



Ph.D. student handbook

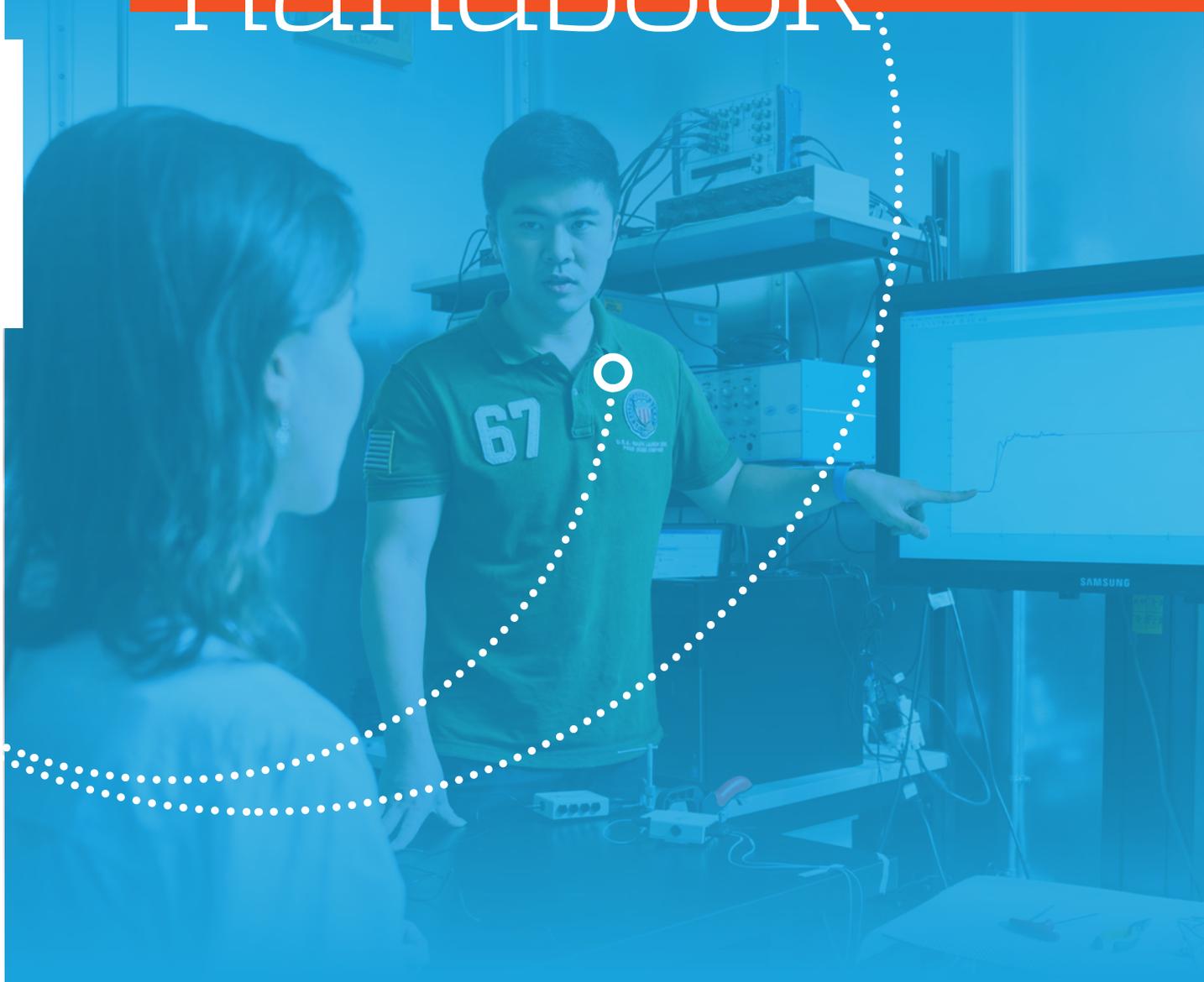


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Letter from the Associate Dean for Academic and Student Affairs

Dear HHP Ph.D. Students,

On behalf of the faculty and staff of the College of Health and Human Performance (HHP), welcome to the University of Florida. The selection of a doctoral program is one of the most important professional decisions you'll make. You have chosen wisely! The renowned Ph.D. program in HHP has a long history of excellence in preparation of future academic and professional leaders.

Regardless of the concentration you have chosen, know that you will be mentored by dedicated world class faculty who maintain ambitious research agendas. Our nationally ranked Ph.D. program is fundamental to the continued advancement of HHP's scholarly reputation. HHP Ph.D. students contribute extensively to fulfillment of the college mission through scholarly research, publications, professional conference presentations, service and outreach activities, as well as the procurement of federal and corporate funding to support the college's work. Local, state, national, and global impacts are realized through the many talents and efforts of HHP Ph.D. students, faculty, and staff.

The University of Florida is considered among the elite public institutions in the country. The strong reputation of the university and college yield a highly valuable degree, which opens doors to a wide range of professional opportunities upon graduation. Our graduates secure prestigious post-doctoral fellowships and tenure earning faculty positions at leading research intensive universities and federal agencies. They also move on to teaching positions in colleges and universities, as well as highly successful careers in the health, tourism, and management industries. As those of you who are returning to HHP know, and as those of you who are new will soon experience, you have selected an outstanding college and university to further your academic and professional endeavors.

On behalf of HHP faculty and staff, the HHP Dean's Office will do everything we can ensure that your time here is resourceful, productive, and enjoyable. I strongly encourage you to embrace the many opportunities for professional and personal growth that will be presented to you during your time as a Ph.D. student. Please do not hesitate to reach out to me or any of the college staff for assistance at any time, and very best wishes in your doctoral studies.

Welcome to HHP and Go Gators!

A handwritten signature in black ink, appearing to read 'C. Janelle', with a long horizontal flourish extending to the right.

Christopher Janelle, Ph.D.
Associate Dean for Academic & Student Affairs

About the College

HHP is unlike most academic colleges. In fact, you would be hard pressed to find another college that can positively influence people in so many different ways. HHP's mission is to "provide recognized programs of excellence in teaching, research and service that focus on assisting individuals, families and communities to promote health and prevent disease while enhancing quality of life across the lifespan." Our faculty, staff, and students are united in an overarching strategic purpose "to collaborate as an academic community to enrich lives, influence healthy living, and enhance human performance."

The University of Florida mission promotes teaching, research and scholarship, and service and strives to "advance by strengthening the human condition and improving quality of life." HHP's mission therefore directly aligns with that of the University of Florida through explicit focus on fundamental basic science questions dealing with the mechanisms that underlie physical and psychosocial health and well-being, as well as applied research on the multiple roles of health education, leisure, and entertainment in maximizing quality of life. These core emphases are reflected in the respective missions and scholarly activities of the students, faculty, and staff in HHP's three departments.

The College's departments (Applied Physiology and Kinesiology, Health Education and Behavior, and Tourism, Recreation and Sport Management) as well as its two centers and one institute (Center for Exercise Science, Center for Behavioral Economic Health Research, and Eric Friedheim Tourism Institute) ideally position the College to influence and address an array of individual and societal challenges. The world-class faculty in HHP performs ground-breaking research leading to improvements in adolescent and adult health behaviors, increased impact of tourism, sports, and other community events, as well as beneficial interventions for individuals with Parkinson's disease and cardiovascular disorders to name a few. HHP faculty members are positively influencing people's lives every day through their expertise and scholarship.

HHP prepares its PhD students with the tools, knowledge, and confidence to fulfill their academic aspirations and become assets to their communities. Many of our alumni go on to positions at universities and research institutions as well as professional careers in exercise science, health education and promotion, recreation, events, tourism, and sport management. Each helps to contribute to a healthier world for tomorrow.

HHP COLLEGE-LEVEL ADMINISTRATION

Michael Reid

Dean

Christopher Janelle

Associate Dean, Academic & Student Affairs

James Cauraugh

Associate Dean, Research

Dan Connaughton

Associate Dean, Faculty & Staff Affairs

HHP Quick Facts

Established: 1946

Undergraduate Enrollment: 1,885

Graduate Enrollment: 270

Faculty: 52

DEPARTMENTS:

- Applied Physiology & Kinesiology (chair: Tom Clanton, Ph.D.)
- Health Education & Behavior (chair: Jalie Tucker, Ph.D.)
- Tourism, Recreation & Sport Management (chair: Michael Sagas, Ed.D.)

RESEARCH CENTERS & INSTITUTES:

- Center for Exercise Science
- Center for Behavioral Economic Health Research
- Eric Friedheim Tourism Institute

UF Graduate School Resources

- [UF Graduate School Finances & Funding](#)
- [UF Office of Graduate Minority Programs](#)
- [UF Office of Research](#)
- [UF Office of Research External Funding Opportunities](#)
- [Fellowship & Grant Opportunities](#)
- [UF Office of Research Graduate Student Travel Funds](#)
- [UF Honors Program](#)

UF Graduate School Student Services

- [UF Graduate School](#)
- [Student Calendar and Planner](#)
- [UF Directory](#)
- [Campus Map](#)
- [Gator 1 ID Card Information](#)

UF Graduate School Policies and Procedures

- [UF Graduate Student Handbook](#)



Ph.D.

health & human
performance

About the Ph.D. in Health and Human Performance

Vision and Mission of the PhD Program

The [Ph.D. in HHP](#) is aligned directly with the College mission as a single college-wide Ph.D. program, with 6 concentrations that are housed and administered by the three departments, according to the following organizational structure:

Applied Physiology and Kinesiology

Ph.D. students in APK study the immediate and lasting effects of exercise and its use in disease prevention and rehabilitation as well as fundamental mechanisms within muscle biology, cardiovascular function, motor neuroscience, biomechanics, environmental physiology, sports medicine and emotion regulation. APK Ph.D. concentrations include Exercise Physiology and Biobehavioral Science, with further specializations in biomechanics, motor control and learning, performance psychology, and sports medicine / athletic training.

Health Education & Behavior

Ph.D. students in HEB systematically investigate health promotion strategies aimed at modifying behaviors which will improve individual, family, workplace, and community health and well-being. The HEB Ph.D. concentration is in Health Behavior.

Tourism, Recreation, and Sport Management

TRSM Ph.D. students study the impact of tourism, recreation activities, professional and amateur sports, ecotourism, parks and beaches on the personal, social, economic, environmental and resource infrastructures of society. Ph.D. concentrations in TRSM include Natural Resource Recreation, Sport Management, and Tourism.

Integration of the College and University missions is reflected in the preamble to the HHP College Constitution: “serving our state, country, globe, and its citizens through teaching, research, creative scholarship, and service for the purpose of helping people protect, maintain, and improve their health, fitness, and quality of life.” In addition to the fine work they do while at UF, our Ph.D. students extend the HHP and UF missions by leaving the university to obtain entry level professorial and post-doctoral positions at research intensive universities and federal agencies, as well as careers in the health, tourism, and management industries.

HHP PhD Student Development

Recruitment and Orientation

The College of Health and Human Performance consistently tries to identify and recruit talented students for the doctoral program of study. The HHP Graduate Student Research Symposium showcases students in both verbal presentation and poster presentation formats. The HHP community is encouraged to invite prospective students to engage in scholarly activity that showcases the talent of our current graduate students.

Opportunities for current faculty and Ph.D. students to connect with prospective students are wide and varied, ranging from on-campus visits to recruitment efforts at national meetings and conventions.

New and returning students attend the fall HHP Graduate Student Orientation event. Graduate Student Orientation provides college and department specific information to the graduate student body, faculty, and staff. The orientation is an excellent opportunity to meet fellow students across the College, interact with faculty, and get to know graduate coordinators and program assistants. Each year students hear a testimonial from a current Ph.D. and current M.S. student. Following the large college session, students break out into their department specific sessions. The department specific sessions are presented in such a way to encourage student engagement and full understanding of policies and procedures present in their department, the College and the University.

Academic Integrity

“The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the Student Honor Code, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code. This includes ALL work! Students violating this policy will be sanctioned according to the Committee on Student Conduct, receive a grade penalty for the course or some other penalty for failure to abide by this standard of conduct. More information regarding the student honor code can be found [HERE](#).

Graduate School Policy

“It is the responsibility of the graduate student to become informed and to observe all regulations and procedures required by the program s/he is pursuing. The student must be familiar with those sections of the Graduate Catalog that outline general regulations and requirements, specific degree program requirements, and the offerings and requirements of the major academic unit. Ignorance of a rule does not constitute a basis for waiving that rule”.

Florida Residency

U.S. citizens, permanent residents, and others included in Section 4 of the Board of Education Rule 6a-10.044 are eligible to apply for Florida residency. All students that enter the program as a Non-resident are REQUIRED to apply for Florida residency prior to the start of their 2nd full year (or 4th semester).

For updated information and forms please consult with the [registrar's website](#). Residency refers to whether you are an in-state Florida resident or an out-of-state resident, and this classification determines your rate of tuition. Florida residents pay less in fees per credit hour than do non-Florida residents. Florida state statute Section 1009.21 defines the requirements for in-state status. Generally a person is considered a Florida resident for the purpose of paying taxes, voting or other legal purposes after residing in the state for a designated length of time. However, state statute specifies additional requirements for a student to be classified as an in-state resident for tuition purposes. Most importantly: Living in or attending school in Florida will not, in itself, establish legal residence for tuition purposes.

Your [initial residency classification](#) is determined by the Office of Admissions when you apply to the university. Failure to provide all relevant information and required documentation in the residency section of the admission application could result in a non-Florida or out-of-state resident classification for tuition purposes.

You have until the last day of classes in your first term to request the Office of Admissions to reevaluate your residency status by providing additional documentation not submitted previously. Once you have completed your first term at UF, you can request a reclassification

(<http://www.admissions.ufl.edu/pdf/residencyreclass.pdf>) of your residency status. You must contact the [Office of the University Registrar](#) to initiate this process.

Teaching and Mentorship

Individual Development Plan (IDP)

The College of Health and Human Performance Individual Development Plan (IDP) Template is completed annually to serve as a framework to guide the PhD program of study to benefit both the faculty mentor and student in communication efforts toward completion of the doctoral degree. The IDP encourages students to create short and long term goals and identify markers that will aid students in achieving established goals. This instrument is not meant to be comprehensive or exclusive, but should be viewed as a guide toward developing an open dialogue between mentor and student, and should help promote an understanding of expectations for completion of the doctoral degree. Each department within the College has a department specific IDP. The department specific IDP's can be found by clicking on the following links:

- [Applied Physiology & Kinesiology](#)
- [Health Education & Behavior](#)
- [Tourism, Recreation & Sport Management](#)

Selecting a Chair

The student's academic program is generally guided and evaluated most directly by an adviser known officially as the supervisory committee chair. The relationship between a student and an adviser is extremely important. The adviser acts as mentor, shaping the student's academic values and understanding of research. Thus, the agreement between an adviser and a student to work together must be made carefully. Both the student and the adviser should consider research goals, mutual interests, compatibility of work habits and personalities, and the student's career goals. The best student/adviser relationships are those that closely approximate the relationship between senior and junior colleagues. The adviser may participate in the research to varying degrees, depending on the discipline and the research issues being addressed. However, it is the adviser's responsibility to guide the student through the first research experiences and to understand and constructively critique and promote research accomplishments. It is the responsibility of the adviser and the student to meet frequently enough to achieve these goals. As a mentor, the adviser neither gives the student excessive guidance nor allows the student to struggle needlessly. The ultimate objective of the graduate research experience is for the student to progress to the point of being self-reliant in subsequent research experiences. To this end, advice to the student should be given with the aim of teaching effective research practices. The adviser has the responsibility of discussing career opportunities with the student throughout the graduate program. During the year before graduation, advisers assist students in searching for a position by helping to identify potential positions and evaluating opportunities, writing letters of reference, reviewing and critiquing the student's vita (academic resume), and guiding the student through the application and review process. In some disciplines, advisers may contact colleagues on behalf of their graduate students. *UF Graduate School*

Further information is located in the [University of Florida Graduate Handbook](#).

Supervisory Committees

The general duties of all supervisory committees include informing the student of all regulations governing the degree sought, checking the qualifications of the student, and planning and approving a program of study. **ANY CHANGE TO THE COMMITTEE MUST BE COMPLETED PRIOR TO THE FINAL EXAMINATION AND BEFORE THE POSTED MIDPOINT DEADLINE OF THE GRADUATING TERM.** Although it is the duty of the supervisory committee to inform the student of all regulations governing the degree sought, this does not absolve the student from the responsibility of being informed concerning these regulations. Indeed, the student should take ownership of their academic progress and have a firm understanding of programmatic and graduate school policies and requirements.

The supervisory committee must meet to discuss and approve the proposed dissertation topic and the plans for carrying out the research. The supervisory committee conducts the written qualifying examination or, in those cases where the written examination is administered by the department, takes part in it. The oral qualifying examination must be attended by the entire supervisory committee in compliance with Graduate Council policies. The committee recommends the student's admission to candidacy for the degree.

All PhD students should have one or more formal meetings annually with their entire supervisory committee.
UF Graduate School

Further information is located in the [University of Florida Graduate Handbook](#).

Expectations

Expectations for each of the Ph.D. concentrations tend to be largely formalized by the supervisory committee and the mentor, under the guiding principles of the departments that administer the concentrations. Expectations are formalized to the extent possible in the context of the IDPs, which vary across the three departments. Expectations are formalized in writing and through verbal discourse as academic and professional development goals in the IDP. IDP naturally evolve based on the student experiences and are revised annually in meetings among the PhD student and the supervisory committee. Students systematically proceed through the program of study for their respective concentrations in a manner that maximizes opportunities for scholarly development and achievement. Curricular, co-curricular, and engagement opportunities are provided to aid our students in their scholarly pursuits. The first two years of the Ph.D. program, regardless of concentration, is commonly focused on satisfying core concentration course requirements as well as extensive coursework in research methods, experimental design, and statistical analyses. Content specific curricular offerings, both in the core and elective areas tend to involve extensive classroom discussion. As the student matriculates through the program of study, coursework tends to be minimized in favor of greater weight given to independent studies, mentored research experiences, and greater professional development activities. *UF Graduate School*

Further information is located in the [University of Florida Graduate Handbook](#).

Research Expectations

Research in the College of Health and Human Performance is advanced by a community of scholars whose work assists individuals, families, and communities to promote health and prevent disease while enhancing quality of life across the lifespan. Our research mission is intentionally integrated with teaching and service in the HHP mission statement, and our Ph.D. students are critical contributors to the success of our scientific community. HHP's two broad research goals include: (a) improving human health by advancing knowledge through research, and (b) informing recreation, tourism, and sport organizations to enhance community benefits. HHP Ph.D. students work in NIH funded basic science laboratories focused on determining mechanisms responsible for respiratory muscle weakness in patients subjected to prolonged periods of mechanical ventilation, and they investigate cutting edge treatments for people with heart disease and movement disorders such as Parkinson's disease. HHP Ph.D. students collect data on federally funded studies that address public health problems including substance use and abuse, sexual health, diet and nutrition, controlling chronic diseases, and managing disabilities. Our students study policies relevant to community access to sport and recreation facilities in lower-income communities and communities of color, and they work with an international community of scholars to customize and develop comprehensive tourism and sport management plans to maximize positive impacts on community development. These are a few examples of the many ways our Ph.D. students help fulfill the HHP and UF research missions.

Our high quality Ph.D. students in HHP are a reflection of the outstanding scientific reputation of our faculty, and their ability to recruit, retain, train, and graduate excellent scholars. Our research faculty members are highly productive, as evidenced by their publication rate, the quality of their publications, and received grant awards. Given the centrality of our research mission, HHP seeks to provide conditions that enhance research initiatives and reward productivity, including ongoing efforts to maintain and enrich the quality of our Ph.D. program concentrations. As noted in our SLOs, HHP Ph.D. students are expected to present their work at national and or international meetings and to publish their work in high impact journals. Ph.D. students in HHP fully embrace opportunities to discover new knowledge. They regularly disseminate their research findings to the scientific community by publishing in the highest impact journals in our respective fields, and presenting their work in scientific meetings and professional conferences worldwide.

Office of Research

The HHP Office of Research is here to help you! Dr. James Cauraugh is the Associate Dean for Research and his charge is to oversee the College's research enterprise. Ms. Dorothea Roebuck manages the Office of Research on behalf of the College. Research is a dynamic and continually evolving process in pursuit of knowledge. As an undergraduate, many of you became interested in a topic and you asked questions about "who, what, when, why, and so what?" Some of the answers you discovered may have led to an explanation that you presented at a regional or state conference. As graduate students, you have a unique opportunity to expand your inquisitiveness, begin specializing in a topic, and develop your research skills while interacting with your major professor. Many students go beyond successfully defending their thesis or dissertation. Novel findings and knowledge contribute to the literature and many of your articles will merit publication in high impact refereed journals.

Your graduate education forms a foundation for your professional career of investigating and creating new knowledge as you develop your expertise and apply for research fellowships, pre-doctoral awards, and post-doctoral grants. External agencies critically review your research ideas and provide suggestions for refining your questions. These experiences are valuable in distinguishing you from other candidates for post-doctoral

and assistant professor positions as well as launching an exciting career of external funding to support your research.

WHY SEEK EXTERNAL FUNDING?

Good science is usually funded by an agency outside the university. Agencies appoint leading researchers in a discipline to study section review groups with the purpose of debating the significance of research ideas, merits of proposals, and potential impact in areas. Funding provides the means to cover costs (e.g., personnel, materials and supplies, instrumentation, travel, etc.) associated with executing research projects and disseminating the results to the scientific and broader communities. At leading research institutions, external funding is an expectation.

WHY PUBLISH IN REFEREED JOURNALS?

Disseminating knowledge is one of the primary goals of science and research. Submitting your articles to refereed journals is an effective way to disseminate knowledge. Refereed journals have editorial boards who are experts in an area, and they determine the validity of your research. Once the scientific community evaluates and approves your research manuscript, you will join the list of published authors. When deciding on an appropriate journal, keep in mind that premier journals are the highest rated ones in an area of study, and not all journals are premier. Currently, there are two rating systems for determining a journal's impact on science and social sciences: (a) ISI Journal Citation Reports (JCR) and (b) Harzing's H-index for journals. Both systems tabulate and calculate journals' impact factors based on publications and citations. In 2015-16, HHP faculty published 129 refereed articles with 98 students. Impressively, most of the publications are in premier journals. There are hundreds of academic publishing outlets; however, it is important to be discriminating and intentional in determining the best publishing outlet for your research. Use the *ISI Web of Science and Journal Citation Reports* to identify journals in your field that are impactful.

Ms. Roebuck and Dr. Cauraugh, along with your major professor, are available to talk about journals and to help you identify the type of places you'd like to publish your studies. The Research Office can keep you on track toward publishing and receiving funding.

The University produces a weekly announcement of upcoming deadlines of sponsored research opportunities and can be found [HERE](#). The College and your Department will help you apply. Once you have identified a potential agency, stop by and visit with Ms. Roebuck or Dr. Cauraugh for information and direction.

- **James Cauraugh**
 - Professor and Assoc. Dean, Research
- **Dorothea Roebuck**
 - Asst. Director, Research
 - dorothea@hhp.ufl.edu
 - FLG 200

Engaging in the Research Process

Faculty members in the College of Health and Human Performance fully embrace the opportunities offered for conducting research and discovering knowledge. They search for ways to improve human health, prevent and treat physiological disorders, and enrich lives of individuals and the communities in which they live. Our

researchers value completing rigorous projects, sharing the findings with the scientific community, and publishing their articles in high-impact journals. Graduate students are informed of research expectations and standards immediately upon contact with the department's graduate coordinator or staff, and / or through individual contact with potential mentors. The graduate coordinator helps to direct students to potential mentors through discussions concerning specific concentrations, time to degree, opportunities for employment, and job placement data. Once admitted to the program, research expectations and desired outcomes are reinforced by all college personnel; from fellow students and individual mentors up through and including the Dean of the College. College wide research accomplishments, expectations and agendas are conveyed top down via three mechanisms: (a) Dean's Annual College Fall Kick-off presentation, (c) Fall Scholarship Convocation and Award event, and (d) Spring Awards Ceremony. Each of these mechanisms highlights the research culture of the College for the Ph.D. mentors who supervise Ph.D. students in their respective research programs. More directly, all Ph.D. students are required to attend the HHP (and departmental) orientation sessions, where students are provided with a comprehensive overview of the requirements, policies, and procedures that must be fulfilled as they move toward completion of the degree. The orientation session is open to all Ph.D. students, whether they are incoming or already enrolled in the program, and highlights the research mission of the respective units.

Internal Student Presentations

Fall Graduate Student Research Day

The HHP Graduate Student Research Symposium features cutting edge research from Ph.D. and Master's students across multiple concentrations in the College. Ph.D. students from each department will present their work in brief verbal presentations during an integrated, free-communication session. Oral presentations will be followed by an interactive poster session.

Spring Stanley Lecture

The D. K. Stanley lecture is presented annually by the College of Health & Human Performance. It was established in 1986 as a memorial to Dennis Keith "Dutch" Stanley in recognition of his many contributions to the professions of physical education, health education and recreation. Stanley had a lifelong interest in intercollegiate athletics and the athlete in the university environment. Our students have the opportunity to submit research posters for this celebration of research. Moreover, travel awards are given for different types of research.

Research Opportunities

The College's faculty members conduct some of the most impactful research in the country in their respective fields, providing many opportunities for academic and applied research and scholarship. Research opportunities are available through individual faculty and through the College's research centers and institute.

Centers and Labs

Center for Behavioral Economic Health Research

Director: Dr. Jalie Tucker

The mission of the Center for Behavioral Economic Health Research (CBEHR) is to stimulate research, applications, and education aimed at understanding and promoting human health behavior change. CBEHR emphasizes promotion of health and wellbeing as well as prevention of illness and injury. CBEHR initiatives are guided by the unifying trans-discipline of behavioral economics, which offers powerful concepts and methods for an enhanced understanding of the science of human behavior change and for guiding individual, community, economic, and policy level interventions that are accessible, cost-effective, and evidence-based.

Vision

The CBEHR provides an intellectual home for scholars, practitioners, community partners, and policy-makers from multiple disciplines to promote behavioral economic research and applications that have a positive impact on individual, community, and population health. The CBEHR aims to stimulate collaborative and synergistic research and support community-academic partnerships that capitalize on the diverse skills and expertise of our members and partners. The Center's vision and behavioral economic focus are in line with the National Institutes of Health roadmap for the Science of Behavior Change (SOBC) envisioned in 2009 and now a Common Fund initiative (<https://commonfund.nih.gov/behaviorchange/index>).

The Center for Exercise Science (CES)

Director: Dr. David Vaillancourt

These researchers are engaged in studies designed to improve our understanding of the basic mechanisms that underlie exercise-induced and rehabilitation-induced changes in the body at the organ, tissue, cellular, and molecular levels and the design of effective intervention strategies to improve human performance. The primary goal of scientists in CES is to improve human health by advancing knowledge through research. CES houses research laboratories, providing an outstanding environment to educate University of Florida students, post-doctoral fellows, and visiting scholars who will become the next generation of health-related exercise scientists and clinicians. This multidisciplinary research center is dedicated to investigating the complex interactions between physical activity, movement, aging, brain, and muscle as well as adaptations.

CES RESEARCH LABORATORIES:

Applied Neuromechanics — Research in this lab focuses on interactions between musculoskeletal biomechanics and sensorimotor control of lower extremity function with particular emphasis on the coordination of locomotion and balance. We apply biomechanical and neurophysiologic principles to understand aging, injury and disease processes (Movement Disorders) so that interventions (Behavioral: Exercise; Surgical: Deep Brain Stimulation; and Pharmacological) can be optimized to improve physical function and Quality of Life.

Director: Dr. Chris Hass

Muscle Stress Physiology Laboratory — The Muscle Stress Physiology Lab studies skeletal muscle physiology. We are particularly interested in how muscles respond to stressful environments and how they interact with other organ systems during stress. Studies involve the responses to hypoxia, intermittent hypoxia, oxidant stress, hyperthermia, osmotic stress, infection and fatigue. We have developed a unique preclinical animal model of “exertional heat stroke” in mice where we are discovering new treatment and prevention strategies that we hope will benefit patients with heat illness. Other research also involves the role of skeletal muscles in the integrated immunological responses to infection. We hypothesize that the immunological

responses of healthy skeletal muscles are responsible for the observation that humans with a history of an active life style are resistant to most severe consequences of bacterial infection.

Director: Dr. Thomas Clanton

Integrative Muscle Biochemistry Laboratory — The focus in this lab is on understanding the mechanisms responsible for skeletal muscle wasting. Humans can lose muscle mass in several ways. Five common events that can result in a loss of muscle mass include: (a) prolonged bed rest, (b) cancer, (c) congestive heart Failure, (d) diabetes, and (e) prolonged exposure to ventilator machines to assist breathing for patients that cannot do so on their own. Loss of muscle mass results in muscle weakness, fatigue, delayed recovery from illness and risk of disease. When respiratory muscles are affected, patients have an increased risk of lung complications requiring prolonged mechanical ventilation and extended stays in intensive care. The long-term goals of our lab are to develop therapeutic interventions to protect against human skeletal muscle wasting.

Director: Dr. Scott Powers

Integrative Cardiovascular Physiology Laboratory — The research focus of this laboratory is in the area of clinical/translational cardiovascular physiology. It performs mechanistic biomedically-relevant human research from an integrative perspective using whole-body techniques (e.g. vascular and carotid ultrasound) complemented by cellular/molecular measures (protein levels in endothelial cells, mRNA levels in peripheral blood mononuclear cells, circulating blood markers and in vitro studies). Current research projects concentrate on humans at high risk for developing cardiovascular disease (i.e., aging, obesity, prediabetes/diabetes) and investigate: (a) the changes in cardiovascular function (vascular endothelial function, arterial stiffness, and cardiac function) that occur with aging, obesity, prediabetes/diabetes, (b) the influence of physical activity and adiposity on these changes, (c) the mechanisms responsible for cardiovascular dysfunction (e.g., oxidative stress, inflammation, upregulation of the renin angiotensin aldosterone system), and (d) the efficacy of lifestyle and pharmacological interventions on improving cardiovascular function (e.g., exercise training, mineralocorticoid receptor blockade, angiotensin II type 1 receptor blockade).

Director: Dr. Demetra Christou

Laboratory of Basic and Clinical Muscle Biology — The main research focus of the laboratory is to understand mechanisms and develop new therapies for skeletal muscle weakness and respiratory dysfunction in chronic diseases. Researchers in the lab also aim to understand redox biology and processes regulating contraction in skeletal muscle. We use an integrative approach with state-of-the art techniques to study skeletal muscle biochemistry and biophysics.

Director: Dr. Leonardo Ferreira

The Laboratory of Rehabilitation Neuroscience — Our goal is to understand how the brain regulates movement and develop new tools for improving how the brain regulates movement. The laboratory studies human, rat, and mouse brain function and structure. We have numerous procedures that allow us to study upper and lower limb movements, perception of pain, longitudinal brain changes, and treatment interventions that include pharmacology, surgery, and exercise. Particular focus is on movement disorders, pain, and stroke. We use techniques that include functional magnetic resonance imaging, high density electroencephalography, diffusion imaging, fiber tractography, functional connectivity, electromyography, and kinetic and kinematic measurements. Co-

Directors: Drs. David Vaillancourt and Stephen Coombes

Molecular Physiology of Skeletal Muscle Laboratory — Our goal is to understand the molecular basis of skeletal muscle adaptation and repair. These processes occur normally in response to activity or injury, but can be disrupted with the onset of neuromuscular disease. We routinely use viral gene delivery and transgenic mouse models to modulate key pathways of muscle regeneration, or to mimic clinical situations where muscle undergoes remodeling. These models can be evaluated at the cellular, whole muscle, and animal levels. We take advantage a wide variety of experimental tools, including muscle function testing, morphological examination by immunohistochemistry, gene expression changes, and post-translational alterations in critical signaling proteins. Ultimately this work will lead to improved quality of life in healthy individuals and those with disease.

Director: Dr. Elisabeth Barton

Motor Behavior — This lab investigates people learning and controlling movements. Current research involves force modulation and variability, bimanual coordination theory, and coupled rehabilitation protocols for stroke motor recovery. Neuromuscular electrical stimulation combined with bilateral movements provides chronic stroke patients with improved motor capabilities as they try to execute movements required in daily living.

Director: Dr. James Cauraugh

Muscle Physiology — This lab studies why and how muscle wasting occurs with disuse and other conditions that cause muscle loss. Specifically, the lab is trying to understand the mechanisms that control muscle wasting with the intent of developing nutritional and pharmacologic treatments for prevention.

Director: Dr. Stephen Dodd

Neuromuscular Physiology Laboratory — This lab studies neuromuscular mechanisms that mediate movement control in humans. The focus is on movement variability which increases with aging and certain neurological diseases and has serious functional implications. Thus, the lab attempts to: 1) better understand the neural mechanisms of movement variability; 2) characterize the consequences of exacerbated movement variability in activities of daily living; 3) develop innovative rehabilitation tools to reduce deleterious movement variability.

Director: Dr. Evangelos Christou

Performance Psychology — The mission of the Performance Psychology Laboratory is to determine how emotional reactions and emotion regulation influence motor performance. We are particularly interested in understanding how emotions impact the attentional and motor mechanisms that underlie the actions of elite athletes and other performers. We also investigate the role of attention and emotion in anxiety and movement disorders.

Director: Dr. Christopher Janelle

Sports Medicine — This lab investigates important clinical issues related to injury prevention and care for the physically active. Through research, the lab scientists strive to gain a better understanding of the neurological and mechanical behavior of articular structures, or joints, as it pertains to physical stress, bone or muscle injury, therapeutic intervention and clinical outcome.

Director: Dr. Paul Borsa

[Eric Friedheim Tourism Institute](#)

Director: Dr. Daniel Fesenmaier

The Eric Friedheim Tourism Institute (EFTI) is a partner with the Tourism Crisis Management Institute, the National Laboratory for Tourism & eCommerce, and the International Laboratory for Sustainable Tourism Development, located at the University of Florida. EFTI focuses on a range of domain-specific issues vital to travel and tourism including big data and analytical studies. In particular, we offer a series of programs that will monitor trends related to tourism which include climate change and its impact on communities, tourism planning and development of resilient tourism communities, alternative strategies for crisis management, and the role of technology in shaping the tourism experience. EFTI is committed to supporting the initiatives of the UF College of Human and Health Performance, the Department of Tourism, Recreation and Sport Management through applied and academic research, EFTI learning centers and initiatives. The vision and mission of EFTI is to be a voice for the Future of Tourism in Florida, the U. S., and internationally. EFTI conduct research, educates and trains, and supports the use of tourism as an agent of change caused by social, economic, technological and cultural forces in communities (and society at large) thereby improving the quality-of-life of Florida's citizens.

Research Ethics

Universities are morally, ethically, and legally bound to report purposeful research wrongdoing that involves any federal agency. NIH related items are reported to the *Office of Research Integrity*: <http://ori.hhs.gov/>. Three irresponsible actions that qualify as reportable to funding agencies are *fabrication, falsification, and plagiarism*.

Research misconduct is irresponsible science and can be committed purposefully or unintentionally. Committing a purposeful act of research wrongdoing typically involves:

1. Moral attitudes towards committing an act of research wrongdoing and what the individual perceives as norms regarding the act.
2. Benefits that the individual expects to achieve by engaging in wrongdoing.
3. Perceived risk in being caught.

All researchers should be aware of their surroundings and attentive to unusual behavior as well as findings. If you notice someone rationalizing excessively, perhaps they are debating about whether to commit an irresponsible or fraudulent act, perceives a benefit in doing so, and senses a negligible risk of discovery; the motivation to fabricate, falsify, or plagiarize becomes high. Clear evidence of research wrongdoing should be reported to the department chair, college research dean, and university oversight committees. Maintaining scientific integrity by helping to ensure accurate research records is an obligation shared by all researchers.

Responsible Conduct of Research

The Graduate School has prepared these guidelines for units to be consistent should fraud, plagiarism, cheating, abuses of confidentiality, or conflicts of interest arise.

Fraud

Fraud usually involves the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence. Falsification of results may take one of two forms: (1) fabrication of data or (2) omission or concealment of conflicting data for the purpose of misleading other scholars. An intermediate form, difficult to detect especially in quantitative analyses, occurs when students are sloppy about categorization. All researchers, irrespective of discipline, can agree that the fabrication of data is fraudulent, and most will agree

that the deliberate omission of conflicting data is also fraudulent. But a few scholars might argue that one person's conflicting data is another person's irrelevant data. In general, the best researchers are those who come to terms with any piece of evidence which others may regard as conflicting. Strong support for a given hypothesis involves disposing of or dealing with alternative hypotheses.

The best insurance against fraud in graduate student research is careful and close supervision by the faculty advisor and exemplary behavior by other members of the academic community. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways, such as by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student's reading in the field, by regular progress reports to the faculty advisor, and so forth. Faculty should normally expect such communication, and in the absence of faculty initiative, graduate students should initiate dialogues with faculty. Such communication will help the student develop intellectually and will lessen the possibility of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly and with a clear regard to the rights of the graduate student such that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with established University procedures. The Graduate School will provide information on those procedures to any interested party.

Plagiarism

Unlike fraud, which is usually the deliberate creation of false data or results, plagiarism is the use of another's words, ideas, or creative productions or omission of pertinent material without proper attribution (i.e., without giving due credit to the original source). Flagrant cases of plagiarism may involve extensive borrowing of material from articles, books, or creative productions with perhaps only slight modifications. In such cases, penalties are usually severe for the student and would likely result in expulsion from Graduate School or, if a degree has already been earned, the rescinding of that degree. Less extensive cases of plagiarism may be either intentional or unintentional (e.g., carelessness or ignorance of the commonly accepted rules) but may also have severe repercussions. In using other people's work, one must cite that work in the text or, more commonly, in footnotes, and use either direct quotations or skillful paraphrasing for all ideas that are not one's own. Since much of the basic information about our disciplines comes from outside ourselves through a variety of sources common to all work in a discipline, it is unnecessary to footnote those facts and ideas, which are, so to speak, in the common domain of the discipline. Otherwise, we would be footnoting everything we know. But an intimate familiarity with the literature of the discipline, or a sub-discipline thereof, lets one know when the distinctive words or ideas of another researcher should be given proper attribution. The fairly common practice among scientists of citing the previous significant literature relating to the subjects of their articles or books serves as something of a safeguard against plagiarism, but such reviews of the pertinent literature are less usual in the humanities.

Every graduate student should have a comprehensive knowledge of what constitutes plagiarism. Ignorance of the concept of plagiarism on the part of the student is no excuse for resorting to it at the graduate level, if indeed ignorance is an acceptable excuse at the undergraduate level. Graduate students who have any confusion about the concept should discuss plagiarism with faculty members. Students should expect faculty members to demand that they know what constitutes plagiarism. There are problems, however, not always associated with traditional perceptions of plagiarism. One of these is the danger, when borrowing from the works of others, of quoting, paraphrasing, or summarizing the material in such a way as to misrepresent what the author is trying to say. A second problem arises when a student is overly dependent on the work of another, even if it is cited meticulously. Still another problem is plagiarizing oneself by submitting the same data or findings in more than one article or by reviewing the same book in two different journals. And, finally,

there is the problem of a graduate student's findings being used by his or her mentor without proper attribution to the student either in the article or book, indeed of not giving credit for joint or co-authorship in articles or books where a substantial amount of the work is done by the student. The student should discuss any perceived problem of this nature with the faculty member involved, the chair of the department, or, if need be, with the Graduate School. In nearly all of these instances of plagiarism, or variations therein, the best preventive is the example and consultation of the faculty advisor and the rest of the academic community, who should be sensitive to all of these nuances. Again, as with cases of fraud, University of Florida faculty should handle any suspicion of plagiarism with due regard to the student's rights, and any detection of plagiarism should be adjudicated in accordance with established University procedures. The Graduate School will provide procedural information on request.

Cheating

Cheating at the graduate level may not differ morally from the same action on the undergraduate level, but many find graduate cheating more reprehensible and the consequences, understandably, are more severe. Academic dishonesty for one whose presence in graduate school declares he or she has opted for the intellectual life is a serious matter indeed. While cheating in the classroom is covered by regulations emanating from other parts of the University, cheating on qualifying or preliminary examinations is not. Such dishonesty, once proven, will at the very least result in failure of the examination and may mean termination of the student's enrollment.

Abuses of Confidentiality

Abuses of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one's own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of an abuse of confidentiality is when the graduate student gains archival or library materials about living or recently-living subjects and uses them in his or her research without permission from the library or archive or, in some cases, from the individual. Any research on live subjects can present similar dilemmas. Confidentiality is one of the forms of integrity, which is relatively easy to abuse and relatively difficult to detect. Once again, as with fraud and plagiarism, the example of the graduate student's mentor and that of the rest of the academic community is the best preventive.

Conflict of Interest

Conflicts of interest between graduate students and faculty members may arise in a variety of ways. We have already alluded to the problems that can occur when the research of a graduate student is inadequately acknowledged by faculty, either by failure to footnote properly or to give co-authorship credit. But another set of professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest which may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules that try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on the grounds that such students may be perceived by others to have an unfair advantage. A

business relationship including a consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student's degree work.

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

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

Integrity

Plagiarism is not tolerated within any unit of the University of Florida. Below is information from the UF Graduate Student Handbook

“Plagiarism in a thesis or dissertation is punishable by expulsion. If the plagiarism is detected after the degree has been awarded, the degree may be rescinded. The University of Florida has an honor code that defines plagiarism as follows:

Section 3a: Plagiarism.

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

Please note that intent is not an element of this kind of violation so it is important to take great care in appropriately citing your work. For a good discussion about plagiarism and how to properly cite your sources, please visit [HERE](#).

For a complete description of the UF Honor Code and procedures, please visit [HERE](#)

Graduate Student Council

The Graduate Student Council (GSC) at UF is the official liaison between graduate students and the UF governing bodies including the Graduate School, University Administration, Student Government, and Faculty Senate. The GSC provides a forum for students to address ideas, needs, and concerns that are unique to the University of Florida Graduate students. The budget, funded by Student Government, is used to provide services to graduate students, such as \$250 travel grants. To apply for travel support, a student must submit an application two months prior to the first day of travel.

A representative (or an alternate representative) is required to attend the monthly GSC meetings for students to remain eligible for travel and other awards. The annual term of a Departmental Representative and alternate shall be from September 1 to the following August 31. Students are asked to volunteer to represent their department. The duties of the Department Representative are outlined in the GSC Constitution.

Student Grievance Procedure

The following is the grievance procedure from the Graduate School Student Handbook as the College of Health and Human Performance follows the Graduate School's policies.

The University of Florida is committed to a policy of treating all members of the university community fairly in regard to their personal and professional concerns. A formal grievance procedure exists to ensure that each graduate student is given adequate opportunity to bring complaints and problems of an academic nature, exclusive of grades, to the attention of the University administration with the assurance that each will be given fair treatment. Individual departments or colleges may have more detailed grievance procedures. The student should check with his or her program's graduate coordinator.

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters. The University has various mechanisms available for handling these problems when they arise, and it can sometimes be confusing for the student in knowing where to turn. In general it is desirable to settle grievances in an informal fashion rather than initiating a formal grievance. Communication is the key element. As soon as a grievance issue arises, the student should speak with either the supervisory committee chair or the department graduate coordinator. If neither of these individuals is available, the department chair is the next alternative. In most cases these individuals can work with the student and the person causing the grievance to resolve the issue informally, as specified below. Students must first attempt to resolve the issue through their academic unit and then college. Only if the issue cannot be resolved may students contact the Ombudsman for an appointment.

Documentation must be provided of all formal actions taken to resolve the issue. The Ombuds is located in 31 Tigert Hall, 392-1308 and their website is: <http://www.ombuds.ufl.edu>

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

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

The right of appeal in writing to the Ombuds for graduate and professional students, as the authorized representative of the President of the University, shall be the final appeal but only after the prescribed administrative channels and grievance procedures have been exhausted.

Employment-related grievances (related to TA or RA duties) are covered by the Collective Bargaining Agreement, Article 11, between the Florida Board of Education of the State University System and Graduate Assistants United. Students with employment-related concerns should contact the GAU office at 392-0274.

Issues of research misconduct are covered by Rule 6C1-1.011, Florida Administrative Code. Any allegations of research misconduct should be brought to the attention of the administrative officer (e.g., department chair, dean) to whom the accused party reports. Students may wish to seek advice from the Director of the Division of Sponsored Research, 219 Grinter, 392-1582, before making a formal complaint.

Graduate students who have complaints or problems with other aspects of university life should consult the Dean of Students Office in 202 Peabody Hall, 392-1261 for the appropriate grievance procedure.

Faculty member(s) will set up a face-to-face meeting with the student to discuss the situation if any performance or professional issues are detected. The student will be directly informed of the concerns, and the discussion will focus on means to correct the situation. If the problem persists, then the mentor will draft a letter, which outlines the concerns, and steps that have been taken to correct the problem. The letter must be signed by the mentor, the student, the graduate coordinator, and the Department Chair.

Professional Development

Graduate School Seminars

Office of Graduate Professional Development

This newly formed unit within the Graduate School promotes professional development activities to expose students to a range of career opportunities within and outside academia, and to provide sessions and workshops. We seek opportunities and means to provide graduate students with additional skills and tools in areas that transcend disciplinary knowledge and content, including both written and oral communication with non-scientific audiences, the ethical conduct of inquiry, critical thinking and the like. Moreover, we work collaboratively with academic and administrative units to create opportunities for students to engage in professional experiences such as internships, international experiences—teaching, research, and graduate study abroad ventures, and we are encouraging our students to pursue Fulbright fellowships and other international related opportunities.

- [Three Minute Thesis \(3MT\)](#)
- [Organization for Graduate Student Academic and Professional Development \(OGAP\)](#)
- [Prepare for Graduate School](#)

More information can be found [HERE](#).

HHP Events

Fall HHP Graduate Student Research Symposium

Each fall, the College of Health and Human Performance hosts The HHP Graduate Student Research Symposium to showcase students in both verbal and poster presentation format. Students from all three departments are selected to present their research in a verbal format and are encouraged to submit a poster

for the poster symposium portion of the event. Students also engage in roundtable research discussions and learn what other students and faculty are working on within the College.

Spring Stanley Lecture Series

The D. K. Stanley lecture is presented annually by the College of Health & Human Performance. It was established in 1986 as a memorial to Dennis Keith “Dutch” Stanley in recognition of his many contributions to the professions of physical education, health education and recreation. Stanley had a lifelong interest in intercollegiate athletics and the athlete in the university environment. The lecture series is presented by the Frederick Family Endowment.

Students are encouraged to both attend the scholarly lecture and also submit a poster for the student research poster session immediately following the lecture. Poster presenters are eligible for a monetary prize that can be used toward professional development.

A sampling of past speakers:

- 2016 Dr. Delia West, University of South Carolina
- 2015 Dr. James A Levine, Mayo Clinic, Arizona State University
- 2014 Dr. Linda L. Caldwell, Penn State University
- 2013 Dr. Amy J. Bastian, Kennedy Krieger Institute

PhD Professional Development Course

Each spring, the College of Health and Human Performance (HHP) offers a course specific to professional development for doctoral students. The HHP doctoral program prepares students in multiple concentrations across health education and behavior, applied physiology and kinesiology, and tourism, recreation, and sport management. The Ph.D. program focuses primarily on attaining proficiency in designing and conducting research in respective areas of concentration. This course is designed to reinforce and complement the scholarly emphases of the HHP PhD program by providing insight into key aspects of professional development and personal growth. Cross-disciplinary best practices will be shared for developing professional aptitudes and skill sets necessary for successful advancement through graduate studies and on to future professional careers

Department Seminars

Each department holds standing lecture series that afford graduate students the opportunity for engagement with speakers, insights into their respective field’s developments and aids in the students’ professional development portfolio.

Department of Applied Physiology & Kinesiology

- [Center for Exercise Science Seminars](#)
- Seminars are open to the public and will be held in the afternoons from 4:00 – 5:00 p.m. in FLG, Room 235.

Department of Health Education & Behavior

- [HEB Community and Behavioral Science Seminars](#)

- Regularly held on the 3rd Friday of each month from 12:00–1:00 p.m. in Yon Hall Conference Room 15.

Department of Tourism, Recreation & Sport Management

- [Distinguished Speaker Series](#)
- Tourism strives to connect industry leaders and innovative researchers to the faculty, staff and students.
- [The Alan C. & Elizabeth Martin Moore Lecture Series](#)
 - The Alan C. & Elizabeth Martin Moore Lecture Series was established in 2011 at the UF College of Health and Human Performance. The series was created in honor of Professor Emeritus Alan C. Moore and his late wife, Elizabeth. These annual lectures serve to bring distinguished professionals and experts in the fields of health, active living and physical education to the College’s faculty, students and colleagues.
- [Lunch & Learn Events](#)

Annual Performance Review

Doctoral students will complete an Annual Performance Review each spring. The PhD Student Annual Performance Report has two parts:

Part One: A survey reviewing Demographics; Major Professor; Program of Study, Fellowship, Assistantship, Candidacy & Graduation Status; Professional Organizations; Publications; Professional Presentations; and Grant Activity. A preview of the most recent Annual Performance Review can be found [HERE](#).

Part Two: An updated CV. If your CV is up-to-date it should take minimal time to prepare and send. If your CV is not up-to-date, this is a perfect opportunity to update your information.

Once students complete Parts I & II, materials will be reviewed by Graduate Faculty in the student’s respective department. Students will receive in writing, a memo/note indicating progress that is being made (or not made) and areas in which they may want to increase/decrease their activities / involvement. This process is very much like the annual review reports that all faculty complete.

Ensuring Progress

The APRs are shared with each of the three graduate coordinators and the graduate faculty. Each department has a unique process by which the graduate faculty determines whether Ph.D. students are making adequate degree progress. Generally, however, any member of the graduate faculty can question whether or not a student is making adequate progress. If need be, a face-to-face meeting is held with the graduate coordinator, faculty mentor, and student to discuss progress (or lack thereof). As an outcome of this meeting, a customized plan is developed detailing criteria that must be met within a specific time period if the student is to remain in the program. The student’s progress plan is monitored by the faculty mentor and graduate coordinator.

Meetings with PhD Mentor and Committee

The student is expected to meet with the supervisory committee at least on an annual basis. Meetings should be used to discuss the progress and develop goals to guide the student towards completion of his/her degree.

Purpose of Annual Review

In an effort to better understand the accomplishments of current doctoral students, a review of doctoral students in the College is conducted each spring. Each active doctoral student must provide a copy of their updated CV highlighting their activities and accomplishments (including but not limited to publications, presentations, teaching activities & grant activity) during the previous year. The annual review process is much like the annual review reports that all faculty complete. Once both the annual review and CV have been submitted, students will receive in writing, a memo/note indicating progress that is being made (or not made) and areas in which they may want to increase/decrease their activities / involvement.

Additional Resources

HHP Graduate Student News

The Dean's Office sends out a weekly e-mail newsletter to all graduate students in the College of Health and Human Performance. The purpose of the newsletter is to communicate valuable information to students in a timely and organized manner.

HHP Graduate Organization Events

The mission of the HHP Graduate Organization (HHP GO) is to support the academic needs and professional development of graduate students in the College of Health and Human Performance. HHP GO is comprised of representatives from each of the departments in HHP. HHP GO depends on student feedback in order to meet its mission. HHP GO welcomes graduate students to become active members; to attend any of the HHP GO meetings; and/or share feedback with representatives.

The following initiatives work to enhance the experiences of graduate students in HHP:

HHP GO collects and aggregates critical information and links to funding opportunities available for graduate students in HHP. This information includes opportunities for research efforts and travel expenses to attend research conferences.

HHP GO hosts **professional development series** throughout the year on a variety of topics related to academic and professional development. Each of the seminars involves faculty members from all HHP departments, who discuss topics related to academics, research, and/or professional development in higher education. Food and refreshments are provided for all attendees of the seminars. The following is a list of previous topics:

- *From One Graduate Student to Another: Tips for Academic, Professional, and Personal Success*
- *Funding Scientific Research: Show Me the Money*
- *Attending National Conferences: Tips on Presenting and Networking*
- *The Three Publishable Paper Dissertation Option*
- *You're Hired!: Obtaining Employment in Higher Education*

HHP GO provides representation from all three departments at monthly Graduate Student Council meetings. Representation at the monthly Graduate Student Council meetings is required to be awarded GSC sponsored

grants (*i.e. Travel Grants and Mopp grants*). Graduate students will not be awarded GSC funds if their respective department is not represented at monthly GSC meetings.

HHP GO networks with HHP undergraduate student council on several joint initiatives including:

- Involving undergraduates in the research process
- Representation at BOCC meetings

Please feel free to contact any of the HHP GO members if you have any questions, comments, or input:

- Applied Physiology & Kinesiology:
 - Taylor Buchanan taylorlbuchanan@ufl.edu
 - Amanda Stone stonaman@ufl.edu
- Health Education & Behavior
 - Caleb Coppock ccoppock@ufl.edu
 - Chloe Herring chloeeherring@ufl.edu
 - Mona Sayedul Huq monahuq@ufl.edu
- Tourism, Recreation & Sport Management
 - Robert Turick turick44@ufl.edu
 - Ran Zhou zhou123celia@ufl.edu

Ph.D.

applied physiology
& kinesiology

Applied Physiology & Kinesiology

Program Administration

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mbalkcom@ufl.edu

Please contact Dr. Hass or Mr. Balkcom regarding any questions or concerns regarding the program. In addition, Dr. Hass and Dr. Clanton would like to hear about your successes (e.g., grants, publications, presentations, etc.) throughout your time with us in APK.

Graduate School Policy

"It is the responsibility of the graduate student to become informed and to observe all regulations and procedures required by the program s/he is pursuing. The student must be familiar with those sections of the Graduate Catalog that outline general regulations and requirements, specific degree program requirements, and the offerings and requirements of the major academic unit. Ignorance of a rule does not constitute a basis for waiving that rule". <http://gradcatalog.ufl.edu>

About the Department of Applied Physiology and Kinesiology

Welcome to the University of Florida's Graduate Programs in Applied Physiology and Kinesiology. We are pleased you have chosen to join one of the best and most prestigious graduate programs in the country. Our

graduate programs routinely rank as Top 5 graduate programs by the American Kinesiology Association and the National Research Council.

The APK graduate program embraces a broad view of the field of Applied Physiology and Kinesiology and has faculty and students working in a wide range of disciplines. While the program has some required course work dependent on your chosen concentration area, the majority of the student's course work will be decided through consultation with the primary mentor and supervisory committee in order to tailor a course of study best suited to the student's research project and/or future goals.

Our impactful research is described within the Laboratories of our Center for Exercise Science (CES). CES researchers are engaged in studies designed to improve our understanding of the basic mechanisms that underlie exercise-induced changes in the body at the organ, tissue, cellular and molecular level. Further, CES scientists are investigating applied topics such as the development of rehabilitation techniques for regaining motor control after stroke, maintaining optimal health, and delaying age-related declines in physiological function. The primary goal of scientists in CES is to improve human health by advancing knowledge through research. Moreover, CES provides an outstanding laboratory environment to educate University of Florida students and post-doctoral fellows who will become the next generation of health-related exercise scientists and clinicians.

Because the field of APK is multidisciplinary, we have established meaningful research relationships with units in the College of Medicine, the College of Public Health and Health Related Professions, the College of Engineering, the Departments of Veterinary Medicine, Biomedical Engineering, Neurology, Pharmacology, Physiology, Psychology, Zoology, the Veterans Administration Center, and the Institute on Aging. As a result of the multidisciplinary nature of the field, other possible mutually beneficial interactions are constantly being explored.

Graduate study in APK is focused on research in the concentration areas listed for the department: Biomechanics, Exercise Physiology, Motor Control and Learning; Performance Psychology and Sports Medicine.

Departmental Faculty with Doctoral Directive Status

These faculty are able to supervise and serve as the primary mentor for doctoral students. They can also serve on supervisory committees for all Ph.D. students

Biobehavioral Science

Dr. Paul Borsa's recent research has focused on shoulder pain and the effectiveness of dietary supplements in aiding the recovery of muscle from exercise-induced muscle damage. He also studies the effectiveness of phototherapy treatment of musculoskeletal injuries.

Dr. James Cauraugh's research examines the mechanisms of motor behavior impairment and investigates the effects of exercise and other interventions in the recovery of motor control, particularly among stroke patients.

Dr. Evangelos Christou's research aims to understand how aging and other disorders change the central nervous system as well as the activity of the muscles, and how these alterations impair the ability to perform and learn new tasks with precision and accuracy.

Dr. Stephen Coombes uses classical behavioral tools and state-of-the art structural and functional brain imaging technologies to examine how sensory information influences motor control. Particular interest is given to how pain processes and emotional processes influence the motor system to guide human behavior.

Dr. Chris Hass investigates the biomechanics of lower limb function under conditions such as Parkinson's disease and old age, and how various interventions improve limb function and quality of life.

Dr. Christopher Janelle studies how emotions affect the attentional and motor mechanisms that impact movement execution among high level performers as well as individuals who suffer from emotional and movement disorders.

Dr. David Vaillancourt uses structural, functional, and electrophysiological neuroimaging techniques to understand how the human brain regulates voluntary and involuntary motor control. He co-founded the Laboratory of Rehabilitation Neuroscience with Dr. Stephen Coombes. The laboratory is particularly focused on the cortex, basal ganglia, and cerebellum in movement disorders.

Exercise Physiology

Dr. Elisabeth Barton's research focuses on the optimization of insulin-like growth factor I (IGF-I), a key player in the muscle regeneration process. More recently, Dr. Barton has focused on how muscles sense load, and how these sensors become dysfunctional in muscle disease.

Dr. Demetra Christou's research investigates how cardiovascular health is impaired with aging, obesity and type II diabetes, and how exercise training and diet-induced weight loss help to reverse this dysfunction.

Dr. Thomas Clanton's research examines how various disease states and their resulting diminished blood flow to heart and skeletal muscle tissue compromises normal heart and muscle function. In addition, Dr. Clanton investigates the underlying causes of heat stroke and other ailments that result from high body temperatures.

Dr. Stephen Dodd's research examines the signaling pathways that direct protein breakdown with disuse, and the role of heat shock proteins and other signaling molecules in attenuating muscle atrophy.

Dr. Leonardo Ferreira's research uses new genetic and pharmacologic interventions to investigate cellular and molecular mechanisms of respiratory muscle weakness and fatigue with an aim to develop novel therapies to alleviate muscle weakness and fatigue.

Dr. Scott Powers' research is focused upon exercise mediated changes in cardiac and skeletal muscle, and specifically the antioxidant systems that protect the heart and muscle against ischemia-reperfusion injury.

Departmental and Affiliated Faculty with Graduate Faculty Status

These faculty members can serve on supervisory committees for Ph.D. students and are able to supervise and serve as the primary mentor for Master's students.

Dr. Peter Adhietty's research focuses on the involvement of a cellular process known as programmed cell death" in disease and old age-associated muscle loss.

Dr. Thomas Bufford's (Primary appointment: Aging) primary research interest lie in studying sarcopenia and age-related functional decline, sources of variability in responsiveness to exercise, and methods to enhance the efficacy of exercise on functional outcomes.

Dr. Garrett Beatty's research interests include studying the strategies individuals employ to regulate emotional experiences in order to improve human performance within emotionally charged environments. Garrett is also interested in investigating how social, psychological, pedagogical, coaching, and management principles can be leveraged to enhance the career and life development of athletes.

Dr. Todd Manini (Primary appointment: Aging) studies age-related differences in metabolic cost of performing activities of daily living, genetic contributions to the response to exercise and the role of physical activity to improve healthy aging.

Dr. Brady L. Tripp's research interests include kinematics and evidence-based assessment of the shoulder, overhead-throwers, golf biomechanics and kinetics, and sensorimotor system function. Ongoing clinical research examines concussion and exertional heat illness in athletes.

Dr. Patricia M. Tripp is a Clinical Associate Professor, Director and Clinical Education Coordinator of the CAATE Athletic Training Program. She teaches and conducts research in the fields of Athletic Training, Sports Medicine and Biomechanics; area(s) of focus include gait and lower extremity injury mechanics (e.g., kinetic chain function and injury — knee, hip).

Dr. Heather Vincent (Primary Appointment: Orthopedics) is the Director of the Human Performance Laboratory and the Director of the UF Health Sports Performance Center. Her main research focus is the study of the effects of obesity on joint disease mechanisms such as osteoarthritis, and the development of exercise based interventions to reduce disease pathology, pain and disability.

Dr. Kevin Vincent (Primary Appointment: Orthopedics) is a physician scientist with interest in running biomechanics and resistance training for improving health in aging and disabled populations.

Academic Programs within APK

Undergraduate Degrees

- **Bachelor of Science in Applied Physiology & Kinesiology**

Specializations

- Exercise Physiology
- Fitness/Wellness
- **Bachelor of Science in Athletic Training**

Graduate Degrees

- **Master of Science in Applied Physiology & Kinesiology**

Concentrations

- Athletic Training
- Biobehavioral Science
- Clinical Exercise Physiology
- Exercise Physiology
- Human Performance

- **Doctor of Philosophy in Health & Human Performance**

- Concentrations
- Biobehavioral Science

- Exercise Physiology

Department of Applied Physiology Policies and Procedures

Program Overview

The following milestones apply to all APK Ph.D. students and are provided to give an overview of the program structure. Note: *specific information on these milestones will be discussed later in the handbook.*

- The program requires a minimum of 90 semester credit hours beyond the bachelor's degree level.
- A minimum of a 3.0 grade point average is required to be maintained by all students.
- The **supervisory committee** consists of four members. With the help of the mentor, the student should form the supervisory committee no later than the second semester of study.
- Per graduate school guidelines, the supervisory committee should convene at least once per year and review student progress.
- All students are required to attend the **CES Seminar series lectures** offered each semester.
- All students must complete the annual student performance evaluations.
- All students are required to attend the Fall "**Orientation social**" at the start of the Fall semester. This serves as an opportunity to welcome our new students, to highlight accomplishments from the past year, and to provide a forum for discussing any proposed changes to the program.
- A **qualifying exam** is required of all students. The mentor and supervisory committee will prepare and evaluate the exam.
- A **proposal of dissertation topic** and approval of the topic by the supervisory committee is required. It is recommended that this take place within one semester of the qualifying exam. Many students complete both the qualifying exam and dissertation proposal in the same semester.
- Admission to **candidacy** for the PhD occurs after the qualifying exam is passed and a dissertation topic has been approved by the supervisory committee.
- All students are required to complete a written **dissertation** in accordance with the guidelines of the Graduate School. This document must be presented to the supervisory committee in advance of the final PhD defense.
- The student is strongly advised to check the required deadlines for all items related to the PhD defense. These deadlines are provided by the Graduate School, *and are not the same from year to year.*

There is an expectation that students will be responsible for their progression in the program, this includes an awareness of policies and procedures that govern the University, the Graduate School, the College of Health and Human Performance, as well as the APK program. The Graduate Coordinator and administrative staff will regularly provide information to students via email. Students are expected to read these emails and respond, or take action, when requested. The program handbook is updated annually. Students will be informed of these updates via email. The most recent version of the handbook can be found on the APK website. Finally, the

Graduate School catalog contains information on the rules that govern the granting of all graduate degrees and is a very useful reference tool.

Expectations of All Ph.D. Students

During the period of doctoral study, the faculty expects Ph.D. students to:

- Work full time toward their academic pursuits avoiding secondary employment.
- Attend all Center for Exercise Science Seminar series talks.
- Attend the public portion of dissertation proposal meetings of other PhD students.
- Attend the public portion of dissertation final defense meetings of other PhD students.
- Join at least 1 professional organization.
- Submit at least 1 presentation proposal to a professional conference per year or attend one professional conference per year.
- Submit at least 2 first author manuscripts to a professional journal.
- Conduct themselves with the highest level of professionalism and scientific integrity.

Advisors and Supervisory Committees:

Prior to registration, all incoming doctoral students have been designated a graduate faculty member in the department to serve as the Chair of the supervisory committee. The remaining 3 members of the supervisory committee should be designated as soon as possible after the student has begun doctoral work, and in general, no later than the end of the second semester of equivalent full-time study, though earlier is preferred by most faculty.

Responsibilities of the faculty mentor

This information is provided to give incoming students an idea of what can reasonably be expected from a faculty mentor in APK. Please note that there may be significant variability in the approach utilized across the different research laboratories. Some mentors will meet with their students on a day-to-day basis, and other mentors may take a more “hands off” approach encouraging students to work independently from the beginning of the training program. Both approaches can be highly successful. Further, some mentors are actively involved with data collection, and others are not. However, both mentoring styles can be highly effective. At a minimum, the primary mentor should:

1. Review coursework and progression towards graduation at least once per semester.
2. Meet with the student to review progress at least once per month.
3. Work with the student to form a supervisory committee during the first year.
4. Provide extensive mentoring and guidance as the student develops a research proposal.
5. Provide detailed guidance regarding how to organize and write the PhD thesis.
6. Provide opportunities for interactions with visiting scholars and presentation of data at local and/or national meetings.
7. Provide career guidance and advice as the student moves through the program.

The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members, (this includes the chairperson), must be from APK,

and at least one member will be drawn from a different academic discipline. The supervisory committee will include at least one person selected from the Graduate Faculty from outside the College of HHP (designated as the external member).

A departmental supervisory committee form must be filled out by the student. The student then goes to each prospective committee member to obtain their UFID (required of members from outside department) and/or signature on the form. When all proposed committee members have signed, then turn the form in to the APK graduate program assistant who will obtain approval and the signature of the graduate coordinator. The proposed committee is not final until it has been approved and entered into the Graduate School Information Management System (GIMS), and approved by the Dean of the Graduate School. As noted below, if there are later changes to the committee's membership, then this same form must be completed again signifying "change", by attaining signatures from ALL members being replaced and NEW member(s), and submitted to the APK graduate program assistant for an approval process. A few days later, verify that the change has been recorded in your OneUF account.

The supervisory committee should meet at least once per year to review student progress. Please contact the graduate program coordinator if you have concerns about this.

Qualifying Exams

The qualifying examination may be taken no sooner than the third semester of graduate study and no later than the semester prior to completing the dissertation (please see specifics under each Ph.D. concentration later in this handbook. The examination is prepared and evaluated by the full supervisory committee. The supervisory committee then decides whether the student is qualified to continue work towards his/her PhD degree.

Successful completion of a written and oral qualifying examination is required of all doctoral students as they near the completion of their required course work. The format of the examination varies across concentrations but involves in depth critical analysis of the relevant literature in the student's specialization. In general, students should expect to prepare for the qualifying exam for several months. The student's primary advisor and supervisory committee will work with the student to outline the areas of focus.

Regardless of the format, the qualifying examination aims to assess a student's: (1) understanding of foundational work in applied physiology and kinesiology; (2) mastery of specialized course work; and (3) readiness to complete a dissertation successfully.

All work for the doctorate must be completed within 5 calendar years after the qualifying examination, or this examination must be repeated.

The **program policy regarding the written and oral qualifying exam** is as follows. If the student fails the exam, they are permitted to retake the exam **if they are granted approval from the primary mentor and advisory committee**, after one semester has passed. If the student fails the second exam, they are dismissed from the program.

Dissertation

All doctoral candidates are required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. An oral defense must be satisfactorily completed before the student's supervisory committee. Specific details can be found under each program concentration later in this handbook.

The student must provide the scheduled date and time information of the oral defense to the graduate coordinator and program assistant for timely announcement. Students are responsible for scheduling their defense and a meeting room for the oral defense and providing the graduate coordinator and program assistant with these details. Additionally, students must take a minimum of 3 dissertation credits in their final semester of study. Assistance in preparing the dissertation (e.g., formatting, deadlines, and required forms) can be found at the Graduate School Editorial Office website.

Dissertation Options

A doctoral dissertation must demonstrate the ability of the author to conceive, design, conduct, and interpret independent, original, and creative research. It must describe significant original contributions to the advancement of knowledge and must demonstrate the ability to organize, analyze, and interpret data. Dissertations must be of publishable quality and must be in a form suitable for publication, using the Graduate School's format requirements. The supervisory committee and the Departmental Faculty are responsible for ensuring the quality and scholarship. Dissertation formats are allowed to vary from one large study encompassing many aims to a collection of studies (individual papers) tied together into one large body of work.

Monitoring of Progress Towards the Degree

The responsibility for achieving the necessary milestones for graduation lies first with the student and second with the primary mentor. It is expected that the student will regularly (e.g., monthly at the minimum) communicate with the primary mentor regarding progress towards the degree. In addition, the Supervisory Committee will review progress of all students on a yearly basis. Our program is evaluated, in part, based on students graduating in a timely manner. Thus, the annual review by the Supervisory Committee is intended to ensure that students are progressing towards graduation, and are meeting the various milestones (e.g., qualifying exam, formation of a committee, etc.). All students will be required to complete an annual Activity Report. At the discretion of the committee, students and primary mentors may be contacted to discuss the academic progression.

Annual Performance Evaluation

Students are required to complete an online progress report called the APR at the end of the spring semester. The link for the progress report will be email to students when the system is open. This report will provide the student an opportunity to list achievements from the previous year such as coursework completed, presentations, publications, and milestones (e.g., formation of a supervisory committee, passing qualifying exam, etc.). This report will be evaluated by the primary mentor, supervisory committee and graduate coordinator, and if any concerns regarding the progress towards completion of the degree are identified a meeting with the student and faculty mentor will be scheduled.

Previous Graduate Study

Up to thirty approved credit hours may be transferred in from a Master's degree earned at another institution, except completed more than seven years prior, which do not qualify.

All courses transferred must be graduate-level and letter-graded with a grade of B or better. Courses must also be directly related to the PhD degree. Transfer requests are made to the Graduate School through petition by the student's supervisory committee.

A student may petition for coursework taken more than seven years prior to apply to their doctorate. He or she must meet with their mentor to review such coursework. Students may be asked to provide syllabi, books, and

papers from these courses. The advisor will make a recommendation to the graduate coordinator and program assistant. They will petition the Graduate School. The final decision rests with the Graduate School.

Doctoral Concentrations and Specializations

Biobehavioral Science Concentration

The primary mission of the concentration in Biobehavioral Science is to train future scholars by providing a stimulating and research intensive environment to develop in-depth knowledge in the specialization areas and proficiency in designing and conducting research in the respective areas. Students are expected to be involved in research throughout their Ph.D. program. Graduates of the program are trained to assume positions as post-doctoral research scientists, or entry level professorships at major colleges and universities throughout the country. The program of study is developed by the student and the supervisory committee based on the student's background, interests, and career goals, as well as faculty expertise. By design, the program is multidisciplinary and flexible, permitting students to tailor their scholarly experience to the development of research skills in one of several related disciplines: biomechanics, motor control and learning, exercise and performance psychology, and sports medicine / athletic training. Each area of specialization is briefly described below:

Biomechanics

Biomechanics is the scientific study of humans and objects as they move and interact with the environment. It is a multi-disciplinary field drawing from kinesiology, engineering, medicine, and manufacturing. Biomechanics is a technology intensive field that applies this expertise to athletic, clinical, legal, and commercial areas. The biomechanics specialization places an emphasis on research and laboratory experiences and demands mastery of advanced technology to solve problems. The coursework and training includes the study of the kinematics and kinetics of movement. Coursework will include, but not be limited to, study in anatomy/kinesiology, biomechanics, engineering, neuroscience, aging, physical therapy, and statistics. Additional areas of study will focus on developing research and laboratory skills, understanding motor performance and the control of motor actions. Students will be exposed to, and encouraged to engage in, research and study in clinical biomechanics while developing a working knowledge of the granting and funding process.

Motor Control & Learning

This specialization emphasizes an understanding of human motor performance and motor skills by integrating formal course work and research experiences. Motor learning is associated with the processes and conditions that influence skill acquisition, while motor control concerns determining the neuromuscular basis of performance. Learning and control processes are investigated from established theoretical perspectives. The acquisition of motor skills and expertise, as well as the development of coordination is of great interest. Many issues are studied with various instrumentation within our laboratories, as well as in applied settings. This specialization is interdisciplinary in nature, primarily drawing upon the knowledge base advanced in the movement sciences, neuroscience, cognitive sciences, and physical therapy. Students are prepared to conduct research in traditional motor performance and learning settings as well as to mentor graduate students.

Performance Psychology

This program prepares individuals for careers in universities, research, consulting, private industry, or health sciences. Performance Psychology provides the basis for understanding emotions, cognitions, and behaviors

in sport, exercise, and other performance settings. Given the development of performance and exercise psychology as distinct fields that emphasize both science and practice, courses and experiences are offered that are relevant to developing proficiency in both areas. Thus, the program is designed with two different streams for concentration course work and experiences depending upon the student's interests.

Major topics of study in the Performance Psychology specialization include a cognitive-behavioral emphasis on the improvement of learning and performance conditions, emotion and attentional components of performance, information processing factors involved in complex movements, performance enhancement strategies, and understanding the development of the attention, anticipation, decision-making, and reacting skills necessary for expert performance in rapidly occurring events. The investigation of these areas has been facilitated by the recent laboratory additions of technologically advanced instrumentation used for psychophysiological assessment of brain (EEG) activity and visual search patterns. Research topics also include various psychological issues related to motivation, personality, and individual differences in emotional reactivity.

Sports Medicine

Sports Medicine is multidisciplinary, including the physiological, biomechanical, psychological, and pathological phenomena associated with exercise and sports and includes associated medical specialties, allied health professions and applied sciences. The Sports Medicine specialization is designed to provide advanced academic training to develop sports medicine and allied health professionals who will have the scientific and technical competence to formulate and conduct research in both the basic and applied sciences. Coursework at the doctoral level includes lecture and laboratory sequences as well as independent study and directed research.

BIOBHAVIORAL SCIENCE CONCENTRATION

Curriculum

The philosophy of the program is to make the curriculum as flexible as possible in order to meet the needs of the student's specific career goals while making sure the fundamentals are covered. Therefore, every student works closely with his or her adviser and committee to design a unique curriculum that will provide the best opportunity to emerge from the program as a well-trained scientist and also to be able to teach the next generation of undergraduate and graduate students. Students entering the program with advanced graduate training may request substitutes or waivers for some required courses.

Doctoral Program Summary

Area	Credit Hours
Concentration Area	12
Research Area	30
Statistical Area	9
Minor Area	12

Electives	6
Total	69

*NOTE: A minimum of 90 credit hours beyond the bachelor's degree is required for the Ph.D. degree. A maximum of 30 credit hours of graduate course work from another institution may count towards this 90-hour minimum, pending approval by the student's advisory committee. All courses to be transferred must be letter graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought. All credits obtained from a master's degree must have been earned within the last seven years prior to transfer of credit.

Concentration Courses: 12 Credits Minimum

Courses that are reflective of the specific area of specialization in the Biobehavioral Science specialization will be selected and approved by the supervisory committee. Additionally, the dissertation topic will directly reflect the area of specialization within the Biobehavioral Science concentration.

Credits	Course Number	Title
3	APK 5404	Sport Psychology
3	APK 6106	Clinical Anatomy for the Exercise Sciences
3	APK 6116C	Physiological Bases of Exercise and Sport
3	APK 6130	Human Pathophysiology for the Exercise Sciences
3	APK 6205C	Nature & Bases of Motor Performance
3	APK 6206	Planning Motor Actions
3	APK 6210	Controlling Motor Actions
3	APK 6225	Biomechanical Instrumentation
3	APK 6226C	Biomechanics of Human Motion
3	APK 6408	Performance Enhancement
3	APK 6415	Seminar in Sport Psychology
3	APK 6900	Directed Independent Study
3	PET 5936	Current Topics

Research Courses: 33 Credits Minimum

Credits	Course Number	Title
3	HLP 6535	Research Methods
2	PET 5936	Grant Writing
1-5	PET 6910	Supervised Research
3	HLP 7979*	Advanced Research
24	HLP 7980	Dissertation Research
2	GMS 6931	Ethical and Policy Issues in Clinical Research
1	GMS 7003	Responsible Conduct of Research

*HLP 7979 (3 credits) (*Advance Research (HLP7979) is taken when preparing for the Qualifying Examination. Dissertation Hours (HLP7980) are taken upon successful completion of the Qualifying Examination.*)

Statistics Courses: 9 Credits Minimum (suggested course but others may be approved by supervisory committee)

Credits	Course Number	Title
3	STA 6126	Statistical Methods in Social Research I
3	STA 6127	Statistical Methods in Social Research II
4	STA 6166	Statistical Methods in Research 1
4	STA 6167	Statistical Methods in Research 2
3	STA 6176	Introduction to Biostatistics
3	STA 6200	Research Design
3	STA 6201	Analysis of Research Data
3	STA 6706	Applied Multivariate Analysis
1-3	STA 6900	Problems in Statistics

Minor (Cognate): 12 Credits Minimum

There are two options for fulfillment of the minor requirement, each of which must be approved by the supervisory committee.

Formal Minor. Declare a formal outside minor of 12-24 credits, and include a minor area faculty representative on the Supervisory Committee. Formal minors often work best for students with 1-2 previous degrees as their strong base of previous professional coursework allows them more flexibility to take courses outside the field. The qualifying examination will include information from the formal minor area.

Interest Area. Elective courses can be used to create an informal “Interest Area” (no committee member; not tested directly on the qualifying examination). These 12 credits are required in addition to the 6 credits of elective work described below.

Note: COURSES TAKEN BELOW THE 5000 LEVEL MAY BE TAKEN WITH AGREEMENT OF THE SUPERVISORY COMMITTEE, BUT WILL NOT BE INCLUDED IN THE 12 CREDIT HOUR MINIMUM REQUIRED for the minor / interest area.

Elective Courses: 6 Credits Minimum

Student may choose electives from other core areas above as well as from the list below (pending availability) or other courses with permission of the supervisory committee.

Credits	Course Number	Title
3	APK 6118	Neuromuscular Adaptation to Exercise
3	APK 6205C	Nature and Bases of Motor Performance
3	APK 7107	Cardiovascular Exercise Physiology
3	APK 7117	Exercise Metabolism
3	APK 7124	Free Radicals in Aging, Exercise, and Disease
3	PK 7129	Pulmonary Function During Exercise
3	EGM 2511	Engineering Mechanics-Statics
3	EGM 3401	Engineering Mechanics-Dynamics
3	EGM 5430	Intermediate Dynamics
3	EGM 6595	Bone Mechanics
3	EME 5403	Instructional Computing I
3	EML 5595	Mechanics of the Human Locomotor System

3	EML 5598	Orthopedic Biomechanics
3	EML 6597	Mechanics of Gait
3	PET 5936	Statistical Applications using SPSS
1-10	APK 6940	Advanced Practicum in ESS
3	PET 7386	Environmental Stress Exercise Physiology
3	PHT 6105C	Joint Morphology
3	PHT 6125C	Concepts in Clinical Biomechanics
3	PHT 6127C	Control of Gait and Posture
3	PHT 6316	Neurological Aspects of Orthopedic Rehabilitation
2	STA 6200	Fundamentals of Design

Additional Requirements

Qualifying Examination

Students are eligible to take their qualifying examinations following four semesters of study and upon approval of their supervisory committee. It is highly recommended that the exam be completed prior to the end of the third year of Ph.D. training and preferably after the 2nd year. The purpose of the Ph.D. qualifying exam is to evaluate the student's potential for advanced scholarly work at the Ph.D. level and is a necessary pre-requisite for continuing in the Ph.D. program. The supervisory committee is comprised of four faculty: a chair (usually the dissertation adviser), two additional members of the APK graduate program and one outside faculty who is also a member of the graduate faculty of the University of Florida. Members outside of the graduate faculty, e.g. at other universities, can be added to the committee, but they must be in addition to these four members. The qualifying examination is unique to each graduate program in the University. For example, the rules that apply to the exam in Biobehavioral Science do not necessarily apply to Exercise Physiology or other graduate programs. The qualifying examination must be successfully defended prior to dissertation writing. The student must be registered in the term in which the qualifying examination is given.

Students must select one of the following options. Permission must be obtained from the student's supervisory committee prior to scheduling either examination option. Both options must be written and submitted to the student's supervisory committee. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward the Doctor of Philosophy degree.

Option 1: A formal written and oral examination covering both major and minor coursework. The members of the supervisory committee meet with the student several months before the examination and both student and faculty agree upon the areas to be covered by each faculty member. This should be done in writing to avoid misunderstandings. These topics should not overlap between committee members. The topics may be defined

by specific course material, general areas of exercise science, or specific sets of reading material that cover broad areas of biobehavioral science. Prior to the examination, the members of the committee confidentially submit one or more (usually 2-3) written essay questions on their topics to the chair of the thesis supervisory committee or the graduate program administrator. The test is administered in a closed book fashion, generally over a two-day period depending on the committee's instructions, and under direct supervision. The exam questions are graded by the committee members as "Pass" or "Fail" and a decision is made as to whether the student a) is allowed to continue on to the oral component of the exam, b) fails the exam or c) is allowed to retake the examination under conditions previously described.

Option 2: Conduct two research projects: one being an independent study (original data collection and article prepared for publication) and the other a conceptual (critical review) paper in a suitable research area. These efforts are to act as pilot work in the area of, or closely related to, the area of work proposed for the student's dissertation. The topical area and general outline of the conceptual paper option should be approved by the supervisory committee following a meeting during which the plan of study is clearly articulated and defended.

Oral Component: Each of the two options must be defended orally. All supervisory committee members must be present at the oral examination. The oral exam is required by the University as part of the qualifying exam and usually takes place within 2 weeks of the written component. It is important that students allow plenty of time to schedule the oral exam and it is recommended that this be done in conjunction with the scheduling of the written exam. The length and content of the exam is determined entirely by the supervisory committee. The purpose of the oral component is 1) to allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed. 2) To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists. 3) To evaluate whether the student has sufficient breadth of knowledge in biobehavioral science, kinesiology, and life science to move on to a specialized area of research.

If a student fails the qualifying examination, the Graduate School must be notified immediately. A re-examination may be requested, but it must be recommended by the supervisory committee and approved by the Graduate School. At least one semester of additional preparation is considered essential before re-examination.

Admission to Candidacy

A graduate student does not become a candidate for the doctoral (PhD) degree until granted formal admission to candidacy. Such admission requires approval of the student's supervisory committee, the department chairperson, the college dean, and the Dean of the Graduate School. Approval will be based on (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) a successful qualifying examination. Application for admission to candidacy should be made as soon as the qualifying examination has been passed and the student's supervisory committee approves a dissertation topic. A student may not register for HLP 7980 (Research and Dissertation) until he or she is admitted to candidacy for a doctoral degree.

Dissertation Proposal

The proposal is not a formal University of Florida requirement, but is a requirement of the Applied Physiology Graduate Programs. The format of the proposal is determined by the student's supervisory committee but generally takes the form of a presentation of the proposed content of the thesis and the data collected thus far, at either a private meeting of the committee or more commonly at a formal public presentation. The proposal

should be completed following admission to candidacy. A document summarizing the content of the proposed work is submitted to the graduate program administrator along with the appropriate form, approved and signed by the committee members.

Dissertation Examination

Prior to graduating, each student must successfully complete their research project and present the written dissertation to the supervisory committee, meeting the guidelines of the University of Florida Graduate School. The committee will evaluate the dissertation and once their standards are met, the document is approved. At this time the student may schedule the verbal defense before the supervisory committee in an open public forum. The supervisory committee will evaluate the dissertation in both written and oral formats. The doctoral student must be able to pass the oral defense before graduating.

EXERCISE PHYSIOLOGY CONCENTRATION

The mission of the Ph.D. program in exercise physiology is to prepare students for successful careers in research and teaching that are suitable for competitive academic and professional positions in the disciplines of both exercise physiology/kinesiology and medical physiology. A strong emphasis of the training program is placed on laboratory and research experience. Primary coursework encompasses understanding 1) the physiological responses and therapeutic effectiveness of exercise in healthy individuals, athletes and in patients with systemic or neuromuscular disease, and 2) the adaptations of skeletal muscle, the cardiovascular system and metabolic and endocrine pathways to systemic and neuromuscular disease, injury, obesity and aging. Coursework is comprised of lectures, workshops and laboratories. A wide spectrum of additional advanced coursework is offered in which students master principles of muscle mechanics, organ systems physiology, cellular physiology, metabolism and molecular physiology. These are targeted to provide the tools for students to solve important clinical problems, to make future discoveries in exercise prescription and rehabilitation and to utilize effectively and scientifically-based methods for improving health and physical fitness. Students will have opportunities for learning a wide spectrum of state-of-the-art, in-house technologies for evaluating human physiological responses, animal physiology, vascular responsiveness, cell culture, mitochondrial function, confocal imaging, molecular biology and other new and emerging technologies.

Areas of Specialization:

Skeletal Muscle Physiology

Skeletal muscle comprises one of the largest and most adaptive complex organ systems in the body. It responds very rapidly to repeated use or disuse, to endocrine signals and to stress induced by disease or environmental exposure. Scientists within APK specialize in basic mechanisms of how skeletal muscle senses and responds to movement, how it adapts to systemic diseases like heart disease or infection, to overuse, disuse and aging and to inherited neuromuscular disease like muscular dystrophy. Furthermore, scientists study how muscle interacts with other organ systems such as the cardiovascular system, the intestine, liver and immune system. In training students in this area, much effort is focused on applying principles of basic muscle and cell physiology to human diseases and specific medical conditions. Therefore, students often take considerable coursework and training in areas related to medicine and medical applications of exercise.

Cardiovascular Physiology

The cardiovascular system is highly responsive to exercise training and must respond in parallel to skeletal muscle in order for an individual to adapt to exercise. Limitations of the cardiovascular system are also the primary hallmark of most forms of systemic disease and improvements in cardiovascular function are the primary goal of most forms of rehabilitation in patients. The goal of cardiovascular physiology is to understand the effects of conditions such as aging, obesity, inactivity, and cardiovascular and metabolic disease on the cardiovascular system and to design new paradigms including lifestyle interventions to prevent or reverse cardiovascular dysfunction and improve the quality of life. Scientists in APK study the effect of chronic and acute exercise on cardiovascular function with the goal of improving exercise prescription for older adults and patients with cardiometabolic disease. Furthermore, scientists also study how exercise training exerts cardiovascular benefits and how cardiovascular abnormalities affect other organ systems.

Integrative response to environmental and pathological stress

Forms of environmental stress such as heat stress, ischemia, shock, oxidative stress, infection and exposure to toxic substances such as anticancer drugs, have complex effects on many organ systems, such as the heart, immune system and skeletal muscle. Scientists working in this area study the ability of organisms and tissues to withstand these stress exposures. In addition, they study how exercise can either prevent damage or in some cases contribute to the negative effects of stress on tissues. These areas of study require extensive training in integrative physiology, environmental science, immunology, medicine and biochemistry.

Curriculum

The philosophy of the program is to make the curriculum as flexible as possible in order to meet the needs of the student’s specific career goals and yet make sure the fundamentals are covered. Therefore, every student works closely with his or her advisor and committee to design a unique curriculum that will provide the best opportunity to emerge from the program as a well-trained scientist in their field and also to be able to teach the next generation of undergraduate and graduate students. Students entering the program with advanced graduate training may request substitutes or waivers for some required courses.

Doctoral Program Summary of Course Requirements

<u>Area</u>	<u>Credit Hours</u>
Concentration Area (18 required and 12 additional)	30
Directed Research Credit Hours	23
Statistical Area	7
Total Minimum UF Doctoral Credits	60
Total Credits for Ph.D. Required	90*

*NOTE: A minimum of 90 credit hours beyond the bachelor’s degree is required for the Ph.D. degree. A maximum of 30 credit hours of graduate course work from another institution may count towards this 90-hour minimum, pending approval by the student’s advisory committee. All courses to be transferred must be letter graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought. All

credits obtained from a master's degree must have been earned within the last seven years prior to transfer of credit.

Required Concentration Area. (*18 total credits minimum*). Every Student is required to accumulate a minimum of credits in Concentration Area Courses. These must include minimums of 12 credits of required CORE Department courses, 6 credit hours of Basic or Medical School Courses in Physiology or Biochemistry. In some cases, other advanced courses offered within the University may be substituted for these required courses with approval of the major adviser and supervisory committee.

Required CORE Department coursework. (12 credits minimum)

3	APK 7117	Exercise Metabolism*
3	APK 7107	Cardiovascular Exercise Physiology&
3	APK 6118	Neuromuscular Adaptations to Exercise
3	APK 5936	Advanced Exercise Physiology+

&GMS 6400C (below) or equivalent, highly recommended prerequisite

*BCH 6206 (below) or equivalent, highly recommended prerequisite

+APK 5936 listing is under revision, registrar titles it under "Current Topics in Exercise and Sports Science.

Required Basic Science/ Medical School Courses (6 credits minimum)

6	GMS 6400C	Principles of Physiology (Medical School Physiology)
3	BCH 5413	Mammalian Molecular Biology and Genetics
3	BCH 6206	Advanced Metabolism (Metabolic Control Analysis)*
4	GMS 6421	Cell Biology
3	BCH 6415	Advanced Molecular and Cell Biology
1-4	GMS 6000	6000 series (A large number of advanced courses are available in general medical sciences that may be suitable, pending approval of your advisor/committee.

*BCH 4024; Introduction to Biochemistry and Molecular Biology or equivalent is a required pre requisite undergraduate course for BCH 6206. Students matriculating without extensive biochemistry prior to admission must take this course or equivalent. With approval of your supervisory committee BCH 4024 can count towards your PhD degree as an "elective" (see below)

NOTE: Additional biochemistry, nutrition, cell biology, immunology courses are possible alternatives to these courses pending adviser oversight. Many of these are listed in section 1c.

Additional ELECTED COURSES in concentration area (12 credits minimum)

Note: A maximum of six undergraduate credits (3000-4999), outside the College (HHP), may be used for support course work when taken as part of an approved graduate program and must be approved by the supervisory committee. Courses outside the list below, may qualify as credit to pending formal approval of the student's adviser and Committee.

Elective Courses offered within Department:

Note, many high level courses are taught under these headings can, with approval of the student's committee, substitute for some required courses.

3	APK 7108	Environmental Stress and Exercise
3	APK 7124	Free Radicals in Aging Exercise and Disease
3	APK 6126	Cardiopulmonary Pathologies
3	APK 6116C	Physiological bases of Exercise and Sports Science
3	APK 6128	EKG Interpretation
1-5	APK 5936	Current Topics in Exercise and Sports Sciences

Examples of Current Topic Courses

- a) Molecular Signaling in Skeletal Muscle
- b) Cellular Physiology and Biophysics
- c) Pharmacology of Exercise Science
- d) Professional Skills and Grant Writing
- e) Scientific Publication Writing
- f) Statistical Applications using SPSS

Possible Elective Courses offered outside the Department (Committee/Advisor approval)

3	GMS 6140	Principles of Immunology
3	GMS 6181	Integrative Physiology of Aging
3	GMS 6410	Circulation of the Blood
3	HUN 6331	Vitamins in Human Nutrition
3	PCB 5235	Immunology

3	PHT 6718	Neuroplasticity
4	VME 6650	Mammalian Pharmacology
3	BME 5500	Biomedical Instrumentation

Required Research Methods and Statistics (7 credits minimum)

*Additional credits cannot be counted towards concentration area

Department of APK

3	HLP 6535	APK Research Methods*
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* Highly recommended, early in the research program (semesters 1 or 2), depending on previous courses in statistics and experience.

Department of Statistics and College of Public Health & Health Professions

Credit	Course	
3	STA 6166	Statistical Methods in Research 1
3	STA 6167	Statistical Methods in Research 2
3	STA 6176	Introduction to Biostatistics
2	STA 6200	Fundamentals of Research Design
3	STA 6201	Analysis of Research Data
3	PHC 6052:	Introduction to Biostatistical Meth (SAS based)
3	PHC 6050	Statistical Meth for Health Sci (SPSS based)

Responsible Conduct of Science (1 course required)

2	GMS 6931	Ethical and Policy Issues in Clinical Research
1	GMS 7003	Responsible Conduct of Research

Directed Research (23 credits minimum)

1-6	PET 6900	Directed Independent Study (grade assigned) *
<6	PET 6910	Supervised Research (S/U grade) *
1-6	HLP 7979	Advanced Research (Pre-candidacy Ph.D. Research)
15 (min)	HLP 7980	Dissertation Hours (after admission to candidacy)

*Report, paper and/or data needs to be communicated with mentor; Mentor will advise.

Examples of APK 6900 Directed Independent Study:

- a) Muscle biopsy Techniques
- b) Mechanisms of Muscle Atrophy
- c) Muscle Physiology
- d) Muscle Regeneration
- e) Tonometry
- f) Cardiovascular Techniques
- g) Carotid Imaging Link
- h) Vascular Imaging Link

¥Students are required to show evidence of a master's thesis or acceptable research project (one publication accepted by a peer reviewed Journal) prior to embarking upon a dissertation.

Additional Requirements

Qualifying Exam

Students are eligible to take their qualifying examinations following four semesters of study and upon approval of their supervisory committee. It is highly recommended that the exam be completed prior to the end of the third year of Ph.D. training and preferably after the 2nd year. The purpose of the Ph.D. qualifying exam is to evaluate the student's potential for advanced scholarly work at the Ph.D. level and is a necessary pre-requisite for continuing in the Ph.D. program. The supervisory committee is comprised of four faculty members, a chair (usually the dissertation adviser), two additional members of the APK graduate program and one outside faculty who is also a member of the graduate faculty of the University of Florida. Members outside of the graduate faculty, e.g. at other universities, can be added to the committee, but they must be in addition to these four members. The qualifying examination is unique to each graduate program in the University. For example, the rules that apply to the exam in Exercise Physiology do not necessarily apply to Biobehavioral Science or other graduate programs.

a) Written Component: The members of the supervisory committee meet with the student several months before the examination and both student and faculty agree upon the areas to be covered by each faculty

member. This should be done in writing to avoid misunderstandings. These topics should not overlap between committee members. The topics may be defined by specific course material, general areas of exercise science (e.g. cardiovascular physiology, metabolism, cell biology, etc.) or specific sets of reading material that cover broad areas of applied physiology. Prior to the examination, the members of the committee confidentially submit one or more (usually 2-3) written essay questions on their topics to the chair of the supervisory committee or the graduate program administrator. The test is administered in a closed book fashion, generally over a two-day period depending on the committee's instructions, and under direct supervision. The exam questions are graded by the committee members as "Pass" or "Fail" and a decision is made as to whether the student a) is allowed to continue on to the oral component of the exam, b) fails the exam or c) is allowed to retake the examination.

b) Oral Component: The oral exam is required by the University as part of the qualifying exam and usually takes place within 2 weeks of the written component. It is important that students allow plenty of time to schedule the oral exam and it is recommended that this be done in conjunction with the scheduling of the written exam. The length and content of the exam is determined entirely by the supervisory committee. The purpose of the oral component is 1) to allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed. 2) To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists. 3) To evaluate whether the student has sufficient breadth of knowledge in physiology, exercise and life science to move on to a specialized area of research.

Admission to Candidacy

A graduate student does not become a candidate for the doctoral (PhD) degree until granted formal admission to candidacy. Such admission requires approval of the student's supervisory committee, the department chairperson, the college dean, and the Dean of the Graduate School. Approval will be based on (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) a successful qualifying examination. Application for admission to candidacy should be made as soon as the qualifying examination has been passed and the student's supervisory committee approves a dissertation topic. A student may not register for HLP 7980 (Research and Dissertation) until he or she is admitted to candidacy for a doctoral degree.

Dissertation Proposal

The dissertation proposal is not a formal University of Florida requirement, but is a requirement of the Applied Physiology Graduate Programs. The format of the proposal is determined by the student's supervisory committee but generally takes the form of a presentation of the proposed content of the dissertation and the data collected thus far, at either a private meeting of the committee or more commonly at a formal public presentation. The proposal should be completed sometime between the admission to candidacy and the dissertation defense. A document summarizing the content of the proposed work is submitted to the graduate program administrator along with the appropriate form, approved and signed by the committee members.

Dissertation Examination

Prior to graduating, each student must successfully complete their research project and present the written dissertation to the supervisory committee, meeting the guidelines of the University of Florida Graduate School. The committee will evaluate the dissertation and once their standards are met, the document is approved. At this time the student may schedule the verbal defense before the supervisory committee in an open public forum.

Ph.D. Program of Study Plan / Individualized Development Plan

Students will work with their major professor and supervisory committee to develop an individualized training plan. A critical first step in implementing any training plan is to conduct a needs assessment. We recommend using the MyIDP website (<http://myidp.sciencecareers.org>) tool for this purpose. This needs assessment is comprehensive and thorough and provides invaluable information to guide early discussions and to form the basis for the plan. Further, it is particularly important to frame the training plan based on three primary issues: mentoring philosophy of the primary advisor, the student's long-term career goals, and a shared understanding of mentor-mentee responsibilities. This [link](#) provides the framework for the program of study.

PhD Program of Study Planning Template

(Ph.D. Student Name)

Department of Applied Physiology and Kinesiology

College of Health and Human Performance

University of Florida

Concentration: *(Exercise Physiology or Biobehavioral Science)*

Minor or Cognate Area: *Student Personnel*

(Date of Meeting)

Introduction of Supervisory Committee Members

Dr. Professor, Major Professor

Department of Applied Physiology and Kinesiology

College of Health and Human Performance

Dr. Professor

Department of Applied Physiology and Kinesiology

College of Health and Human Performance

Dr. Professor

Department of Applied Physiology and Kinesiology

College of Health and Human Performance

Dr. Professor

Department of (outside Department)

College of (outside College)

Overview of Student's Background and Professional Goals

Discussion Regarding Student's Program of Study

Discussion Regarding Student's Area of Research Interests

Adjournment

Reference Materials: *Program of Study Draft, (Full Text)*

Program of Study Draft, (One Page)

Student Resume

Supervisory Committee Approval to Proceed With Study

(Ph.D. Student Name)

(Date of Meeting)

Working Dissertation Title:

The proposed project embodies high quality scientific investigation and meets the scientific rigor requirements of the Department of Applied Physiology and Kinesiology.

Approved to Proceed:

Dr. Professor, Major Professor

Department of Applied Physiology and Kinesiology

Dr. Professor

Department of Applied Physiology and Kinesiology

Dr. Professor

Department of Applied Physiology and Kinesiology

Dr. Professor

Department of (outside Department)

APK Ph.D. Student Milestones

Please note: The student is responsible for fulfilling all requirements and meeting all deadlines

Task

When & Where

New Students:

- + Attend orientation sessions for the Graduate School and Department
- + Complete payroll and appointment forms for assistantship, if appropriate
- + Conditionally admitted students: Check date and time of screening tests for language and writing program
- + Set appointment & meet with your mentor to determine first semester courses

When: Upon your arrival at UF

Where: As notified of location

Continuing Students:

- + Appoint Supervisory Committee - Complete Supervisory Committee Form available in the Graduate Information Management System (GIMS)
- + Bring completed form to Program Assistant

When: ASAP, no later than end of 2nd semester of equivalent full-time PhD study

Where: Department of APK

Continuing Students:

- + Complete annual online student progress report (APR)

When: At the end of every spring semester

Where: Online

Continuing Students:

- + Contact mentor for possible approval of transfer of up to 30 credits from M.S. degree;
- + Contact the graduate program assistant to complete Transfer of Credit Form for review by your committee

When: ASAP, no later than 3rd semester of PhD study as required by the Graduate School

Where: Department of APK

Continuing Students:

+ Complete degree plan of study / IDP with mentor and submit a copy to the Graduate Coordinator

When: 1st semester of PhD study

Where: As notified by mentor

Continuing Students:

+ Complete PhD Qualifying Exam (Written, Oral)

When: By the end of the 5th semester.

Where: Student should schedule a room under guidance of the mentor

Continuing Students:

+ Complete Research Proposal with Supervisory Committee

When: No later than the semester following the completion of your PhD qualifying exam. Many students complete the research proposal at the time of the qualifying exam.

Where: Student should schedule a room under guidance of the mentor

Continuing Students:

+ Admission to candidacy for PhD; contact the Graduate Coordinator for completion of the Admission to Candidacy Form two weeks prior to date

When: After passing your qualifying examination and identifying acceptable dissertation topic

Where: Department of APK

+ Submit completed and signed form to graduate program assistant

Continuing Students:

+ Obtain guide for preparation of dissertation

When: Only after Qualifying Exam has been passed

Where: Graduate School Editorial Office

Continuing Students:

+ Complete degree application in OneUF

When: The term you plan to graduate

Where: University Registrar

Continuing Students:

+ First submission dissertation to the Graduate School

When: By degree application deadline

Where: Graduate School Editorial Office

Continuing Students:

+ Dissertation defense; contact the graduate program assistant two weeks prior to reserve a room and to collect the Final Examination Form

When: By published deadlines

Where: As arranged with the Graduate Coordinator

Continuing Students:

+ Submit final copy of dissertation

When: By degree application deadline

Where: Graduate School Editorial Office

Continuing Students:

+ If you plan on attending commencement, notify your mentor & order your academic regalia

When: Early in graduating semester

Where: UF Bookstore

Continuing Students:

+ Contact the Graduate Coordinator to arrange for an exit interview

When: Prior to graduation

Where: Department of APK

Continuing Students:

+ Return all keys issued by the Department

When: Prior to graduation

Where: Department of APK

Continuing Students:

+ Provide the graduate program assistant with a copy of your dissertation

When: Prior to graduation

Where: Department of APK



Ph.D.

health education
& behavior

Health Education & Behavior

The Doctoral program in Health Education and Behavior trains health behavior researchers for positions in academia, federal health agencies such as the Centers for Disease Control and Prevention and the National Institutes of Health, and for post-doctoral research fellowships.

About the Department of Health Education and Behavior

For more than 60 years, the Department of Health Education and Behavior at the University of Florida has been at the forefront of the field, demonstrating leadership in instruction and mentoring, research and scholarship, service and practice. By emphasizing innovation and data-driven advancements, our efforts ensure that our students are well prepared for the health promotion careers of the future.

Health Education & Behavior Mission Statement

The mission of the Department of Health Education and Behavior (HEB) is to bridge the gap between scientific knowledge and public understanding of health to promote healthier living. The focus of the Department of HEB is to prepare students to promote healthy lifestyle choices in individual and group settings, and among diverse populations using culturally appropriate health education methodologies. Additionally, the Department seeks to prepare Health Education professionals capable of assessing individual and community health education needs; developing, planning and implementing effective health education programs; evaluating health education program effectiveness; coordinating the provision of health education services; acting as a resource person in health education; and communicating health/health education needs, concerns and resources.

Engaging Instruction

The Department is committed to student-centered education. Our faculty consists of master instructors, many of whom have been recognized as “Teacher of the Year” at the College and University levels. We regularly review and update our curricula to reflect disciplinary advancements and changing employer demands, including those produced by the National Commission for Health Education Credentialing, which has two of our faculty members on their Board of Commissioners.

We offer a comprehensive curriculum, from Bachelor’s to Doctoral degrees. These programs address critical emerging issues such as health literacy, health disparities, digital and mobile health applications, and global health. Students demonstrate core competencies through our highly rated fieldwork opportunities in business, industry, voluntary organizations and government agencies.

Innovative Research

Faculty and students in the Department conduct innovative research on public health problems that include substance use and abuse, sexual health, diet and nutrition, controlling chronic diseases, and managing disabilities. Our research programs are implemented with diverse populations, locations and settings in Florida, across the US, and increasingly around the world.

The Department houses the new Center for Behavioral Economic Health Research, led by Department Chair, Dr. Jalie Tucker, with a mission to stimulate research, applications, and education aimed at understanding and promoting human health behavior change. Guided by the unifying trans-discipline of behavioral economics.

Leading Through Service

Service learning and community outreach are core components of our Department's educational goals and mission. Our faculty regularly provides service and volunteer leadership to numerous campus, local, national and international agencies. Department faculty also serves in leadership roles of many professional organizations, learned societies, and peer-reviewed journals, including many who have served as national presidents and editors. Our Alpha Lambda chapter of the Eta Sigma Gamma professional honor society was founded in 1978 and continues to lead the campus and the nation through its award-winning voluntary and philanthropic service activities.

Leading for the Future

From 1948 to the present, the Department of Health Education and Behavior has provided leadership, vision and caring to our students and communities through our instruction, scholarship, and service. As the world changes and the profession continues to evolve, the Department of Health Education and Behavior will continue to lead the way.

Program Administration

Jalie Tucker, Ph.D., M.P.H.

Professor and Chair Department of Health Education and Behavior
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P.O. Box 118210
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jaliel@ufl.edu

Robert Leeman, Ph.D.

Assoc. Professor and Graduate Coordinator
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robert.leeman@ufl.edu

Jennifer Neelands, MPH, CPH, MS

Academic Advisor 1
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352-294-1803 Fax: 352-392-1909
jennifer4@ufl.edu

Eligible Faculty for Committees

Full-time faculty

- Dr. JeeWon Cheong
- Dr. Delores James

- Dr. Robert Leeman
- Dr. Michael Stollefson
- Dr. Jalie Tucker
- Dr. Richard Yi
- Dr. Ali Yurasek

Emeritus faculty

- Dr. Morgan Pigg
- Dr. Christine Stopka

Courtesy faculty

- Dr. Charkarra Anderson-Lewis

HEB Graduate Faculty Research Biosketches

Dr. JeeWon Cheong has expertise in mediation analysis and longitudinal data analysis. Her methodological research focuses on modeling and developing methods for testing longitudinal mediation and applying statistical methods to evaluation of prevention/intervention research. Her substantive research areas include drug prevention, behavioral economics applied to substance use and risky health behaviors, and social and psychological factors of HIV related risk behaviors among adolescents and young adults.

Dr. Delores James' research areas include obesity and weight management, health literacy, health disparities (ethnic, gender, age, urban/rural), tailored health messages, entertainment education, and eHealth and mHealth programs and interventions. Dr. James has advanced training in mixed methods research and qualitative methodologies. She also is a certified focus group moderator.

Dr. Robert Leeman's primary research interest is in relationships between various difficulties with self-control and addictive behaviors, particularly alcohol, tobacco and co-use of opioids and other drugs. He has particular interests in impaired control over alcohol use (i.e., difficulty adhering to limits on use) and disinhibition/impulsivity. Using human laboratory, survey and randomized controlled trial methods, Dr. Leeman tests novel interventions and attempts to learn more about risk factors for problem substance use, particularly in adolescent and young adult populations.

Dr. Michael Stollefson's research focuses on developing and evaluating patient-centered technology to improve patient self-management in chronic disease. His current focus is centered on Chronic Obstructive Pulmonary Disease (COPD), with two primary goals of research that aim to: (1) develop, deliver, and evaluate web-based respiratory therapy educational tools for COPD self-management; and (2) measure, understand, and promote electronic health (eHealth) literacy in COPD.

Dr. Jalie Tucker does applied behavioral economic research on how people change established patterns of alcohol misuse and other harmful health behaviors. Her work is aimed at informing risk reduction and prevention strategies in community-dwelling populations. Recent projects include: (1) longitudinal studies of natural recovery from alcohol problems, a common pathway to problem resolution for a stigmatized disorder with low rates of help seeking; (2) peer-driven sampling studies of health risk and protective behaviors among emerging adults living in disadvantaged communities; and (3) research on health risk and protective behaviors among substance users living with HIV/AIDS. Several projects use IVR- or web-based platforms for behavioral assessment and intervention in natural environments. Her research has been supported by awards from NIAAA, NIDA, CDC, and SAMSHA.

Dr. Richard Yi research employs behavioral economic approaches to examine basic processes underlying addiction and related behaviors. His research in this domain focuses on valuation of delayed outcomes (delay discounting) and dynamic inconsistency as principal factors in substance use, abuse, and relapse. His current research targets these factors as a component of smoking cessation programs. Dr. Yi is broadly interested in examining the similarity in the patterns of behavior observed in various forms of addiction, overeating, and other exemplars of self-control failure.

Dr. Ali Yurasek has expertise in conducting and evaluating brief motivational interventions (BMIs) for alcohol and marijuana use among at-risk populations. Her primary research interests include using behavioral economic theory to identify risk factors for substance misuse and poor response to treatment, as well as examining marijuana use amongst the changing legal climate. Additionally, she is interested in working with substance using juvenile offenders and court-involved youth and using behavioral economic theory to adapt BMIs for at-risk youth and their families.

Department of Health Education and Behavior Degree Programs

Undergraduate Degrees

- Bachelor of Science in Health Education
 - SPECIALIZATIONS
 - Community Health Promotion
 - Health Studies

Graduate Degrees

- Master of Science in Health Education & Behavior
- Doctor of Philosophy in Health & Human Performance
 - CONCENTRATION:
 - Health Behavior

HEB Policies and Procedures

Degree Title

Doctor of Philosophy in Health and Human Performance with a concentration in Health Behavior. This concentration provides terminal professional preparation in Health Education, with ancillary coursework in related disciplines such as education, the social sciences, and the behavioral sciences.

Full-time Resident Status

Faculty accept students into the Ph.D. program on the assumption Ph.D. students will pursue their programs as full-time resident students until they complete their programs and graduate with a Ph.D. degree.

Ph.D. Student Classifications

Students begin the program as a PhD “Student” (8HH). After they pass the qualifying examination, they become a PhD “Candidate” (9HH), which means they become a “candidate” to complete and defend the dissertation, and receive the PhD degree.

Minimum Credits for the Degree

The Graduate School requires that the PhD program include at least 90 credits beyond the bachelor's degree work. PhD programs of study may exceed 90 credits, often in the range of 96-102 credits.

Major Professor

The Major Professor represents a key person in a successful Ph.D. program. Ph.D. students typically keep the same Major Professor for the duration of their programs. Major Professors help students form a Supervisory Committee, plan a program of study, complete the qualifying examination, prepare a dissertation proposal, and defend the dissertation. They also provide personal, professional, and academic advice. Only faculty specifically designated by the Graduate School and the Department may serve as a Major Professor. Students are assigned a Major Professor based on shared research interests and the faculty's availability to commit to guiding the student through their program of study.

Supervisory Committee

Ph.D. students and Supervisory Committee members attend at least 4 important meetings: Program Planning Meeting, Qualifying Examination (Oral Portion), Dissertation Proposal Meeting, and Final Defense of the Dissertation. The Supervisory Committee includes at least 4 people: 1 Major Professor, 1 Outside Member (a faculty member from a department outside CHHP), and 2 additional members, usually from the department. Students can select more than 4 Committee members. They must select 1 Outside Member, whether or not they select a formal minor. Original members may leave the committee, or new members may join the committee, particularly depending on how the student's dissertation research interests develop. The Graduate Council Policy Manual (<http://graduateschool.ufl.edu/personnel-and-policy/roles-and-responsibilities-of-graduate-faculty>) includes the following statement about formation and membership:

“Doctor of Education and Doctor of Philosophy Degree”

Four members of the graduate faculty are required for all supervisory committees of doctoral candidates. The chair and at least one other member from the committee must be from the department recommending the degree, the third member can be from the department recommending the degree or from a different educational discipline, and the fourth member must be the official External Member of the committee who is outside the student's major department. The Graduate School Dean is an ex-officio member of every supervisory committee.

External Committee Members

The external member's primary responsibility is to represent the interests of the Graduate School and the University of Florida at doctoral committee activities. In the event that departmental committee activity conflicts with broader University policies or practices, the external member is responsible for bringing such conflicts to the attention of the appropriate governing body. The external member is therefore prohibited from holding any official interest in the doctoral candidate's major department. The external member must also be a regular member of the graduate faculty. Faculty holding joint, affiliate, courtesy, or adjunct graduate faculty appointments in the degree-granting department cannot be external members on a student's committee.

PhD Program of Study Planning Template

Within the first semester, PhD students will meet with their major professor and, if selected, their supervisory committee to brainstorm suggestions for their program of study. After the meeting, the student and Major Professor take care of details such as deciding on final committee members (if the committee still isn't

complete) and putting together a formal program of study that will be approved by the Supervisory Committee. The Department provides students with a [PhD Program Planning Template](#). In addition to specifying coursework in the various categories, the overall plan includes projected dates (semesters) for taking the qualifying examination, presenting a formal dissertation proposal, and defending the dissertation. The student and major professor also project a month and year for graduation. The dates may change, but the student and Supervisory Committee begin work with a projected calendar. All Supervisory Committee members sign the program of study.

A copy of the approved program of study should be placed in the academic file by the end of the second semester.

Sample Agenda for PhD Program of Study Planning Meeting

(Ph.D. Student Name)

Department of Health Education & Behavior
College of Health and Human Performance
University of Florida

Concentration: *Health Behavior*

Minor Area: *Student Personnel*

(Date of Meeting)

Introduction of Supervisory Committee Members

Dr. Professor, Major Professor
Department of Health Education and Behavior
College of Health and Human Performance
P.O. Box 118210
University of Florida

Dr. Professor
Department of Health Education and Behavior
College of Health and Human Performance
P.O. Box 118210
University of Florida

Dr. Professor
Department of Health Education and Behavior
College of Health and Human Performance
P.O. Box 118210
University of Florida

Dr. Professor
Department of Adolescent Health
College of Development
P.O. Box 118320
University of Florida

**Overview of Student's Background and Professional Goals
Discussion Regarding Student's Program of Study**

Discussion Regarding Student's Area of Research Interests

Adjournment

Reference Materials: *Program of Study Draft (Full Text)*
Program of Study Draft (One Page)
Student Resume

Curriculum Requirements

Health Behavior Required Coursework: 27 Credit Hours

Credit Hours	Course Number	Course Title
3	HSC 5956	Writing for Professional Publications
3	HSC 6318	Planning Health Education Programs
3	PHC6001	Epidemiology & Public Health
3	HSC 6603	Theories of Health Behavior and Practice
3	HSC 6712	Evaluating Health Education Programs
3	HSC 6735	Research Methods in Health Education
3	HSC 7937	Advanced Seminar in Health Education
3	PET 5936	Grant Writing
3	HLP 7939	HHP PhD Professional Development Seminar

Research Methods and Statistics Coursework: 18 Credit Hours

Required Core: 6 credit hours

Credit Hours	Course Number	Course Title
3	STA 6126	Statistical Methods in Social Research I
3	STA 6127	Statistical Methods in Social Research II

Additional Courses Selected with Adviser Approval: At least 12 credit hours

Credit Hours	Course Number	Course Title
4	EDF 6436	Theory of Measurement
3	EDF 6471	Survey Design & Analysis in Educational Research

3	EDF 7412	Structural Equation Models
3	EDF 7491	Evaluation of Educational Products and Systems
3	EDF 7439	Item Response Theory
3	EDF 7932	Multivariate Analysis in Educational Research
3	EDA 7985	Research Design in Education
3	STA 5503	Categorical Data Analysis
3	STA 5507	Applied Nonparametric Methods
2	GMS 6846	Meta-Analysis in Clinical, HSR, and Public Health
4	EDF 6475	Qualitative Foundations of Educational Research
3	EDF 7483	Qualitative Data Collection
3	EDF 7479	Qualitative Data Analysis
3	NGR 6815	Foundations of Qualitative Research in Nursing
3	NGR 7814	Field Methods for Health Related Research
3	SYA 6315	Qualitative Research Methods

Specialization Area

HLP 7979 Advanced Directed Research Requirement: 6 Credit Hours

Minor, Graduate Certificate Interest Area, or Elective Coursework: 24 credits*

Students who pursue a minor must comply with requirements specified by the minor department. By approval of the supervisory committee, students may select lecture and non-lecture courses in HEB to support the concentration in health behavior or their dissertation research focus, or select additional research and statistic courses.

Transferred Coursework

Student may request to transfer up to 18 credit hours of previous graduate lecture coursework relevant to the field of health promotion, health education, and health behavior or their officially declared minor by approval of the supervisory committee and the HEB Graduate Program Advisory Committee. Ph.D. Students who have completed required doctoral coursework during a University of Florida master's program are permitted to transfer up to 30 credits into the PhD program of study, with the approval of the Supervisory Committee. Ph.D. students with graduate degrees outside the University of Florida can request transfer up to 18 credits of previous graduate coursework (no more than 7 years old) toward requirements for the Ph.D. degree.

Only graduate lecture coursework with grades of B or higher may be considered for transfer (no readings, independent study, supervised teaching, supervised research, internship, thesis credit, etc.). Seminars and special topics courses will be evaluated on a case-by-case basis. The Supervisory Committee bases transfer decisions on (1) equivalence of a previous course to a similar course offered here, and (2) how the transfer course would support the student's program of study. Some special considerations apply based on category of transfer:

Health Behavior– transferred courses should come from a peer department, and should be equivalent in content and rigor to similar courses offered in the Department of Health Education & Behavior.

Research and Statistics – transferred courses should be equivalent in content and rigor to the University of Florida courses listed in the Ph.D. program of study.

Minor – transfer of coursework must be approved by the Minor Area representative.

Interest Area/Electives – transfer of elective courses occurs on a case-by-case basis, with the assumption that the course has some relationship to the student’s overall career goals. The Supervisory Committee may request that students provide books, course outlines, and catalog descriptions for courses they request to transfer.

Formal Examinations

Qualifying Exam

Upon conferring with their major professor students are responsible for scheduling their qualifying exam with their committee members and the graduate program assistant. Qualifying examinations include both written and oral components.

After conferring with their major professor, students are responsible for contacting committee members and arranging a date, time, and location for the oral portion of the qualifying examination some 2-3 weeks (10-15 work days) after the date set for the written portion.

Dissertation Proposal

Students will work closely with the Major Professor and Supervisory Committee at all stages in developing a dissertation proposal. Dissertations may use either the traditional format or a publishable paper format. Doctoral students and their supervisory committee will decide on the format prior to the date of the qualifying examination.

Students will prepare a dissertation proposal that includes 3 fully developed chapters consisting of the (1) Introduction, (2) Literature Review, and (3) Proposed Methodology or an agreed upon format for the publishable paper.

Sample Approval Page for Dissertation Proposal Meeting

Health Education & Behavior Ph.D. Dissertation Proposal Approval Form

Students earning a Ph.D. degree in Health Education and Behavior must write a proposal describing the background and methodology of their proposed dissertation. The proposal shall be of the length and organization as determined by the supervisory committee and should be sufficient to communicate satisfactorily an understanding of the literature and background of the theoretical and empirical issues and present a feasible and appropriate methodology for the project.

Student Name:	Student UFID:
Proposal Title:	
Date of Hearing:	

COMMITTEE APPROVAL

Chair of the Ph.D. Supervisory Committee

Signature	Date

Members of the Supervisory Committee

Signature	Date

Signature	Date

Signature	Date

Signature	Date

Dissertation Options

Four Dissertation Formats

1. Non-Experimental Format. The dissertation is non-experimental but with unique theoretical implications, adequate independent or dependent variables or sufficient data to support three articles. The flow of the dissertation will vary with each study but consider the following flow:

- a) Introduction: This describes purpose and nature of each of the three or more articles. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this introduction.
- b) Article I: This article should represent the primary finding for the study.
- c) Articles II & III: The remaining articles could represent secondary analyses of data collected during the study.
- d) Summary: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three or more articles.

2. Single Experiment Format: The dissertation is one experiment but with unique theoretical implications, adequate independent or dependent variables or sufficient data to support three articles

- a) Introduction: This describes the purpose and nature of each of the three or more articles. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this introduction.
- b) Article I: This article should represent the primary finding for the study.
- c) Articles II & III: The remaining articles could represent secondary analyses of data collected during the single experiment.
- d) Summary: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three or more articles.

3. Independent Experiments Format: You may want to conduct three or more independent experiments with different populations, independent variables, or dependent measures. The three independent experiment areas should all be within your desired area of expertise. Each can be reported independently. The dissertation format would be the following:

- a) Introduction: This describes the purpose and nature of each article. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this chapter.
- b) Article I: Is a complete article with introduction, methods, results, and conclusions for Experiment A and written within the guidelines for the identified journal.
- c) Article II: Again, this is a complete and independent article with introduction, methods, results, and conclusions for Experiment B.
- d) Article III: This third article is also independent for Experiment C.

e) Summary: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three experiments A, B, and C.

4. Interdependent Experiments Format: In the case of progressive experiments, you may want to use the interdependent format. You may want to determine the outcomes of part of the experiment before proceeding with the next portion of the experiment. Again, there may be unanswered questions that could be determined with a third experiment:

- a) Introduction: This describes purpose and progressive nature of each article. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this chapter.
- b) Article I: This article would be an independent article with introduction, methods, results, and conclusions for Experiment A.
- c) Article II: The experiment would build on Experiment A and lead into Experiment B. It would be an independent article with an introduction, methods, results, and conclusions for Experiment B.
- d) Article III: Article C would build upon experiments A and B as an introduction to Experiment C.
- e) Summary or Conclusions and Discussion: A concluding section should include a general discussion, conclusion, applications, and ideas for future research that comes from the three experiments A, B, and C.

Copies of the dissertation must be in the hands of the student's supervisory committee a minimum of two weeks before the final defense.

Final Dissertation Defense Meeting

Final defense presentations typically last about 30 minutes. They often include a brief handout of the presentation outline and main points, and electronic presentation formats. Advisors help students decide on an appropriate presentation package.

Final Oral Examination

When the student and the supervisory committee consider the dissertation to be complete, the supervisory committee will conduct the final oral examination of the dissertation. This is the final formal defense and as such, a polished document and professional quality presentation should be the standard.

During the defenses, students, faculty, or other interested parties may be in attendance. Defenses must be open to the public and publicly announced two weeks prior to the defense date; an electronic version of the document must also be made available at this time.



Ph.D.

tourism, recreation
& sport management

Tourism, Recreation & Sport Management

Through distinctive teaching, research, and outreach the Department of Tourism, Recreation and Sport Management seeks to improve the understanding of social, psychosocial, and environmental factors that lead individuals, families and industry to value and benefit from tourism, recreation, parks, and sport, and thereby improve quality of life. Further, the department aims to provide knowledge that helps communities and organizations develop and improve sustainable tourism, recreation, parks, and sport opportunities that benefit an increasingly diverse population.

About the Department of Tourism, Recreation, and Sport Management

TRSM Ph.D. students study the impact of tourism, recreation activities, professional and amateur sports, ecotourism, parks and beaches on the personal, social, economic, environmental and resource infrastructures of society. Ph.D. concentrations in TRSM include Natural Resource Recreation, Sport Management, and Tourism.

Integration of the college and university missions is reflected in the preamble to the HHP College Constitution: “serving our state, country, globe, and its citizens through teaching, research, creative scholarship, and service for the purpose of helping people protect, maintain, and improve their health, fitness, and quality of life.” In addition to the fine work they do while at UF, our Ph.D. students extend the HHP and UF missions by leaving the university to obtain entry level professorial and post-doctoral positions at research intensive universities and federal agencies, as well as careers in the health, tourism, and management industries.

Program Administration

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Eligible Faculty for Committee

- Dr. Trevor Bopp
- Dr. Daniel Connaughton
- Dr. Daniel Fesenmaier
- Dr. Heather Gibson
- Dr. Kyriaki Kaplanidou
- Dr. Jin Won Kim
- Dr. Andrei Kirilenko
- Dr. Yong Jae Ko
- Dr. Joon Lee
- Dr. Brian Mills
- Dr. Lori Pennington-Gray
- Dr. Michael Sagas
- Dr. Svetlana Stepchenkova
- Dr. Brijesh Thapa
- Dr. Christine Wegner
- Dr. Angelica Almeyda Zambrano
-

TRSM Graduate Faculty Research Biosketches

Dr. Trevor Bopp's research includes inclusiveness and diversification of opportunities and treatment among sport participants and student-athletes within sport-based youth development, academic and intercollegiate athletic programs, and the impact of these experiences on physical literacy and participation.

Dr. Dan Connaughton's research is largely focused on the study of law and risk management in sport and physical activity programs. His research has specifically investigated (a) risk perception; (b) risk management policies and practices; (c) awareness of and compliance with statutes, standards, and guidelines; and (d) injury/death prevention in sport and physical activity.

Dr. Daniel Fesenmaier's research interests include tourism marketing and destination research services to national, state, region and local tourism organizations, especially in the fields of e-commerce marketing, mapping tourists' experiences, evaluation and information technology applications in tourism.

Dr. Heather Gibson's research interests include active sport tourism participation in mid and later life, the effects of event sport tourism on the community, the leisure, health and well-being in later- life women, and the resistance and empowerment of women through solo travel.

Dr. Kiki Kaplanidou's research interests include the impacts of sport events on community development, sport event consumer behaviors, and how the image of sport events fit with destinations and other sport entities.

Dr. Andrei Kirilenko's research interests include sustainability issues, the impacts of climate change, analysis of mass media, social networks data, and big data analytics. Dr. Kirilenko was a Lead Author for the Intergovernmental Panel on Climate Change 4th Report and is currently a Coordinating Lead Author for UNEP Global Environmental Outlook.

Dr. Jin Won Kim's research interests include water-based recreation and tourism planning, environmental justice issues, including the accessibility and equity of recreation opportunities, recreation and public health policy and applications of GIS and spatial technologies in tourism/recreation planning, development and management.

Dr. Yong Jae Ko's research focuses on sport consumer behavior and sport event marketing, including consumer attitudes, perceptions and beliefs about sport organizations and their sport participation motivation/involvement and commitment/ identification toward sports.

Dr. Joon Sung Lee's research interests include sport consumer behaviors and responses related athlete endorsement and corruption in sport, athlete transgressions and information processing.

Dr. Brian Mills' research encompasses managerial economic issues in sport, with a focus on a diverse range of quantitative methods in the field. Some of the topics he has researched in the context of sport include: labor economics and discrimination/social influences; industrial organization topics; public policy and economic development; fantasy sport consumer behavior; athlete philanthropy and volunteerism.

Dr. Lori Pennington-Gray's research interests include tourism crisis management, using a "systems approach" to understand both demand-side and supply-side issues related to tourism, consumer travel behavior on the demand side, and the decision-making process of destination marketing organizations on the supply-side.

Dr. Michael Sagas' primary line of inquiry in the field of sport management has been focused on the continued underrepresentation and differential treatment of women and minorities in coaching and athletics administration at the intercollegiate athletics level.

Dr. Svetlana Stepchenkova's research interests include destination image as a competitive factor in destination management, marketing and branding. She also studies the effects of media messages on tourism behavior and destination demand, as well as web sites and online communities (such as TripAdvisor.com) as marketing tools for Destination Marketing Organizations.

Dr. Brijesh Thapa's research interests include ecotourism and cultural heritage tourism in developing countries, tourist behaviors and the socio-cultural, environmental and economic impacts, and outdoor recreation and tourism management in parks and protected areas.

Dr. Christine Wegner's research interests include sport for social change and marginalized populations in sport, particularly the role of organizations and organizing in the formation of identities in and through sport.

Dr. Angélica M Almeyda Zambrano's research interests include human environment interactions, social and ecological feedback loops with consideration to sustainability in the present and into the future and land use and land cover change dynamics in the tropics, and its relation to economic activities.

Department of Tourism, Recreation and Sport Management Degree Programs

Undergraduate Degrees

- Bachelor of Science in Tourism, Event & Recreation Management
 - SPECIALIZATIONS
 - Event Management
 - Recreation Management

- Tourism and Hospitality Management
- Bachelor of Science in Sport Management

Graduate Degrees

- Master of Science in Tourism & Recreation Management
 - CONCENTRATIONS:
 - Tourism
 - Natural Resource Recreation
 - SPECIALIZATIONS:
 - Tourism Analytics
 - Destination Development and Crisis Management
- Master of Science in Sport Management
- Doctor of Philosophy in Health & Human Performance
 - CONCENTRATIONS:
 - Tourism
 - Natural Resource Recreation
 - Sport Management

TRSM Policies and Procedures

Tourism/Natural Resource Recreation

Tourism/Natural Resource Recreation PhD Program of Study Planning Template

Prior to registration, it is highly recommended that all incoming doctoral students have identified and received approval of a graduate faculty member in the Department who is willing and available to supervise the student. The respective faculty is usually the academic advisor and the Chair of the supervisory committee. The members of the supervisory committee should be appointed as soon as possible after the student has begun doctoral work, and in general, no later than the end of the second semester of equivalent full-time study. The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty and must be selected no later than the conclusion of the student's fourth semester. At least two persons (including the chairperson) must be from the Department recommending the degree, and at least one member will be drawn from a different academic discipline. The supervisory committee will include at least one person selected from the Graduate Faculty from outside the discipline of the major (external member).

Minors: A representative from each minor sought by the student must be selected for the committee. The first minor representative committee member may also be the external member; however, any additional minors must have their own represented committee member in addition to the required four. For example, a student with 2 minors, must have at least 5 members on their committee.

“Special Appointment” committee members neither count as the core four committee members, nor do they represent minors.

Supervisory Committee Form

Tourism Curriculum Requirements

Natural Resource Recreation Plan

Doctoral students have to work with their Supervisory Committee Chair to arrange the doctoral program procedures regarding supervisory committee composition, admission to candidacy and qualifying examination.

Sport Management

Sport Management PhD Program of Study Planning Template

Prior to registration, it is highly recommended that all incoming doctoral students have identified and received approval of a graduate faculty member in the Department who is willing and available to supervise the student. The respective faculty is usually the academic advisor and the Chair of the supervisory committee. The members of the supervisory committee should be appointed as soon as possible after the student has begun doctoral work, and in general, no later than the end of the second semester of equivalent full-time study. The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty and must be selected no later than the conclusion of the student's fourth semester. At least two persons (including the chairperson) must be from the Department recommending the degree, and at least one member will be drawn from a different academic discipline. The supervisory committee will include at least one person selected from the Graduate Faculty from outside the discipline of the major (external member).

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"Special Appointment" committee members do NOT count as the core four committee members, nor to represent minors.

Upon entering the doctoral program, sport management students will be assigned two SPM faculty members by the Department Chair for the student's temporary guidance committee. The student's advisor is always part of this guidance committee. Selected in first semester of studies to stay in place for a maximum of two years. After the two year period new members will be assigned by the Department Chair for a maximum two year term. The GC will meet once each semester during years one and two. It is the student's responsibility to arrange these meetings. If the student forms their supervisory committee before the first two years of studies, then the guidance committee cannot usurp the recommendations of the Supervisory committee

[Supervisory Committee Form](#)

[Sport Management Curriculum Requirements](#)

Formal Examinations for Sport Management Concentration

Admission to Candidacy

A graduate student becomes a candidate for the Ph.D. degree when the student is granted formal admission to candidacy. Such admission requires the approval of the student's supervisory committee, the academic unit chair, the college dean, and the Dean of the Graduate School. The approval must be based on:

- The academic record of the student.
- The supervisory committee's opinion on overall fitness for the candidacy.
- An approved dissertation topic.
- A qualifying examination as described above.

The student should apply for admission to candidacy as soon as the qualifying examination is passed and a dissertation topic is approved by the student's supervisory committee. A student may not register for HLP 7980 (Research for Doctoral Dissertation) until he/she is admitted to candidacy for a doctoral degree.

When students pass the qualifying written and oral examinations, they are considered "admitted to candidacy."

Qualifying Examination

All Ph.D. candidates must take the qualifying/comprehensive (Comps) examination. It may be taken at the end of coursework, but before beginning dissertation work. The student must be registered in the term the qualifying examination is given.

The examination, prepared and evaluated by the full supervisory committee or the major and minor academic units, is both written and oral, and covers the major and minor subjects. Except for allowed substitutions, all members of the supervisory committee must be present with the student at the oral part. At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue to work toward a Ph.D. degree. The exam is to take place over a four day period, allowing for four hours of writing each day. The supervisory committee can agree to the student completing certain content areas at home during a specific time frame. The four content areas are to include:

1. Statistics and Research Methods,
2. The student's tourism or natural resource recreation concentration or sport management concentration,
3. The student's area of expertise (dissertation topic), and
4. The student's outside concentration.

The oral exam must be scheduled within two weeks of successfully completing the written portion of the exam. Except for allowed substitutions, all members of the supervisory committee must be present with the student at the oral part. At this time, the supervisory committee is responsible for deciding whether the student is qualified to continue to work toward a Ph.D. degree. It is important that students allow plenty of time to schedule the oral exam and it is recommended that this be done in conjunction with the scheduling of the written exam. The length and content of the exam is determined entirely by the supervisory committee. The purpose of the oral component is

To allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed;

- To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists; and

- To evaluate whether the student has sufficient breadth of knowledge in sport management and their chosen specialization in the field.

For those students who are approved by the advisor to do a research project in lieu of the sit down/take home qualifying exam, there will be a 30-45-minute oral examination on unrelated to the research project methodology and core sport management theories.

If a student fails the qualifying examination, the Graduate School must be notified. A re-examination may be requested, but it must be recommended by the supervisory committee and approved by the Graduate School. At least one term of additional preparation is needed before the re-examination.

Time Lapse: There must be at least two terms between the oral part of the qualifying examination and the date of the degree. The term the qualifying examination is passed is counted, if the examination occurs before the midpoint of the term.

Final Examinations

After the submission of the dissertation and the completion of all other prescribed work for the degree, but in no case earlier than six months before the conferring of the degree, the candidate will be given a final oral examination by the supervisory committee through a meeting on campus. All supervisory committee members must be present with the candidate at the oral examination. The candidate and the entire supervisory committee must be present at the defense. The defense should be no more than six months before the degree is awarded.

All forms should be signed at the defense: the candidate and the supervisory committee chair sign the ETD Rights and Permission form; and the entire supervisory committee should sign the ETD Signature Page and the Final Examination Report. If dissertation changes are requested, the supervisory committee chair may hold the Final Examination Report until satisfied with the dissertation. Satisfactory performance on this examination and adherence to all Graduate School regulations outlined above complete the degree requirements for the doctoral degree.

Time Limitation

All work for the doctoral degree must be completed within five calendar years after successful completion of the qualifying examination or the qualifying examination must be repeated.

Dissertation Options

Every candidate for a doctoral degree is required to prepare and present a dissertation that shows independent investigation and is acceptable in form and content to the supervisory committee and to the Graduate School. Dissertations must be written in English and must be acceptable in form and content to the supervisory committee and to the Graduate School. The work must be of publishable quality and must be in a form suitable for publication, using the Graduate Schools' format requirements.

Dissertation First Submission: When first presented to the Graduate School Editorial Office, the dissertation should be near-final (not a draft), completely formatted, and printed on plain paper (do not print double-sided). The Graduate School Editorial Office reviews dissertations for acceptable format and to make recommendations as needed. Students should be completely familiar with the format requirements and should

work with the ETD lab to troubleshoot their files before printing out their submission for the Graduate School Editorial Office.