>). 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 (see <http://handbook.unc.edu/>). The dissertation may be written in traditional chapter format or in a three-article format (see Section V).

The defense of the dissertation is a two-part process. 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. Students must schedule an appropriate room for the public defense and plan for an approximately 45 minute presentation and 15 minute question and answer period. 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 defense, 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 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 Program of Study Committee toward the end of the first and second year. Annual Reports are to be submitted electronically to

the student's 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.

Course registration

Prior to each pre-registration period the student should discuss with his or her Academic Advisor and Program of Study Committee 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.

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 |
| | Develop Record of Progress (with | Review by Program of Study |

| | | |
|----------------|---|--|
| | Academic Advisor) | Committee |
| Third | Develop Comprehensive Examination Committee with help of Academic Advisor | Notify DPD |
| Fourth | Revise Record of Progress | Review by Program of Study Committee |
| Fifth or sixth | Complete doctoral exams (written & oral qualifying exams) | Notify DPD & the Graduate School (**) 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 (**) |
| Sixth | Proposal of a dissertation project to the Doctoral Committee | Notify DPD & Graduate School of committee's decision (**) |
| Sixth + | 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 (**) to confirm completion of degree requirements |

** 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 due to extenuating 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 are:

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. The full version of the “Instrument of Student Judicial Governance” for the University of North Carolina at Chapel Hill is available on-line at

<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>.

Students are required to read this document to understand the academic and nonacademic behaviors outlined. In particular, students should be aware of the policies around plagiarism. Students who display behaviors in violation of the honor code will be referred to the honor court.

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. SOM email accounts will be given to you during the first week of the semester. This is the account faculty use to communicate, so students are expected to check this account regularly.

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.

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 or go to <http://onecard.unc.edu/>

AHS Student Services Office (<https://www.med.unc.edu/ahs/student-services>)

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 Mitchell (Associate Chair for Student Services) at 966-9037.

Bookstore

The bookstore is located in the Student Stores building on South Road. The store has text books, apparel, supplies and a tech shop. See <http://www.store.unc.edu/> for more information.

Computer Labs

There are a number of computer labs available for student use on campus. There are computers available in the Health Sciences Library. The virtual lab (<http://sils.unc.edu/it-services/remote-access/its-virtual-lab>) provides on-demand access to a wide variety of applications.

Information Technology Services (ITS)

IT services are available 24 hours a day. Call (919) 962 – HELP or go to help.unc.edu. Services include software and hardware, networking and wireless, email, printing, and more.

Doctoral Student Offices

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

Generally four students share one office.

Food

Students are welcome to bring lunch or other food items and may store food in the refrigerator in the OT Model Apartment (Bondurant 1st floor) or in the OT Workroom (Bondurant 2nd floor). Students are expected to keep the refrigerators clean. There are a number of options for purchasing 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 Friend's Café in the Health Sciences Library also serves coffee.
- School of Public Health Hooker Atrium Café carries breakfast and lunch items

Libraries

There are two main libraries that students 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 behind the Student Union. There are many other departmental and specialty libraries on campus. A full listing of libraries can be found at <http://www.lib.unc.edu/>.

Accessibility Resources and Services

The office of Accessibility Resources and Services 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: accessibility@unc.edu or visit their website at: <https://accessibility.unc.edu/>

Safety and Security: Public Safety Department

Phone: (919) 962-8100 or 962-6565; for emergency, dial 911

The Department of Public Safety (DPS) also provides services related to bicycle registration, fingerprinting, and building access.

Their website is: <http://dps.unc.edu/>

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).

Campus Recreation

A wide variety of services geared toward physical activity and health are available through this office. Call 843-7529 or visit <http://campusrec.unc.edu/> for more information regarding campus leagues, gyms, pools and other services available.

Student Scholarship and Aid Office

Visit (<http://studentaid.unc.edu/>) for more information about scholarships and student aid.

Connect Carolina

Students can access their grades, can register online, and can make changes to their personal information through Connect Carolina (<https://connectcarolina.unc.edu/>). Connect Carolina can be easily accessed through the UNC homepage or using an app (<http://its.unc.edu/connectcarolina-mobile-now-available-in-carolinago-app/>).

University Campus Health Services

Campus Health is located in the James A. Taylor Building. To make an appointment, call (919) 966-2281 or go to the Campus Health Patient Portal (<https://mycw12.eclinicalweb.com/unc/jsp/100mp/login.jsp>). The campus health website is: <https://campushealth.unc.edu/>

University Counseling and Psychological Services (CAPS)

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. CAPS offers walk-in appointments, individual sessions, and group therapy. Visit the CAP's web page at <https://campushealth.unc.edu/services/counseling-and-psychological-services> to learn more about the types of services they provide. Appointments can be made by calling 919-966-2281 or by using the web portal at healthyheels.unc.edu

University Housing

Graduate students have the option to select apartment-style housing in Mason Farm Graduate Housing; student families are eligible to apply for housing at Baity Hill Student Family Housing. For more information call (919) 962-5401 or go to <http://housing.unc.edu/future-residents/graduate-students>

Writing Center

The Writing Center provides free services to students; they provide tips and strategies, consultation, and tutoring. All non-native speakers of English at UNC can find academic, cultural, and language support at the Writing Center. Contact the writing center at (919) 962-7710 or at <http://writingcenter.unc.edu/>

Sakai

Sakai is the learning management system used at UNC. It is an educational software platform designed to support teaching and learning, research, and collaboration. The Division has a community site and each course within the division will have a Sakai site. Sakai can be accessed through: <https://www.unc.edu/sakai/>.

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.

University Forms

Most of the 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:

External faculty serving on dissertation committee must have a term appointment as Graduate Faculty by the Graduate School, along with a current C.V. This is necessary for some "outsider" committee members (e.g., faculty at Duke, NC State, or other schools). (Requires Departmental Chair approval). Contact Doctoral Program Director to have this completed.

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)

Division Forms (See Appendix A)

PhD Program of Study Form: This is reviewed yearly with the Academic Advisor and the Program of Study Committee. It includes courses completed, proposed coursework, research experiences, and teaching experiences.

PhD Competency Checklist: this is reviewed yearly with the Academic Advisor and Program of Study Committee.

A. Comprehensive Exam Preparation & Helpful Hints

In the process of preparing for the Comprehensive Exam here are things students should consider:

Each student should reflect on his or her own learning style, personal strengths, and life circumstances. The student actively engages with the Comprehensive Exam Committee in the discussion of what will be expected in the written portion of the exam. Students should feel free to engage in conversation with his/her advisor and committee members. Questions for discussion with the advisor might 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 the advisor, students should 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 sections. 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 citations 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.
- 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 students should read questions carefully. Students are permitted to bring blank paper to make an outline to ensure that all parts of the question are addressed. Students are welcome to bring food and take bathroom breaks as needed.

Preparation for the oral portion of the examination is encouraged. Students should review notes for ideas, definitions and critiques that could have been made clearer or more completely. With a time limited close book examination the Comprehensive Exam Committee does not expect 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.

B. Dissertation Formats & Helpful Hints

The dissertation can be written in traditional monograph-style format or as an 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. Each manuscript should be assigned to a target journal approved by the advisor. 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 manuscript 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 Dissertation Process

The dissertation is a process that takes energy, time, and dedication! Students should expect challenges along the way. Timelines are helpful but it is important to be realistic and to build in ample time for each step. Here are some tips:

- Recruitment can be challenging even if you have a site identified; build in extra time for

this step

- Build in time to your schedule for fieldnote writing, memoing and transcribing; these are all time consuming endeavors
- During and after data collection, spend time “hanging out with your data,” (especially for qualitative research)
- Be prepared to do a lot more reading as research often takes you in directions one does not anticipate
- Join or organize a dissertation group; having others to share your thinking, data, and drafts with can make the process much more enjoyable and rewarding – and having someone to be accountable to can keep the process moving
- Consider how you write best (at home, in an office, at the library) – and when you write best (early in the morning, at night)
- Meet regularly with your Academic Advisor; ask for feedback early and often
- Keep your committee members informed about progress
- Connect with other PhD students at the university who in the dissertation phase; hearing how others approach the process is helpful
- Take advantage of campus resources such as workshops, libraries and the Writing Center as well as exercise facilities
- Attend dissertation defenses in Allied Health and other Departments to get a sense of how you want to present your work
- Talk to your advisor about the process of submitting drafts; be sure to give your advisor ample time to read and provide feedback, especially when you are trying to finish
- Give yourself time at the end to make sure the formatting is according to the Graduate School guidelines
- Claim writing time by learning to say “no” to other opportunities
- Take time off when needed, but do get back to writing when your break is over
- Be patient with yourself; everyone’s process is different!

Appendix A

University of North Carolina at Chapel Hill
Division of Occupational Science & Occupational Therapy

Ph.D. Program of Study

Student: _____ Program Advisor: _____

Initial Date: _____ Revision Date: _____

COURSES COMPLETED & APPLICABLE AS PhD GRADUATE CREDIT

List all courses completed. List independent study under appropriate category and provide title with instructor's name.

Foundational Courses

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
|---------------|----------|-------|------------|--------------------------|
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OS Division Seminars/Special Topics

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
|---------------|----------|-------|------------|--------------------------|
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Research Design & Methodology

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
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Area of Specialization

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
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Academic Career Seminars

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
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Total of credit hours at UNC: _____

If you have completed graduate work at another institution that is applicable toward the degree at UNC, list courses below. Provide name of university, course and number of credits earned:

PROPOSED COURSEWORK

Foundational Courses

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
|---------------|----------|-------|------------|--------------------------|
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OS Division Seminars

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
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Research Design & Methodology

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
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Area of Specialization

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
|---------------|----------|-------|------------|--------------------------|
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Academic Career Seminars

| Course Prefix | Course # | Title | Instructor | Hours of Credit/Semester |
|---------------|----------|-------|------------|--------------------------|
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Dissertation Credits (at least 6 required) _____

Total of all credit hours taken or proposed: _____

RESEARCH EXPERIENCES

Complete a separate page for each experience

Proposed Research Experience

Faculty Mentor: _____

Research Project/Topic: _____

Anticipated # of research hours per semester: _____

Expected outcomes/goals:

Experience Report (complete after at least one semester of research experience)

Provide a brief description of experience to date:

Goals for the future, if continuing with this project:

TEACHING EXPERIENCES

Complete a separate page for each experience

Proposed Teaching Experience

Faculty Mentor: _____

Course: _____

Role: _____

Anticipated # of hours per semester: _____

Expected outcomes/goals:

Experience Report (to be completed at the conclusion of teaching experience)

Brief description of experience:

Plans/goals for future teaching, if any:

RESEARCH INTERESTS & POTENTIAL DISSERTATION PLANS

Briefly discuss your research interests and potential dissertation plans. Consider your ideas for a potential topic, research questions, and methodology. This discussion is to help you reflect on where you are in your process and to help your committee to provide useful suggestions for coursework and research and/or teaching experiences.

Signature of Student

Date

Signature of Program Advisor

Date

Signature of Program of Study Committee
Member

Date

Standard Research Competencies: All doctoral students should complete the standard research competencies. Each doctoral student, in conjunction with his/her faculty advisor, should complete the checklist in an ongoing basis, *at least annually*, noting the mechanism of achievement and date of achievement for each competency. The mechanism of achievement includes coursework, research experiences, teaching experiences, writing experiences, presentations, publications, other professional development activities, or other doctoral experiences (e.g., completion of written or oral comprehensive exams).

| RESEARCH AND SCHOLARSHIP COMPETENCY | Mechanism for Achievement | Date |
|---|----------------------------------|-------------|
| <u>Students will:</u> | | |
| 1. Demonstrate an ability to evaluate, critique and synthesize scholarly writing and research. | | |
| 2. Understand ethical guidelines for the protection of human subjects by: (a) completing appropriate training in the Rights of Human Subjects, (b) reviewing an IRB application for a proposed or completed research study, and (c) taking a primary role in preparing an IRB application. | | |
| 3. Demonstrate an awareness and knowledge of philosophers and noted scholars that have influenced the field of occupational science. | | |
| 4. Demonstrate an awareness and knowledge of the strengths and limitations of different types of research methods / designs appropriate for the conduct of quantitative (e.g., intervention designs, survey research) <u>AND</u> qualitative (e.g., ethnography, grounded theory) research. | | |
| 5. Identify and use appropriate data analysis software to analyze and display the results of specific statistical analyses, <u>and/or</u> identify and use appropriate data analysis procedures to analyze qualitative data. | | |
| 6. Interpret and report results obtained from quantitative <u>and/or</u> qualitative procedures. | | |
| 7. Demonstrate the ability to investigate questions of relevance to the field using systematic and well-designed research approaches. | | |
| 8. Demonstrate the ability to apply research findings to practice and/or policy. | | |
| 9. Present research findings and/or scholarly work to a professional audience in a regional, national or international conference. | | |

Adapted from UNC-CH Division of Speech & Hearing Sciences' research competencies
Finalized on 09/14/2015

| | | |
|--|----------------------------------|-------------|
| 10. Demonstrate use of technological resources to keep abreast of the field's changing knowledge base, including (at a minimum) conducting a targeted literature search using an electronic article database (such as PubMed or PsycInfo), identifying and accessing relevant online journals, and creating a personal reference library using a citation software program (such as RefWorks, ProCite or Endnote). | | |
| 11. Demonstrate awareness of cultural competence and sensitivity in the design and conduct of research study. | | |
| 12. Participate in a (funded or unfunded) research project under the mentorship of a faculty member. The extent of this participation will vary based on the student's goals and opportunities that are available given the nature of the research project. Participation activities may include: (a) attending research meetings, (b) assisting in data collection, (c) assisting in data analysis, and/or (d) disseminating study findings through publications or presentations. | | |
| 13. Demonstrate the skills to complete an independent research project and successfully defend the project. For example: (a) identify one or more research questions, (b) identify relevant theoretical perspectives and/or conceptual frameworks, (c) build a rationale through a focused review of the literature, (d) specify an appropriate research design and methodology to address research questions, (e) collect research data, (f) code (analyze) research data, (g) write research results, (h) interpret and discuss results, and (i) identify the potential next steps in a line of research. | | |
| Other: | | |
| Other: | | |
| RESEARCH AND SCHOLARLY WRITING COMPETENCY | MECHANISM FOR ACHIEVEMENT | DATE |
| 1. Complete formal reviews of two manuscripts. | | |
| 2. Write a proposal for grant funding. | | |

Adapted from UNC-CH Division of Speech & Hearing Sciences' research competencies
Finalized on 09/14/2015

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| 3. Collaborate on a manuscript or book chapter on which the student is not the primary author that is submitted for publication. The manuscript should be submitted to a refereed journal. | | |
| 4. Write a manuscript or book chapter on which the student is the first or sole author that is submitted for publication. The manuscript should be submitted to a refereed journal. | | |
| Other: | | |
| Other: | | |
| <u>Students may:</u> | | |
| 1. Write a manuscript for a newsletter or non-refereed journal. | | |
| 2. Have a manuscript published in a newsletter or non-refereed journal. | | |
| 3. Have a manuscript published in a refereed journal. | | |
| 4. Edit or co-edit a newsletter, technical report, or manual. | | |
| Other: | | |
| Other: | | |

Advanced Research Competencies: The following competencies are for students who want more in depth research experiences. These competencies are particularly geared towards students who are interested in research-oriented careers.

| ADVANCED RESEARCH COMPETENCIES | Mechanism for Achievement | Date |
|---|----------------------------------|-------------|
| <u>Students will:</u> | | |
| 1. Acquire more exposure to <u>funded</u> (state, federal or foundation) research projects. This could entail working on one project for an extended period of time, or having experiences across multiple types of funding sources (e.g., NIH, IES, NIDDR) or funding mechanisms (e.g., NIH R01, NIH R21, IES Goal 2). | | |
| 2. Write at least two manuscripts on which the student is the first or sole author or 3-4 manuscripts as coauthor that are submitted for publication in peer refereed journals. | | |
| 3. Take advanced quantitative and/or qualitative methods courses (above the required 9 credit hours for the OS doctoral program). The number and type of courses should be discussed with the student's faculty advisor. | | |

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|---|--|--|
| Specify courses here: _____ _____ | | |
| 4. Demonstrate an awareness and knowledge of federal or foundation grant mechanisms that are aligned with the student's research interests. | | |
| 5. Participate in the review/submission of faculty grants <u>AND/OR</u> the student will submit his/her own grant (note: some grants may only accept applications from US citizens or permanent residents). | | |
| Other: | | |
| Other: | | |

Ph.D. Teaching Competency Checklist

Standard Teaching Competencies: The purpose of this competency checklist is to enhance student self-assessment of teaching competencies and inform decisions regarding student needs for training as an educator. It is not intended to be a comprehensive list of all skills needed for teaching at the university-level. Students are not required to meet each competency and opportunities for training in these competencies will vary depending on student and division needs. The competencies are not listed in a developmental sequence or according to importance. Students are highly encouraged to develop a teaching portfolio to demonstrate achievement of competencies.

| TEACHING COMPETENCY | Mechanism for Achievement | Date |
|--|----------------------------------|-------------|
| 1. Demonstrate understanding of all of the required components of a syllabus. | | |
| 2. Develop learning objectives for a learning module, lecture or lab. | | |
| 3. Design learning activities to achieve learning outcomes. | | |
| 4. Plan and deliver a scholarly presentation for a specific audience, including learning objectives, within a designated time limit (e.g., 10 minutes, 3 hours) | | |
| 5. Demonstrate awareness of the variety of research-based teaching/learning approaches to meet the needs of adult learners and course objectives, such as: <ul style="list-style-type: none"> • Lecture • Small and large group discussion • Case, problem, project, team-based learning • Techniques to enhance student preparation • “Hands on”/lab activities • Reflective learning activities • On-line learning activities | | |
| 6. Use technological resources needed to perform teaching role (e.g., Sakai, projectors, powerpoint) | | |

| | | |
|--|--|--|
| <p>7. Identify and use different methods of student assessments, including</p> <ul style="list-style-type: none"> • Classroom assessment (e.g., classroom response systems) • Direct measures (e.g., homework, papers, tests, presentations, projects) • Indirect measures (e.g., peer/self evaluation) | | |
| <p>8. Demonstrate the ability to use appropriate grading system to evaluate student learning, including use of grading rubrics, interpretation of test results, etc.</p> | | |
| <p>9. Understand university policies regarding students with disabilities, student rights, and academic integrity</p> | | |
| <p>10. Identify the importance of managing classroom and communication with students (e.g., timely and appropriate feedback on assignments, response to emails, response to student questions in class).</p> | | |

Advanced Competencies

| TEACHING COMPETENCY | MECHANISM FOR ACHIEVEMENT | DATE |
|---|----------------------------------|-------------|
| <p>1. Prepare a course syllabus, including all required components.</p> | | |
| <p>2. Develop learning objectives for a course.</p> | | |
| <p>3. Establish classroom policies, procedures, etiquette.</p> | | |
| <p>4. Manage classroom and communicate effectively with students in and out of classroom (e.g., timely and appropriate feedback on assignments, response to emails, response to student questions in class).</p> | | |
| <p>5. Coordinate the inclusion of additional personnel in the course by planning and carrying out appropriate partnerships with other instructors in the division and/or interprofessional colleagues and guest speakers.</p> | | |

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|---|--|--|
| 6. Utilize on-line teaching strategies. | | |
| 7. Develop and implement appropriate grading system to evaluate student learning, including use of grading rubrics, interpretation of test results, etc. student assessments, including <ul style="list-style-type: none"> • Classroom assessment (e.g., classroom response systems) • Direct measures (e.g., homework, papers, tests, presentations, projects) • Indirect measures (e.g., peer/self evaluation) | | |
| 8. Utilize a variety of research-based teaching/learning approaches to meet the needs of adult learners and course objectives, such as: <ul style="list-style-type: none"> • Lecture • Small and large group discussion • Case, problem, project, team-based learning • Techniques to enhance student preparation • “Hands on”/lab activities • Reflective learning activities • On-line learning activities | | |
| 9. Develop a statement of teaching philosophy. | | |