

Occupational Therapy & Physical Therapy
PhD in Rehabilitation Science

2024-2025
STUDENT HANDBOOK



UAB SCHOOL OF HEALTH PROFESSIONS
OCCUPATIONAL THERAPY & PHYSICAL THERAPY
PHD IN REHABILITATION SCIENCE
2024-2025 ACADEMIC HANDBOOK



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05.17.2024

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INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions! We are pleased you chose to join one of our many excellent programs, which in combination have established us as a national leader in health professions education.

We are home to one of the largest health professions schools in the nation with more than 30 programs at the certificate, baccalaureate, master's, and doctoral levels, with more than 2,000 undergraduate and graduate students enrolled.

Moving into a post-COVID environment is a new start for everyone in health care, and you are in the best place to begin your personal journey toward joining this dynamic field. We are all committed to providing you a world-class education, and to support your pursuit of knowledge and your strong desire to serve others as a healthcare professional.

The pandemic has challenged all of us in many ways, and your entry into one of our professional programs demonstrates one of the most precious personal qualities one can have: resilience. That resilience has brought you here today and will continue to serve you well during your journey at UAB.

We recognize that healthcare needs - even outside of a pandemic - are constantly changing. That is why we continue to add innovative programs to our academic portfolio and to enhance and revitalize ongoing programs. We also offer graduate programs you will only find in Alabama at UAB, such as Genetic Counseling, Nuclear Medicine and Molecular Imaging, Low Vision Rehabilitation, Health Physics, Healthcare Quality and Safety, doctoral-level Rehabilitation Science, and Biomedical and Health Sciences.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registrations and enjoy being in high demand within the job market. Our first-time student exam pass rate on many credentialing exams is an astounding 98 percent or higher.

Graduating from the School of Health Professions means you will acquire an esteemed degree, have a host of job opportunities in healthcare – an industry that continues to grow rapidly – and be well prepared to make a difference in your community. We look forward to maintaining our relationship with you when you join our alumni community.

Our alumni give advice to current students that is worth repeating: “learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance”.

I look forward to seeing you grow in your respective fields and watching you become the leader we know you can be.



Andrew J. Butler, PhD, FAPTA

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP) is one of the largest academic institutions of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950s as a collection of training programs in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAH). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including a nationally ranked program in Nutrition Sciences. Through the leadership and guidance of early visionaries, the school experienced unparalleled success, which continues to date.

Today, the School of Health Professions is comprised of more than 30 programs – at the certificate, baccalaureate, master's, and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building (LRC), and the School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25.
- Research funding is over \$14 million and growing.
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969.

Under the current leadership of Dean Andrew Butler, the school has never been stronger or better positioned as a national leader in health professions education.

SCHOOL OF HEALTH PROFESSIONS CONTACT INFORMATION

In addition to your program director and program faculty, the following individuals may be able to provide assistance with questions and issues related to your school and program activities.

Jennifer Christy, PhD, Assistant Dean for Faculty Affairs

(205) 934-5903; jbraswel@uab.edu

Samantha Giordano-Mooga, PhD, Director of Undergraduate Honors Program

(205) 996-1399; sgiordan@uab.edu

Melanie Hart, PhD, Associate Dean for Academic and Faculty Affairs

(205) 934-7528; mhart2@uab.edu

Kevin Storr, Director of Communications

(205) 934-4159; storr@uab.edu

Lee Test, Director of Academic and Faculty Operations

(205) 975-8034; lttest@uab.edu

Marci Willis, Director, Learning Resource Center

(205) 934-9472; mbattles@uab.edu

SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements, and official school holidays are recorded on the [UAB Academic Calendar](#).

ACADEMIC INTEGRITY CODE

The University established a new Academic Integrity Code effective August 23, 2021. This Code, which applies to undergraduate, graduate, and professional students as well as all academic activities, defines academic misconduct and outlines procedures for breaches of the code. Policies are established for resolution of charges of academic misconduct, and these processes are managed by the Academic Integrity Coordinator (AIC). In the School of Health Professions, the AIC is the Associate Dean for Academic and Faculty Affairs, the office is located in SHPB 660. The full text of the Academic Integrity Code is available at: [Academic Integrity Code](#).

ADVISING

Undergraduate student advising is provided through the Student Services and Advising unit, which is housed in the School of Health Professions Building (SHPB) 230 suite of offices, near the elevators on the 2nd floor. Walk-ins are accepted, but appointments are preferred. Contact information for individual advisors is listed below.

Andrea Bennett, Academic Advisor III, (205) 996-1689; arbennett@uab.edu

Eileen Hatfield, Academic Advisor II, (205) 934-4185; mehatfie@uab.edu

Chris Smith, Academic Advisor III, (205) 934-5974; cjsmith1@uab.edu

Adam Pinson, Academic Advisor III, (205) 996-6789; apinson@uab.edu

Graduate student advising is provided through the SHP graduate programs.

AMBASSADORS

Ambassadors help to spread awareness of the School of Health Professions and its multifaceted undergraduate and graduate programs, serve as liaisons between the department and university-wide student organizations, and serve as a student voice in school and university committees. The SHP Ambassadors help to support the programs within the school that will impact recruitment and retention initiatives.

ASKIT

ASKIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance.

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory, or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB attendance policy is as follows:

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide a reasonable accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences.

Examples include the following:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences of students registered with Disabilities Services for disabilities eligible for “a reasonable number of disability-related absences” provided students give their instructors notice of a disability-related absence in advance or as soon as possible.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
 - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.
 - If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.
- Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students.
- Absences due to religious observances provided that students give faculty written notice prior to the drop/add deadline of the term.

In these instances, instructors must give students the opportunity to complete assignments in a way that corresponds as much as possible to the nature, scope, and format of the original. Options may include making up exams or other assignments, rescheduling student classroom presentations, or arranging for early or late submission of written assignments. The course make-up policy should be included in the syllabus.

BACKGROUND CHECK

Students in SHP programs are required by policy to undergo a background check using the school's approved vendor, [CastleBranch](#), at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional checks may be required by the individual sites therefore, students should work with the program to ensure compliance requirements are met. Instructions for requesting the background check are provided to students by their programs.

The Office of Academic and Faculty Affairs is responsible for ensuring student compliance throughout the program. Students found to be non-compliant will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the student's account.

- **The initial background check must be completed prior to the first day of class.**
- **Subsequent background checks must be completed prior to the first day of the semester of a fieldwork placement (clinical, internship, practicum, residency, etc.).**

BLAZERID / BLAZERNET / EMAIL

BlazerID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu UAB student email is provided through Microsoft Office 365, a cloud-based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage. Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information, and announcements. Do not forward your UAB account to a personal email account. UAB is not responsible for information not received by the student due to the 'redirecting' of a UAB account to another email server.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stocks UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore

Location: 1400 University Blvd, Hill Student Center, Birmingham, AL. 35233

Hours: M – F 8:00am – 5:00pm | Sat 10:00am – 2:00pm | Sun Closed

Telephone: (205) 996-2665 Website: <https://uab.bncollege.com/shop/uab/home>

CAMPUS ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and for other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CAMPUS SAFETY

Campus safety procedures and resources can be accessed at <https://www.uab.edu/students/home/safety>.

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and to manage course assignments.

CATALOG

The UAB Catalog is published annually and includes UAB's courses, policies, and curricula. Students can link to the Undergraduate or Graduate catalog at www.uab.edu/catalog.

COMMUNITY STANDARDS AND ACCOUNTABILITY

[Community Standards and Accountability](#) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and

ethical development. More information can be found here: [UAB Student Advocacy, Rights & Conduct](#). The UAB student conduct code may be accessed online: [UAB Student Conduct Code](#).

COUNSELING SERVICES

Student Counseling Services offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. Student Counseling Services is located in the Student Health and Wellness Center at 1714 9th Avenue South (3rd Floor), Birmingham, AL. 35233. For more information, call (205) 934-5816 or <https://www.uab.edu/students/counseling/>.

DISABILITY SUPPORT SERVICES (DSS)

Accessible Learning: UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty, and staff. If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit [Disability Support Services](#).

If you are a student registered with Disability Support Services, it is your responsibility to contact the course instructor to discuss the accommodations that may be necessary in each course. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving academic adjustments. Reasonable and timely notification of accommodations for the course is encouraged and provided to the course instructor so that the accommodations can be arranged.

DRUG SCREEN

Students in SHP programs are required by policy to undergo a drug screen using the school's approved vendor, [CastleBranch](#), at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional screens may be required by the individual sites therefore, students should work with the program to ensure compliance requirements are met. Instructions for requesting the drug screens are provided to students by their programs.

The Office of Academic and Faculty Affairs is responsible for ensuring student compliance throughout the program. Students found to be non-compliant will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the students' account.

- The initial background check must be completed prior to the first day of class.
- Subsequent background checks must be completed prior to the first day of the semester of a fieldwork placement (clinical, internship, practicum, residency, etc.).

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone*
or call: (205) 934-3535 | (205) 934-HELP (4357) | (205) 934-4434

Emergencies affecting campus are communicated via the following:

- UAB Severe Weather & Emergency Hotline: (205) 934-2165
- University home web page: www.uab.edu
- Webpage: www.uab.edu/emergency
- Announcements on BlazerNET
- Cell phone messages and SMS text – register for B-ALERT notices via <https://idm.uab.edu/ens/b-alert>

FERPA TRAINING

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following site: [FERPA](#). If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu. All SHP students are required to complete [FERPA Training](#). Compliance with the training requirement is monitored monthly.

FINANCIAL AID

Financial Aid Counselors are available each day in the One Stop Student Services Office located in the Hill Student Center, 1400 University Blvd. Suite 103, Birmingham, AL 35233. If you have general questions, you can call the Office of Student Financial Aid at (205) 934-8223 or send an email to finaid@uab.edu. For additional financial aid information: [Cost & Aid](#).

FOOD SERVICES

Dining facilities available on campus closest to the SHP buildings include the Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center. For additional information about meal plans and campus dining facilities: [Student Dining](#).

GRADUATE SCHOOL

The UAB Graduate School offers doctoral programs, post-master's specialist programs, and master's level programs. Graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at [Graduate School](#). Policies and Procedures for the Graduate School can be located in the [Graduate School Catalog](#).

GRADUATION

All students must complete an application for degree six months prior to graduating and no later than the deadline in the academic calendar. The University holds commencement every semester. Check the commencement website for the most current information: [UAB Commencement](#).

HEALTH INSURANCE

To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, the University of Alabama at Birmingham (UAB) requires all students to have major medical health insurance. Students can provide proof of their own private coverage or be enrolled in the Student Health Insurance Plan. The plan is a 1-year commercial policy provided by United HealthCare and is re-negotiated annually. This policy is a comprehensive health insurance policy at an affordable cost that is specifically designed to meet the needs of UAB Students. If you are required to have insurance but have sufficient coverage on another plan and wish to opt out of the Student Health Insurance Plan, you are required to submit a waiver to Student Health Services at the beginning of every semester. More information including submitting a waiver can be found at this website: [Student Health Insurance Waivers](#).

HIPAA TRAINING

The Health Insurance Portability and Accountability Act (HIPAA) includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at [HIPAA](#). Compliance with the training requirement is monitored monthly.

HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for the following society memberships.

- Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A) and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.
- Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

IMMUNIZATION POLICY

To provide a safe and healthy environment for all students, faculty, and staff at the University of Alabama at Birmingham (UAB), first-time entering students, international students and scholars, and

students in clinical & non-clinical programs, provide proof of immunization against certain diseases: [Student Immunizations](#).

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the [IRB website](#).

INTELLECTUAL PROPERTY

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues are available at: [University Policies on Patents, Copyright, and Intellectual Property](#).

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. [Center locations](#). The School of Health Professions' lactation room is in the Susan Mott Webb Nutrition Sciences Building at 1675 University Blvd, Room 219A, Birmingham, AL 35233. Female students enrolled in the School of Health Professions have access to the room via their student ID/OneCard. If you cannot access the room, contact the building administrator, Julia Tolbert-Jackson at (205) 934-4133.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. Students have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation. [UAB Libraries](#).

SHP Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing, and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom, and testing labs.

Location: 1714 9th Avenue South (2nd Floor), Birmingham, AL. 35233.

Phone: (205) 934-5146

Email: shplrc@uab.edu

Lister Hill Library of the Health Sciences

This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold "office hours" in the Learning Resource Center weekly.

Location: 1700 University Blvd. Birmingham, AL. 35233

Website: <https://library.uab.edu/locations/lister-hill>

Phone: (205) 975-4821

Mervyn H. Sterne Library

A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

Location: 917 13th Street South, Birmingham, AL. 35233

Website: <https://library.uab.edu/locations/sterne>

Phone: (205) 934-6364 (Reference) | (205) 934-4338 (User Services)

NON-ACADEMIC MISCONDUCT POLICY

The Student Conduct Code promotes honesty, integrity, accountability, rights, and responsibilities expected of students consistent with the core missions of the University of Alabama at Birmingham. This Code describes the standards of behavior for all students, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. Behavior that violates UAB standards of conduct listed within the Student Conduct Code and elsewhere will be subject to disciplinary action through the appropriate conduct process. Whether it is determined that an individual or group is responsible for the violation(s), either by direct involvement or by condoning, encouraging, or covering up the violation, appropriate response will occur with respect to the individual(s) and/or group involved.

[Undergraduate Non-Academic Policies](#)

[Graduate Non-Academic Policies](#)

ONE STOP STUDENT SERVICES

If you have questions or need assistance with an academic or administrative process, the UAB One Stop is where to go! Advisors will help you solve your problem or do the legwork for you if another UAB resource is needed. One Stop is located in the Hill Student Center, 1400 University Blvd. Suite 103, Birmingham, AL 35233. You may contact the [One Stop](#) office by phone or email at (205) 934-4300; (855) UAB-1STP [(855) 822-1787]; onestop@uab.edu.

PARKING

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South, Birmingham AL. 35294. The office is open Monday – Friday from 7:30am – 5:00pm. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student's account. For additional information: [UAB Student Parking](#).

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see Academic Integrity Policy). All papers submitted for grading

in any SHP program may be reviewed using the online plagiarism monitoring software. Please note that all documents submitted to [Turnitin.com](https://www.turnitin.com) are added to their database of papers that is used to screen future assignments for plagiarism.

RECREATION CENTER

The [Campus Recreation Center](#), located at 1501 University Blvd, Birmingham, AL 35233, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track.

SCHOOL OF HEALTH PROFESSIONS AWARDS

All students in the School of Health Professions are eligible for consideration for the following awards.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of their academic and non-academic achievements.
- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care.
- Charles Brooks Award for Creativity – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student's academic activities.
- Dean's Leadership and Service Award – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community.

For more information: [UAB School of Health Professions Student Awards and Scholarships](#). Please refer to the program section of this handbook for awards available to students in individual programs.

SCHOOL OF HEALTH PROFESSIONS SCHOLARSHIPS

The SHP has several scholarship opportunities for students enrolled in SHP programs. The Scholarship Committee, comprised of faculty from each department, reviews and, selects awardees.

Scholarships available to students in any SHP program are the following:

The Carol E. Medders Endowed Scholarship in Health Professions was established by Carol Medders, former Director of Admissions for the School of Health Professions Student Services. Applicants must be currently enrolled in a full-time, degree-granting program in the School of Health Professions and should demonstrate academic excellence and financial need. The award recipient should be enrolled in a program that has a competitive application process and academic course load that prohibits them from holding full-time employment. This scholarship is awarded for the Spring Semester.

The *Ethel M. and Jesse D. Smith Endowed Nursing and Allied Health Scholarship* is an endowment that provides scholarships for both the School of Health Professions and School of Nursing. Applicants must be enrolled in a School of Health Professions undergraduate program and be a resident of the state of Alabama. Applicants should demonstrate academic excellence and financial need. This scholarship is awarded in the Fall.

The *Lettie Pate Whitehead Foundation* provides funding for scholarships focused on the foundation's founding mission—to provide financial assistance to women who express financial need in nine southeastern states. At the University of Alabama at Birmingham, Lettie Pate Whitehead Scholarships are awarded to women who, in addition to financial need, have an interest in pursuing studies in nursing or other health-related professions. Both undergraduate and graduate students within the Schools of Nursing and Health Professions are eligible. This scholarship is awarded each semester.

The *Dr. Edward D. and Sandra Dunning Huechtler Endowed Memorial Award* provides assistance to deserving students in need of financial support to continue in the pursuit of their goal of a career in the health professions. This award is open to undergraduate and graduate students enrolled in one of the School of Health Professions majors. Applicants should demonstrate academic excellence and financial need. This scholarship is awarded in the Spring Semester.

The *School of Health Professions Junior Advisory Board Endowed Scholarship* was established to provide financial awards assisting students with the completion of professional licensure and certification exams necessary to practice in their fields and/or the costs associated with professional development and job preparation. This scholarship is awarded in the Spring semester.

For more information: [UAB School of Health Professions Student Awards and Scholarships](#). Application announcements are made by the Office of Academic and Faculty Affairs. Many programs in SHP also have scholarships available to currently enrolled students in those programs. Please refer to the program section of this handbook for more information.

SHARED VALUES

Collaboration, integrity, respect, and excellence are core values of our institution and affirm what it means to be a UAB community member. A key foundation of UAB is diversity. At UAB, everybody counts every day. UAB is committed to fostering a respectful, accessible and open campus environment. We value every member of our campus and the richly different perspectives, characteristics and life experiences that contribute to UAB's unique environment. UAB values and cultivates access, engagement and opportunity in our research, learning, clinical, and work environments. The School of Health Professions aims to create an open and welcoming environment and to support the success of all UAB community members.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The school's official sites are the following:

- Twitter: https://twitter.com/UAB_SHP
- Facebook: www.facebook.com/UABSHP
- YouTube: www.youtube.com/uabshp
- Vimeo: <http://vimeo.com/uabshp>
- LinkedIn: [UAB SHP LinkedIn](http://www.linkedin.com/company/uabshp)
- Website: www.uab.edu/shp

For more information: [UAB Social Media Guidelines](#).

STUDENT HEALTH SERVICES

The University provides prevention, counseling, and treatment services to students through Student Health Services (SHS) located at 1714 9th Avenue South (3rd Floor), Birmingham, AL. 35233. The clinic is open from 8:00am – 5:00pm Monday – Thursday; 9:00am – 5:00pm Friday. They are closed for lunch between 12:00pm – 1:00 pm weekdays. For more information: [Student Health Services](#). Appointments may be scheduled by calling (205) 934-3580.

TITLE IX

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources and supports, please visit the UAB Title IX webpage for UAB's Title IX Sex Discrimination, Sexual Harassment, and Sexual Violence Policy; UAB's Equal Opportunity and Discriminatory Harassment Policy; and the Duty to Report and Non-Retaliation Policy. For more information: [UAB Title IX](#).

TUITION AND FEES

Tuition and fees for the University are published annually under the "Students" tab of the UAB website. They may be paid through BlazerNET. SHP programs have specific fees attached to programs, courses, and/ or laboratories. For more information: [Tuition & Fees](#).

Payment deadlines for each semester are published on the official academic calendar. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. For more information: [Emergency Management](#). Other information sources include:

- [B-ALERT System](#) (contact information must be setup and current)
- UAB Severe Weather & Emergency Hotline: (205) 934-2165
- WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School of Health Professions are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. For more information: [UAB Add/Drop and Withdrawal Policy](#).

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN POLICY

With the exceptions noted below, students admitted to clinical and non-clinical programs in the School of Health Professions (SHP) will complete a routine criminal background check and drug screen using the approved vendor ([CastleBranch](#)). These screenings should be completed prior the first term of enrollment. Subsequent routine criminal background checks and drug screens using the approved school vendor will be completed prior to fieldwork placement (clinical, internship, practicum, residency, etc.).

Students enrolled in SHP undergraduate programs will complete a learning module in the campus learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement.

- Fees for these screenings will be the responsibility of the student.
- The rules and regulations governing individual fieldwork placement sites may include additional provisions and/or more stringent guidelines which supersede this policy. Fees for these screenings are the responsibility of the student.
- Should your criminal background check contain issues, or you fail a drug screen that may prevent you from receiving or sitting for board certification/licensure, a representative from the Office of Academic and Faculty Affairs will contact you. Depending upon the outcome, students will have a registration hold placed on their account until in compliance and this may result in being dismissed from the program. See program's guidelines regarding specific consequences.

Programs requiring a criminal background check and drug screening by the end of the first semester of enrollment and again, prior to fieldwork placement (if applicable in the program requirements), are the following:

Administration Health Services, PhD
Biomedical Sciences to Biotechnology Fast Track
Biomedical Sciences to Clinical Laboratory Science Fast Track
Biomedical Sciences to Health Physics Fast Track
Biomedical Sciences to Nuclear Medicine & Molecular Imaging Sciences Fast Track
Biomedical and Health Sciences, MS
Biotechnology, MS
Biotechnology, PhD
Dietitian Education Program, Graduate Certificate
Genetic Counseling, MS
Health Administration (Residential), MSHA
Health Care Management to Healthcare Quality and Safety Fast Track
Health Care Management to Health Informatics Fast Track

Health Care Management to Occupational Therapy Doctorate Fast Track
Health Physics, MS
Medical Laboratory Science, MS
Nuclear Medicine & Molecular Imaging Sciences, MS
Nutrition Sciences, MS
– Dietetic Internship Clinical Track
– Dietitian Education Program
– Research Track
Nutrition Sciences, PhD
Occupational Therapy, OTD – (entry level)
Physical Therapy, DPT
Physician Assistant Studies, MSPAS
Rehabilitation Science, PhD

The following students enrolled in SHP undergraduate programs will complete a learning module in the campus learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement.

Health Care Management, BS
Biomedical Sciences, BS
Biobehavioral Nutrition and Wellness, BS
Disability Studies and Rehabilitation Science, BS

Programs waived from the Criminal Background Check and Drug Screening requirements are the following: *

Applied Mixed Methods Research, Graduate Certificate
Biotechnology Regulatory Affairs, Graduate Certificate
Clinical Informatics, Graduate Certificate
Health Administration (International and Executive tracks), MSHA
Health Informatics, MSHI
Healthcare Finance Management, Graduate Certificate
Healthcare Leadership, DSc
Healthcare Leadership, Graduate Certificate
Healthcare Quality and Safety, MS
Healthcare Quality and Safety, Graduate Certificate
Health Services Research, MS
Healthcare Simulation, MS
Healthcare Simulation, Graduate Certificate
Nutrition for Community Health, Graduate Certificate
Nutrition Sciences, MS
– Clinical Track-Prior Learning
– Lifestyle Management and Disease Prevention Track

Low Vision Rehabilitation, Graduate Certificate
Multi-Tiered Approach to Trauma, Graduate Certificate
Occupational Therapy Doctorate (Post Professional)
Physical Therapy Residencies (Neurologic, Orthopedic)
Primary Care Physical Therapy for Underserved Populations, Graduate Certificate

*Students enrolled in exempt programs who participate in a course(s) incorporating community, corporate or other high impact, out-of-classroom activities such as service learning, capstone projects or other hands-on learning experiences, may be required by placement sites to submit background check and drug screening results. Students are responsible for the fees associated with such screening.



STUDENT INSTRUCTIONS FOR UNIVERSITY OF ALABAMA AT BIRMINGHAM SCHOOL OF HEALTH PROFESSIONS

About CastleBranch.com

CastleBranch is a secure platform that allows you to order your background check & drug test online. Once you have placed your order, you may use your login to access additional features of CastleBranch, including document storage, portfolio builders and reference tools. CastleBranch also allows you to upload any additional documents required by your school.

Order Summary

Required Personal Information

- o In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number, and e-mail address.

Drug Test (LabCorp or Quest Diagnostics)

- o Within 24-48 hours after you place your order, the electronic chain of custody form e-chain will be placed directly into your CastleBranch account. This e-chain will explain where you need to go to complete your drug test.

Payment Information

- o At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted, but will result in a \$10 fee and additional turn-around-time.

Place Your Order

Go to: www.castlebranch.com and enter package code:

AH01 - Background Check and Drug Test

You will be required to enter your program under "Student Information" classification

You will then be directed to set up your CastleBranch profile account.

View Your Results

Your results will be posted directly to your CastleBranch profile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password. If you have any additional questions, please contact the Service Desk at 888.723.4263 x 7196 or visit the website to submit your question at: <https://www.castlebranch.com/contact-us>.

DISMISSAL OF STUDENT FOR FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS

[Dismissal of Student and Appeal Process](#)

EMERGENCY PLAN – SHPB/LRC/WEBB

[SHPB/LRC/WEBB Emergency Plan](#)

UAB POLICIES

ACADEMIC PROGRESS

[GRADUATE](#)

[UNDERGRADUATE](#)

HEALTH

[IMMUNIZATIONS](#)

[NEEDLE STICKS AND EXPOSURES](#)

INCLUSIVENESS

[EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT](#)

POLICE AND PUBLIC SAFETY

[CAMPUS SAFETY](#)

[FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS](#)

RESEARCH AND SCHOLARLY ACTIVITIES

[ACADEMIC INTEGRITY CODE](#)

[ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES](#)

[PATENT](#)

SUBSTANCE USE/ABUSE

[ALCOHOLIC BEVERAGES, USE AND CONSUMPTION](#)

[DRUG FREE CAMPUS](#)

[NON-SMOKING](#)

TECHNOLOGY

[TECHNOLOGY RESOURCES](#)

SECTION 3 – PROGRAM POLICIES

The University of Alabama at Birmingham School of Health Professions

Departments of Occupational Therapy and Physical Therapy

GRADUATE STUDY LEADING TO THE DOCTOR OF PHILOSOPHY IN REHABILITATION SCIENCE DEGREE

GOALS

The program will prepare individuals who will advance the field of rehabilitation science through research, teaching, and translation of discoveries into practice. Rehabilitation science is the systematic study of the improvement, restoration and maintenance of function that enables individuals, groups, and communities who have had an illness, injury or who may be at risk for disabling health conditions to achieve the best possible health and health-related outcomes thereby improving their life and wellbeing. Encapsulating science from the level of the cell and body structure to the person, family, group, community and society level, rehabilitation science serves as a foundation and the body of knowledge by which individuals, working with interdisciplinary teams, may develop and evaluate current and emerging approaches to enhancing enablement and minimizing disability. Rehabilitation science extends beyond the boundaries of traditional academic departments and demands interdisciplinary and collaborative partnerships.

OBJECTIVES

The program is designed to prepare graduates to:

1. Design and implement research studies that will contribute to the knowledge base of rehabilitation science.
2. Contribute to national and international organizations committed to the advancement of rehabilitation practice through translation of innovative research into practice.
3. Design and deliver educational courses related to rehabilitation science research.

Graduates will be qualified to work as:

1. Faculty/scholars, scientists and researchers in industry, educational, health care and government institutions
2. Consultants to individuals, communities, governments and global partners
3. Advocates for societal change

CURRICULUM

Credit hours - Required major courses: 34 credit hours

- RHB 780 Topics in Rehabilitation Science I – 3
- RHB 785 Topics in Rehabilitation Science II– 3
- RHB 782 Topics in Rehabilitation Science III– 3
- RHB 783 Research Design and Measurement in Rehabilitation Science I – 3
- RHB 784 Research Design and Measurement in Rehabilitation Science II – 3
- RHB 789 Rehabilitation Science Seminar – 1 (3 terms; 3 credit hours total)
- RHB 795 Rehabilitation Science Research Proposal – 3
- GRD 717 Principles of Scientific Integrity - 3
- EPR 609 Biostatistics or equivalent – 3
- EPR 710 Biostatistics or equivalent – 3
- HRP 705 Teaching in Health Professions -3
- RHB 746 Journal Club- 1

Credit hours - Electives: 18 – 24 credit hours

Electives are determined in conjunction with the graduate committee based on the student's academic background, courses taken in a focus area, and proposed dissertation question. Courses are specifically selected to develop the expertise needed to complete the dissertation requirements. See Appendix A for examples of elective courses for all areas.

There are four types of electives: concentration electives, academic teaching or writing electives, research methods, and statistical analysis. All electives should be directly relevant to the student's dissertation and/or field of expertise. The maximum number of elective credit hours is 24, thus students should be selective concerning their elective courses, and focus any additional credit hour effort toward completing their RHB 798 or RHB 799 requirements.

Credit hours for dissertation: 21 – 24 hours

- RHB 798 Non-Thesis Research – 9 cr. (min 9 total cr. hours over at least 2 semesters)
- RHB 799 Thesis Research – 12 cr. (min 12 total cr. hours over at least 2

semesters) Total credit hours: 73

Doctor of Philosophy in Rehabilitation Science Degree

TYPICAL CURRICULUM

Degree Plan Example Year 1	Semester 1 – Fall RHB 780 (3) RHB 783 (3) RHB 789 (1) HRP 705 (3) EPR 608 or 710 (3)	Semester 2 – Spring RHB 785 (3) RHB 784 (3) RHB 789 (1) RHB 795 (3) RHB 798 (3)	Semester 3 – Summer RHB 782 (3) RHB 789 (1) RHB 798 (3) GRD 717 (3) Qualifier Exam Parts I & II
Year 2	Semester 4 – Fall RHB 798 (3) EPR 609, 710, other (3) RHB 789 (1) Electives (3)	Semester 5 – Spring RHB 770 (3) RHB 789 (1) Electives (6) Dissertation Proposal	Semester 6 – Summer RHB 799 (3) RHB 746 (1) RHB 789 (1) Electives (6)
Year 3	Semester 7 – Fall RHB 799 (6-9)	Semester 8 – Spring RHB 799 (6-9)	Semester 9 – Summer RHB 799 (6-9)
Year 4	Semester 10 – Fall RHB 799 (6-9)	Semester 11 – Spring RHB 799 (6-9) Dissertation Defense	

The degree plan will vary by the student’s academic discipline and preparation upon entry to the PhD in Rehabilitation Science Program, as well as full or part-time status.

COURSE DESCRIPTIONS

RHB 500 Introduction to Rehabilitation Science. 3 credit hours

Encapsulating science from the level of the cell and body structure to the person, family, community and society level, rehabilitation science serves as a foundation and the body of knowledge by which individuals may develop and evaluate current and emerging approaches to enhancing enablement and minimizing disability.

RHB 490/590 Quantitative Biomechanics of Injury and Rehabilitation. 3 credit hours

Material, mechanical, electrophysiological and energetic principles of human movement. Comparison of non-impaired verses impaired systems in relation to injury/disability.

RHB 575. Special Topics in Rehabilitation Science. 1-4 hours. Exploration of current topics in Rehabilitation Sciences.

RHB 746 Rehabilitation Science Journal Club. 1 credit hour

Student-led, facilitated discussion of current, impactful published research in rehabilitation science. Interaction with scientists and clinicians from multiple disciplines contributing to the rehabilitation science.

RHB 780 Principles in Rehabilitation Science I – Movement Science. 3 credit hours Interdisciplinary discussion of concepts, theories, principles, and research literature underlying the understanding of neural control, biomechanics, motor learning, and motor development and how

purposeful and functional body movements are accomplished under a variety of health conditions and disease processes.

RHB 781. Principles of Rehabilitation Science: Exercise Science. 3 credit hours.

Interdisciplinary discussion of concepts, theories, principles, and research literature underlying the understanding of cardiac and pulmonary physiology, exercise physiology, and health behaviors and how important activities are accomplished under a variety of health conditions and disease processes.

RHB 782 Principles of Rehabilitation Science III – Occupation Science. 3 credit hours Interdisciplinary discussion of concepts, theories, principles, and research literature underlying the

understanding of occupation science and how work and play activities are accomplished under a variety of health conditions and disease processes.

RHB 783 Research Design and Measurement in Rehabilitation Science I. 3 credit hours

A detailed overview of research design and methodologies used in rehabilitation science, including quantitative and qualitative methods.

RHB 784 Research Design and Measurement in Rehabilitation Science II. 3 credit hours

A continuation of RHB 783. A detailed overview of research design and methodologies used in rehabilitation science, including quantitative and qualitative methods.

RHB 785 Principles of Rehabilitation Science II – Behavior Science. 3 credit hours

Scientific and theoretical principles underlying health behavior change in the context of rehabilitation science; health behavior from an ecological perspective; seminal behavior change theories; key elements required for design, implementation, and analysis of rigorous health behavior change research.

RHB 789 Rehabilitation Science Seminar. 1 credit hour

Varied discussion of rehabilitation science topics to help students explore research questions in preparation for their dissertation and to present their work related to their dissertation project.

RHB 795 Rehabilitation Science Research Proposal. 3 credit hours

Scientific and theoretical principles underlying health behavior change in the context of rehabilitation science; health behavior from an ecological perspective; seminal behavior change theories; key elements required for design, implementation, and analysis of rigorous health behavior change research.

HRP 705 Teaching in Health Professions. 3 credit hours

Study of educationally sound curricular design, instructional delivery options and active learning, and methods and types of assessment for teaching in health professions.

RHB 706. Neuroscience I for Rehabilitation Science. 3 credit hours.

Study of the structure and function of the human nervous system with emphasis on sensory/motor function in Rehabilitation Science.

RHB 707. Neuroscience II for Rehabilitation Science. 3 credit hours.

Study of the theories of motor control and motor learning will serve as a foundation for the understanding of how the central nervous system is organized in relation to human movement. Assists students in integrating knowledge with human anatomy, physiology, and biomechanics in relation to the production of human movement.

RHB 720. Pathology and Pharmacology for Movement Disorders I for Rehabilitation Science. 3 credit hours.

Overview of clinical medicine related to management of movement disorders. Basic principles of pathology and pharmacology. Exploration of physical therapy/rehabilitation implications associated with medical and surgical management of disorders with emphasis on clinical manifestations, management, and physical therapy/rehabilitation implications.

RHB 721. Pathology and Pharmacology for Movement Disorders II for Rehabilitation Science. 3 credit hours.

Exploration of medical and surgical disorders with emphasis on clinical manifestations, management, and rehabilitation implications.

RHB 730. Essentials of Human Physiology for Rehabilitation Science. 3 credit hours.

Fundamental principles and concepts of human physiology are covered regarding cell physiology, the cardiovascular, endocrine, gastrointestinal, pulmonary, renal, and skeletal muscle systems. Both cellular and systemic issues are addressed with an emphasis on a mechanistic and integrative approach to understanding function.

RHB 731. Human Performance Physiology for Rehabilitation Science. 3 credit hours.

Course provides fundamental knowledge about the adaptability of human physiological systems in

meeting a range of exercise demands. Areas covered include energy transfer during rest and exercise, physiologic and performance adaptations, exercise prescription for healthy adults, and body composition. Research evidence regarding how exercise and physical activity impact health, wellness, and disease is included as related to rehabilitation science.

RHB 770. Systematic Review Protocol Development. 3 credit hours.

Provides knowledge of formalized methods to plan and execute a systematic review on a topic of choice.

RHB 775. Special Topics in Rehabilitation Sciences. 1-4 credit hours.

Exploration of current issues in Rehabilitation Sciences.

RHB 798 Non-Dissertation Research: minimum of 9 credit hours.

Development of research proposal.

RHB 799 Dissertation Research minimum of 12 credit hours.

Post-proposal meeting research.

FACULTY AND STAFF CONTACT INFORMATION

**The University of Alabama at
Birmingham School of Health
Professions**

Departments of Occupational Therapy and Physical Therapy

Administrative Offices

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Faculty from the Departments of Physical Therapy and Occupational Therapy serve as didactic faculty for the PhD program.

School of Health Professions
Doctor of Philosophy in Rehabilitation Science Program

MENTORING AGREEMENT

PhD training in the UAB Rehabilitation Science Program relies heavily on a mentoring relationship between the PhD student and one or more members of the faculty who share a research interest. Both the mentor and PhD student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations. The Mentoring Agreement (Appendix B) lays out some common commitments that we expect faculty mentors and PhD students to make to each other. It is a fluid document; that is, we expect some changes as students progress through the program. Students and mentors should review and update this agreement annually, and it should form the basis of the annual student evaluation.

ANNUAL STUDENT REVIEW

Students must complete a progress report (Appendix B) in the summer of each year that encompasses all aspects of their training and research for the previous year. These reports will include project progress, data presentations, conference attendance, manuscript publication, and class performance. The student will review the progress report with his/her mentor during the early summer each year. Once the student and mentor have agreed on progress and established goals for the coming year, the report and mentoring agreement for the upcoming year will be given to the program director (PD). The program director will arrange a meeting with the student and mentor before the end of the summer semester to review progress from the previous year as well as key milestones for the upcoming year. Each meeting will also include the report(s) and milestones from all previous years in the program, as well as the Program Requirements Checklist, to determine cumulative progress in the program.

All students will undergo a formal review at least annually, unless a more frequent review is required by the student's funding source or program leadership.

Annual Student Review Process:

1. Student completes PhD student Annual Progress Report and his/her portion of mentoring agreement for upcoming year (all forms found in Appendix B).
2. Student schedules meeting with mentor (if committee includes a co-chair, both must be present at the review). This should happen in early summer.
3. During student/mentor meeting, agree on progress updates, complete mentoring agreement for upcoming year, and make sure Program Requirement Checklist is up to date.
4. Student schedules meeting with PD to review progress report and mentoring agreement. This should happen before the end of the summer semester (mentor may be asked to participate in progress report meeting).

5. Once signed, student submits the original with signatures to program administrator and sends electronic copies with signatures to PD and mentor(s).

OTHER REQUIREMENTS FOR ADVANCED LEVEL PHD STUDENTS

REQUIRED ATTENDANCE AT REHABILITATION SCIENCE SPEAKER SERIES

As a PhD student at UAB, you will have many opportunities to attend scientific presentations that will enhance your learning experience. One such experience is the Rehabilitation Science Speaker Series. During your tenure as a doctoral student in the program, you are required to attend any, and all, scheduled Rehabilitation Science Speaker events. We announce these events in advance and you will receive an Outlook invitation to attend. Failure to attend events without prior notification to the program director may result in a non-academic misconduct violation.

REQUIRED ATTENDANCE AT ALL PUBLIC REHABILITATION SCIENCE PHD DISSERTATION PRESENTATIONS

Attendance is required at all public defenses associated with the PhD in Rehabilitation Science Program. The public dissertation defense is the culmination of the doctoral student's experience at UAB. This major event is an important opportunity for all students to demonstrate solidarity and community with each other, as well as a valuable learning experience for students to prepare for their own future presentations.

REQUIRED NOTIFICATION OF INTERNATIONAL TRAVEL

All students in the PhD Rehabilitation Science Program must notify the Director of any planned international travel providing anticipated departure and return dates (including trips back home to visit family, if one is an international student). Students must also communicate with their Course Directors if any classes are missed and successfully complete any missed assignments.

THE COMPREHENSIVE QUALIFIER EXAM

A four-part, written and oral comprehensive examination is required of all candidates for the Ph.D. degree. Part I examines the broad content areas introduced in the five core courses (RHB 780, 785, 782, 783, 784). Part II is an opportunity for the student to demonstrate Advanced Teaching/Learning Abilities. Part III, is a written research proposal, followed by, Part IV, a presentation and oral examination of the contents of the proposal.

The comprehensive exam is offered at the end of the Summer Semester. The exam typically occurs in the student's 1st year, after completing all of the core course requirements, however students who complete the curriculum on a part-time basis, or otherwise do not have all course requirements met by the summer of the 1st year will work with the program director to

know when they are eligible to take the exam.

Students will be eligible to take the exam after having completed core course hours. Students who complete the curriculum on a part-time basis, or otherwise do not have all core course requirements met will work with the program director to schedule their qualifier exams. Although the sections of the Part I exam correspond to the five core course topics, examination questions are not limited to content presented in class or assigned during the course. You should be prepared to demonstrate knowledge that goes beyond coursework and integrates information across the five courses.

The content of the Advanced Teaching/Learning Abilities exam (Part II) is negotiated between students and Rehabilitation Science program faculty members at the direction of the Program Director. Students will decide on a topic, relevant to Rehabilitation Science, to focus on during a 20-minute Teaching/Learning Session attended by select faculty.

Part III and Part IV consists of both a written element (Part III) and an oral element (Part IV) related to the intended dissertation topic. The written element (Part III) will be a research proposal that will reflect the student's current ideas about his/her dissertation proposal. While this document's ideas should be negotiated in concert with the dissertation advisor, the written portion must be entirely reflective of the student's efforts. The oral element (Part IV) will be a 20 - 30-minute presentation where students explain and defend the key elements of the proposed research (Problem and Background, Theoretical Underpinnings, Specific Aims and Hypotheses, Methods, and Significance).

Overall, the result of the four-part exam will be Unconditional Pass, Conditional Pass, or Fail. All parts must be passed unconditionally before the student can present the dissertation proposal and advance to candidacy. With Conditional Pass, students will be asked to remediate the sections that were below competency level before the exam result can be changed to Unconditional Pass. With a Fail result, students will be asked to retake the entire exam at a later date, not to exceed 6 months from the original date. If, after the first Fail result, the second exam result is also a Fail, the student will be dismissed from the program.

THE DISSERTATION PROCESS

The doctoral dissertation is the capstone of the PhD training. It demonstrates a student's capacity to conceptualize, design, implement and report on data related to a feasible, important, and testable research question. The dissertation should constitute an original contribution to the literature. The dissertation requires the completion of a minimum of 12 hours of dissertation credit. According to UAB Graduate School regulations, students may begin taking dissertation research credit hours after successfully completing required coursework, passing the comprehensive examination, and being admitted to candidacy. Students must also select a doctoral study committee and chair, receive IRB/IACUC approval for the project, and develop and have approved a dissertation proposal prior to taking dissertation research credit hours. Part of the IRB/IACUC approval is a departmental review and an annual continuing IRB/IACUC review.

THE DISSERTATION COMMITTEE

The committee should include a minimum of five faculty members:

- a) The committee chair must be from either the Department of Physical Therapy or the Department of Occupational Therapy. If the primary research mentor is not a faculty member of these two departments, an unofficial “co-chair” who is a faculty member of Physical Therapy or Occupational Therapy must be named. This person is responsible for ensuring all program requirements are fulfilled throughout the student’s PhD training.
- b) At least one member of the committee must be from outside the Departments of Physical and Occupational Therapy.
- c) All committee members must have a Graduate School Faculty appointment. If they do not, please contact the Program Director for guidance with acquiring ad hoc or adjunct approval.

After selecting a committee, you must submit a Graduate Study Committee Letter form to the Graduate School. **This form must be submitted and approved prior to the proposal meeting.** This form can be found on the Graduate Student website.

The dissertation committee is best viewed as a group of individuals who have the following characteristics and should be selected on this basis. They should have some expertise in some aspect of the proposed research. They should have a commitment to working with the student to successfully complete the proposed research. This includes being actively involved in discussing the project and providing any suggestions that will improve its design and being available to the student at mutually convenient times to discuss the project and provide assistance. Students should feel free to consult with their committee members at any time during preparation of the proposal, the collecting and analyzing of data, and the preparation of the dissertation. Viewing the dissertation committee as allies who share a commitment to the dissertation project will improve the quality of the experience and avoid unnecessary anxiety about the dissertation process. Individuals with whom the student has a personal relationship or other relationship that may be deemed as a professional conflict of interest should not be part of the committee. If the student is concerned that his or her committee is not functioning as described above, or that an individual on the committee needs to be replaced, then the program director should be informed, and the situation will be investigated.

PROPOSAL, PROPOSAL DEFENSE AND ADMISSION TO CANDIDACY

After successful completion of the comprehensive examinations, the student must prepare a formal document outlining the proposed dissertation topic. It is recommended that students begin the process by providing potential committee members with a pre-proposal or concept paper of 8-15 pages in length that outlines hypotheses, background and significance (briefly), methods, timeline and concerns and questions. Sometimes a pre-proposal meeting of committee members is held.

The student should consult with his/her mentor about the scope of research in their area that would constitute a dissertation project. In general, the dissertation research should answer one or more substantive questions. In the dissertation, the student demonstrates his or her status as an expert in their field. Thus, in addition to reporting the results of experiments conducted, the general introduction and general discussion are important aspects of the dissertation. The research should be novel, innovative, and substantively add to the existing body of knowledge. While the student is expected to work closely with the mentor and committee to develop the dissertation ideas, the work should be the student's. If a student is funded on a mentor's grant, students are permitted to extend the funded research in a novel way that they can demonstrate expertise and ownership above and beyond the research outlined in the funded proposal. Alternately, students can develop their own line of research questions in advisement with the research mentor.

All dissertation proposals and defenses are considered professional presentations, and presenting students should dress accordingly. This includes appropriate business attire, inclusive of clothing, jewelry, and shoes.

The Rehabilitation Science program adheres to a 3 paper dissertation model. The formal dissertation proposal document will typically include an introduction that includes the specific aims, hypotheses, literature review and significance, and ties each of the three proposed papers together in a cohesive body. Following the introduction section, a detailed plan should be presented for each paper including study design, power analysis, analytical methods, strengths and limitations. Each planned paper must be developed so that they can be publishable as stand-alone papers. **Papers must be based on work initiated after admission to the program.**

This document is submitted to the doctoral dissertation committee **at least 14 business days prior** to the scheduled proposal presentation. The proposal should not be given to other committee members until the committee chair has given approval for the distribution.

The student is responsible for scheduling the oral proposal presentation meeting and notifying committee members. The oral proposal presentation should be attended by all members of the doctoral study committee. After the proposal, members of the doctoral committee decide in a closed session whether or not the student has presented an acceptable proposal and should be advanced to candidacy at that time.

- a) If the student is advanced to candidacy, the committee will complete the *Application for Admission to Candidacy* form. This form is submitted by the student to the Graduate School along with documentation of IRB/IACUC approval for the proposed research.
- b) The committee may request revisions before allowing the student to advance to candidacy. This will be negotiated between the committee chair and members of the committee. Revisions of the written proposal and/or an additional oral defense may be required. The Application for Admission to Candidacy form will not be completed/submitted until all committee members have agreed on revisions.

Admission to candidacy must take place before the last two regular terms in which you wish to complete the doctoral program. For example, if you wish to graduate at the end of spring semester, you must be admitted to candidacy before the previous fall semester begins. You

must be admitted to candidacy before you can register for dissertation research hours (RHB 799). You must be in good academic standing to be admitted to candidacy.

IRB/IACUC APPROVAL

If the research involves human or animal subjects, approval from the IRB or IACUC must be documented **before admission to candidacy** can be approved and IRB/IACUC approvals must be kept current until the research is completed.

FINAL DISSERTATION AND FINAL DEFENSE

Our program requires a 3-paper model for the dissertation. The final dissertation document should include a 1st Chapter which encapsulates the Background and Significance of the dissertation topic, a number of middle chapters that reproduce the publishable, stand-alone manuscripts, and a final chapter which summarizes and synthesizes the major issues that were presented in the manuscripts. **All three papers must be based on work initiated after admission to the program. One papers must be accepted for publication, and the second and third must have been submitted for publication by the time of the dissertation defense. ***

The full final dissertation document should follow the format and guidelines detailed in The Graduate School's *Format Manual for Theses & Dissertations* (available on the Graduate School Website).

Following completion of the proposed research, the full written document is distributed to the Dissertation Committee by the student **at least 2 weeks** prior to public defense. A dissertation committee meeting should be held at a minimum annually in addition to a meeting 1-3 months prior to planned public defense to update the committee on the progress and status of the dissertation project, the written dissertation document, and to solicit committee input in advance of a public defense.

The public defense meeting includes a presentation of the entire project followed by questioning by the committee.

Outcomes of the public defense meeting can include the following:

- a) Unconditional Pass: The committee finds that no revisions are required and unaminously approves the dissertation document and oral presentation. The dissertation defense document must be submitted to the Graduate School within 10 days of the public defense.

- b) Pass with minor revisions required: The committee will make suggestions for minor modifications of the dissertation document that should be implemented prior to the dissertation being submitted to the graduate school. The student must make these minor corrections and obtain approval of the revised document from all committee

members within 7 days following the public defense in order to submit the finalized document to the graduate school within 10 days following the public defense.

- c) Pass with substantial revisions required: The committee will make suggestions for substantial modifications of the dissertation document and/or the oral presentation. The student must make these corrections and re-submit the revisions back to the committee members within 7 days after the public defense. If additional time is needed due to the extent of revisions required, the dissertation committee chair will discuss the time needed with program director. It should be recognized that required substantial changes may delay the anticipated graduation, and therefore the importance of having a dissertation committee meeting 1-3 months prior to the anticipated public defense can not be overstated.
- d) Fail: If, in the opinion of more than one member of the dissertation committee, a student failed the final written or oral defense, there is no consensus to pass. The chair of the committee will advise the student that the dissertation fails to meet the requirements of the Graduate School. The chair will notify the student in writing about the reason(s) for failure. If the student resubmits or submits a new dissertation for consideration to the Graduate School, at least two members of the new examining committee must be drawn from the original committee. If the modified or new dissertation fails to meet the requirements of the Graduate School, the student will be dismissed from the Graduate School.

At the public defense, the student will present a departmental seminar and respond to questions from the general audience. It is the student's responsibility to work with the program administrator to schedule the public defense and advertise it. Advertisement of the public defense should be distributed **at least 2 weeks** prior to the date of the defense, unless approved by the program director. Final approval for degree will not be signed until the public defense has been completed.

*In exceptional circumstances a student can present a case for defending their dissertation with three papers submitted, rather than 1 accepted and 2 submitted. The reasons why one was not accepted and a plan for continued submission attempts can be presented to the Program Director, who will make a decision on whether the student can defend the dissertation.

SUMMARY OF STEPS TOWARD THE DOCTORAL DEGREE

All forms are available on the UAB Graduate School Website at www.uab.edu/graduate.

Make sure to carefully read and take note of all dates/time requirements for departmental and Graduate School forms.

1. Admission to doctoral degree program.
2. Assignment of faculty advisor – (several factors are taken into consideration such as research interests, funding, etc.)

3. Maintenance of good academic standing - This is defined by a grade point average of at least a 3.0 and overall satisfactory performance on pass/not pass courses.
4. Passing of qualifier exam.
5. Appointment of doctoral study committee – A completed Graduate School form is required.
6. IRB and or IACUC approval obtained and HIPPA Training.
7. Dissertation proposal successfully presented.
8. Admission to Candidacy - This must occur no later than two terms before expected graduation. A typed Graduate School form is required. Documentation of a student's IRB/IACUC approval must accompany this form when he/she submits it to the graduate school.
Student's name must be on the official IRB/IACUC approval.
9. Application for Degree – You must submit your application to the Graduate School no later than three weeks into the expected term of graduation. Graduate School deadlines are located here:
<http://main.uab.edu/Sites/gradschool/deadlines/>.
10. Production of dissertation to be submitted for defense.
11. Request for dissertation approval forms. This must be done online at least 10 days before the defense date.
12. Final defense – The final defense must take place no later than 30 days before the Expected date of graduation (see Graduate School deadlines).
13. A single PDF of the defended, committee-approved dissertation must be submitted to the UAB/ProQuest website no later than 2 weeks (10 business days) following the public defense.
14. *Conferring of degree will occur if there are not any financial holds.* If there are then the **Diploma and Transcript cannot be released to the student.**

APPENDIX A: EXAMPLES OF ELECTIVES

Concentration Electives: These are programmatic electives or content area electives of interest
Examples of Courses
RHB 795 Rehabilitation Science Research Proposal (3 cr hr)
RHB 770 Systematic Review Protocol Development (3 cr hr)
RHB 781 Principles of Rehabilitation Science Exercise Science (3 cr hr)
RHB 590 Quantitative Biomechanics of Injury and Rehabilitation (3 cr hr)
RHB 775 Special Topics in Rehabilitation Sciences (1-4 cr hr)
HRP 705 Teaching in Health Professions
Neur 710 Integrative Neuroscience (3 cr hr)
EPI 709 Theoretical Basis of Epidemiology (3 cr hr)
OT 677 Foundation of Low Vision Rehabilitation I (3 cr hr)

Academic Writing Electives: These are electives that focus on developing writing skills for scientific publications and/or grant preparation
Examples of Courses
GRD 706: Grants and Fellowships 101 (1 cr hr)
GRD 708: Writing Successfully (1 cr hr)
GRD 709: Writing Fellowships (1 cr hr)
GRD 722: Writing Research for Broad Audiences (3 cr hr)
GRD 723: Writing Research for Academic Audiences (3 cr hr)
GRD 727: Writing and Reviewing Research (3 cr hr)
GRD 728: Professional Writing and Publishing (3 cr hr)
GRD 729: Writing Your Journal Article in 12 Weeks (3 cr hr)

Research Methods Electives: These are electives in a specific research methodology or study design areas of interest
Examples of Courses
HCO 787 Empirical Methods for Health Research (3 cr hr)
HCO 692 Advanced Topics in Health Disparities Research (3 cr hr)
HB 604 High Technology Approaches to Health Communications and Behavior Change Interventions (3 cr hr)
NRM 773 Qualitative Research Methods (4 cr hr)
NUR 752 Responsible Conduct of Research: A Cross-Cultural Perspective (2 cr hr)
BME 512 Biomechanical Measurement (3 cr hr)
EPR 596 Introduction to Qualitative Methods in Educational Research (3 cr hr)
CS 681 Simulation Models (3 cr hr)

Statistical Methodology Electives: These are electives in a specific statistical or data analysis methodology
Examples of Courses
HCO 721 Clinical Decision Making and Cost Effectiveness Analysis (3 cr hr)
EPI 710 The Analysis of Case Control Studies (3 cr hr)
CS 610 Database Systems I (3 cr hr)
BST 623 General Linear Models (3 cr hr)
BST 665 - Survival Analysis (3 cr hr)
EPR 790/792 Mixed Methods Approaches to Educational Research (3 cr hr)

APPENDIX B: DEPARTMENTAL FORMS

1. Rehabilitation Science Program Requirements Checklist
2. Mentoring Agreement
3. Annual Student Review

PROGRAM REQUIREMENTS CHECKLIST

Students Entering AY 2024

Students: This is the typical plan for completing coursework as a full-time student in the PhD program. Specific timelines for dissertation milestones may vary depending on the student's academic discipline, preparation upon entry to the PhD Program, and full or part-time status. The form should be updated each year, and changes to the plan must be approved by your mentor and the program director. You are responsible for sending an electronic copy to the program director and the program administrator.

Mentors: Provide an electronic copy to the student and keep one for your files.

STUDENT NAME _____

E-MAIL _____

BLAZER ID _____

YEAR 1					
Course Number	Course Name	Semester/Year	Semester/Year Planned	Credit Hours	Semester/Year Completed
RHB 780	Principles of Rehabilitation Science I - Movement Science	Fall 1		3	
RHB 783	Research Design and Measurement in Rehabilitation Science I	Fall 1		3	
RHB 789	Rehabilitation Science Seminar	Fall 1		1	
HRP 705	Teaching in Health Professions	Fall 1		3	
EPR 608 or 710	Educational statistics or appropriate substitute	Fall 1		3	
RHB 785	Principles of Rehabilitation Science II - Behavior Science	Spring 1		3	
RHB 784	Research Design and Measurement in Rehabilitation Science II	Spring 1		3	
RHB 789	Rehabilitation Science Seminar Spring	Spring 1		1	
RHB 795	Rehabilitation Science Research Proposal	Spring 1		3	
RHB 798	Non-Dissertation Research	Spring 1		3	

RHB 782	Principles of Rehabilitation Science III - Occupation Science	Summer 1		3	
RHB 789	Rehabilitation Science Seminar	Summer 1		1	
RHB 798	Non-Dissertation Research	Summer 1		3	
GRD 717	Principles of Scientific Integrity	Summer 1		3	
Total Year 1				36	
Qualifying Exam at End of Year 1 (Summer 1)					
Date Planned: _____ Date Complete: _____					
YEAR 2					
Course Number	Course Name	Semester/ Year Planned	Credit Hours	Semester/ Year Completed	
EPR 609, 792	Educational statistics or appropriate substitute	Fall 2	3		
RHB798	Non-Dissertation Research	Fall 2	3		
Research Design Elective		Fall 2	3		
RHB770	Systematic Review Protocol Development	Spring 2	3		
Concentration Elective		Spring 2	1-3		
Academic Writing Elective		Spring 2	1-3		
RHB 746	Research Journal Club	Summer 2	1		
Concentration Elective		Summer 2	1-3		
Concentration Elective		Summer 2	1-3		
RHB 799	Dissertation Research	Summer 2	1-2		

Total Year 2			18-27	
Dissertation Proposal (Summer 2)				
Date Planned: _____				
Date Completed: _____				
YEAR 3				
Course Number	Course Name	Semester/Year Planned	Credit Hours	Semester/Year Completed
RHB 799	Dissertation Research		6-9	
RHB 799	Dissertation Research		6-9	
RHB 799	Dissertation Research		6-9	
		Total Year 3	18-27	
YEAR 4				
RHB 799	Dissertation Research			1-9
RHB 799	Dissertation Research			1-9
Dissertation Defense (Spring 4)				

Date Planned: _____		Date Completed: _____	
Program Total Credits		74-108	

Credit Hour Minimum Notes

Core Courses: 34 credit hours

Electives: 18 credit hours

- Required: RHB795, HRP 705 and at least 1 elective must be an academic writing course
- **Non-dissertation Research Hours:** 9 credit hours

Dissertation Research Hours: 12 credit hours. Cannot be taken until after a student has entered candidacy

NOTE: The UAB Graduate School requires all course work and dissertation be completed within 7 years.

Student Signature _____

Date _____

Mentor Signature _____

Date _____

Program Director Signature _____

Date _____

MENTOR/MENTEE AGREEMENT

Mentee: _____

Mentor: _____

Date: _____

PhD training in the UAB Rehabilitation Science Program relies heavily on a mentoring relationship between the PhD student and one or more members of the faculty who share a research interest. Both the mentor and PhD student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations. This document lays out some common commitments that we expect faculty mentors and PhD students to make to each other. It is a fluid document; that is, we expect some changes as students progress through the program. Students and mentors should review and update this agreement annually, and it should form the basis of the annual student evaluation.

Commitment of the PhD student

- I recognize that it is my responsibility to identify a focus for my research. My mentors will provide guidance and help me get clarity; but I recognize that if I am to have a satisfying research career, I must choose a focus driven by my own passions and interests.
- I will be an engaged and active participant in a research group throughout my doctoral training.
- I recognize that I have the primary responsibility for the development of my own career and commitment to “lifelong learning.” I will stay abreast of the latest developments in my area of research through reading the literature, regular attendance at relevant seminars, and attendance at scientific meetings. I will actively seek out opportunities outside of the classroom (e.g., professional development seminars and workshops in scientific writing, preparation of grant proposals, oral communication skills, teaching, etc....) to help meet my learning goals.
- I will develop a timeline to achieve my educational and research goals (including benchmarks noted in the PhD Program Requirements Checklist) and will review it with my mentors at least annually.
- I will be honest and respect all ethical standards when I conduct my research and engage in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects’ research as well as (responsibility for copyright, permissions, plagiarism).
- I will strive to be increasingly independent in my training activities including writing for publication, designing and conducting research, mentoring undergraduate and less experienced doctoral students, etc.
- I will seek regular feedback on my performance, including any challenges that I am facing, through open and timely discussions with my mentors.
- I will be responsive to advice and constructive criticism. I acknowledge that the feedback I get is intended to improve my scientific work.
- I will be knowledgeable of the policies, deadlines, and requirements of the PhD program, the graduate school and the university.

Commitment of Mentors

- I acknowledge that it is my responsibility to facilitate the training and professional development of the PhD student. I will work with the PhD student and co-mentors to develop a program plan that best prepares the student to achieve his / her training and career goals.
- I will use personal abilities as well as the assistance of other faculty and department resources to assure that the PhD student has sufficient opportunity to become an expert in the agreed upon area of research.
- I will encourage PhD student interaction with fellow scientists and encourage his / her attendance at professional meetings to network and present research findings.
- I will maintain a relationship with the PhD student that is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews will help ensure that the expectations of both parties are met.
- I will encourage a progressive level of independence and increased responsibility as the PhD student progresses, to facilitate the student's transition to an independent researcher.
- I will promote all ethical standards for conducting research and engaging in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects' research as well as (responsibility for copyright, permissions, plagiarism). I will clearly define expectations for conduct of research within my team and make myself available to discuss ethical concerns as they arise.
- I will commit to being a supportive colleague as the PhD graduate transitions to the next stage in his/ her career and, to the extent possible, throughout their professional life. I recognize that the role of a mentor continues after formal training ends.

Complete the following questions/items to develop your mentoring plan for the coming year.

1. Review the key aspects of the PhD Program Requirements Checklist, including course requirements and progress toward dissertation milestones. List goals for the year here. Goals should include, but are not limited to, course completion, dissertation preparation, publications and presentations. (Add additional lines as needed). Goals should be specific and measurable. **Please remember to directly address any Covid-related setbacks or changes to your plan and how your plan for overcoming these.**

Coursework/Curriculum Goals

1.

2.

Research/Dissertation Goals

1.

2.

Goals for Program Milestones (Qualifier Exams, Proposal, Defense)

1.

2.

Action plan/Backup plan for addressing changes in expected progression due to Covid-19 restrictions.

2. Check the frequency of meetings you plan for this year. For students early in their program, meeting less often may be appropriate. As the student moves toward independent research, more frequent meetings are important.

___ Weekly ___ Bi-monthly ___ Monthly ___ Other: _____

3. The person responsible for scheduling meetings is:

4. Method for meetings (e.g. – 1:1, phone, skype, etc.):

5. To make effective use of time, plan your meetings. The mentee should provide the following prior to each meeting. Agree on what will best serve the two of you.

- Agenda for meeting
- Narrative of each topic to be discussed (as needed)

- Updated Resume/CV (with highlight of new additions)
- Draft of dissertation, thesis, capstone, manuscript (chapter, proposal, etc) provided at least 2 weeks prior to meeting. Conference abstracts may be on a more compressed timeline.
- Other _____

6. Please review, discuss, the expectations for this mentoring relationship. Note any additional expectations or key areas of focus for the coming year below.

Responsibilities of Mentor: _____

Responsibilities of Mentee: _____

Your signature below serves as your acknowledgement of program expectations of mentors and mentees, and your agreement to the terms decided on for this mentor/mentee agreement.

Mentor Signature _____

Date _____

Mentee Signature _____

Date _____

ANNUAL STUDENT EVALUATION

Annual Student Review Process:

1. Student completes PhD student Annual Progress Report and his/her portion of mentoring agreement for upcoming year (all forms found in Appendix B and in PhD Student Box folder).
2. Student schedules meeting with mentor (if student committee includes a co-chair, both must be present at the review).
3. During student/mentor meeting, agree on progress updates, complete mentoring agreement for upcoming year, and make sure Program Requirement Checklist is up to date.
4. Student schedules meeting with PD and mentor to review progress report and mentoring agreement.
5. Once signed, student submits the original with signatures to program administrator and sends electronic copies with signatures to PD and mentor(s).
6. **Mentor/student meetings must be completed and signed forms submitted to the Department Chairs by June 15.**
7. All meetings with the PDs must be completed by August 15th.

PERSONAL INFORMATION

Blazer ID:

Student Last Name:

Student First Name:

Student E-Mail Address:

Mentor Last Name:

Mentor First Name:

Mentor E-Mail Address:

PART I: PROGRAM MILESTONE REVIEW AND PROGRESS TOWARD GOALS

A. Check all program/dissertation milestones accomplished this year (core courses completed, qualifier exams passed, dissertation proposed, etc.)

- Core courses completed
- All didactic coursework completed
- Qualifier exams passed
- Dissertation proposal completed successfully

B. List each goal on mentoring agreement from last year, discuss progress toward each and provide a rationale for any goals where progress was not made. Please make sure to address any impact of Covid restrictions on progress and timeline.

PART II: RESEARCH AND PROFESSIONAL DEVELOPMENT PROGRESS REVIEW

C. Provide a brief but detailed overview of your major accomplishments in each of the following areas in the past year:

- a. Publications (List article title, co-author(s), and indicate if you are the first author):
- b. Honors/Awards (Include fellowships with funding periods, grants written/applied for/received, professional society presentations awards or travel awards, etc.)
- c. National or other professional meetings attended (Indicate meeting title, and if it was an oral or poster presentation)
- d. New areas of research or technical expertise acquired in the past year
- e. Teaching activity
- f. Other professional activities not already listed

Signatures

Student _____

Date _____

Primary Mentor _____

Date _____

Co-mentor (if applicable) _____

Date _____

Program Director _____

Date _____