Epidemiology Department Graduate Program Handbook

Academic Year 2023-2024



BROWN UNIVERSITY School of Public Health

This Handbook is intended to give an overview of the Epidemiology Department's master's and doctoral programs at Brown University and to answer some of the commonly raised questions about policies and procedures. However, the authoritative source for Graduate School policies is the <u>Brown Graduate School Handbook</u> which can be found on the <u>Graduate School website</u>.

Table of Contents:

Mission Statement Department of Epidemiology Leadership & Staff Commitment to Program Diversity and a Culture of Respect MPH – Epidemiology Concentration Overview MPH Program Contacts MPH Epidemiology Concentration Overview Overview of MPH Epidemiology Concentration Requirements Examples of Careers in Epidemiology PhD Program Guide Program Description: <u>Coursework</u> Sample Curriculum and PhD Milestones First Semester Selection Written Qualifying Exam Oral Qualifying Exam (Dissertation Proposal) Research Assistantships (RAships) **Teaching Requirements** Grant Writing Requirement Advisina Dissertation Defense Requirements, Guidelines, Timeline, and Format as well as Policy on Publishing Doctoral Dissertation Papers Commencement Steps to Graduate Seminars, Clubs, and Forums Department of Epidemiology Seminar Series Journal Club Research in Progress by Epi PhD Students Seminar Series Faculty Spotlight Series Program Policies, Procedures, and Expectations General Expectations for Students Incident Reporting Graduate Student Grievance Procedures Tax Withholding Information Program Progression Checklists Grading Policy Student Academic Standing Evaluations Data Collection for Dissertation Individual Development Plan (IDP) Service Expectation

Volunteering Student Leave Policy Summary of Epidemiology Doctoral Student Funding Residency Policy Awards and Travel Fund Opportunities Graduate School Conference Travel Fund Department of Epidemiology PhD Scholarly Development Fund Funding to participate in the annual meeting for the Society for Epidemiologic Research (SER) The Department of Epidemiology Abstract Award The Department of Epidemiology Outstanding Doctoral Student Publication Award Joukowsky Summer Research Award **Conference Travel Fund** International Travel Fund **Doctoral Research Travel Grant** Student Space and Resources Office Space and Workspaces Laptop Computers **Epidemiology Student Resource Document** General Graduate School and University Guidelines Code of Student Conduct Academic Code Conflict of Interest (COI) Appendix List: Appendix A - Research Ethics and Compliance Training (CITI) Appendix B - Course Waiver Request Form Appendix C - Example of Epidemiology Individual Development Plan (IDP) Appendix D - Template to Help Conceptualize and Design Thesis or Dissertation Topic Papers: Appendix E - RAship Contract Appendix F - Dissertation Committee Confirmation Form Appendix G - Oral Exam Date Request Form Appendix H - Oral Exam Results Form Appendix I - Dissertation Defense Information Form Appendix J - Example of PhD Progress Checklist - Live Google Doc Appendix K - Journal Club Waiver Appendix L - Form to Select RAship, TAship, or 4th Course in First Semester Appendix M - Department of Epidemiology Summer RAship Justification

Mission Statement

The primary mission of the Department of Epidemiology is to provide excellence in teaching and training in the field of epidemiology. The graduate program supports an MPH degree and offers a doctoral degree to prepare students for careers in research or professions in public health which require knowledge of intermediate or advanced epidemiologic methods.

Department of Epidemiology Leadership & Staff

Francesca L. Beaudoin, MD, PhD, Department Chair - she/her/hers

Brandon Marshall, PhD, Department Vice Chair - he/him/his

Chanelle Howe, PhD, Doctoral Program Director - she/her/hers

Shilo McBurney, PhD, MPH, Epidemiology Concentration Lead - she/her/hers

Brittany Leclerc, Academic Department Manager - *she/her/hers* (Faculty affairs, student funding, dissertation assistance, RAships)

Brady Moore, Academic Coordinator - *he/him/his* (All other student affairs, academic events, seminar series)

Commitment to Program Diversity and a Culture of Respect

The Brown University Department of Epidemiology is committed to ensuring that we admit students from diverse backgrounds.

The Department of Epidemiology is committed to creating an inclusive, collaborative climate centered on mutual respect, with the goal of cultivating a productive work and learning environment.

The Department expects that all students and faculty will embrace and facilitate an environment of inclusion, respect, and generosity in the Department and University

The mission of <u>Brown's MPH Program</u> is to preserve and enhance the health and well-being of human populations by preparing graduates in the knowledge, skill, and analytic capabilities required to 1) advance the principles and practice of public health; 2) enter public health careers at the local, state, and national levels with the skills necessary to assume leadership roles; and 3) uphold and foster an ethic of social responsibility which recognizes the value of equal opportunity for health and well-being among all and which respects individual, family and community values.

The MPH Program offers an Epidemiology Concentration for students looking to pursue a knowledge of Epidemiology at a Master's degree level. The information below provides an overview of the MPH Epidemiology Concentration.

This concentration is administered through the MPH program. For additional information regarding the MPH Epidemiology Concentration and to view the MPH Student Handbook, please visit the <u>MPH Program website</u>.

MPH Program Contacts

Shilo McBurney, MPH Epidemiology Concentration Lead (shilo_mcburney@brown.edu) Diane Schlater, MPH Program Assistant Director (<u>diane_schlacter@brown.edu</u>) Joann Barao, Assistant Director of Applied Learning (joann_barao@brown.edu)

MPH Epidemiology Concentration Overview

The mission of the MPH Epidemiology Concentration is to prepare students for professions aimed at reducing disease burden and disparities through a strong

background in epidemiological methods. Students may opt to take an MPH in Epidemiology or an MPH in Epidemiology with an Applied Epidemiology Sub-concentration.

The MPH in Epidemiology program is targeted towards experienced MPH students who are strongly interested in pursuing a PhD or academic research (*see* Table 1). Students are expected to have previous experience with health research, biostatistics, or epidemiology and will be in courses with PhD-level students. Mathematical notation will be used, and students should be familiar with concepts such as probability notation and cross-multiplication of fractions.

Table 1. Target audiences for the Applied Epidemiology Sub-concentration ve	ersus the
Epidemiology Concentration	

Criteria	Applied Epidemiology Sub-Concentration	Epidemiology Concentration
Degree goal	MPH may be terminal degree	Strongly interested in pursuing PhD
Career goal	Public health professional or researcher	Principal investigator or researcher
Focus	Public health practice and policy	Research in an academic environment
Primary Interest	Public health application	Causal methods
Experience	No previous epidemiology course required	Some experience with epidemiology or research methods

The Applied Epidemiology Sub-concentration aims to provide students with a strong foundation in epidemiological methods and rigorous training in applied skills to become public health leaders (see Table 1). This Sub-concentration is suitable for students planning a career in applied epidemiology (*i.e.*, as a public health practitioner). Students will be prepared to be critical consumers, users, and producers of epidemiological research appropriate for a master's level.

MPH Epidemiology Concentration Competencies

The Brown University School of Public Health and the MPH Program within it are accredited by the Council on Education in Public Health (CEPH). The MPH program is

guided by the Public Health Foundational Knowledge Objectives and the Public Health Foundational Competencies defined by CEPH. The MPH Epidemiology Concentration has eight epidemiology-specific competencies in addition to the <u>34 Foundational</u> <u>Knowledge Objectives and Competencies</u>:

- 1. Write an original research paper based on an epidemiologic research question formulated to help fill the gaps in a given substantive area.
- 2. Evaluate strengths and weaknesses of study designs commonly used in epidemiologic research for answering epidemiologic research questions.
- 3. Use causal diagrams to identify threats to study validity and approaches to minimize such threats.
- 4. Develop and implement the most appropriate analysis plan to analyze data to answer a specific epidemiologic research question.
- 5. Evaluate scientific evidence regarding a specific epidemiologic research question.
- 6. Justify the design and analysis for their own epidemiologic study.
- 7. Write and present the findings and implications of their own epidemiologic study.
- 8. Select the most appropriate epidemiologic study design that can be used to answer a specific epidemiologic research question.

Overview of MPH Epidemiology Concentration Requirements

Each MPH concentration follows a standard structure of five core credits, five concentration credits, and two elective credits for a total of 12 credits (11 full credit courses and two half credit courses. MPH students are also required to complete: (a) a 145-hour internship called the Applied Public Health Experience (APHE), (b) Integrative Learning Experience (ILE) project (a Capstone project), and (c) non-credit activities. For more information on the APHE, please consult the MPH Student Handbook.

Non-Credit Requirements

First semester:

- PHP1001: Foundations in Public Health
- CITI Training
- IRB Basics
- Core Advisor Small Group Sessions
- SAS Programming 1: Essentials

Second semester:

• SAS Programming 2: Data Management

Program duration:

- Department of Epidemiology Seminar Series
- Epidemiology Concentration Luncheons or Workshops

Course Requirements

Required courses for MPH Epidemiology Concentration, excepting Applied Sub-Concentration students

Course number	er Course Name	
Complete <u>all</u> of the following core courses:		
2510	0 Principles of Biostatistics and Data Analysis	
2511	Introduction to Applied Regression Analysis	
2150	Foundations in Modern Epidemiologic Methods	
2071	Applied Public Health: Systems and Practice	
2072	Applied Public Health: Policy, Leadership and Communication	
2355	Designing and Evaluating Public Health Interventions	
If a student completes 2120 or 2140 or 2507 and 2508 before fully deciding on their Concentration, the student must meet with the Epidemiology Concentration Lead, the MPH Program Director, and relevant instructors if they wish to switch between Epidemiology Sub-concentrations or undertake an Epidemiology Concentration. Based on an assessment of the student's background, prior coursework and performance, knowledge base, and other Department of Epidemiology requirements, 2120 or 2140 or 2507 and 2508 may be able to substitute for 2150 or 2510 and 2511 respectively.		
Complete <u>all</u> of the following concentration courses:		
2200	Intermediate Methods in Epidemiologic Research	
2180	Interpretation and Application of Epidemiology	
2260	Applied Epidemiologic Data Analysis	

Required courses for MPH Epidemiology Concentration, Applied Sub-Concentration students

Course number	Course Name	
Complete <u>all</u> of the following core courses:		
2507	Biostatistics and Applied Data Analysis I	
2508	Biostatistics and Data Analysis II	
2140	Principles of Applied Epidemiology	
2071	Applied Public Health: Systems and Practice	
2072	Applied Public Health: Policy, Leadership and Communication	
2355	Designing and Evaluating Public Health Interventions	

If a student completes 2120 or 2140 or 2507 and 2508 before fully deciding on their Concentration, the student must meet with the Epidemiology Concentration Lead, the MPH Program Director, and relevant instructors if they wish to switch between Epidemiology Sub-concentrations or undertake an Epidemiology Concentration. Based on an assessment of the student's background, prior coursework and performance, knowledge base, and other Department of Epidemiology requirements, 2120 or 2140 or 2507 and 2508 may be able to substitute for 2150 or 2510 and 2511 respectively.

Complete <u>all</u> of the following concentration courses:		
2210	Surveillance Methods for Applied Epidemiology	
2180	Interpretation and Application of Epidemiology	
2260	Applied Epidemiologic Data Analysis	

Additional course requirements for MPH Epidemiology Concentration students

Course number	Course Name	
Complete one of the following methods courses:		
1895	Mindfulness Epidemiology**	
2015	Foundations of Spatial Analysis in Public Health	
2030	Clinical Trials Methodology	
2040	Survey Research Methods	
2200	Intermediate Methods in Epidemiologic Research*	
2210	Surveillance Methods for Applied Epidemiology*	
2220B	Nutritional Epidemiology**	
2250	Advanced Quantitative Methods in Epidemiological Research	
2415	Introduction to Evidence-Based Medicine	
2455A	Health Services Research Methods I	
2455B	Health Services Research Methods II	
2465A	Introduction to Health Decision Analysis	
2490	Methods in Pharmacoepidemiology	
2516	Applied Longitudinal Data Analysis(1/2 credit)	
2517	Applied Multilevel Data Analysis (1/2 credit)	

2520	Statistical Inference I	
2530	Bayesian Statistical Methods	
2580	Statistical Inference II	
2602	Analysis of Lifetime Data	
2610	Causal Inference and Missing Data	
2620	Statistical Methods in Bioinformatics I	
2670	Simulation Models for Public Health	
Complete <u>one</u> of the	following substantive area courses:	
1670	Public Mental Health: A Framework for Studying and Preventing Mental Disorders	
1700	Current Topics in Environmental Health	
1854	Infectious Disease Epidemiology	
1895	Mindfulness Epidemiology**	
1900	Epidemiology of Disorders and Diseases of Childhood and Young Adulthood	
1920	Social Determinants of Health	
1964	Cancer Epidemiology and Prevention	
2018	Epidemiology of Cardio-Metabolic Health	
2130	Human Biology for Public Health	
2220B	Nutritional Epidemiology**	
2220F	Reproductive and Perinatal and Early Childhood Epidemiology	
2220H	HIV Epidemiology	
2222E	Environmental and Occupational Epidemiology	
2440	Introduction to Pharmacoepidemiology	
*Only if not taken as **Can be used as eit. 1 full credit methods	a required course, it cannot count towards both. her a substantive or methods course, but it cannot count towards both. course can be met by taking <u>both</u> 2516 and 2517.	
Select two general MPH electives		
Capstone project focused on epidemiology		

	FALL SEMESTER	SPRING SEMESTER
	PHP 1001 - Foundation in Public Health (no credit)	PHP 2071 – Systems and Practice
YEAR 1	PHP 2140/2150 - Methods Course I	PHP 2210/2200 - Methods Course II
	PHP 2507/2510 – Biostatistics Course I	PHP 2508/2511 – Biostatistics Course II
	MPH elective	Methods or substantive elective
Credits:	3 credits	3.5 credits
	PHP 2072 – Policy, Leadership, Communication	PHP 2180 - Interpretation and Application of Epidemiology
	PHP 2260 - Applied Epidemiologic Data Analysis	Methods or substantive elective
YEAR 2	PHP 2355 - Designing and Evaluating Public Health Interventions	
	MPH elective	
Credits:	3.5 credits	2 credits

MPH Epidemiology Concentration Sample Course Schedule

Overview of the Introductory Methods Courses Offered by the Department of Epidemiology at the Brown University School of Public Health

Policy Rationale

The Department of Epidemiology offers four introductory epidemiology classes. This document describes which students should take each course and the differences between these courses.

PHP 0850 - Fundamentals of Epidemiology

Who should take this course:

• Required of all undergraduate public health concentrators.

This course is aimed towards undergraduate students who have completed PHP 0320 (Introduction to Public Health) and would like to pursue further coursework in public health and its related disciplines. Successful completion of PHP 0320 (Introduction to Public Health) is a prerequisite.

Course description:

This is an undergraduate introductory course relevant for those who have not yet taken an epidemiology class. This course will provide students with a strong foundation in basic epidemiologic concepts and methods to describe the distribution and determinants of health and disease at the population level.

How to develop epidemiologic questions and choose an appropriate study design will be emphasized throughout the course. Lectures are paired with case-based learning assignments to explore the real-world application of epidemiologic concepts to today's public health challenges.

PHP 2120 - Introduction to Methods in Epidemiologic Research

Who should take this course:

• MPH students who are not in the Epidemiology Concentration, with some exceptions for Interdisciplinary students (Addictions, Global Health, Health

Behavior, Health Services, Maternal and Child Health, Mindfulness, and Interdisciplinary Concentrations).

- This includes students in the 5-year undergraduate/MPH program.
- PhD students in Biostatistics and Behavioral and Social Health Sciences (the latter has a choice between 2120 and 2150).

This course has no prerequisites and students are not expected to have previous experience with epidemiology. While a basic understanding of research and biostatistics is helpful to students' learning, this is not required.

Course description:

This is a graduate-level introductory terminal methods course. This course is designed for students who are planning a career in public health but who may not see their primary interest in epidemiological methods. It will adequately prepare students for a career in public health that requires students to be consumers of epidemiological research but not producers.

This course focuses on understanding basic epidemiological methods, applying them to a variety of settings, and becoming conversant in critical reading of epidemiological literature. The emphasis is on application and interpretation of basic epidemiological methods and concepts.

PHP 2140 – Principles of Applied Epidemiology

Who should take this course:

- MPH Epidemiology students in the Applied Sub-concentration.
- This includes students in the 5-year undergraduate/MPH program.
- PhD students in Behavioral and Social Health Sciences.

There are no prerequisites for this course and students are not expected to have previous experience with epidemiology. While a basic understanding of research or biostatistics would be an asset to student learning, this is not required.

Course description:

This graduate-level introductory methods course has been developed for students planning a career in applied epidemiology (i.e., as a public health practitioner). This course will prepare students to be critical consumers, users, and producers of epidemiological research appropriate for a master's level. It is the first class in the sequence of 3 epidemiological methods classes required of MPH Epidemiology students in the Applied Sub-concentration (PHP 2210, PHP 2180).

The purpose of this course is to provide students with a strong foundation in core epidemiology concepts and methods, with a focus on application, which can be built upon in subsequent courses. Critically evaluating and interpreting findings is a key component of this course, with the goal of building towards design of rigorous, applied epidemiological research.

PHP 2150 - Foundations in Modern Epidemiologic Methods

Who should take this course:

- PhD students in Epidemiology
- PhD students in Health Services, Policy & Practice
- PhD students in Biostatistics
- MPH Epidemiology students who are not in the Applied Sub-concentration.
- This includes students in the 5-year undergraduate/MPH program.

Curriculum will be targeted towards PhD or experienced MPH students. While there are no formal course prerequisites, students are expected to have previous experience with health research, biostatistics, or epidemiology. Mathematical notation will be used, and students should be familiar with concepts such as probability notation and cross-multiplication of fractions prior to taking the course.

Course description:

This graduate-level advanced introductory methods course is intended for students who are planning to pursue a PhD in epidemiology (i.e., become independent producers of epidemiology research) or closely related disciplines (e.g., health policy, behavioral science). It is the first class in the sequence of 3-4 epidemiological methods classes

(PHP 2200, PHP 2250, PHP 2180) required of Epidemiology PhD and MPH students (who are not in the Applied Sub-concentration).

The goal of the course is to provide a solid foundation of core epidemiological methods that will be built upon in the subsequent courses in the sequence. The course delves deeply into theory and principles behind epidemiological methods, focusing on causal inference, with a strong emphasis on their meaning and interpretation.

Pathway from PHP 2120 or PHP 2140 to PHP 2200

Policy Rationale:

The epidemiology methods sequence that is designed for the MPH Epidemiology Concentration and doctoral students includes PHP 2150 (Foundations in Modern Epidemiologic Research Methods), followed by PHP 2200 (Intermediate Methods in Epidemiologic Research). However, the curriculum is designed such that MPH students who decide to declare the Epidemiology Concentration after taking PHP 2120 (Introduction in Epidemiologic Research) or PHP 2140 (Principles of Applied Epidemiology) can enroll in PHP 2200 (Intermediate Methods in Epidemiologic Research). This applies to other <u>non-epidemiology</u> master's and doctoral program trainees who complete PHP 2120 or PHP 2140 as well.

Note that MPH students who declare the Epidemiology Concentration must enroll in PHP 2200 (excepting Applied Sub-concentration students).

However, given that PHP 2150 is a more advanced introduction to epidemiological causal methods than PHP 2120 or PHP 2140, the following activities are <u>required and</u> <u>must be completed</u> before enrolling in PHP 2200:

- Read Epidemiology: An Introduction by KJ Rothman (2nd ed., New York: Oxford University Press; 2012).
- Review chapters 1 through 3 of Causal Inference: What If by Hernán MA & Robins JM (to be published, available <u>here</u>.
- 3. Complete the <u>Measures of Association Tutorial</u> for the MPH program at the Boston University School of Public Health. Other tutorials may be helpful and can be found <u>here</u>.
- Meet with the instructor of PHP 2150 and PHP 2200 at least two weeks before the start of classes to ensure that other gaps in knowledge have been addressed.

Capstone Project Requirements Specific to the MPH Epidemiology Concentration

Students in the Epidemiology Concentration must complete a Capstone project with a focus on epidemiology. Please review the general MPH Capstone project requirements in the MPH Program Handbook.

- Advising teams will be approved by the Epidemiology Concentration Lead after submission of an advising team form, due by the end of the student's second semester (the end of April).
- 2. One member of the Capstone project advising team (either the advisor or reader) must be a primary, secondary, or adjunct faculty member of the Epidemiology Department. If a student has a strong rationale for neither member of the advising team being a member of the Epidemiology Department, they must get an exemption from the Epidemiology Concentration Lead. If approved, students must add a sentence or two to the project description portion of their proposal form that explains the scientific rationale for neither the thesis reader nor advisor being an affiliated faculty member within the Epidemiology Department.
- 3. Capstone projects will be approved after submission of a proposal form, due at the end of the first week in June of the student's first year.
- 4. The Capstone project must be disseminated to a public health audience in writing. The work must be disseminated in writing prior to program completion. Examples of broad written dissemination include:
 - Submit work as a manuscript to a peer-reviewed journal.
 - Publish summary of work in news media (e.g. summary available in a press release, news article, or blog post).
 - Post work on a partner website (e.g. as a report, a data brief, or a policy brief or analysis).
- The Capstone project must be disseminated to a public health audience via oral presentation. The work must be presented prior to program completion.
 Examples of broad oral dissemination include:

- Present work as an oral or poster presentation at a conference (including the SPH Public Health Research Day during spring semester).
- Present work as part of an oral invited talk.
- Present work as part of a seminar or workshop.
- Present work as part of a news media interview.
- Present work as an oral or poster presentation given in a public forum or at an appropriate organizational meeting for a public health organization.
- Present work as part of oral testimony before a government body.
- Students completing their degree for whom the previous examples are not an option may be permitted to present their work as an oral defense with permission from the MPH Epidemiology Concentration Lead. The project reader, advisor, and Concentration Lead must all be able to simultaneously attend. Students will be asked to prepare a 20 minute presentation accompanied by slides, followed by a 40 minute discussion period.

Examples of Careers in Epidemiology

Recent MPH Epidemiology Concentration graduates have gone on to careers such as:

Epidemiologist or Research Scientist at Public Health Departments

Research Assistant

Data Analyst

Clinical Safety Scientist

Research Data Manager Policy or Management Consultant

Member of Pharmacological Strategy Team PhD or MD Student

PhD Program Guide

Program Description:

The Doctoral Program in Epidemiology's mission is to prepare students to become leading, independent investigators with rigorous training in epidemiologic methods, able to excel in academia, industry, government or public health practice. All students in the Doctoral Program in Epidemiology are required to demonstrate mastery of advanced epidemiologic methods, which is assessed via coursework and examinations.

Upon completion of the PhD program, students are expected to have proficiency in the following areas: 1) Develop a strong foundation in contemporary approaches to epidemiologic methods, and major observational study designs; 2) Design a research study that can appropriately and efficiently examine an epidemiologic research question of interest; write and submit a proposal to support this research; 3) Use causal diagrams to identify threats to study validity and potential approaches to mitigating such threats; 4) Conduct appropriate analyses of epidemiologic data using standard regression models in SAS or R; 5) Distinguish between association and causation based on counterfactual theory to make causal inference using data obtained from observational studies; 6) Represent a priori subject- matter knowledge and hypotheses with causal diagrams; 7) Understand the difference between effect modification and interaction; 8) Learn to interpret and integrate multiple lines of scientific evidence concerning a particular topic of importance to the field of epidemiology; 9) Effective communication of scientific findings; 10) Demonstrate a basic understanding of human physiology and pathophysiology; 11) Demonstrate mastery of a substantive area; 12) Review, critically analyze and synthesize existing epidemiologic literature to identify meaningful gaps in current knowledge and formulate research objectives; 13) Strong understanding of what scientific misconduct is and the impact unethical conduct can cause within and outside of the research community.

Coursework

All students in the PhD program in Epidemiology are required to take 13 courses for credit, including 8 core courses, 2 or 3 more methods selective courses, and 2 or 3 more substantive selective courses. Each of these courses must be taken for credit and for a grade. PhD students are also required to: a) take PHP1001, an online, noncredit introductory course; b) take a noncredit online introductory course on SAS data management; c) participate in the journal club series (course credit optional); and d) take the noncredit Responsible Conduct in Research (RCR) course.

Incoming Epidemiology PhD students who graduated with their MPH from Brown or received a similar Master's degree from Brown (ex. ScM in Epidemiology) can receive credit toward their doctoral degree for a course that they previously received credit for when completing their Brown Master's degree if:

- 1. They completed their MPH or a similar Master's degree less than 5 years ago;
- 2. They received an A in the course; and

3. The material covered in the Master's degree version of the course is similar to the material covered in the current form of the course.

Students who meet the above criteria and would like to receive credit should email a completed <u>Application for PhD Transfer Credit</u> form to the Academic Department Manager and the Doctoral Program Director.

Students who do not meet the above criteria should meet with their academic advisor and the Doctoral Program Director to make alternative arrangements (e.g., retake the course for a letter grade as an independent study) that will depend on the student's specific circumstances. Students who do not meet the above criteria but would like to petition to receive course credit because they received a B+ instead of an A or for another reason should submit this petition to the Doctoral Program Director.

NOTE: For course descriptions visit the University Bulletin

Students pursuing a PhD in Epidemiology are specifically required to take the following:

Core Courses:

PHP 2150 – Foundations in Modern Epidemiologic Methods
PHP 2200 – Intermediate Methods in Epidemiologic Research
PHP 2250 – Advanced Quantitative Methods in Epidemiologic Research
PHP 2180 – Interpretation and Application of Epidemiology
PHP 2510 – Principles of Biostatistics and Data Analysis
PHP 2511 – Applied Regression Analysis
PHP 2090A – Research Grant Writing for Public Health - Part A (Half Credit)
PHP 2090B – Research Grant Writing for Public Health - Part B (Half Credit)
PHP 2130 – Human Biology for Public Health

The 3 following non-credit courses by the end of the first semester or first year:

1. Public Health 1001

 PHP1001 is an online course required of first year graduate students in all SPH programs and newly declared ScB Statistics concentrators. The course, which is neither credit bearing nor tuition requiring, provides a broad exposure to important public health content as mandated by our accrediting body, CEPH. All modules are required for all new students regardless of program of enrollment or prior coursework or degrees.
 Public Health 1001 provides an introduction to public health concepts and practice by examining the philosophy, history, purpose, organization, functions, tools, activities and population impact of public health. The emphasis is on the core areas of public health, challenges and strategies for working with communities, and specific health issues that impact the health of the population. The instructional methods emphasize competency in basic concepts through active student participation in a variety of computer-mediated activities. All new graduate students in all SPH programs and new concentrators in Statistics will be automatically enrolled in the course. Students will receive an introductory email with links to the Canvas site through which the course is administered. Students must complete this course by the end of the first semester. For those for whom it is not possible to complete the course by the end of the first semester, the course will be offered again later in the academic year.

2. Online Graduate Student Courses in SAS

Two online courses offered by the SAS Institute are required: SAS
Programming 1 & SAS Programming 2. SAS Programming 1 must be
completed by the end of the first semester unless a waiver is obtained
from the doctoral program director. SAS Programming 2 must be
completed by the end of the first year unless a waiver is obtained from the
doctoral program director. The Department recommends that SAS
Programming 2 be completed by the end of the first semester.
SAS Programming 1: Essentials is designed as a basic introduction to
SAS. The emphasis is on basic data management (including how to read
in different types of data, formatting, and creating variables) and basic
data analysis.

SAS Programming 2: Data Management covers more advanced data management, including do loops and arrays, as well as summarizing, reading, and writing different types of data.

The online learning for both SAS courses is self-paced, but students are encouraged to start the training as early as possible. Epidemiology courses offered during the second semester will assume that these online SAS courses have been completed and that the students understand the material in the training.

 To access the online SAS course, students should first visit the provided link, which will take them to the main home page. Students should scroll down about halfway on the page until they see a button labeled "Log-in now to get free resources." Students should sign up for a SAS profile using their .edu email address and log in or log in using their existing SAS profile via their .edu email address. Once logged in, students should accept the terms and license agreement and will be redirected to the Virtual Learning Environment (VLE). In the VLE, students will find three tabs to guide them. The default tab is "Learn SAS," which is what students want. Students should click on the "Start Learning" blue button to access the eLearning course catalog. Under the Programming tab, students should locate the SAS Programming 1 or Programming 2 course and click on it. From there, students can begin the course. For a step-by-step guide with photos, please click <u>this link</u>.

3. Research Ethics Training in the School of Public Health (RCR Training)

 All first-year doctoral students in the School of Public Health are required to successfully complete "Responsible Conduct in Research (RCR) Training." Public health students required to take the course will automatically be enrolled and receive communication from the instructor. This five- week introduction to the scope and complexity of ethical situations that confront modern public health practitioners is led by Elizabeth Aston, Assistant Professor of Behavioral and Social Sciences. Training covers multiple topics including: the context and history of ethical research practices within public health; research misconduct; the peer review process and its purpose; publication practices and responsible authorship; practical and ethical issues in human-subjects research; data acquisition, storage, and privacy; use of electronic resources; recognizing and navigating conflicts of interest; the mentoring relationship and associated responsibilities of mentors and trainees; and societal impact of public health research. Discussion of the ethics of diversity is incorporated to convey an appreciation for the fact that differences of race, culture, age, gender, disability, and religion can affect the conduct and interpretation of research. The training includes presentations, short illustrative films

specific to public health research issues, and small group discussion of hypothetical and real scenarios drawn from current literature and the news media. Supplemental materials and homework assignments are provided through the Collaborative Institutional Review Board Training Initiative (CITI) program online system. School of Public Health faculty and University staff from the Office of Vice President for Research and Research Administration participate as presenters and discussants along with students. Successful completion of this course includes attendance at all meetings and passing the written final examination. This course can be accessed through Brown University's Canvas site.

 Students must complete this course by the end of their first semester. However, students may receive additional research ethics training by attending relevant lectures and discussion sessions sponsored by the Office of the Vice President of Research.

Two or more of the following methods selective courses (note, not all courses will be offered each year):

Students are encouraged to seek diversity in their epidemiologic methods and biostatistical training, in line with their career goals. The following courses have been approved to be counted as methods selective courses for PhD Epidemiology students. See the key below for exceptions and specifications.

PHP 2560 – Statistical Programming in R
PHP 1895 - Mindfulness Epidemiology
PHP 2030 – Clinical Trials Methodology
PHP 2040 – Applied Research Methods
PHP 2180 – Interpretation and Application of Epidemiology (1)
PHP2118 – Genomics Epidemiology
PHP 2220B - Nutritional Epidemiology
PHP 2250 – Advanced Quantitative Methods in Epidemiologic Research (1)

PHP 2260 – Applied Epidemiologic Analysis (2)

PHP 2430 – Analysis of Population Based Datasets (2)

PHP 2440 - Introduction to Pharmacoepidemiology (3)

PHP 2455A – Health Services Research Methods I (4)

PHP 2455B – Health Services Research Methods II (4)

PHP 2465A - Introduction to Health Decision Analysis

PHP 2490 - Methods in Pharmacoepidemiology

PHP 2520 - Statistical Inference I

PHP 2530 – Bayesian Statistical Methods

PHP 2550 – Practical Data Analysis (2)

PHP 2601 – Linear Models

PHP 2602 – Analysis of Lifetime Data

PHP 2610 - Causal Inference and Missing Data

PHP 2620 - Statistical Methods in Bioinformatics I

кеу:

- 1. Required for PhD students and will not count as methods selective.
- 2. PhD students may only count one of these courses as a methods selective.
- 3. Can be used as either a substantive or methods selective, but cannot count as both.
- Students are encouraged to take PHP2250 prior to or concurrently with either PHP2455A or PHP2455B. Students are discouraged from taking both PHP2455B and PHP2610.

Additional methods selectives may be approved at the discretion of the department Curriculum Committee. Students wishing to have a course approved as a methods selective course should review the below definition of a methods selective course and consult with their academic advisor. With support of the academic advisor, the student should then forward a copy of the course's syllabus and a brief rationale for taking the course as a methods selective to the Curriculum Committee for review and possible approval. Requests should be submitted no later than three weeks prior to the start of the semester that the course will be offered. Questions or concerns regarding methods selectives should be sent to the department Curriculum Committee.

Methods selective definition:

- Primary purpose of course is on design, analyses, or interpretation of public health or clinical studies.
- 2+ course objectives focused on design, data analysis technique or tool, or epidemiologic interpretation of public health or clinical studies OR 1+ objective focused on causal inference or mathematical statistics, and could cover bias (e.g., confounding), mediation, effect modification, or interaction.
- Courses may be both a Methods and Substantive selective course when the course objectives are focused on epidemiological methods and the course is topically focused on a specific topic, disease, or population.

Two or more of the following substantive selective courses (note, not all courses will be offered each year):

- PHP 1700 Introduction to Environmental Health
- PHP 1854 The Epidemiology and Control of Infectious Diseases
- PHP 1880 Meditation, Mindfulness, and Health
- PHP 1900 Epidemiology of Disorders and Diseases of Childhood and Young Adulthood
- PHP 1920 Social Determinants of Health
- PHP 1960 Epidemiology of Chronic Disease
- PHP 1964 Cancer Epidemiology and Prevention
- PHP 2018 Epidemiology of Cardio-Metabolic Health
- PHP 2170 Injury as a Public Health Problem
- PHP 2220C Perinatal Epidemiology
- PHP 2220E Topics in Environmental and Occupational Epidemiology
- PHP 2220H Epidemiology, Treatment and Prevention of HIV
- PHP 2440 Introduction to Pharmacoepidemiology*

PHP 2371 - Psychosocial and Pharmacologic Treatment of Substance Use Disorders

*Can be used as either a substantive or methods selective, but cannot count as both.

The purpose of these selective courses is to provide additional knowledge and expertise in epidemiologic content areas, that is, related to the diagnosis of diseases and characterization of health states, distribution, and mechanisms. In addition to the above lists of approved substantive selective courses, students may propose alternative selective courses offered by other graduate departments at Brown University. For example, where relevant to a student's thesis work or career goals, doctoral students may obtain permission to count the following courses towards the substantive selective courses requirements, as appropriate (the courses listed below are examples, other courses can be requested):

BIOL 2860 – Molecular Mechanisms of Disease
BIOL 1290 – Cancer Biology
BIOL 2320 – Current Topics in Developmental Biology
NEUR 1670 – Neuropharmacology and Synaptic Transmission
ECON 1630 – Mathematical Econometrics I
ECON 1370 – Race and Inequality in the United States

Students wishing to have an alternative course approved as a substantive selective should review the below substantive selective definition and consult with their academic advisor. With support of the academic advisor, the student should then forward a copy of the course's syllabus and a brief rationale for taking the course as a substantive selective to the Curriculum Committee for review and possible approval. Requests should be submitted no later than three weeks prior to the start of the semester that the course will be offered. Questions or concerns regarding substantive selectives should be sent to the department Curriculum Committee.

Substantive selective definition:

- Primary focus of course is on a public health or disease topic, or is on diseases or disorders within a defined population.
- <2 course objectives focused on study design, data analyses, or interpretation.
- Courses may be both a Methods and Substantive selective course when the course objectives are focused on epidemiological methods and the course is topically focused on a specific topic, disease, or population.

Based upon individual interest, students may take more than the minimum number of required courses. Students may also register for independent study courses under the guidance of individual faculty members. Independent study courses may be directly related to the student's work toward completion of their doctoral dissertation or may be taken early in their graduate student career to help identify a dissertation area. Work completed during an independent study can also include developing grant proposal aims, writing a grant proposal, or working on a specific research project outside of the doctoral dissertation. Students should register for PHP 2990 – Independent Study/Thesis Research when the independent study is to complete dissertation work and register for PHP 2980 – Graduate Independent Study and Thesis Research otherwise.

This section provides a sample curriculum for the program leading to a PhD in Epidemiology and summarizes the formal "milestones" required of all PhD students, along with the timeline by which these milestones are expected to be completed to maintain a status of "good standing" within the program. Not adhering to the below timeline may result in termination from the PhD program. Note that all 5 required selective courses, submission of the external funding grant application, and PHP2130 only need to be completed prior to graduation.

Semester I (Fall):

PHP 2150 – Foundations in Modern Epidemiologic Research Methods
PHP 2510 – Principles of Biostatistics and Data Analysis
1 Selective
Teaching Assistantship, Research Assistantship, or a Fourth Course (See First
Semester Selection section for additional details)
Public Health 1001 (non-credit)
Online SAS training courses (SAS Programming 2 can also be completed by the end of Summer I)
Responsible Conduct of Research (RCR) course (non-credit)

Semester II (Spring):

PHP 2200 – Intermediate Methods in Epidemiologic Research

PHP 2511 – Applied Regression Analysis

1 Selective

Teaching Assistantship or Research Assistantship

Summer I: Research Assistantship

Semester III (Fall):

PHP 2090A – Research Grant Writing for Public Health - Part A

PHP 2250 – Advanced Quantitative Methods in Epidemiologic Research

1 Selective

Teaching Assistantship or Research Assistantship

<u>Semester IV (Spring):</u> PHP 2090B – Research Grant Writing for Public Health - Part B PHP 2130 – Human Biology for Public Health PHP 2180 – Interpretation and Application of Epidemiology Teaching Assistantship or Research Assistantship

Summer II:

Research Assistantship Submit external funding grant application (e.g., NIH NRSA F31) At start of the summer, typically the first Monday in June, take the Epidemiology Written Qualifying Exam

Semester V (Fall):

1 Selective

TE for credit (See Teaching Requirements section for additional details)

Teaching Assistantship or Research Assistantship

Oral Dissertation Proposal Exam by end of semester (Can also be completed by end of semester VI)

Semester VI (Spring):

1 Selective Teaching Assistantship or Research Assistantship PHP 2990 – Independent Study/Thesis Research

Summer III: Research Assistantship

Semester VII (Fall):

Teaching Assistantship or Research Assistantship PHP 2990 – Independent Study/Thesis Research

Semester VIII (Spring):

Teaching Assistantship or Research Assistantship PHP 2990 – Independent Study/Thesis Research Schedule date of final dissertation defense at start of semester (Can also be completed in Semester VIIII or X) Pass final dissertation defense and graduate (Can also be completed in Semester VIIII or X)

First Semester Selection

PhD students in the Department of Epidemiology must work with their academic advisor to select one of four options they plan to pursue during their first semester of the Epidemiology doctoral program. These four options are included below. All incoming Epidemiology PhD students must complete the Select RAship, TAship, or 4th Course in First Semester form including obtaining all required signatures and return the completed form to the Epidemiology Academic Department Manager by <u>August 15th</u> of the relevant calendar year.

Options:

1.) Complete a 15 hour a week RAship

2.) Complete TAship requirement if there is a Department or SPH need (student must speak with the Doctoral Program Director before selecting this option)

3.) Take a 4th (non-independent study) course

4.) Take a 4th course that is an independent study for A,B,C/No Credit (independent study can include activities such as developing grant proposal aims or writing a grant proposal)

Each epidemiology doctoral student is required to pass a written qualifying exam, which tests their knowledge of epidemiological principles and methods as well as applied biostatistical methods. The exam will cover material covered in the following courses: PHP2150, PHP2200, PHP2250, PHP2180, PHP2510, and PHP2511. The written qualifying exam is taken following the fourth semester of the doctoral program (Summer I). Relevant faculty will write and grade the examination and collectively decide on a recommendation for the outcome of the exam.

The recommendations will ordinarily be communicated to students within two weeks of taking the exam. Recommendations take four forms: high pass, full pass, conditional pass, and no pass. Students who earn a high or full pass on this exam are eligible to begin the dissertation process (e.g., selecting a dissertation chair, preparing a dissertation proposal). Students who earn a conditional pass will be required to remedy any stated deficiencies (e.g., through directed self-study) and are encouraged to meet with their academic advisor and the Doctoral Program Director to develop a plan. Students who receive a no pass on their first examination have one additional opportunity to earn a pass or conditional pass. Students who elect to retake the exam must do so within one year. A cumulative total of two examination failures will result in termination from the doctoral program.
Students must complete the oral qualifying examination six to eleven months from the time of successfully completing the written qualifying examination. Students should complete the **Oral Exam Date Request Form** (see Appendix H) and **submit this form to the Doctoral Program Director** to specify the members of the student's oral qualifying exam committee and the exam date. The oral qualifying exam committee typically includes the members of the student's dissertation committee. However, the chair of the oral examination will typically NOT be the Dissertation Committee Chair. The goal of the oral qualifying examination is to determine how well the student can define important scientific questions and devise creative and innovative approaches to answer them. The oral exam consists of two parts:

- <u>Written proposal.</u> The final version of the proposal should be delivered to members of the oral qualifying exam committee at least three weeks prior to the date of the oral exam. The aforementioned three weeks excludes Brown winter break, planned faculty vacation time, and non-sabbatical faculty leaves (e.g., medical or parental leaves). The body of the proposal (excluding references, figures, etc.) should be about 30 double spaced pages. Examples of proposals can be requested from either the Academic Department Manager or the Academic Coordinator. The proposal should roughly follow the style of an NIH grant proposal, according to the following outline:
 - a. Summary of the proposal that includes the three specific aims of the work to be done (1-2 pages).
 - b. Background and literature review. Describe the previous work done in the field that leads up to the scientific problem that the student is addressing. Raise questions about or indicate gaps in existing work that the dissertation will address. This step is crucial to establishing that the students' work will be original and innovative (5-7 pages).
 - c. Preliminary studies. Describe what work the student has completed, if any, that supports the proposed project (4-5 pages).

- d. Proposed work (~15 pages). This section is the most important of the proposal and probably should be longer than each of the other three. It should describe the proposed work and give an outline for the three thesis papers that correspond to the three specific aims. It is expected that the outline and preliminary work for the first and possibly second paper will be more developed than for the third. Essentially this section needs to answer the questions: What do you plan to do? Why is it important? How do you plan to do it? What are the expected pitfalls and how might you approach them? If successful, where will your work lead in the future?
- 2. Oral Examination. The student must give an oral presentation of the proposed work, using slides as necessary. The oral examination will be attended by the oral qualifying exam committee members. Although the dissertation committee chair is expected to be a member of the oral qualifying exam committee, the exam will be chaired by a committee member other than the dissertation committee chair. The oral exam begins with an oral presentation of about 30 minutes. Committee members will then direct questions to the student. The questioning process can take up to 90 minutes. Students should be sure to practice the presentation beforehand so that it does not exceed the 30 minute allotment. Most importantly, students should realize that the committee has read the proposal, and try to focus on the research plan and its importance, rather than reiterating the background material. Feedback from the oral exam can be very helpful for developing the dissertation project.

Evaluation

The chair of the oral exam will summarize the discussion and the outcome of the exam in the Oral Exam Results Form (see Appendix H) which should be provided to the chair of the oral exam committee by the student prior to the oral exam date. A formal letter to the student is encouraged to be written by a member of the oral exam committee (usually the oral exam chair or the dissertation committee chair) and reviewed and agreed upon by all committee members. This letter should highlight strengths of the knowledge displayed by the student during the oral exam, along with opportunities for deepening knowledge in the coming years. This letter will support the student in developing in as strong a way as possible for a successful dissertation, and in next career steps upon completion of the dissertation and PhD program.

The evaluation results for the oral qualifying exam are: *high pass, full pass, conditional pass* and *no pass*. Those earning a high pass or full pass are admitted to PhD candidacy. Those earning a conditional pass may either be asked to retake the oral exam or to address significant deficiencies by other steps. In the event that the student receives a conditional pass, the committee must agree that any shortcomings have been adequately addressed before the student receives a full pass. A 'no pass' means that the student may be directed to re- take the oral exam or may be declined candidacy to the PhD degree. Declined candidacy will result in termination from the PhD program.

Research Assistantships (RAships)

Students in the Epidemiology PhD program participate in RAships in a variety of on and off campus settings, including Research Centers within the School of Public Health, the Rhode Island Department of Health, and clinical departments at Brown-affiliated hospitals. A RAship is an integral part of the student's training program. The Epidemiology Doctoral Program Director will identify RAship options for an individual student, through discussions with the student and potential RAship supervisors. All efforts will be made to identify RAships that are well-aligned with the student's research interests. Students will have the option to accept the proposed RAship, to identify an alternative RAship option that is acceptable to the Doctoral Program Director, or to forgo financial support..

Information on the role of the RAship supervisor has been included in the subsequent "Advising" section.

RAship Contract

At the beginning of each semester's RAship the RAship supervisor and the student should discuss the expectations and responsibilities during the course of the RAship, and complete and sign a RAship contract (see Appendix E). Once signed by both the student and RAship supervisor, the contract should be submitted to the Academic Department Manager. The Doctoral Program Director will review all RAship contracts, and once approved will sign off on the contract. Fully signed contracts will be sent to the RAship supervisor and the student.

NOTE: RAship contracts must be submitted to the Academic Department Manager before the RAship may begin. Revisions may be made after submission.

Role of the student:

The student is responsible for working on the assigned project for a maximum of 20 hours a week during the academic year. It is understood that schedules fluctuate during

different points in the year, such as when project demands are higher or when students are in an exam period. The RAship supervisor and student must work together to ensure that both academic and RA responsibilities are being met.

Other RAship terms and guidelines:

RAships during the academic semester typically last a minimum of 4.5 months and are also 15-20 hr/week commitments (i.e., 15 hrs during the first semester and 20 hrs during other semesters). Summer RAships are also 20hr/week commitments that last 3 months. RAships are subject to renewal.

Epidemiology doctoral students are not required to fulfill RA work on weekdays when the university is closed. However, on weekdays when the university remains open and there are no classes, students are expected to fulfill their RA responsibilities. Any missed hours from a weekday when the university is open but there are no classes should be made up during the current week or in the following weeks. Dates when the university is closed (e.g. holidays) should not be included in the vacation time section of the RAship contract.

The Department expects that the majority of RAship activities will be completed within the United States, specifically in one of the <u>states or cities</u> where Brown is authorized to employ individuals and withhold taxes. Brown is not an authorized employer in other countries. If an individual is working for Brown but located in another country, both the University and the student are at risk of violating tax law in that country. Further, individuals being paid from sponsored funding may also be subject to additional restrictions around working outside of the United States.

If RAship duties requires a doctoral student to work abroad (e.g., for data collection) or travel abroad while completing RAship duties is necessary for extenuating personal circumstances, then RAship duties can be completed abroad for a short period of time (i.e., 45 days or less). Written approval must be obtained from the Doctoral Program Director before RAship duties can be completed abroad. To request this approval, the student must email the Doctoral Program Director and the Academic Department

Manager the reason for the request, the country in which the RAship duties will be completed, and the dates the student will be completing RAship duties abroad. This information will be used to in turn request that Brown distributes stipend payment to the student via a supplier invoice instead of via payroll. If this distribution request is approved, then the Doctoral Program Director will provide written approval to the student to complete RAship duties in the approved country during the approved time period.

Students who plan to complete their RAship duties in a US state other than Rhode Island or Massachusetts that is in one of the <u>states</u> where Brown is authorized to employ individuals and withhold taxes, should inform the Academic Department Manager of these plans.

Students are provided with a total of four weeks of paid vacation between 9/1 and 8/31 of the subsequent year. However, to ensure that summer RAship deliverables are not compromised, the department advises that students spread out their vacation time across the entire academic year instead of taking all four weeks off during the summer. It is also required for students to discuss their vacation plans with their RAship supervisor before finalizing these plans and include these finalized plans in the relevant RAship contract if plans are known at that time. Additionally, students are not expected to work during official Brown holidays.

NOTE: Graduate School policy states that students may engage in paid training opportunities outside of research assistantship appointments that play important roles in preparing graduate students for careers both inside and outside of academia up to 12 hours per week. Additionally, the Graduate School recommends that students ideally avoid or minimize time spent on paid activities unrelated to their research assistantship appointments and that any student who wishes to exceed the twelve (12) hours per week limitation must seek the approval of the Graduate School. Importantly, regulations of outside agencies that provide funding to specific students, as well as those governing visas for international students, must be observed at all times. In general international doctoral students are not permitted to work more than 20 hours per week during the academic semester. However, international doctoral students are permitted to work more than 20 hours per week during the summer provided that they have not graduated. Epidemiology doctoral students wishing to work 40 hrs/week in the summer must provide a justification to the Doctoral Program Director for why they want to complete a 40hr/week RAship instead of focusing on their dissertation work over the summer by filling out the form in Appendix M including obtaining all relevant signatures.

Teaching Requirements

PhD students are required to develop experience and expertise in teaching. This is accomplished by: (a) serving as a Teaching Assistant in a course taught by departmental faculty for at least one semester, and (b) completing the <u>New Teaching Assistants Orientation</u> conducted by The Harriet W. Sheridan Center for Teaching and Learning prior to the start of the Teaching Assistantship (see below for more details).

A Teaching Assistantship (TAship) for doctoral students is 20 hours per week. It is typically fulfilled in the third, fourth, fifth, or sixth semester and replaces the RAship for that semester. PhD students do not bear primary responsibility for the course that they serve as a TA for; rather, their role is to assist faculty both inside and outside the classroom on projects related to the instruction of a particular course as necessary. Although specific responsibilities are at the discretion of the course instructor, typical TA roles include: grading, holding office hours, developing exams, running tutorials or lab sessions, giving lectures, and facilitating class discussions. The course instructor and TA are expected to meet at the start of the semester to discuss TA expectations and specific responsibilities.

Epidemiology doctoral students are not required to fulfill TA work on weekdays when the university is closed. However, on weekdays when the university remains open and there are no classes, students are expected to fulfill their TA responsibilities. Any missed hours from a weekday when the university is open but there are no classes should be made up during the current week or in the following weeks.

TAs should keep track of their hours on a weekly basis and submit these hours at the end of each week to the course instructor using this form: <u>TA Tracking Sheet</u> (Please make a personal copy of the sheet from the template). If a TA finds that they are working more than the Department specified weekly hours (e.g., 20), then the TA should meet with the course instructor as soon as possible to discuss adjustments that will be made so that the TA is not working more than the Department that the Department specified weekly hours. If

the TA continues to work more than specified by the Department after meeting with the course instructor, then the TA and course instructor should reach out to the Doctoral Program Director to brainstorm additional adjustments that can be made so that the TA is staying within the Department specified hours.

TAs are identified through the following process:

- The Department leadership (e.g., Doctoral Program Director, Academic Department Manager) will survey faculty members in the Spring about their anticipated TA needs for the upcoming academic year.
- Once the Department leadership determines which courses will be assigned a teaching assistant (typically required courses for the Epidemiology PhD or MPH in Epidemiology programs), the Department leadership will:
 - a. Send a survey to the students who are slated to TA in the upcoming year, where the students will be able to indicate which course they prefer to TA. **Note:** Doctoral students who will be in their third, fourth, fifth, or sixth semester during the relevant academic years and who are in good academic standing will typically be included in the list of students who are eligible to TA. Students who would prefer to TA before their third semester, must submit a written request to the Doctoral Program Director to TA early. This request must be submitted before the end of the first semester and describe the reason for the request. Students who want to TA again after they have met the teaching requirement, instead of completing an RAship, must also submit a written request to the Doctoral Program Director. This request must be submitted during the fall semester and provide a justification for the preference to TA rather than to serve as an RA (e.g., more teaching experience needed given career objectives). Decisions regarding requests to TA early or to TA again will depend on course needs, the reason for the request, and funding availability.

- b. Ask the instructors of the courses that will be assigned a teaching assistant to rank the eligible TAs in terms of who would be best equipped to support the course.
- Based on the student and instructor rankings/preferences, the Doctoral Program Director will create the assignments while aiming to optimize fit and rankings/preferences, and then share the proposed TA assignments with the Department Chair for approval.
- Once the Department Chair provides approval, the Academic Department Manager will email out the TA assignments to the relevant course instructors and students

**As of AY 2021-2022, The Epidemiology Department will no longer require a Teaching Experience (TE) to complete a PhD degree. Students still have the option of completing a TE for credit. Students who would like to have teaching experience can choose to enroll in the independent study and research course "The SPH Doctoral Teaching Experience course" (PHP2988). Students should contact the instructor they wish to have sponsor their TE for approval before registering. Similar to other independent study member sponsoring their TE. As with other independent studies, students need to check the "Include Independent Study and Research Courses" box in the <u>Courses</u> @ <u>Brown</u> (CAB) search bar to have the course show.

The TE independent study is designed to enable graduate students to expand practical teaching skills as course coordinators/instructors under the mentorship of an experienced instructor. While the TE is primarily a learning opportunity for doctoral students, secondarily, the activities associated with the TE should add value to the class by enhancing the experience of students enrolled in the course and assisting the faculty instructor with administration and delivery of the course.

Students serving as a TA/TE in a course with a required textbook may be reimbursed for the textbook or have it purchased through the instructing faculty member's Department,

with the faculty member's authorization, if there are no previous textbooks available for use. However, these instructional textbooks are used year to year and will need to be returned to the teaching faculty or academic department for future TA/TE use.

English Proficiency Requirement

Students whose native language is not English must be evaluated and certified for English proficiency before serving as a Teaching Assistant. English language assessments are done by appointment only through the English for International Teaching Assistants Program.

Students should contact Jill Stewart, at the Center for Language Studies early to schedule an English proficiency evaluation. This office handles the confirmation of English proficiency, which is required within the first year of graduate studies. If a student's command of spoken English does not meet this proficiency, the student must enroll in the appropriate ESL course(s) recommended. The Sheridan Center also offers English Language Workshops.

New TA Orientation Course Offered by the Sheridan Center:

Teaching Essentials for Graduate TAs

In this fully online, asynchronous, self-paced program, Graduate Teaching Assistants aim to improve their students' learning and their own experiences as teachers through a reflective exploration of their own practices and beliefs about teaching. While the program is designed for graduate TAs who are new to their roles, experienced graduate student TAs and graduate instructors may also find it useful as a continuing professional development opportunity.

Participants in the Teaching Essentials program will:

- Reflect on their teaching and learning-related values
- Learn about inclusive teaching strategies
- Set goals for their teaching and learn how to assess their progress
- Prepare to teach and plan for the first days of class

- Prepare to TA in different learning contexts, including online environments
- Learn how to provide equitable feedback and grades to students
- Identify available resources to support their teaching and their students' learning

If completing the program in full, participants can expect to spend 4-6 hours on the course. As the program is self-directed and asynchronous, participants may choose to complete this online Canvas course over multiple days or weeks at any point during the year. <u>However, the course must be completed prior to meeting the TA requirement.</u>

The Sheridan Center offers intensive certificate programs in which participants develop and reflect on their teaching practice in order to support diverse learners. These cross-disciplinary programs are open to Brown graduate students, postdoctoral fellows, faculty, and staff. Enrollment for all programs is limited and registration is required. Completion of The Sheridan Teaching Seminar (Certificate I) is a prerequisite for all other certificate programs. Completing these programs is not required, but these programs are an option available to interested students. Students will take the Grant Writing course in their second year. The course will be a half credit in both the Fall and Spring semesters and students are expected to submit a grant proposal during Summer II. Examples of funded grant proposals can be requested from either the Academic Department Manager or the Academic Coordinator.

Advising

Throughout a student's time in the Epidemiology PhD program, the student will receive advising and mentoring from several faculty members within and outside of the Epidemiology Department. These advisors and mentors include the academic advisor, the dissertation chair and other members of the dissertation committee, and the RAship supervisor. The subsequent text details the roles and expectations of the academic advisor, the dissertation chair and other members of the dissertation committee, and the RA supervisor. Common to all of these roles is the expectation that the academic advisor, dissertation chair, dissertation committee members, or RAship supervisor will:

- Demonstrate care and support for their advisee
- Be committed to improving as a mentor which will involve seeking feedback on mentoring from their advisee
- Encourage advisee to share concerns and help advisee to find acceptable solutions to problems as they arise
- Be responsive to emails and requests from the PhD program leadership
- Be knowledgeable of the contents of this Handbook
- Familiarize themselves with the <u>Graduate School's Advising and Mentoring</u>
 <u>Resources for Faculty website</u>
- Follow the Graduate School's and department's guidance on best practices for their role, which includes writing and submitting letters of recommendation before relevant deadlines when a faculty member agrees to write a letter of recommendation.

Should an issue or conflict arise with the academic advisor, the dissertation chair, dissertation committee members, or the RAship supervisor, students should seek the counsel of their dissertation chair (if the issue or conflict is with another dissertation committee member) or the Doctoral Program Director (if the issue or conflict is with the academic advisor, the dissertation chair or another dissertation committee member, or the RAship supervisor). Should an issue or conflict arise involving the Doctoral Program

Director, students should seek the counsel of the Department Chair or Department Vice Chair. Additionally, the <u>University Ombuds Office</u> is available as a confidential, neutral, informal, and independent resource, and is often seen as a good, safe, and logical first place to go when figuring out what to do next when faced with conflicts or concerns. It is also a place to go when the student is not sure where to go to address a matter or obtain more information about a situation. If applicable, students can file a formal grievance or report an incident involving discrimination, harassment, or Title IX. For more information on filing a formal grievance or incident reporting, please see the section below regarding Graduate School Grievance Procedures or Incident Reporting, respectively.

Academic Advisors

Prior to the start of the PhD program, each doctoral student is assigned a faculty academic advisor. The academic advisor assists the student in planning for meeting degree requirements and objectives, and assists in the process of course and first semester selections. The academic advisor also reviews the student's Individual Development Plan (IDP) - see below for more details. The academic advisor is expected to be familiar with the student's academic background, particularly with respect to previous graduate coursework. The assignment of an academic advisor is made by the Doctoral Program Director.

The academic advisor or the RAship supervisor may eventually serve in the role of dissertation committee chair, but this is not always the case. The process of selecting a dissertation chair takes place after the first two years, once a student has passed the written qualifying exam, and is initiated by the student. The process of selecting a dissertation chair and dissertation committee is described further below.

Students should plan to meet with their academic advisor at least twice per semester (e.g., beginning and end of semester). In the initial meetings with the academic advisor, students should try to plan a curricular program for up to two years. It is not necessary

that this initial plan be adhered to throughout the two year period, but it gives a rough outline of courses to be taken and milestones to be met.

The Department expects that the academic advisor will help to familiarize their advisee with the department's culture, expectations, requirements, and available resources and help to identify opportunities that contribute to their advisee's professional development. The Academic Advisor should clearly communicate departmental and disciplinary norms to their advisee while aiming to avoid assumptions about their advisee's prior knowledge. The academic advisor should stay updated on the program's structure, requirements, and deadlines, and engage in ongoing discussions with their advisee regarding important dates and deadlines.

Because effective communication plays a paramount role in establishing a strong relationship between the academic advisor and their advisee, the academic advisor is expected to initiate discussions with their advisee about the academic advisor's availability. The academic advisor should also set clear expectations early on regarding the academic advisor's response time to emails. The Department expects that academic advisors will respond to emails from advisees within one week when the academic advisor is not away from the office due to vacation, short-term illness, travel, or non-sabbatical faculty leave (i.e., medical or parental).

The Department expects that the academic advisor will actively seek regular feedback concerning their advising from their advisees and others (as relevant) and demonstrate dedication to personal growth and development as an academic advisor.

Academic advisors are required to provide formal feedback about the student by the specified deadline as part of the Department's twice-yearly evaluation of the student. Academic advisors are also required to review their advisee's Individual Development Plans (IDPs) before IDPs are submitted. While reviewing an IDP, the academic advisor is expected to engage in conversations with their advisee to better understand their advisee's goals for the upcoming year and provide guidance on the most effective

strategies to achieve those goals. If the advisee is an incoming student, the academic advisor is also expected to be available either in person or over Zoom to meet with their incoming advisee between mid-July and mid-August to help their advisee to complete the Select RAship, TAship, or 4th Course in First Semester <u>form</u>.

Academic advisors should also initiate discussions about authorship policies and approaches for ensuring that the advisee's work is published in a timely manner.

The relationship between the academic advisor and the student is an important one. Therefore, students should be comfortable with their academic advisor. It is understood that in some cases an individual student may wish to change their academic advisor. This change can be done any time by request to the Doctoral Program Director. It is expected that if any problems or conflicts arise, students will discuss these problems or conflicts first with their academic advisor, but students may also contact the Doctoral Program Director.

Dissertation Chair & Dissertation Committee

The Dissertation Chair (along with the rest of the dissertation committee) provides ongoing supervision and consultation for the conceptualization, design, conduct, analysis and interpretation of the dissertation. Amongst the dissertation committee members, the Dissertation Chair bears the primary responsibility for ensuring the successful completion of the dissertation. Further, most chairs will engage the student in scientific activities beyond the dissertation, for example, presenting talks at university seminars and scientific meetings, assisting with manuscript preparation, and collaborating on other research projects.

Steps to be Completed Prior to Selecting a Dissertation Committee

Students enrolled in the PhD program must pass their written qualifying examination prior to selecting a dissertation committee and progressing to the oral qualifying examination. However, the Department encourages students to learn about the

research interests of various faculty members to gather information about prospective dissertation committee members well in advance of completion of the written qualifying exam. Attending Faculty Spotlights (see below for more details) can help students to learn about the research interests of various faculty members.

Selecting a Dissertation Chair

Any member of the Brown graduate faculty with an appointment in the Department of Epidemiology may serve as a doctoral dissertation chair. A listing of Brown graduate faculty may be found on the <u>Department of Epidemiology faculty website</u>.

The Department provides the following guidelines when selecting a dissertation chair:

- 1. Ask someone who has experience in the area the student is interested in studying
- 2. Ask someone who is able to make a commitment to be the student's dissertation chair. Set clear expectations from the beginning by discussing anticipated time commitments and expectations, e.g. reviewing materials at regular intervals and providing feedback etc. The student's academic advisor may assist in the process of selecting a dissertation committee chair.

The PhD program has the below expectations of the dissertation chair:

- Provide formal feedback about the student by the specified deadline as part of the Department's twice-yearly evaluation of the student
- Stay updated on the program's dissertation-related (e.g., oral qualifying exam, dissertation) timeline for milestones and deadlines
- Engage in ongoing discussions with advisee regarding adhering to the program's dissertation-related timeline for milestones and meeting dissertation-related deadlines
- Meet with student at least once a month, but meeting with the student weekly or every two weeks is strongly encouraged
 - During these meetings or during other check-ins (e.g., over email) the chair will (as needed) confirm that:

- The student is progressing in their knowledge of their discipline
- The student is reading the literature both broadly and deeply
- The coursework that the student has completed or is expected to complete is appropriate for the discipline and the research area
- The student's verbal and written communication skills are improving
- The student is demonstrating independence
- The student's research is progressing in a timely manner. If the research is not progressing, the chair is expected to help the student get back on track. Changes that the student and chair should consider making to help the student get back on track in consultation with the rest of the dissertation committee include: changing the study design or statistical approach, changing research questions, or eliminating activities (e.g., serving as a supplemental TA) that are taking the student away from their dissertation research.
- The student is progressing toward graduation if student is in their 4th or 5th year
- Plan to be present at all dissertation-related meetings in-person or over Zoom, however in person attendance at the oral qualifying exam and the final defense is required to help ensure that the oral qualifying exam and the final defense start on time and are not interrupted by poor Zoom connections. In extraordinary circumstances attending the oral qualifying exam or final defense by Zoom is permitted as long as the Doctoral Program Director and Academic Department Manager are notified of this Zoom attendance at the time that the date of the oral qualifying exam or final defense is scheduled.
- Provide timely feedback on written products submitted to chair by the student
 - 1-2 weeks is the expected turnaround time for drafts of conference abstracts, presentation slides, and posters unless the student and chair discuss and agree on a different time frame

- 2 weeks is the expected turnaround time for drafts of the dissertation proposal, manuscripts, and the written dissertation unless the student and chair discuss and agree on a different time frame
- Refrain from changing dissertation aims or pre-planned activities (e.g., analyses) without rationale or from making requests for additional analyses that are outside the aims of the dissertation
- Discuss authorship policies with student and work with student to publish their dissertation work in a timely manner
 - See subsequent Department of Epidemiology policy on publishing doctoral dissertation papers

Policy on Chairs who have left Brown

Subject to the written approval of the Doctoral Program Director of the department, faculty who leave Brown may continue to serve as the dissertation chair for students whom they were serving in the chair role at the time of their departure. However, written approval will only be granted if another dissertation committee member has an appointment within the Epidemiology Department and is agreeable to providing in-person supervision. Otherwise, the student is expected to identify a new Chair and update all relevant paperwork to reflect the new Chair.

Composition, Selection and Function of the Dissertation Committee

Students should begin the process of selecting members for their dissertation committee as soon as the written qualifying exam has been successfully completed. The minimum size of a dissertation committee is three Brown faculty members including the chair. More Brown faculty members may be preferable to have a balance of committee members who can provide relevant substantive and methodological expertise. However, more than four Brown faculty members may become administratively complicated and challenging for the student who may feel compelled to respond to differing advice. The committee must include two Brown graduate faculty members from the student's degree program, one of whom has a primary appointment in the Department of Epidemiology. The third member can be affiliated with another department, but must be a Brown faculty member. It is advisable to include a Brown faculty member from the Department of Biostatistics or another Brown faculty member with expertise as a quantitative methodologist.

Additional committee members from other institutions may also be included. The final composition of the committee must be communicated to the Doctoral Program Director and approved before the oral qualifying examination (see Dissertation Committee Confirmation Form in Appendix F). Students should discuss selection of committee members with their academic advisor and dissertation chair.

Once a student has come up with a list of potential committee members, the student should contact each potential member to inquire regarding their willingness to be on the committee. In some cases, the dissertation committee chair may be in the best position to make the request of some faculty members. If the potential committee member is interested, the student should set up a time to discuss expectations and the potential committee members' role on the committee (e.g., provide expertise in quantitative methods). The student is also encouraged to ask SPH faculty members within and outside of the Epidemiology Department for referrals for potential committee members that could help yield the desired composition of the dissertation committee.

The PhD program has the below expectations for the finalized set of dissertation committee members:

- Meet with student at least once a semester, but meeting with the student monthly or every two months is strongly encouraged
 - During these meetings (which are in addition to the meetings between the dissertation chair and advisee) or during other check-ins (e.g., over email) committee members will (as needed) confirm that:
 - The student is progressing in their knowledge of their discipline

- The student is reading the literature both broadly and deeply
- The coursework that the student has completed or is expected to complete is appropriate for the discipline and the research area
- The student's verbal and written communication skills are improving
- The student is demonstrating independence
- The student's research is progressing in a timely manner. If the research is not progressing, committee members should help the student to get back on track. Changes that the student and committee should consider making to help the student get back on track include: changing the study design or statistical approach, changing research questions, or eliminating activities (e.g., serving as a supplemental TA) that are taking the student away from their dissertation research.
- The student is progressing toward graduation if student is in their 4th or 5th year
- Plan to be present at all dissertation-related meetings in-person or over Zoom, however in person attendance at the oral qualifying exam and the final defense is required to help ensure that the oral qualifying exam and the final defense start on time and are not interrupted by poor Zoom connections. In extraordinary circumstances attending the oral qualifying exam or final defense by Zoom is permitted as long as the Doctoral Program Director and Academic Department Manager are notified of this Zoom attendance at the time that the date of the oral qualifying exam or final defense is scheduled.
- Provide timely feedback on written products submitted to the committee by the student
 - 1-2 weeks is the expected turnaround time for drafts of conference abstracts, presentation slides, and posters unless the student and committee discuss and agree on a different time frame
 - 2 weeks is the expected turnaround time for drafts of the dissertation proposal, manuscripts, and the written dissertation unless the student and committee discuss and agree on a different time frame

- Refrain from changing dissertation aims or pre-planned activities (e.g., analyses) without rationale or from making requests for additional analyses that are outside the aims of the dissertation
- Discuss authorship policies with student and work with student to publish their dissertation work in a timely manner
 - See subsequent Department of Epidemiology policy on publishing doctoral dissertation papers

Outside Reader(s)

Students are encouraged to identify an outside reader for the dissertation. The outside reader is typically selected at the same time as the dissertation committee, and the selection should be done in consultation with the dissertation committee chair. An outside reader is someone external to Brown who has recognized expertise in the topic of the student's research. Frequently the reader will be a colleague of the dissertation chair and/or one or more of the other committee members.

Officially, the outside reader will function as a consultant to the dissertation committee, providing periodic feedback on the student's progress and offering suggestions for revision of manuscripts and/or proposals. The outside reader will also be asked to offer an opinion about the quality of scholarship evident in the dissertation as it develops. In some instances, there may be separate outside readers for different aspects of the dissertation, who review a subset of the dissertation papers.

Importantly, the outside reader does not vote on the outcome of the final defense including whether to approve the final dissertation and will not provide direct official feedback regarding student progress. The committee will serve as an arbiter of the reader's suggestions and use the reader's feedback at its own discretion.

Research Assistantship Supervisor

The RAship supervisor is responsible for supervising and directing the student's work during the term of the RAship appointment. The RAship supervisor and student work together to ensure that the RAship contract is submitted by the Department specified deadline and that RA responsibilities are being met.

The PhD program has the below expectations or recommendations for the RAship supervisor:

- Expectations
 - Provide formal feedback about the student by the specified deadline as part of the Department's twice-yearly evaluation of the student
 - Discuss authorship policies with student and work with student to publish their research in a timely manner as relevant
 - Students who contribute meaningfully to a research project during their RAship and meet the relevant journal's criteria for authorship should be offered the opportunity to participate as a coauthor in publications, even if the RAship has been completed at the time the manuscript is being prepared. See subsequent "Volunteering" sub-section of "Program Policies and Procedures" for guidance on setting up an independent study with a student so that the student can contribute as a manuscript co-author even after the RAship has been completed.
 - Defray relevant expenses or assist in identifying transportation if students are expected to travel off-campus to complete their RAship duties.
 Off-campus travel time should be included in the total RAship weekly time commitment and reflected in the RAship contract.
- Recommendations
 - Meet with student at least once a month, but meeting with the student weekly or every two weeks is strongly encouraged
 - During these meetings or during other check-ins (e.g., over email) the supervisor should confirm that the student's RAship activities are progressing in accordance with the RAship contract. If activities are not progressing in accordance with the RAship contract, the supervisor is encouraged to meet with the student to identify the

source of the delay and develop solutions for minimizing further delays.

- Provide timely feedback to student
 - 1-2 weeks is the recommended turnaround time for drafts of conference abstracts, presentation slides, and posters
 - 2 weeks is the recommended turnaround time for drafts of manuscripts and similar products

Dissertation Defense Requirements, Guidelines, Timeline, and Format as well as Policy on Publishing Doctoral Dissertation Papers

Students in the doctoral program are officially doctoral candidates and eligible to begin writing their dissertation after they have successfully completed/passed their written qualifying examination and their oral qualifying examination. Doctoral students are expected to defend their dissertation after 8-10 semesters in the doctoral program. Below is what students need to know to write their dissertation, plan their dissertation defense, and navigate their degree completion with the department, the Graduate School, and the Registrar's Office:

- The written full dissertation must include the following chapters:
 - Introduction
 - Paper 1/Aim 1
 - Paper 2/Aim 2
 - Paper 3/Aim 3
 - Conclusion
- If a student plans to defend during the Fall Semester, they must complete all required paperwork with the Graduate School before the first day of the Spring Semester in order to avoid being charged for Semester II. The Graduate School may grant a 30- day courtesy extension for the student to complete all paperwork. If a student thinks that they might require this extra time, please contact the Academic Department Manager.
- To graduate in May, a student must defend and complete all required paperwork with the Graduate School by May 1st.
- Students must work with the dissertation committee and the Academic Department Manager to identify a date and time for the defense and work with the Academic Department Manager to schedule a room for the defense.

At least 3 weeks prior to the defense:

- Visit the Graduate School's <u>Dissertation Guidelines</u> page for all of the information a student will need to complete the process. Students will find links to the EDT system as well as guidelines and samples of relevant documents there.
- Complete the Dissertation Defense Information Form (located in the Appendix I of the handbook) and submit the completed form via email to the Academic Department Manager at least three weeks prior to the scheduled defense date. In the email, the student must confirm that they have emailed the penultimate draft of the full dissertation to their dissertation committee members.
- Committee members should receive the penultimate draft of the full dissertation including the Introduction and Conclusion chapters at least three weeks <u>prior</u> to the scheduled defense date to allow the committee members sufficient time to read the dissertation and prepare questions. The aforementioned three weeks excludes Brown winter break, planned faculty vacation time, and non-sabbatical faculty leaves (e.g., medical or parental leaves).

Just before or the day of the defense:

The format of the defense will be as follows:

- 45 minute oral presentation by student
- Up to 15 minutes of public Q&A between student and audience
 - Please note that the Department discourages dissertation committee members from asking questions during the public Q&A
- Up to 1 hour of private Q&A between student and dissertation committee members
- Up to 1 hour of deliberation by dissertation committee members in private regarding the student's performance during the defense and to discuss any changes necessary to the written dissertation
- Entire process should be 3 hours or less, however dissertation committee members should plan to be available for up to 3 hours
- The Graduate School will send a copy of the "Aye or Nay" form to the Academic Department Manager in advance of the defense. The Academic Department Manager will send a copy of the "Aye or Nay" form to the student and dissertation committee chair in advance of the defense and bring the form to the defense for the committees' signatures.

 The student is responsible for creating the Dissertation Signature Page and sharing it with the Academic Department Manager who will bring it to the defense. Examples of the Dissertation Signature Page can be found <u>here</u>. The committee should sign both the "Aye or Nay" form as well as the Dissertation Signature Page (as relevant) and return the relevant forms to the Academic Department Manager at the completion of the defense. These forms (as relevant) need to be signed and added to the student's file, before being sent to the Graduate School. Digital electronic signatures will now be accepted.

Following the defense — important things to do.

Please note students who have successfully defended can now obtain their diplomas three times a year as outlined in the below Commencement section.

- Complete all checklist items referenced on the <u>Graduate School's website</u> (#1-5 under Submission of the Final Copy). Contact Barbara Bennett at the Graduate School to determine if all steps have been completed so that she can clear the student for completion.
- In addition to providing the Graduate School with the required number of copies of the PhD dissertation, the student must also provide the Academic Department Manager and each committee member with an electronic copy of the dissertation.
- Return the department issued laptop and submit a completed Epidemiology Exit Survey to the Academic Department Manager.
- The Student's Brown electronic services will continue three to four week after completion. Please see Brown's IT <u>website</u> for further information as well as the <u>Brown Alumni Association</u>.
- When the dissertation is presented to the Graduate School, it must be in final form. It may not be revised in any way after it is submitted.

Policy on Publishing Doctoral Dissertation Papers

The Brown Department of Epidemiology's expectation is that dissertation work will be of publishable quality and will be submitted for publication. If a doctoral student wishes to submit dissertation manuscripts for publication in advance of the final dissertation defense, the student should consult with their dissertation chair and obtain written approval for submission from all voting dissertation committee members prior to submission. The Doctoral Program Director can be consulted in the event of a disagreement between the student and voting committee members concerning submitting publications prior to the final dissertation defense. The Department does not place any restrictions on the number of dissertation manuscripts that can be submitted for publication prior to the final dissertation prior to the student passing their oral qualifying exam. Furthermore, for a paper to qualify as a dissertation manuscript, the dissertation chair or another voting member of the dissertation committee must have been involved in the conceptualization, design, conduct, analysis, or interpretation of the content included in the paper.

Commencement

Graduate degree students can obtain their degree in advance of the traditional May Commencement Ceremony. Graduate students who have completed their degree requirements during the Summer term can apply to graduate and have their degree conferred on the last Sunday in October.

Graduate students who have completed their degree requirements during the Fall term can apply to graduate and have their degree conferred on the second Sunday in February.

There is no ceremonial commencement in October or February. Graduates can pick up their diplomas at the Office of the Registrar the week after conferral. After that time diplomas will be mailed to them. October and February graduates are listed in the May Commencement Bulletin, and are welcome to bring their diploma covers and participate in Commencement in May.

Anyone planning to receive a degree in May must, by May 1:

- Complete the Application to Graduate found in Banner Web.
- Register with the Graduate School for Commencement (even if not planning to attend).
- Order regalia through the Brown Bookstore (if planning to attend).

When renting is not an option and a student must buy regalia, the Department will cover the cost of the purchase of the basic/regular regalia. Please reach out to the Academic Coordinator or Academic Department Manager with requests or questions. To find links to the above tasks as well as all of the information the student needs about Commencement, please visit both the <u>Graduate School's Commencement</u> page and the <u>University's Commencement</u> page, paying particular attention to the For Graduate Students section.

Other Resources:

<u>Thesis Binding Services</u> are offered through the Brown University Library.

Formatting the dissertation:

Here are some helpful links for the formatting of the dissertation:

- Brown's Dissertation Guidelines
- Abstract format example
- Dissertation format example
- Dissertation signature example
- Guidelines for Dissertation Titles

Brown's dissertation <u>repository</u> also contains examples of what previous PhD students have submitted.

Steps after scheduling the defense:

Please see the section titled Dissertation Defense Requirements, Guidelines, Timeline, and Format, as well as Policy on Publishing Doctoral Dissertation Papers located above for more information on steps needed to take after the defense.

Seminars, Clubs, and Forums

One of the Program's priorities is that graduate students become proficient in the written and oral communication of scientific thinking. One strategy for the support and development of communication skills is the participation in the Epidemiology Seminar Series, and the Department of Epidemiology's Journal Club and Faculty Forum.

Department of Epidemiology Seminar Series

The Department of Epidemiology Seminar Series is a monthly seminar that takes place at the School of Public Health. These seminars are typically 45 minutes long, followed by a 15-minute Q&A period. If students are interested in meeting with the speaker before the talk, they are encouraged to reach out to the Academic Coordinator, who can arrange a meeting. The seminar provides a valuable opportunity to engage with experts in the field from outside the department and allows students to learn about exciting new research. The Seminar Series is considered mandatory for all doctoral students. If you are unable to attend, please contact the Academic Coordinator prior to the talk.

Journal Club

The objective of the Journal Club is to provide students with a regular, peer-led, semi-structured discussion forum in which they:

- Critically appraise empirical, methodological, or theoretical papers in their field
- Improve oral presentation skills through giving presentations and scholarly debate about topics in a more casual and comfortable setting
- Network with peers, Brown faculty members, and outside speakers

Meeting Schedule:

Epidemiology Journal Club meetings occur once per month on Wednesday from 12:00-1:00 pm. Meetings take place at 121 South Main St. in a to be announced room during the fall and spring semester. Exact dates will be determined by the Academic Coordinator before the start of each academic year and students will be notified.

Instructor of Record:

- Every departmental journal club will have a Faculty Instructor of Record
- Primary responsibilities include: attending a meeting prior to the start of the semester with the Student Journal Club Director(s) to review guidelines and potential themes; attending each journal club meeting; reviewing the guidelines with doctoral students at the first meeting of each semester; reviewing journal club attendance; assisting in selection of articles; assisting with recruiting faculty member/area experts relating to selected themes.
- The instructor of record will be assigned a section under PHP 2950 and will be responsible for assigning a grade of Pass or Fail for the Student Journal Club Director(s) registered in their section of PHP2950. If a Student Journal Club Director(s) responsibilities go throughout the academic year, they can register under PHP 2950 in both the Fall and Spring semesters.
- During Journal Club meetings, the instructor of record is tasked with ensuring that discussion remains thoughtful, friendly, and supportive throughout the duration of the journal club session and should plan to drift between the breakout groups of students as needed.

Faculty Discussant Responsibilities:

- Every journal club meeting will have a Faculty Discussant
- Meet with the student presenter at least 2 weeks prior to the scheduled Journal Club session to work on selecting an article in line with the theme.
- Review the discussion questions drafted by the student presenter.
- Introduce themselves at the Journal Club session and assist the presenter and organizers in facilitating a discussion around the article and related research area.

Attendance Policy:

• Every Epidemiology doctoral student in the School of Public Health is required to attend the Department of Epidemiology's Journal Club each semester while

enrolled in the program unless exempted by the Doctoral Program Director. Attendance will be tracked.

- Students who are not serving as the Journal Club Student Director(s) should enroll in PHP 2950-03, a zero-credit course that will be graded pass/fail based on their attendance at Journal Club.
- The Doctoral Program Director should notify the Instructor of Record, in writing, of any exemptions being granted each semester.
- Copies of exemptions are to be filed in the student's e-record (See Appendix K for waiver form).
- Every doctoral student is required to be a discussion facilitator at least once during the academic year. This also includes the journal club student directors.
- The Academic Coordinator will email the Instructor of Record and the Doctoral Program Director if a student has missed two consecutive Journal Club sessions in a given semester. The Doctoral Program Director will email the student regarding the missed Journal Club sessions.

<u>Responsibilities</u>

Journal Club Student Director(s):

All doctoral students must serve as Journal Club Director for one full semester, typically during their 2nd or 3rd year. The Academic Coordinator will reach out to the students next in line to be student directors before the academic year begins. Students may serve as co-directors depending on cohort size. Doctoral students should register for Journal Club course credit (PHP2950) during the semester when they will act as the Journal Club Student Director(s). The Journal Club Student Director(s) can get course credit for both Fall and Spring semesters, if serving for a full academic year. Doctoral student directors are responsible for:

- Meeting with the Faculty Instructor of Record to determine the theme/guiding premise of the year's journal club meetings before the Fall semester.
- Coordinating/assigning student discussion facilitators for each journal club session (including sending reminders; circulating papers in advance).
- Recording attendance for the Instructor of Record.

- Ordering food, as needed, with the assistance of the Academic Coordinator.
- Obtaining name tags from the Academic Coordinator and making them available to the students.
- Administering and summarizing a student evaluation via a survey of the overall course.
- Working with the Instructor of Record to recruit a faculty member/area expert from across the School and beyond for each meeting.
- Ensuring the Student Discussion Facilitators are meeting their deadlines in choosing/approving meeting materials.
- Sending the article (published or draft, as appropriate) and discussion questions to the students and faculty representative/guest at least one week before the relevant Journal Club date. Materials should also be sent to the Academic Coordinator, so they can be passed along to the MPH Epi Concentration students.
- Ensure that the guest speaker, if there is one, as well as the faculty discussants(s) are introduced. Additional faculty members in attendance for the first time should also be briefly introduced.

Student Discussion Facilitators:

- In consultation with the faculty discussant, identify an article or project in-progress, one month in advance of their session, that is in line with the chosen theme. Historical articles should be seminal papers that considerably impacted the field. The selected article/project should not be a systematic review or a meta-analysis.
- In consultation with the faculty discussant, come up with 3-5 well thought-out questions as a starting point for discussing the article/project.
- Send the selected article/project and discussion questions to the Student
 Directors and the Academic Coordinator at least two weeks before the Journal
 Club date. Once approved, the materials will be distributed by the student
 directors to the larger student group and the Academic Coordinator.
- The recommended presenter format is to create a PowerPoint slide deck to give an overview of the selected article (Introduction, Methods, Results, Discussion Questions). Session structure is generally 10 minutes of introductions/settling in, 15-20 minutes to present the slides, and the remaining time to discuss the article.
- Lead the journal club discussion in breakout groups, preferably no greater than 10 students per group. The student discussion facilitators should join separate breakout groups and be prepared to lead the discussion in the breakout group that they join which includes helping to ensure balance of discussion by PhD and MPH students.

Additional Department Specific Guidelines:

- Students attending the journal who are <u>not</u> the Student Director(s) or Student Facilitator(s) should come to the journal club with 2-3 questions and be prepared to share those questions during the breakout group discussion.
- We strongly encourage a diversity of topics over the school year.

All students tend to share commonalities in being interested in Epidemiology methods training. Considering interesting methodological approaches across a diversity of applied areas (e.g. cardiovascular epidemiology, perinatal epidemiology, infectious disease epidemiology, social epidemiology, etc.) can allow for fostering training in areas of common interest, while enabling diversity of applications to the field of Epidemiology.

Faculty Forum

A faculty forum is an opportunity for students to ask open- ended questions for the faculty member in an informal, single group setting. The faculty member must be Brown affiliated. There will be no paper discussed during the faculty forum. There will be no Student Discussion Facilitators during the faculty forums. The Student Director(s) will help facilitate the discussion and introduce the faculty member.

Guest Seminar Speaker Guidelines:

When a guest seminar speaker attends Journal Club, the format will be to invite the speaker to start out with about 10 minutes of informally discussing their career path, such as how they got to where they are now, including questions from students about their career steps. This 10 minute discussion will occur as a single group. The subsequent 35 minutes will be focused on the paper presentation and breakout group discussion of the paper. During the breakout group discussion, the Student Discussion Facilitators should inform the guest speaker that they can either join a single breakout group or drift between the various breakout groups depending on which approach that they prefer. If a guest speaker prefers, it is fine to focus on the science of the paper only, and not on their career path. Before any speaker is added to the journal club schedule, the addition must be approved by the Instructor of Record. No more than half of the non-faculty forum journal club sessions should have a guest speaker and journal club sessions with guest speakers should not be back to back on the schedule.

Research in Progress by Epi PhD Students Seminar Series

This seminar series will spotlight the ongoing research of current Epidemiology PhD students. The seminars will take place once per semester where a PhD student will typically give a 30 minute presentation concerning their ongoing work to members of the department including faculty, staff, students, and postdocs. About 20 mins will be allocated for Q&A during (e.g., to obtain clarifications) and immediately following the presentation. The intent of this seminar series is to provide additional opportunities for Epidemiology PhD students to receive feedback on their work and to practice presenting their research. If the student prefers, the Research in Progress presentation can also be used to prepare for an upcoming job talk for an academic or non-academic position or a conference presentation which may require a different format (e.g., 20 minutes of presentation with no interruptions followed by 5 minutes for Q&A and then up to 25 mins of feedback). Students who wish to participate should complete the relevant google sign-up form that will be periodically circulated by the Department.

Faculty Spotlight Series

The Faculty Spotlight Series provides an opportunity for students to further interact with Department of Epidemiology faculty members. These sessions consist of 5-minute presentations where faculty briefly outline their career path, interest areas, current research projects, and courses they teach. Following the presentations, there will be a brief Q&A session for students to engage further.

Program Policies, Procedures, and Expectations

General Expectations for Students

The Department expects that all students will:

- Take the primary responsibility for the successful completion of their degree.
- Be knowledgeable of the policies and requirements of their degree program, the Department, the School of Public Health, the Graduate School, and the University
- Adhere to the program guidelines as outlined in this Handbook
- Solicit and be responsive to input and feedback provided by the relevant advisor (e.g., academic advisor) concerning course selection, intellectual directions, knowledge of the field, thesis or dissertation content, professional development, and training including preparing for the oral qualifying exam or the dissertation defense as applicable
- Make sufficient annual progress in the program and provide regular updates concerning their progress to the relevant advisor(s) (e.g., academic advisor, thesis advisor, dissertation committee)
- Be responsive to emails and requests from department program leadership
- Make requests for letters of recommendation or support well in advance of the deadline, and include accompanying materials as early as possible (four weeks in advance is ideal)

Incident Reporting

Brown University is committed to "sustaining a campus culture in which each individual's humanity and dignity are acknowledged and institutional resources are available." Our policies are intended to provide a fair, prompt and reliable mechanism for determining whether Brown University's policies and guidelines have been violated and, if so, to provide appropriate resolution. If you need to report an incident involving discrimination, harassment, bias, Title IX, or gender equality, please refer to the link below: Incident Reporting | Office of Institutional Equity and Diversity (OIED) | Brown University

Graduate Student Grievance Procedures

The Graduate Student Grievance Procedure is one of several processes available to graduate students alleging inappropriate treatment. Normally, if another process exists to address the specific issue in question, that process should be used: those processes include, but are not limited to, the Title IX process, the Student Conduct process, and the Discrimination and Harassment Policy Incident Reporting process. This Graduate Student Grievance Procedure should be used when none of the more specialized processes is appropriate, as in, for example, a case of alleged inappropriate application of program requirements or concerns about advising. Within this context, the process can be used by graduate students pursuing concerns with other graduate students, faculty, or academic units, such as departments. In cases involving a staff member, the student may need to contact University Human Resources. In cases where it is unclear which process applies, the student should consult with the Associate Dean of Academic Affairs in the Graduate School.

Tax Withholding Information

Doctoral student support is in the form of various types of appointments, including research assistantships, teaching assistantships, fellowships, training grant appointments, and others, and these appointments can change from semester to semester. If a student has a question about which type of appointment they have, please ask the Academic Department Manager.

For U.S. Residents¹, most of these appointments withhold taxes in the monthly paycheck. However, some that are denoted as fellowships are not subject to tax withholding (while taxes are not deducted monthly, they may be due at the end of the

¹ Definition of US Resident

tax year.) For Non-US residents², the same tax rules apply unless covered by a Tax Treaty.

For more detailed information, please refer to the <u>Graduate School</u>, Payroll Office and the STUDENT EMPLOYEE FAQ. International students and "non-resident aliens³" should always refer to the <u>OISSS</u>.

All international students are required to enter data pertaining to immigration and tax status in Sprintax Calculus *each calendar year* and if you extend your stay at Brown University. International students are also required to notify the department and foreignnationaltax@brown.edu each time they leave the U.S. with the student's location and possible return date, and then again when the student re-enters the country, regardless of the length of time away. Current information is required to ensure that correct taxes are applied. More information is available on the <u>Controller's Office</u> Foreign National Payments and Taxation webpage.

Please contact the following offices with any questions related to:

- Onboarding and I-9 process: HR Service Center, hrservicecenter@brown.edu
- Visa questions or travel issues: OISSS, oisss@brown.edu
- Sprintax Calculus or tax related questions: Controller's Office, foreignnationaltax@brown.edu

You can find additional helpful information on the <u>Graduate Student Stipend Information</u> webpage and the <u>Tax Information for Graduate Students webpage</u>.

Reminder: Tax filing varies by individual and the absence of tax withholding does not relieve the responsibility to file taxes. For further questions about tax withholding and responsibilities, the department recommends seeking advice from a tax professional. Brown faculty and staff cannot provide advice on taxes.

² Definition of Non-US Residents

³ Definition of Non-Resident Alien

Program Progression Checklists

All PhD students are required to complete a Program Progression Checklist (see Appendix J). The checklists will be created as a Google document and shared with each student so that they can update their progress at the end of each semester. The Doctoral Program Director, Chair of the Department, and each student's academic advisor will have access to view the students' checklists. Keeping accurate progression checklists up-to-date will ensure that the Program Director and academic advisors can assist each student by making sure they take the appropriate core courses, assist in other course selections and make sure that each student is progressing through their programs on an appropriate timeline.

Grading Policy

The Department of Epidemiology expects all students in the Doctoral program to maintain a "B" average or better for the academic year. If a student's performance is poor enough (i.e., drops below a "B" average for the year), they may be asked to engage in remedial activities (e.g., additional coursework). Enrollment in the PhD program for students who receive an academic standing of "warning" and do not meet the requirements to return to satisfactory or good standing may be terminated.

Student Academic Standing Evaluations

Students' academic standing (good, satisfactory, or warning) is evaluated two times per year, at the end of the fall and spring semesters. Student evaluations are completed with input from relevant graduate program faculty (RA or TA supervisor, academic advisor, dissertation chair). The purpose of these evaluations is to provide consolidated feedback to students about their performance and progress in the program. If the determination is that a student's performance or progress is not satisfactory, prospects for future financial support could be adversely affected and/or student enrollment in the program may be terminated.

Topics relevant for the evaluation can include (though are not limited to) status in academic courses, performance on the written or oral qualifying exams, progress in meeting program milestones including dissertation progress, performance as a teaching

or research assistant, priorities for the coming year to facilitate progress towards completing the degree, and becoming an independent investigator and current and possible financial support.

The program expects that students will meet with their academic advisor to discuss their evaluation when an evaluation indicates that the student's performance or progress is not satisfactory. Students are encouraged to reach out to the Doctoral Program Director regarding any questions or concerns that they have about an evaluation.

Data Collection for Dissertation

If a student receives fellowship funding for their dissertation work including to complete data collection abroad, as part of an F31 for example, then it is acceptable for the student to do that dissertation work abroad without prior approval from the Doctoral Program Director. However, if a student is completing an RAship to pay their stipend, then the student must request prior approval from the Doctoral Program Director to complete their dissertation work abroad while also completing their RAship duties.

Regardless of whether or not a student is receiving fellowship funding for their dissertation including to complete data collection abroad, international students still must notify the Academic Department Manager and <u>foreignnationaltax@brown.edu</u> each time they leave the U.S. with their location and possible return date, and then again when the student re-enters the U.S., regardless of the length of time that the student is away. If a domestic student plans to complete dissertation work abroad while they are also completing their RAship duties, then the domestic student must notify the Academic Department Manager each time they leave the U.S. to complete dissertation work with their location and possible return date, and then again when the student re-enters the U.S. to complete dissertation work with their location and possible return date, and then again when the student re-enters the U.S.

Individual Development Plan (IDP)

The IDP is a valuable tool that gives students the opportunity to address their short term and long term career goals. The NIH has mandated that IDP's be a regular part of training and that institutions encourage trainees to comply with this mandate. In addition, the School of Public Health is requiring all students, regardless of funding, to fill out an IDP (see Appendix C).

The Department of Epidemiology requires that students complete an IDP each calendar year. The deadline for submission of the Individual Development Plan Google Form is December 1st. Before submitting the IDP, the student should please review their responses with their academic advisor. In addition to NIH reporting requirements, the Department views the IDP as an important opportunity to review progress with the student's academic advisor, set academic and research goals for the coming year, and update the student's academic CV.

Service Expectation

Students are expected to participate in department and school wide activities which include representation on committees, attending student orientation and recruitment events, research forums and faculty recruitment. Meeting these expectations requires students to be on campus, at least for a portion of their program.

Volunteering

Epidemiology PhD students who are serving in the roles of teaching assistants or research assistants need to be appointed in those roles and compensated according to the standards for that appointment (e.g., financial payment for RAship or TAship).

Brown epidemiology doctoral students should not complete research or teaching activities administered through Brown as a volunteer. Assisting a Brown faculty member

with their Brown-affiliated course or research are examples of activities considered to be administered through Brown.

The Epidemiology Department leadership recognizes that students often engage in research activity and training in pedagogy (e.g., TEships) independently of a department-assigned RAship or TAship, as in the case of a student on a Presidential Fellowship or another fellowship, who engages in research despite the department-assigned RAship or TAship appointment relief conferred by these fellowships. In these cases, the student should complete this research in the context of an independent study course. Lastly, to remain in compliance with visa restrictions, during the academic semester, international doctoral students are not permitted to pursue paid opportunities beyond their 20hr/week RAship or TA/STAship.

Student Leave Policy

During the course of graduate study a student may need to request a leave of absence. Applications for leaves of absence (with the exception of medical or psychological leaves) should be sent to the <u>Graduate School</u> at least four weeks before the start of the semester in which the leave is to be taken. The types of allowed leave are listed below: Family Leave: This leave is granted for family needs. (The Family Leave is distinct from the "parental relief" accommodation discussed in the following section.)

- Medical Leave: This leave is granted for a serious illness or injury encountered by a graduate student.
- Short-Term Medical Accommodation: This accommodation is granted for temporary relief from academic duties due to illness, injury, or a temporary acute phase of a chronic condition.
- Professional Development Leave: This leave is granted for an approved educational or professional development opportunity that advances the student's pedagogic goals.
- Probationary Leave: This leave is granted to students for problems with academic performance.
- Personal Leave: This leave is an elective leave taken for personal reasons.

Taking a leave of absence in and of itself should not affect a student's academic progress or standing. Regardless of the type of leave, the leave will be recorded in the transcript as "Leave of absence" for all leave types.

The Graduate School now offers a Parental Relief Policy which is designed to partially ameliorate the academic and professional demands on graduate student parents who are primary caregivers of newly born or adopted children.

For more detailed information about leave policies please consult the <u>Graduate Student</u> <u>Handbook.</u>

Students are provided with a total of four weeks of paid vacation between 9/1 and 8/31 of the subsequent year. However, to ensure that summer RAship deliverables are not compromised, the department advises that students spread out their vacation time across the entire academic year instead of taking all four weeks off during the summer. It is also required for students to discuss their vacation plans with their RA supervisor before finalizing these plans and include these finalized plans in the relevant RAship contract if plans are known at that time. Additionally, students are not expected to work during official Brown holidays.

Summary of Epidemiology Doctoral Student Funding

Upon admission by the Brown Graduate School, students are offered full academic support for up to five academic years and four summers of study. All support commitments are subject to maintaining a rating of "good academic standing" in the degree program. At the end of each semester, the Epidemiology Doctoral Program solicits feedback from the academic advisor, the RAship or TAship supervisor, and/or the dissertation chair (as relevant) and based upon this feedback and student transcripts, updates the academic standing rating, typically accompanied by a letter to the student.

The department supplements the funds described in the Brown Graduate School offer. In particular, the Department has opted to provide a fixed monthly stipend for all 12 months, resulting in an increased summer stipend compared to that described by the Graduate School. (In short, doctoral students receive the same stipend for all 12 months of the year, for an annual total of approximately \$40,000).

The total support package includes 12 months of stipend support, full tuition, health insurance, and a health services fee. In addition, the Department provides additional benefits, such as a personal computer, conference fees, abstract awards, and the like.

Doctoral students are typically expected to provide 20 hours / week as a Research or Teaching assistant throughout their doctoral program with two exceptions: 1) In the first semester, students are only expected to work 15 hours/week 2) If the student is awarded a F31 or similar grant, they do not have to complete a formal 20 hour RAship. For comparison, the 12-month stipend of approximately \$43,000 for 20 hours / week amounts to an annual full time salary of \$75,000 or more

Research Assistant positions are initially assigned by the department Doctoral Program Director (DPD), based upon review of student and faculty interests and funding availability. For the incoming cohort's RAships, the Academic Department Manager will reach out to faculty members to see funding/project availability. The Academic Department Manager will then email the students to gauge their interest. If a student wishes to pursue an opportunity, the manager will connect the student with the faculty member. These are never binding, with one exception described below. If the proposed assignment is not acceptable, the Doctoral Program Director will work with the student to seek out a different paid Research Assistantship. Students are encouraged to take an active role in identifying paid Research Assistantship opportunities and are always welcome to suggest alternatives. Switching assignments happens not infrequently, but needs to be coordinated in a manner that is not disruptive to any of those involved. The one instance when a student really does not have an opportunity to 'switch out' of a position is when no alternative paid position can be identified.

84

It is worth noting that the funds provided by the Graduate School cover only approximately 25-33% of total doctoral student costs – the remainder is provided by the department, primarily through faculty research funds.

Residency Policy

Residency for our PhD program requires students to be on campus for three Academic Years of full time study. As part of their academic training, students are normally expected to serve as TAs or RAs through much of their time in the program. Because these roles cannot normally be fulfilled remotely, students will normally need to remain in the area for the duration of their PhD program. PhD students receive funding from our program for being a TA or RA and many successfully receive their own grant funding. Students who do not receive a grant to support them are strongly advised to remain in the area for the duration of their PhD program. If a student decides to complete the remaining 1-2 years remotely, the student is responsible for finding sources of financial support since they will not be able to be a TA and few faculty members are willing to support a RA who is not in the area. Students considering moving out of the area must meet with the Doctoral Program Director at least 6 months prior to their planned departure date. Below please find listed department awards and conference funding opportunities.

Graduate School Conference Travel Fund

The student should submit an application requesting funds 30 days prior to travel. The student is then approved for a certain amount for the conference/research trip. After travel is completed, graduate students must submit proof of payments, receipts from conference related expenses/research related expenses [as explained on the <u>Graduate School's Conference Travel Reimbursement webpage</u>] to their home program's administrative coordinator for approval and electronic processing of the reimbursement request. If the documents submitted do not correspond to those guidelines, reimbursement requests will be returned for completion. Completed travel reimbursement requests should be submitted to the home program no later than 30 days after completion of travel; those submitted after 45 days will not be reimbursed.

Graduate students who present at academic conferences can apply to the Graduate School for up to \$650 to cover related travel expenses. Given funding limitations, application does not guarantee support.

Eligible graduate students will be reimbursed for a maximum of one conference per fiscal year (July 1 through June 30), as determined by the end date of travel. Reimbursement will not be granted for merely attending a conference. <u>CLICK HERE</u> for Graduate School Conference Travel information and the link to the Graduate School's "Conference travel funding application." All applications must be submitted online using the <u>UFUNDS online module</u>. Please scan and upload conference description and appropriate documentation to UFUNDS. Conference travel related questions should be submitted to <u>graduate-travel@brown.edu</u>. Ideally, the Graduate School hopes that students request funds before their travel, but sometimes they do apply for funding after the fact. The Graduate School understands that this process may not be clear yet for students who have not heavily utilized the travel funding provided by the Graduate School, so we grant one-time exceptions for "late" applications or applications after the fact.

Department of Epidemiology PhD Scholarly Development Fund

The Department of Epidemiology provides support for travel, conferences, publications, research and other opportunities for doctoral students through the PhD Scholarly Development Fund. Students may apply for these funds once per semester by submitting an application through UFunds. The department is able to provide up to \$1200 for domestic travel and up to \$2000 for international travel and publications. No student will be awarded more than \$2000 in a given fiscal year i.e., July 1-June 30. Funding is on a first come first serve basis and the application will close once the development funds for the year have been used. However, requested funds from applicants who are beyond their fifth year in the doctoral program will need approval from the Doctoral Program Director. If there are any questions, please reach out to the Academic Department Manager.

Students can apply for these funds through UFunds.

Funding to participate in the annual meeting for the Society for Epidemiologic Research (SER)

The Society for Epidemiologic Research (SER) hosts an annual meeting that serves as a platform for epidemiologists and other public health professionals to come together and share their latest research, insights, and advancements in the field. This multi-day event typically features a diverse range of sessions, including keynote addresses by distinguished experts, oral presentations, poster sessions, workshops, and panel discussions.

The Department encourages all of its doctoral students to attend the annual SER meeting including participating in the <u>Student Dissertation Workshop</u> and other <u>training</u> <u>opportunities</u>, and submitting their research for presentation or consideration for awards (e.g., <u>Tyroler Student Prize Paper Award</u>). Doctoral students who wish to participate in the annual SER meeting should consult <u>SER's website</u>.

The Department of Epidemiology will reimburse travel, food, and hotel expenses for doctoral students that attend the annual meeting. Reimbursement for workshop participation and other training or career development opportunities may be possible depending upon funding availability.

The Department of Epidemiology Abstract Award

The Department of Epidemiology holds a conference abstract competition twice a year. This competition is open to all current Masters of Public Health Epidemiology concentration students at the School of Public Health.* Students who have submitted work to a national or international conference are encouraged to forward a copy of their abstract and confirmation of their abstract submission to the Epidemiology Academic Coordinator. Students may submit multiple abstracts each cycle, but will be awarded a maximum of one prize per academic year.

Abstracts will be reviewed by a faculty panel in January (fall cycle) and June (spring cycle). Priority will be given to students who submit abstracts to epidemiology conferences (SER, ISEE).

The awarded prizes for each cycle are determined each year. Awards must be used for conference registration, accommodation, or travel.

Abstracts must be submitted by December 15th for the fall cycle and May 15th for the spring cycle.

*Please note, PhD students are no longer eligible for the Abstract Award. They are eligible for SER funding in addition to the PhD Scholarly Development Fund via <u>UFunds</u>. Please see above text concerning SER funding and the PhD Scholarly Development Fund.

The Department of Epidemiology Outstanding Doctoral Student Publication Award

The Department of Epidemiology Outstanding Doctoral Student Publication Award is an annual award that honors an Epidemiology doctoral student's achievement in the form of an accepted peer-reviewed manuscript. The manuscript must reflect work that was completed as an Epidemiology doctoral student at Brown (not before), first-authored by the student, and accepted for publication during the 11 months prior to the submission deadline. Current students and recent (i.e., within the year prior to the submission deadline) graduates of Brown's Epidemiology PhD program are eligible to win this award. The accepted manuscript may or may not have been published prior to the time it is submitted for award consideration.

Submissions are required by February 28. The application will consist of the accepted or published manuscript with a brief (<200 word) cover letter from the candidate explaining the significance of this work to their field. Only one paper can be submitted for each candidate. Submissions should be emailed to the Academic Department Manager who will share it with a selection committee that consists of faculty who are not closely involved with any of the candidates.

A decision will be made within the 4 weeks after the February 28 deadline. The winner will be expected to give an in person public oral presentation at the end of the academic

year in May. This public recognition will be accompanied by a \$500 honorarium from the Department.

Joukowsky Summer Research Award

The Joukowsky Summer Research Award Program was developed by the Graduate School in 2012 to provide additional funding for scholarly activities outside of Brown during the summer months. Students conducting research or traveling for other academic purposes during the summer months may be eligible for this award. Academic purposes could include attending language programs, summer workshops, or other activities. Doctoral students applying for summer research after the first through fifth years of study are eligible for the awards. Detailed information on the Joukowsky Summer Research Award Program is in the Graduate School Handbook. Note: Students do not need to seek a Graduate School signature for the form; if the request is approved, that signature will be added and a copy will be returned to the student.

Conference Travel Fund

Graduate students presenting at academic conferences, in person or virtually, can apply to the Graduate School for up to \$650 to cover registration, travel, and other related expenses.

Given funding limitations, an application does not guarantee support.

All applications and associated documentation must be submitted online through UFunds. Please email graduate_travel@brown.edu with any questions.

International Travel Fund

The International Travel Fund provides funding for graduate student conference presentations and research studies abroad. Awards range from \$200 to \$1,000.

Funding decisions are based on the distance of the international conference from the continental United States, the budget requested, and the availability of funding at the time the request is received by the Graduate School. Only one award will be made per student within an award cycle (September-August). These awards may be used in combination with other Graduate School travel awards, but are treated as funding internal to the Graduate School and therefore do not satisfy external award matching requirements that other travel awards may require. Master's students and doctoral students in years 1 through 5 of their studies are automatically eligible to apply for the international travel fund award.

Doctoral students in the sixth year are also eligible but are required to have a letter of support from the Director of Graduate Studies of the home program, in addition to the international travel fund application.

Note: Volunteering at some conferences may waive the registration fee.

Doctoral Research Travel Grant

The Doctoral Research Travel Grant provides funding for doctoral students traveling to conduct scholarly research, either within the US or internationally.

Doctoral students can apply to the Graduate School for up to \$1000 to cover travel and related expenses for scholarly research. Given funding limitations, an application does not guarantee support.

Please note that in an effort to more equitably meet the current travel funding needs of graduate students, starting Summer 2022, the Doctoral Research Travel Grant will not be a matching award and no longer requires that students receive funding from outside sources to be eligible to apply.

All applications and associated documentation must be submitted online through UFunds. Please email graduate_travel@brown.edu with any questions.

Student Space and Resources

Office Space and Workspaces

The Epidemiology Department makes every effort to ensure that all graduate students are provided with adequate work space. The Department provides incoming students with access to individual work spaces) office space that has an individual desk. Students who have placements off campus, but who request additional space at 121 S. Main St., will be able to use a common office or will be accommodated as space allows. Students will be contacted with their desk locations at the beginning of the academic year.

There are several workspace areas with computer clusters for graduate student use: Room 243 for master's students, and Room 242 for 1st year PhD students. Student mailboxes, as well as printer and internet access are available in the computer labs and the third floor student areas.

Wireless internet is accessible throughout the building.

Laptop Computers

The Program in Public Health will provide each incoming doctoral student with their own new laptop computer for use while enrolled in the doctoral program. The laptop will be set up and maintained by the Public Health Systems Administrator. While the program will fund the initial laptop purchase, each student will be responsible for any needed repairs, replacement parts, upgrades, etc. which are not covered by the warranty. As different components of the laptop are subject to different warranty periods, students should always check with the Public Health IT Systems Administrator for any possible component warranty before making a purchase or requesting repair. Graduate programs and/or RAship supervisors may elect to assist students with needed repair costs, but that is determined individually by each program/RAship supervisor. The Program will provide a temporary "loaner" machine for a student's use in the event that their laptop must be sent out for repair (regardless of the funding source for the repair). There is now insurance coverage on the first and second year laptops.

Tickets and questions can be submitted to the School of Public Health IT team via sph-itsc@brown.edu.

Laptops are the property of Brown University; therefore, when a student graduates or leaves the program for any reason, the laptop must be returned to the Public Health Program. Per University Policy, "Departments are strictly prohibited from gifting or selling surplus materials directly to Brown faculty, staff, students, and other individuals. This provision is mandated in order to minimize the University's risk exposure to product liability, sales tax exemption regulations, potential loss of commercial discounts, and potential violations of special pricing structures if deemed a reseller."

Epidemiology Student Resource Document

This resource document contains important links to resources such as the Academic Calendar, the Course Bulletin, reporting an incident and how to sign up for various listservs.

General Graduate School and University Guidelines

The Brown University Graduate School has several University-wide requirements of all students enrolled in graduate programs at Brown. These guidelines and regulations apply to all students in the Public Health Graduate Programs, and both students and Academic Advisors and RA Supervisors are expected to become familiar with them. They can be found within the <u>Graduate School Handbook</u>.

Code of Student Conduct

Brown University ("Brown" or "the University") has developed this <u>Code of Student</u> <u>Conduct</u> ("the Code") as a set of standards of student behavior and conduct that help maintain a campus environment where ideas are freely exchanged, University property and processes are respected, and conflicts are peacefully resolved. These objectives are further outlined in the Principles of the Brown University Community. The Code is intended to provide an educational and socially just framework to address allegations of prohibited conduct. When students at the University fail to uphold these standards by engaging in prohibited conduct, Student Conduct Procedures ("the Procedures") are used to uphold the Code. The Code is administered by the Office of Student Conduct & Community Standards.

Academic Code

<u>The Academic Code Graduate Student Edition</u>, is an integral part of the Graduate School's policies. It serves as a distinct set of guidelines, separate from the Code of Student Conduct, and regulates the academic behavior of graduate students. The department holds the expectation that all graduate students will demonstrate respect for and adherence to the principles outlined in the Brown Academic Code. The <u>Brown University Conflict of Interest and Commitment Policy</u> and its related guidelines apply to all members of the Brown community. It shall be the responsibility of all members of the Brown community to read the University's Conflict of Interest and Commitment Policy and its related guidelines and to disclose potential or actual conflicts as they arise to their supervisor or assigned senior administrator.

A conflict of interest may take many forms but arises when a member of the Brown community might be able to use the authority of their Brown position to:

- A. Influence the University's business decisions in ways to give improper advantage or financial benefit to oneself, a family member or associate, or
- B. Obtain for oneself, a family member, or an associate a financial benefit beyond the compensation they are authorized to receive for performing their University responsibilities.

Appendix List:

Research Ethics and Compliance Training (CITI) Course Waiver Request Form IDP - Insert Template to Help Conceptualize and Design Thesis of Dissertation Topic Papers RAship Contract Letters Dissertation Committee Confirmation Form Oral Exam Date Request Form Oral Exam Results Form Dissertation Defense Information Form PhD Program Progression Checklist Journal Club Waiver Request Form Conference Travel Funding Procedures

Appendix A - Research Ethics and Compliance Training (CITI)

Research Ethics and Compliance Training (CITI)

All graduate and master's students who are engaged in human subjects research and who have contact with research participants and/or their research data and identifiers must take CITI training and receive a CITI certificate. The initial certification is good for three years and can be renewed three times.

Instructions for new users are:

1. Go to the CITI home page: https://about.citiprogram.org/en/homepage/.

2. Click "Register" and fill in steps 1-7. In Step 1, choose Brown University as the institution. Continue with the registration process filling in all of the appropriate personal information.

3. Search the institutional courses available to Brown. Be sure to click the "View Courses" button connected to Brown University. Click on "Learner Tools" and "Add a Course" for the "CITI Course Enrollment Procedure." Please read the instructions and continue to scroll down to the "CITI Course Enrollment Questions."

4. Answering Questions 1-7 will register students for training courses. Answering all seven questions is not necessary. . Please note that the students may register for as many courses as they like, but not all courses may be required..

5. Brown has created three Initial Education customized tracks to ensure that the education received is tailored to the students research. Completion of one of the following modules is necessary to satisfy Brown's requirement for initial human subjects training. Studentsare required to take only one of the modules listed below but may elect to take more modules if desired.

6. Please complete the track that most closely aligns with the students research or discipline.

7. Once the appropriate Group has been chosen, scroll to the bottom of the page and click "Submit." This will bring the student to the main page where they can begin the correct course. Students can save their progress, log out of CITI, and re-enter the course as many times as needed.

Appendix B - Course Waiver Request Form

Course Waiver Request Form

Students should use this form to request permission to waive a required course. Generally, only required introductory courses can be waived (e.g.: PHP2510, PHP2040), and then only when a student can demonstrate that they have satisfactorily completed an equivalent course at Brown or at another institution in the past. Students seeking permission should obtain signatures first from their academic advisor, second from the course instructor, and lastly, from the Doctoral Program Director. The course instructor may ask the student to take a past final exam from the course for which a waiver is being requested. Students should propose a suitable alternate activity in place of the waived course. Suitable activities may include: serving as a TA for the waived course, taking an alternate course, and an independent study.Completed forms should be returned to the Academic Department Manager.

Student Name: _____

Degree	Program	and Year:
--------	---------	-----------

Course for which waiver is requested (provide course number and title):

Have you previously taken an equivalent course at Brown or at a different institution?_____

If so, list the institution, course name, course number, year taken and your grade in the course. Attach a course syllabus._____

What course/activity do you propose to do in lieu of this course (eg: alternate course, TA this course)?

Required Signatures:

Academic Advisor: _____

Course Instructor:

Program Director:

Name/Signature/Date

Appendix C - Example of Epidemiology Individual Development Plan (IDP)

Example:

Department of Epidemiology Individual Development Plan (IDP)

The IDP is a valuable tool that gives students the opportunity to address their short term and long term career goals. The NIH has mandated that IDP's be a regular part of training and that institutions encourage trainees to comply with this mandate. In addition, the School of Public Health (SPH) is requiring all students, regardless of funding, to fill out an IDP.

The Department of Epidemiology requests that students complete an IDP each calendar year. The deadline for submission of the IDP is December 1st.

Before submitting your IDP, please review responses with your academic advisor. In addition to NIH reporting requirements, the Department views the IDP as an important opportunity to review progress with your advisor, set academic and research goals for the coming year, and update your academic CV.

We thank you for your attention to this important matter.

Your email address will be recorded when you submit this form. * Required

1. Last name *

2. First name *

3. Banner ID *

4. Your department/Graduate Program *

Mark only one oval.

- Behavioral and Social Sciences
- Biostatistics
- Epidemiology
 - Health Services and Research

Please give a brief overview of your research project and major accomplishments in the past year.

5. list your publications this year.

Include: Title, all authors, Name of Journal, Year of Publication, Volume, Page #'s. If available, please give PMCID #

6. Please list any honors and awards you received this past year. Include any fellowships, grants written and applied for, professional society awards, travel awards (external) 7. Please list any professional meetings you attended.

8. New areas of research or technical expertise acquired in the past year.

9. Please describe any teaching activity. TA, Sheridan Center, etc.

10. Please list committee or other service activity.

11. Any other professional activities or activities with professional relevance that you'd like to list.

Community activities, volunteer activities, etc. - should have relevance to your professional goals.



Plans for Next Academic Year

Your goals and objectives for the coming year.

12. Your research project goals Brief Paragraph

13. Anticipated publications (indicate projected titles)

14. Anticipated meeting or workshop attendance

15. Fellowship or other funding applications planned

16. Other Professional Training

(Course work, teaching activity)

17. Please discuss your long term goals

18. Identify target dates for the duration of your graduate/postdoctoral training

19.	Define speci	fic skills	and strengths that y	ou need to d	evelop	(based on	discussions w	/ith
your mentor) to help you achieve the long term goals you identified above								

20. Define the approaches to obtain the specific skills and strengths described in the previous question together with anticipated time frames

Examples include courses, technical skills, teaching, supervision, conferences, workshops, etc.

21.	. Please check below that you have you have reviewed this statement and that you have
	discussed this with your advisor *

Check all that apply.

Yes, I have reviewed this statement and am submitting my complete statement.

I have discussed my IDP and plans with my mentor

22. My mentor's name *

Send me a copy of my responses.

Appendix D - Template to Help Conceptualize and Design Thesis or Dissertation Topic Papers:

Thesis Title:	
Brief Background:	
Research Question:	
Data Source (e.g., Women's Health Initiative):	
Estimated Sample Size:	
Source Population (Persons, place, & time):	
Primary Exposure(s):	
Primary Outcome(s):	
Potential Confounders and/or Covariates (age, sex, race, and SES):	
Potential Modifiers (e.g., sex or race):	
Analytic Methods (e.g., logistic or linear regression):	
Effect Measures to be Estimated (e.g., relative risk of disease among those with exposure compared to those without):	

Appendix E - RAship Contract



DEPARTMENT OF EPIDEMIOLOGY

Dear

and STUDENT,

We are delighted that you will be working together this term through a research assistantship (RAship). In order to enhance clarity and set expectations for both the advisor and student, it can be helpful to clearly outline elements of the RAship at the beginning of each term. The purpose of this agreement letter is to outline RAship goals, and ensure that all parties understand expectations involved in the RAship.

- The student is responsible for working on the assigned project for <u>20*</u> hours per week during the coming term, and not beyond this term unless the RAship is renewed. *15 hours per/week for a first year PhD student in the first semester
- It is understood that voluntary work on the part of the interested student may continue past this term if they are able to, given other commitments, but is not required as part of the RAship.
- The advisor and student work together to ensure that RA responsibilities are being met.
- The RA advisor is responsible for supervising and directing the student's work during the term of the appointment.
- The advisor also will be solicited for formal feedback as part of the twice-yearly evaluation of students.

Please note that the student can take up to four weeks of vacation time in an academic year. The student may also take up to 5 paid sick days across an academic year.

We hope that this agreement helps foster conditions for a productive and enjoyable research experience!

Responsibilities and Expectations of Student's RAship (describe relevant details, such as hours, frequency of meetings, nature of work, products to be produced, benchmarks and timeline including planned vacation time):

The RAship for the semester begins on_____ and ends

on_____.

The RA is expected to lead filling out this form, and confirming/further developing responsibilities and expectations with the RAship advisor. If you have any questions, please contact the Academic Department Manager, Brittany Leclerc (<u>brittany_leclerc@brown.edu</u>).

Names and signatures:

Student:_____

Faculty Member: _____

Doctoral Program Director:_____
Appendix F - Dissertation Committee Confirmation Form



Doctoral Programs in Biostatistics, Behavioral & Social Health Sciences, Epidemiology and Health Services Research

	(Consult Student Handbook for Details	/Requirements)
Student Name: Department:		Date:
Proposed Topic and Comm	ittee Members (three required; additiona	I space provided):
DissertationTitle:		
Dissertation Advisor:	Type or Print Name	Signature
Committee Member:	Type or Print Name	- Signature
Committee Member:	Type or Print Name	Signature
Committee Member:	Type or Print Name	- Signature
Committee Member:		
Check if member is	; External Reader) Type or Print Name	Signature
Obtain Graduate Program I	Director's Signature:	
Graduate Program Director Signature		Data

Public Health • 121 S. Main Street • Providence, RI 02912

Appendix G - Oral Exam Date Request Form



Doctoral Programs in Biostatistics, Behavioral & Social Health Sciences, Epidemiology and Health Services Research

Oral Exam Date Request Form

(Consult Student Handbook for Details/Requirements)

Student Name:	Date:
Department:	
Dissertation Title:	
Committee Members (Type or Print Na	imes):
Oral Exam Chair:	
Dissertation Advisor:	
Committee Member:	
Committee Member:	10
Committee Member:	
(Exam should be scheduled 2-3 weeks months from the time of a successful w	in advance, and should be completed six to eleven vritten examination)
Proposed Oral Exam Date:	Oral Exam Location:
	(Contact Administrative Coordinator)
Proposal has been provided to commit	tee members? 🗆
Obtain Graduate Program Director's S	ignature:

Distribution: Provide copies to the Program Director and Administrative Coordinator

Public Health

121 S. Main Street

Providence, RI 02912

Appendix H - Oral Exam Results Form



Doctoral Programs in Biostatistics, Behavioral & Social Health Sciences, Epidemiology and Health Services Research

Oral Exam Results Form

Student Portion					
Student Name:	Date of Oral Exam:				
Department:					
Dissertation Title:					
Committee Members (Type or Print Names):					
Dissertation Advisor	Committee Member				
Committee Member	Committee Member				
Committee Member					
Oral Exam Chair Portion (Please give copies to the Graduate Program Director, Administrative Coordinator, and student) Outcome: Student achieved a High Pass (Date Passed:) Student achieved a Full Pass (Date Passed:) Student Conditionally Passed Student Did Not Pass Request to Change Academic Advisor (New Advisor's Name:) Overview of What Happened During the Oral Exam: (If student conditionally passed, what must the student do in order to pass?)					

Print Name

Oral Exam Chair's Signature:

Signature

Date

Appendix I - Dissertation Defense Information Form



Brown University Box 1867 Providence, RI 02912 tel: 401863-2600 fax: 401863-7341 Graduate_School@brown.edu

DISSERTATION DEFENSE INFORMATION

STUDENT NAME:	SIS ID NUMBER: SISW
DEPARTMENT:	
PREVIOUS DEGREES	
	BALEAWAADED
DEFENSE DETAILS DATE	TIME
BUILDING	ROOM
EXACT TITLE OF DISSERTATION	
COMMITTEE	
DIRECTOR	DEPARTMENT
READER	DEPARTMENT
READER	DEPARTMENT
READER	DEPARTMENT
PRELIMINARY EXAMINATION	LANGUAGE REQUIREMENTS
DATE PASSED	DATE PASSED
	DATE PASSED
	DATE PASSED
SATISFIED NOT REQUIRED	
SUPERVISED RESEARCH REQUIREMENT	

Director of Graduate Study

Date

Appendix J - Example of PhD Progress Checklist - Live Google Doc

Status	Semester & Year Completed	Comments
-		
Status	Semester & Year	Comments
	eompieteu	10
1		
1		
Status	Semester & Year Completed	Comments
Status	Completed	Comments
4	Y1: Y2: Y3: Y4: Y5:	
-		
-		
-		
-		
1		
	Image: status Image: status	Status Semester & Year Completed Status Semester & Year Status Sem

Form Last Updated Spring 2022

Appendix K - Journal Club Waiver



OFFICE OF THE DEAN

Melissa Clark, PhD Associate Dean of School for Academic Affairs Professor of Health Services, Policy and Practice

Journal Club Waiver Form

Every doctoral student in the School of Public Health is required to attend Journal Club each semester while enrolled in the program unless exempted by the student's Graduate Program Director. However, the Graduate Program Director should notify the Instructor of Record, in writing, of any exemptions being granted each semester. Please fill out the fields below in order for you to receive exception from this departmental requirement. Journal Club waiver forms are to be filed in the department student's file or e-record.

Student Name:

(First)

(Last)_____

Please provide a few words, explaining the reason you would like to obtain a waiver from this requirement:

Student Signature

Graduate Program Director

(First)_____ (Last)_____

Graduate Program Director Signature

Brown University 🛛 School of Public Health 🗅 Box G-S121-4, Providence, RI 02912 🗅 401-863-2768 o 🗖 401-863-6657 f 🗖 Melissa_Clark@brown.edu

Other Research Travel Opportunities:

- Global Mobility Research Fellowship
- International Travel Fund
- Student Research Grants in Judaic Studies
- CFAR Trainee Support Awards

Graduate students are required to register their international travel with <u>International</u> <u>SOS</u>. Students should take advantage of International SOS travel advice and services.

Appendix L - Form to Select RAship, TAship, or 4th Course in First Semester



DEPARTMENT OF EPIDEMIOLOGY

Appendix N - Form to Select RAship, TAship, or 4th Course in First Semester

This form is for incoming PhD students in the Department of Epidemiology to select one of four options they plan to pursue during their first semester of the Epidemiology doctoral program. These four options are included below. All incoming Epidemiology PhD students must complete this form including obtaining all required signatures and return the completed form to the Epidemiology Academic Program Manager by <u>August 15th</u> of the relevant calendar year.

Options:

1.) Complete a 15hrs/week RAship

2.) Complete TAship requirement if there is a Department or SPH need (student must speak with the Doctoral

Program Director before selecting this option)

3.) Take a 4th (non-independent study) course

4.) Take a 4th course that is an independent study for A,B,C/No Credit (independent study can include activities such as developing grant proposal aims or writing a grant proposal)

Name:

Incoming Year:

Selection:

Reason for selection:

If student chose option 1.), please rank RAship opportunities with most preferred opportunity listed first:

If student chose option 3.), please list all courses that the student will be taking during the first semester:

If student chose option 4.), please specify the faculty member who the independent study will be completed with and list all activities that will be completed during the independent study (that cannot be completed as part of an RAship):

Signature of Student

Signature of Academic Advisor

Signature of Doctoral Program Director

Signature of Independent Study Faculty (if applicable)

Appendix M - Department of Epidemiology Summer RAship Justification

	Department of Epidem RAship Justification For Please complete this form to request a 40 hrs/we	iology Summer orm eek RAship instead of the standard 20 hrs.
1.	Email	
2.	Name	
3.	Who is your current RAship with?	
4.	What is the reason you wish to work 40 hrs/week?	
5.	Academic Advisor Name	6. Academic Advisor Signature

7. RAShip Supervisor Name

8. RAship Supervisor Signature

9. Doctoral Program Director Name

10. Doctoral Program Director Signature