

August 11th, 2010



STONY BROOK UNIVERSITY

DEPARTMENT OF PREVENTIVE MEDICINE



PROGRAM BULLETIN

FALL 2011

About the Program

As part of the SUNY Stony Brook Graduate School, the graduate program in *Population Health and Clinical Outcomes Research* [PHCOR] provides a multidisciplinary, integrated, applied problem-solving approach to support students in addressing the important issues within the field. The purpose of this small and highly specialized graduate degree program is to train population health and clinical outcomes researchers, academicians, and practitioners – who will advance the field on a local, regional and national level.

It has been recognized that there is a critical need for well trained people with the skills of population health and clinical outcome research. For example the new health care legislation places great emphasis on population based approaches to the obesity epidemic and clinical outcomes approaches to establishing comparative efficacy of treatments. We believe that these skills will be in great demand in the public, private and academic sectors. By uniquely placing a focus on human subject studies and trials, in combination with best practices in clinical care and community interventions, the PHCOR program will extend knowledge in the areas of safety, quality, efficiency, accessibility, accountability, and equity of care by supporting opportunities for development of new knowledge about health and disease prevention, diagnosis, treatment, and prognosis.

Students will gain knowledge, skills, and experience by means of a series of a rigorous quantitative and analytical courses designed to develop advanced problem-solving skills. Working under faculty mentor guidance, student projects will focus on substantive current health care problems affecting population health, health policy, clinical practice, and patient-based health care decisions. Graduates will be competent in the design, conduct, and evaluation of research studies that will improve the future public health and medical care provided.

Preparation for a research career will include publishing in peer reviewed journals and writing proposals to obtain research project funding. The Ph.D. program consists of two years of course work, followed by the Preliminary Examination and independent research leading to the dissertation. Following the submission of two manuscripts, a dissertation defense may be scheduled. Students are expected to work with faculty to develop their own independent research projects, which will go beyond the boundaries of existing faculty research.

The goals of the program are to provide graduate students with a rigorous, innovative, mentored, learning experience with the following competency goals:

- Identification of the determinants of health and factors associated with disease prevention.
- Assessment of the health care needs of populations as related to their environment.
- Understanding of the a context for population health and clinical science research questions, as well as the organization, politics, and financing of the health care system
- Appraisal of the performance of the health system in terms of access to care, safety, quality of care, resource consumption, cost-effectiveness, and accountability.
- Conduct of independent studies of the health care system (evaluating determinants of access, quality, health outcomes, resource consumption, and cost-effectiveness) using state of the art research methods.
- Commitment to conduct population health and clinical research for human subjects both ethically and responsibly.

- Design and implementation for a mentored student research project experience including an in-depth focus on scientific writing and professional presentations (e.g., requiring manuscripts, presentations, and grant submissions).
- Career development by providing experiential opportunities to teach and present research findings.

Degree Offered

Degree Option	Specialization
Ph.D.	- <i>Population Health or</i> - <i>Clinical Outcomes Research</i>

Doctoral Degree:

The Population Health and Clinical Outcomes Research program offers one doctoral degree with two possible concentrations: Population Health or Clinical Outcomes Research. Core requirements are the same for both concentrations. Students specialize through the different concentration requirements, as well as through their elective courses and cognate areas. With advisor approval, students may tailor their degree to their specific interests via the selection of elective course offerings in departments such as Molecular Genetics, Molecular and Cellular Biology, the Graduate Program in Public Health, Technology and Society, Pharmacologic Sciences, Sociology or Psychology.

Core Curriculum

The doctoral program's curriculum includes two concentration emphases: 1) **population health**; or 2) **clinical outcomes research**. Specialization to support each student's planned dissertation research project will be provided based upon advanced advisor-approved courses in a cognate area.

Population Health

The population health specialization will focus on understanding the community and the quality, effectiveness, and efficiency of public health and community-based interventions. It will emphasize methodology in observational study design, determinants of population health, and development of evidence-based public health practice including efficiency, effectiveness, and access studies. Students will identify a cognate area that provides theoretical and/or methodological depth related to a population health problem and its determinants. A cognate area may be multi-disciplinary or discipline-specific. As an example of a multi-disciplinary approach, a student might develop a family violence cognate through the selection of courses in psychology, sociology, public policy, and social welfare. Another example of a potential cognate area might be health communications, with courses found primarily in journalism or psychology.

Clinical Outcomes Research

The clinical outcomes specialization will provide students with the tools to enhance preventive or chronic care strategies, and analyze the patient care outcomes for clinical disciplines. Moreover, the students within the clinical outcomes specialization will be able to formulate

policies, advance clinical practice, or identify patient-based opportunities to improve medical care. As an example of a multi-disciplinary approach, biomarkers for cancer may become a cognate emphasis with advanced courses selected from the graduate programs in Experimental Molecular and Cellular Biology or Molecular Genetics. Another cognate area might relate to evaluating the impact of e-health initiatives upon ischemic heart disease medication management, with advanced courses selected from the departments of Technology and Society or Pharmacologic Sciences.

Additional Requirements

In addition to the core and concentration requirements, doctoral students will be required to pass a preliminary written examination, complete a dissertation, and submit two publishable manuscripts. A teaching practicum and three Graduate Seminars in Research Writing are also required.

Preliminary Examination

Doctoral students will be required to pass a preliminary examination in the summer following the second year. The Preliminary Examination will emphasize the integration of the student's knowledge in the three core areas. The successful completion of this examination will allow the student to proceed towards the formal identification of their research supervisor and supervisory committee for the preparation and defense of the doctoral dissertation requirement.

The purpose of the Preliminary Examination is to test the preparedness of the student for the doctoral research phase of the program. Students will be expected to exhibit a mastery of the material covered in the three areas – quantitative analysis, research methods, and the determinants of health and disease - as well as an ability to integrate and synthesize concepts and approaches relevant to population health and clinical science research.

Dissertation

The most important requirement for the Ph.D. degree is the dissertation, which must be an original scholarly investigation that meets the standards in the field for scholarly publications. Following the successful completion of the Preliminary Examination, students may be advanced to candidacy upon successful completion of all degree requirements of the Graduate School and program, other than the graduate seminars and the dissertation requirements. The Dean of the Graduate School confers this status upon recommendation from the Doctoral Program Director. Students must advance at least one year prior to the dissertation defense.

A proposal for the dissertation must be prepared and approved by the student's research supervisor or supervisory committee – appointed by the Doctoral Program Director in consultation with the student. The proposal will synthesize the literature on an important topic in population health or clinical outcomes research, and identify gaps in the literature that clearly demonstrate the importance for the student's planned dissertation research. The topic should be broad enough to allow for the preparation of at least two publishable papers in peer-reviewed journals.

The makeup of the dissertation committee includes the dissertation supervisor (faculty mentor), defense chairperson, a third member from the program, and at least one person outside of the program or University. To avoid any potential perception of a conflict of interest, the student's dissertation supervisor (faculty mentor) will not be able to chair their dissertation committee.

Preliminary research to develop a dissertation topic will normally begin in the second year of study and the third and fourth years will be mainly devoted to developing and refining the doctoral research. Seminars organized by the program related to research in progress (i.e., a formal research in progress presentation) will provide an opportunity for students to present their thesis material to other students and interested faculty. Upon approval of the research supervisor or chair of the supervisory committee (and approval of the Graduate Program Director), a public presentation with a defense of the dissertation will be scheduled. Additional requirements for the dissertation may be found in the Graduate School Bulletin under "Degree Requirements".

Graduate Seminar in Research Writing

As an advanced course series (required to be taken after the Preliminary Exam has been passed) to complement the dissertation research work, the Graduate Seminar in Research Writing will be held regularly throughout the academic year. The purpose of the Graduate Seminar in Research Writing will be to provide pre-doctoral students and doctoral candidates with a collegial environment in which to present work and obtain experience in presentation and comments on their work. Seminars will be informal gatherings that provide an additional forum to address and further students' educational goals. Seminars will also be a forum for speakers on topical subjects as well as for discussion of issues related to the ethical and responsible conduct of research, manuscript writing, scientific presentations, and submission of grants. All doctoral students will be required to attend the Graduate Seminar in Research Writing and at appropriate stages of their progress to present their research.

Practicum in Teaching

New York State requires that all doctoral students obtain teaching experience. Doctoral students will be provided with teaching opportunities and are expected to develop their teaching skills through the "Practicum in Teaching", an advanced 3 credit course taken after the Preliminary Examination has been passed. Teaching opportunities for doctoral students will include undergraduate and graduate teaching.

Additional Expectations

Upon acceptance into the PhD program, it is anticipated that students will enroll in at least 18 credits per academic year. Students are also required to attend the "PHCOR Faculty/Student Research in Progress" (a.k.a., "RIP") seminars.

Course Requirements

PhD Program in Population Health and Clinical Outcomes

Core Requirements:

- HPH 506 Biostatistics I (2 Credits)
- HPH 507 Biostatistics II (3 Credits)
- HPH 508 Health Systems Performance (3 Credits)
- HPH 514 Epidemiology (3 Credits)
- HPD 519 Systematic Review of the Literature (3 Credit)
- HPH 523 Social and Behavioral Determinants of Health (2 Credits)
- HPH 560 Advanced Biostatistics (3 Credits)
- HPD 592 Applied Data Management using SAS (1 credit)
- HPD 601 Human Subjects: Ethics and RCR (1 Credit)
- HPD 661 Psychometric Theory (3 Credits) Or
Other Measurement Course (3 credits)
- HPD 685 Research in Population Health & Clinical Science (3 Credits)
- HPD 686 Mentored Research Project in Population Health & Clinical Science (3 Credits)

Total Core Credits Required: 30

Concentration Requirements:

Choose One:

- HPD 671 Advanced Statistical Modeling (3 Credits) or
- HPD 672 Survival Analysis (3 Credits) or
- HPD 673 Longitudinal Data Analysis (3 Credits) or
Other Advanced Statistics Course (3 Credits)

Choose One:

- * PH Cognate (3 Credits) or
- # HPD 567 Clinical Outcomes Research (3 Credits)

Choose One:

- * HPH 562 Observational Studies (2 Credits) or
- # HPD 566 Clinical Trials (2 Credits)

Choose One:

- * HPD 681 Advanced Social & Behavioral Determinants of Health* (3 Credits) or
- # HPD 682 Advanced Clinical Science Theory# (3 Credits)

Total Concentration Credits Required: 11

Electives:

Cognate/Electives (12 credits)

Total Elective Credits Required: 12

Advanced Doctoral Requirements (Following Successful Completion of Preliminary Exam):

- HPD 693 Practicum in Teaching (3 Credits)
- HPD 694 Graduate Seminar in Research Writing (9 Credits)
- HPD 699 Dissertation Research (24 Credits)

Total Advanced Doctoral Credits Required: 36

Total PhD Program in Population Health and Clinical Outcomes: 89 Credits

* Recommended for Population Health concentration

Recommended for Clinical Outcomes Research concentration

Course Descriptions

HPH 506 Biostatistics I

Sequence: This 2-term course is intended to provide students and researchers in public health with an introduction to the principles of statistical methods and their application in biomedical and public health research. This course includes introductions to the use of computers for statistical analysis, summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and simple logistic regression.
2 credits, Fall term, Dr. Melody Goodman

HPH 507 Biostatistics II

Sequence: This 2-term course is intended to provide students and researchers in public health with an introduction to the principles of statistical methods and their application in biomedical and public health research. This course includes introductions to the use of computers for statistical analysis, summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and simple logistic regression.
3 credits, Spring term, Dr. Melody Goodman

HPH 508 Health Systems Performance

This course introduces students to the health care system within the United States, with international comparisons. The topics include the organization and financing of health care systems, access to health care including health insurance, regulation and policy issues, and the health care workforce.
3 credits, Fall term, Dr. Norman Edelman

HPH 514 Epidemiology for Public Health

This course presents basic epidemiologic concepts used to study health and disease in populations. It provides an overview of the major causes of morbidity and mortality, including methods of measurement (e.g., incidence, prevalence). Observational and experimental epidemiologic studies will be described and their advantages and disadvantages compared. The course aims for students to begin developing the skills needed to evaluate data, interpret reports, and design and conduct studies. Students will be introduced to the various areas of epidemiologic study- cancer, molecular/genetic, environmental, occupational, social and behavioral, and infectious disease/surveillance. The course comprises both lectures and small group seminars for in-depth discussions of previously assigned topics.
3 credits, Spring term, Dr. Jaymie Meliker

HPD 519 Systematic Review of the Literature

This course will provide students with an understanding of the processes used to perform a systematic literature review, as well as provide a “hands-on” experience. Each student will perform a systematic review of the literature for their own pre-defined research question of interest. As part of the systematic literature review process, students will learn how to focus their research question; to search the literature to identify relevant studies; to appraise the quality and select studies; and to summarize studies as well as to synthesize their results in context of their original research question raised. To receive a grade for this course, moreover,

a scholarly product (e.g., manuscript or letter to the editor) must be submitted to a peer-reviewed journal.

3 credits, Fall term, Dr. Laurie Shroyer

HPH 523 Social & Behavioral Determinants of Health

This course introduces students to population health as one of the organizing concepts in public health and the orientation that differentiates public health from medicine. Consistent with public health tradition, health is discussed from an ecological perspective, and the course presents current knowledge about the multiple determinants of population health including socioeconomic status, the physical environment, medical care, individual behavior, and genetics and the interaction of these factors. Also covered is the measurement of population health, sources of data, and methods for assessing population health improvements.

2 credits, Spring term, Dr. Lauren Hale

HPH 560 Advanced Biostatistics

Students learn to formulate a scientific question in terms of a statistical model, leading to objective and quantitative answers. Topics may include analysis of variance, regression, including details of data-analytic techniques and implications for study design, measures of association, 2x2 tables, stratification, matched pairs, logistic regression, model building, analysis of rates, and survival data analysis using proportional hazards models. It stresses applications in epidemiology, and other areas of public health research. Prerequisites: HPH 506 & HPH 507.

3 credits, Fall term, Dr. Melody Goodman

HPH/HPD 566 Clinical Trials

This course introduces the design, conduct, and analysis of clinical trials. Topics will include types of clinical trials, study design, treatment allocation, randomization and stratification, quality control, sample size requirements, patient consent, and interpretation of results.

2 credits, Spring term, Dr. Laurie Shroyer

HPH/HPD 567 Clinical Outcomes Research

This course will introduce the basic concepts, methods, and topics in clinical outcomes research; and introduce the skills necessary to evaluate the efficacy, effectiveness, and cost-effectiveness of devices, interventions, processes of care, and health care delivery systems. The specific topics to be covered include: outcomes measurement; population health assessment, valuing health outcomes, risk adjustment case-mix adjustment methods, effectiveness efficacy and cost effectiveness in clinical outcomes research, and analysis methods.

3 credits, Fall term, Dr. Laurie Shroyer

HPD 592 Applied Data Management and Analysis Using SAS

This course provides students with an introduction to the principles of public health and clinical research-related informatics and data management using the SAS systems. Lectures and labs will be aimed at developing hands-on skills about how to create, maintain, manage, and analyze databases using the SAS Systems for Windows, a major software package used frequently in public health and clinical outcomes research.

Prerequisites: HPH 562 or comparable SAS skills

1 credit, Spring Term, Ms. Jamie Romeiser

HPD 601 Human Subjects Research Ethics/ Responsible Conduct of Research

This introductory course incorporates three components focused upon identifying: 1) the ethical principles associated with human subjects' research; 2) the primary tenets of responsible conduct of research; and 3) academic career planning. This course provides a philosophical basis for current research ethics practices, identifies outstanding ethical issues and controversies in clinical and translational science research, and provides students with knowledge and access to resources such that they may to address the ethical challenges that may arise most effectively. The course provides a more in-depth exploration of the ethics and responsible conduct of clinical and translational science research that can supplement current mandated training in the area.

1 credit, term varies, Dr. Laurie Shroyer and Dr. Stephen Post

HPD 661 Psychometric Theory

This course covers classical and modern psychometric theory. Topics include an introduction to formulation of metrics, composite tests, validity and reliability, test length, factors impacting precision, item parameters, test construction, and item response theory. Using data, students will evaluate the psychometric properties of an outcome instrument.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 662 Observational Research Methods

This course provides an introduction to a broad range of observational research methods. Emphasizing different observational research design approaches, topics covered include: research question clarification, hypothesis formulation, development of a conceptual model, comparing the strengths and weaknesses of the different methodological approaches, identification of data forms/definitions with data collection requirements, and sampling strategies. In addition to cross-sectional, case-control, and cohort study designs, the observational study methods discussed will include systematic review of the literature including meta-analysis approaches.

2 credits, term varies, Preventive Medicine Faculty

HPD 671 Advanced Statistical Modeling

This course provides an introduction to a wide variety of advanced statistical modeling methods, such as categorical multivariable logistic regression, used to address complex questions raised. The course includes extensive data analysis, with de-identified data sets.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 672 Survival Analysis

This course uses time-to-event analytical approaches as applied to questions related to clinical medicine and population health. Nonparametric methods for group comparisons and semi-parametric regression models will be emphasized. Parametric methods and distribution theory for survival analysis will also be included.

Prerequisite: HPH 560 Advanced Biostatistics

3 credits, term varies, Preventive Medicine Faculty

HPD 673 Longitudinal Data Analysis

This course covers the theory and application of univariate and multivariable techniques appropriate for longitudinal data. Students will be exposed to both theory and application addressing repeated measures challenges.

Prerequisite: HPH 560 Advanced Biostatistics
3 credits, term varies, Preventive Medicine Faculty

HPD 681 Advanced Social & Behavioral Determinants of Health

This course will build on the prior HPH 523 and further examine the current evidence supporting an association between social determinants (e.g., socioeconomic status, physical living conditions, individual characteristics, social support, etc) and health. Students will review and critically examine the current literature on the social determinants of population health with the goal of identifying gaps in this literature which may be filled by future research. Concepts relating to the social determinants of health – e.g., identification of current priority areas, theoretical frameworks and perspectives, intervention, research methodology, etc, will be addressed as each comes up in the context of the reviewed journal article. Using publicly available data sets, students will choose a research topic related to an identified gap in the current research on the social determinants of health, propose a project to examine this topic or need which can be accomplished using publicly available data sets, conduct the analysis and write up their project in a format suitable for submission for publication.

Prerequisites: Permission of Instructor
3 credits, Spring term, Dr. Catherine Messina

HPD 682 Statistical Methods in Clinical Outcomes Research

The purpose of the course is to familiarize students with some major topics in clinical outcomes research, the statistical models commonly employed, and statistical problems that need to be overcome. Specific topics of interest may include: risk factor analysis—static models; risk factor/disease progression analysis—dynamic models; survival analysis (including multivariable survival analysis); volume-outcomes research; and forecasting models. Statistical techniques and challenges will be discussed within the context of each research topic as they arise. By the end of this course, students should be broadly familiar with these issues, and should be able to evaluate published clinical outcomes research in terms of the appropriateness of models chosen and how well the statistical problems have been addressed, and the reliability of the results. Prerequisites: Permission of Instructor, HPH 507 Biostatistics II or equivalent course.

3 credits, Fall term, Dr. John Rizzo

HPD 685 Research in Population Health & Clinical Science

This course provides an overview of research methods as applied to questions raised in the fields of population health and clinical outcomes research. It covers the topics of risk adjustment, cost assessment, access to, utilization and quality of care, outcomes and health status measurement, and health system performance.

Pre/Co-requisite: Permission of Instructor
3 credits, term varies, Preventive Medicine Faculty

HPD 686 Mentored Research Project in Population Health & Clinical Science

This course will expose doctoral students to a project with which they are not currently familiar in the field of population health or clinical science. Each student will select a faculty mentor for their course project. Students will identify (with the pre-approval of their mentor and course director) a specific problem to address and/or a component of the mentor's project to complete. Following IRB approval or waiver (if applicable), the mentored project will be initiated. Final grade will be based upon the research proposal, project plan, and final project report submitted.

Prerequisite: HPH 685 Research in Population Health and Clinical Science
3 credits, term varies, Preventive Medicine Faculty

HPD 693 Practicum in Teaching

3 credits, term varies, S/U grading

HPD 694 Graduate Seminar in Research Writing

A weekly departmental colloquia is hosted with discussions related to current research on population health or clinical science. Presenters may be students, faculty members, or outside investigators. A primary focus of these sessions will be to coordinate doctoral student submissions of abstracts, manuscripts, and grants. The key concepts in scientific writing and presentation skills will be covered in readings, lectures, and discussions.

3 credits, Fall & Spring terms, S/U grading

HPD 699 Dissertation Research

Original investigation in population health or clinical outcomes research undertaken with the supervision of the student's Dissertation Committee.

0-6 credits, Fall & Spring terms, S/U grading

Admissions

Program Requirements

Applications for admission will be accepted for the **Fall 2011** semester. We will seek intellectually inquisitive people from diverse backgrounds who can provide special contributions to the field and the program. Excellent quantitative and written and oral communication skills will be expected. The program admission will be highly selective.

The admissions requirements will be:

1. Previous Degree Requirements

- I. Masters degree or higher in Public Health, Epidemiology, or a related field. Exceptions may be made for outstanding candidates without a master's degree.
- II. At least 3-6 credits in a Biostatistics course/sequence.
- III. Applicants who do not meet the above and below requirements for entrance into this doctoral program should consider applying for the MPH degree through the Graduate Program of Public Health, and then, if desired, apply to the doctoral program while completing the MPH program.

2. Grades

- I. 3.0 GPA or better in undergraduate work leading to a baccalaureate degree.
- II. Mostly A's in graduate work, especially in Biostatistics and Epidemiology courses.
- III. Two official copies of transcripts from all post-secondary schools are required.

3. GRE Requirements

- I. With the exception of applicants holding prior doctoral degrees, official Graduate Record Examination General Test scores are required for all applicants. Most emphasis is placed on the quantitative section. GRE scores must be from exams within the last 7 years.
- II. Applicants should request that the Educational Testing Service forward scores directly to the Graduate School (the Stony Brook code is **2548**). Failure to submit GRE scores with the completed application will prevent the review of student applications by the program. Photocopies are not acceptable. Applications for the GRE are available at www.ets.org. For additional information, call 1-800-GRE-CALL.

4. Letters of Recommendation

- I. Three letters of recommendation from persons who can address the applicant's interest in and capacity to complete a course of graduate study in population health and clinical outcomes research. If the applicant is a student or has graduated within the last two years, at least one letter must be from a college or university faculty member with whom the applicant has studied.

5. Statement of Purpose

- I. A narrative statement (up to 1,200 words) to describe your career goals and reasons for applying to the program is required. Your statement must include:
 - a) A description of your career goals and plans for pursuing these goals

- b) How doctoral study in the PHCOR Program will contribute to your career plans
- c) A description of your previous experience in the field (research or practical)
- d) A description of your areas of research interest and how they relate to the research interests of potential faculty research advisors. It will be an advantage to have identified a faculty member with whom you wish to work. Mentors traditionally will be faculty in the Epidemiology, Evaluative Sciences, and Community and Behavioral Health divisions in the department of Preventive Medicine, but you may explore other options. A list of those faculty members that may serve as advisors with links to descriptions of their interests may be found at <http://www.stonybrookmedicalcenter.org/prevmed/home/faculty>.
- e) Which track are you applying (Population Health or Clinical Outcomes Research) and why

6. English Language Requirements:

- I. If your native or primary language is not English, you must take an English proficiency test. To be considered for admission, an applicant must present an acceptable score on the TOEFL or IELTS test. Minimum requirements for the exams are as follows:
 - a) IELTS: Overall score of 7 with no subsection below 6.5.
 - b) TOEFL: Paper-based test: 600; Computer-based test: 250; Internet-based test: 90 for general admission.
- II. The TOEFL/IELTS are only valid for 2 years from the test date to the date the official score is received by Graduate Admissions.

7. Additional Admissions Requirements

- A personal or telephone interview may be requested by the Admissions Committee.
- There is a nonrefundable application fee of \$100 made payable to Stony Brook University. Note: Your application will not be processed without this fee.
- Any other requirements of the Graduate School (even if not specifically stated here).

The Admissions Committee will consider all factors including grades, standardized test scores, recommendation letters, essays, prior training, and professional experience. It is a goal of the Admissions Committee to select a diversity of applicants who have the academic capability, personal qualities, dedication, and commitment to provide future value to society through a career in population health and clinical outcomes research.

Applications and all supporting documents must be received on/by January 15th, 2011, for Fall 2011 admission.

To apply, students should go to <https://app.applyyourself.com/?id=sunysb-gs>, create an application account, and select the PhD Program in Population Health and Clinical Outcomes Research. **All essays and recommendation letters should be submitted online.**

Please send all supporting documents to:

Program Coordinator, Population Health and Clinical Outcomes Research
Stony Brook University
Health Sciences Center L3 – R097
Stony Brook, New York 11794-8338

Supporting documents include 2 copies of all official transcripts. Unofficial copies will not be accepted.

An offer of admission to graduate study at Stony Brook is for a specific semester. An applicant who is unable to enroll for the semester specified should request a deferment of admission from the primary department or program. If the request is granted, the student will be sent a new offer of admission for the subsequent semester and the Graduate School will be notified accordingly. Students who do not enroll within 12 months of the original offer of admission must submit a new application and fee.

Health Records

All accepted students are required by New York State law to file a completed health history and physical examination with the Student Health Service. Transfer students may submit copies of their health forms from their former schools provided they contain the information required by the Student Health Service and are less than two years old.

Financial Support

Due to statewide budget constraints, there will be no graduate stipends offered to support students at this time. The Program is hopeful to offer support in the coming years, as economic tides turn. Students are encouraged to apply for student financial aid <http://stonybrook.edu/finaid/>.

Transfer Information

Transfer of Credit

A candidate for the doctoral degree may transfer those graduate credits that are approved by the appropriate PHCOR course director(s), the concentration director, and the Graduate Program Director. All courses transferred must be documented to be directly substitutable with a B or better grade attained. Moreover, transferred courses should have been completed within the past 5 years. If transferred courses are older than 5 years, additional documentation of the current relevancy of the course content must be documented by the appropriate PHCOR course director(s). Thus, courses older than five years will be accepted only in rare circumstances.

Transfer from Non-Matriculated Status

There is not a limit to the doctoral student course credits for students transferring from non-matriculated status. However, a limit on credits transferred may be set by the academic advisor, concentration director, and/or Graduate Program Director to assure that the student meets all of the core and concentration requirements but retains elective course flexibility to coordinate advance course work to support the student's research project experience optimally. Transfer of course credits will be proactively coordinated as part of the academic advising and course planning PHCOR Program processes.

Before the petition to transfer course credits will be submitted, students *must be formally matriculated into a degree program at least one full semester* and their PHCOR academic course plan approved. All graduate courses completed in non-matriculated status will be counted as part of the total graduate grade point average (GPA).

Transfer from Other Institutions

A candidate for a degree may petition to transfer graduate credits from another institution toward their degree requirements. These credits must be from an institution authorized to grant graduate degrees by recognized accredited commissions and meet the following guidelines:

- Credits must not have been used to fulfill the requirements for either a baccalaureate or another advanced degree or certificate.
- Credits must not be more than five years old at the time the student is admitted to graduate study at Stony Brook. Courses older than five years will be accepted only in rare circumstances.
- A course listed as both graduate and/or undergraduate level will not be considered for transfer.
- Credits must carry the grades of A or B. "Pass" or "Satisfactory" grades are not transferable unless these grades can be substantiated by the former institution as B (3.0) or better.
- Grades earned in transferred courses are not counted as part of the overall GPA at Stony Brook.

Transfer Between Primary and Secondary Programs

A maximum of 12 graduate credits from Stony Brook, which were earned in a primary program prior to a student being accepted into a secondary program, can be applied to the secondary program. Credits applied to the degree requirements of a primary program cannot be applied toward the degree requirements of a secondary program.

Note: Please see any additional distributed PHCOR Program policies regarding Transfer Credits. Questions should be directed to the PHCOR Program Director.

Special Circumstances

Readmission

Graduate students who have interrupted their attendance at Stony Brook by withdrawing from the University or by taking a leave of absence must be readmitted to reactivate their graduate career. The student initiates the process by submitting a completed "Readmission" form to their program. The form is available at the Graduate School or may be downloaded at www.gradsunysb.edu.

- Students returning from a currently approved Leave of Absence are generally guaranteed readmission.
- Students not on an official leave of absence must pay a \$500 readmission fee.
- International students must also submit a new financial affidavit and be cleared by an international student advisor before the readmission process can be concluded.

If the program approves the request, the readmission form is submitted to the Graduate School for final approval. The program or the Graduate School may set specific requirements to be fulfilled by the readmitted student during the first year of their readmission.

Conditional Admission

In exceptional cases where certain admission requirements are not met or the prior education preparation is inadequate, an applicant may be admitted conditionally. Such applicants will be considered on probation during the first semester. PHCOR Program recommendation and Graduate School approval are required for conditional admission.

- Students admitted conditionally for a low cumulative GPA must earn an overall graduate average of at least a B (3.0) during the first semester of enrollment to be permitted to continue. In this case, the student is considered to have achieved regular status.
- A student admitted conditionally because of a low cumulative GPA who fails to earn a B (3.0) average in the first semester will not be permitted to reenroll. Both the student's program and the Graduate School may set conditions that the student must satisfy during the early period of graduate work.

Secondary Program

Should a PHCOR student wish to add a secondary program to his or her primary program of study, a Permission to Enroll in a Secondary Degree or Certificate Program form must be submitted to the Graduate School with original signatures by both prior and new department or program chairs. Final approval rests with the Graduate School. International students are also required to obtain approval of an international student advisor.

Academic Level

Full-Time Students

It is anticipated that students admitted for full-time study to the Graduate School will usually register for either 12 or nine credit hours per semester based on their academic level. Responsibility for certifying the fulltime status of graduate students rests with the Office of the Registrar.

Incoming full-time graduate students are classified as G1, G2, G3, or G4 depending on the program to which they have been admitted and their previous graduate training.

- Students without prior graduate work will be classified as G1 in a master's program or G3 in a doctoral program. Students classified as G1 or G3 need to register for 12 credits to maintain full-time status.
- A student who has earned more than 24 graduate credits at another institution before being admitted will be classified as G2 in a master's program or G4 in a doctoral program. Students classified as G2 or G4 need only register for 9 credits to maintain fulltime status.
- The academic level of a G1 or G3 student who has successfully completed 24 credits of coursework at Stony Brook is changed to G2 or G4, respectively.
- A student who has completed the necessary requirements for the doctoral degree except for the writing of the dissertation is classified as G5 upon advancement to candidacy and should register full time for dissertation research. As of the printing date of this Bulletin, G5 students will need to be registered for 6 credits of dissertation research to be considered full time.

Part-Time Students

Incoming part-time students admitted to the Graduate School will register for no more than 11 credit hours per semester. Programs may, in consultation with the dean of the Graduate School, regulate the proportion of part-time students in their graduate program.

Part-time students are classified as G1, G2, G3, or G4 depending on the program to which they have been admitted and their previous graduate training.

- The academic level of a G1 or G3 student who has completed 24 credits of coursework at Stony Brook is changed to G2 or G4, respectively.

Student Policies

Grading System

The following grading system will be used for graduate students in graduate courses: A (4.0), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), F (0.00). Pass/No Credit (P/NC) and grades of D are not approved grades for graduate students.

- A student's permanent academic record must reflect a final grade or a withdrawal grade for each course in which he or she is enrolled.
- If a final grade has not been reported by the scheduled deadline, or if the deadline has not been appropriately extended, an F will be recorded.

- Graduate students may repeat courses without limit. Credits will be counted toward the degree only once, and only the most recent grade will be used to calculate the cumulative GPA. This option does not apply to variable or repetitive courses.
- A student's official transcript will show all grades received and the cumulative GPA will reflect all grades.

Grade Point Average Policy

If a student's cumulative graduate GPA falls below a B (3.0), the student shall be placed on probation (see Academic Probation policy below). In addition, PHCOR students receiving any grade of B- (or lower) for a HPH or HPD course must repeat this course with a B or better grade. Any given HPH or HPD course may only be repeated once. Additionally, no B- grades for HPH or HPD will be counted as credits applied toward the PHCOR graduate degree. No grades of B- or lower for any non-HPH/HPD course will be counted as credits towards the degree.

Academic Probation

The Graduate School and PHCOR maintain the following policy on Academic Probation: If a student's cumulative graduate GPA falls below B (3.0), the student shall be placed on probation.

- If the student's overall GPA has been raised to B (3.0) by the end of the next semester of enrollment after being first notified of probation, the student will be returned to regular status.
- Students may be on probation for a maximum of two semesters.
- A student on academic probation who fails to achieve a 3.0 cumulative GPA by the end of the second semester on probation will usually not be permitted to re-enroll.
- A student who has changed a registered area of graduate studies may, upon the request of the new program, have their record treated as two separate records. The GPA for the new area of graduate studies may be calculated from the beginning of the semester in which the change became effective.
- A student enrolled part time who has accumulated six semester credits with a cumulative average below 3.0 will have two semesters, or six additional credits (whichever comes first) to bring their cumulative GPA to 3.0.
- A grade of I or blank is not calculated in determining the eligibility for academic probation. Programs may have additional requirements as specified in program literature.

Failure to meet these requirements may result in academic probation.

Program Time Limits

The time limit for a doctoral degree is seven years for a student who has a closely related previous graduate degree or 24 credits of graduate study in such a degree program. For all other students, the time limit for a doctoral degree is seven years after completion of 24 graduate level credits at Stony Brook University.

Policy on Exemption from Courses

A request to be exempt from a course must be in writing to the Director. Students who wish to be exempted from a required core course must obtain approval from the Graduate Program Director.

- If the student has taken an equivalent course, the course syllabus and transcript with the course grade must be submitted with the request.
- In rare occasions, a challenge exam may be created by the course professor. Such cases may appear when a student has not taken an equivalent course, but has an experienced background in the course subject material.

Sexual Harassment Policy

If you think that you have observed or been a victim of sexual harassment, or other types of discrimination, you should feel free to contact either the Program Director (Dr. Shroyer) or the department Chair (Dr. Granek) to discuss these types of concerns. These program leadership team faculty members are knowledgeable about the University regulations regarding sexual harassment and can discuss questions raised with you, as well as coordinate a referral to the appropriate University contacts if/when needed. Visit the Office website <http://www.sunysb.edu/diversity/index.html> or call (631) 632-6280 for more information.

Other resources available include the Women/Men's Center (http://studentaffairs.stonybrook.edu/cpo/wgrc_index.shtml), the Ombuds Office (<http://naples.cc.sunysb.edu/Pres/ombuds.nsf>), and the Office of Diversity and Affirmative Action (<http://www.stonybrook.edu/diversity/index.html>).

Residency Requirements

Prior to obtaining New York residency status, students must be registered for at least two consecutive semesters of full time graduate study in the program granting the degree. The purpose of the residence requirement is to ensure that the graduate student participates in the professional life of the department beyond class attendance. Owing to the difference in the means by which this requirement can be satisfactorily met, departmental residence requirements may vary from the Graduate School norm and are described in the individual departmental requirements for the degree; the Graduate School regulation pertains unless otherwise specified.

Time and Location of Courses

Most of the HPH (Public Health) or HPD (PHCOR Doctoral) courses are taught on the Health Sciences Center campus, and are offered in the late afternoon (e.g., after 3 pm) or evening (e.g., after 5 pm). Courses may be offered as intensives for consecutive week periods and/or as a weekend intensive. Occasionally, HPH HPD courses may be hosted during the clinical day (e.g., 9 am to 5 pm).

Attendance Requirements

Attendance for both class sessions and program-based curriculum required events (e.g., the annual Preliminary Exam) is mandatory, unless there is a medical reason or the student is excused by the Program Director or course instructor appropriately. If a course instructor has no written policy in the syllabus regarding the consequences for being absent from class, the *Population Health and Clinical Outcomes Research* policy will apply that each set of two unexcused absences from class will reduce the final course grade by a full letter grade (e.g., A to B as well as from B to C).

Student Responsibilities

Protection of Human Subjects Training

The *Population Health and Clinical Outcomes Research Program* requires all students to take the Stony Brook University on-line training program in protection of human subjects in research, offered by the Collaborative Institutional Training Initiative (CITI) at: <http://www.citiprogram.org>. Information about this training program is available on the website of the Office of the Vice President for Research: <http://ws.cc.stonybrook.edu/research/humans/humansubjects>. This training is part of the Human Subject Protections Program at Stony Brook, which ensures that the University keeps safe those individuals who volunteer to participate in our research activities.

Successful completion of CITI course documentation is required to be directly to the Program Director and Coordinator once the student has accessed and completed the training. Protection of human subjects training must be complete by the end of the first semester of enrollment in the Program.

HIPAA Training

All faculty, staff, and students at the HSC must be trained in HIPAA Policies and Procedures and must also sign a Confidentiality Agreement. This is a University requirement since December 31, 2003. Instructions on fulfilling this requirement can be found on the website: https://cbase.som.sunysb.edu/hipaa_training_hsc/. It may also be found under the Program's Blackboard site. All PHCOR students must complete their training and complete the Confidentiality Agreement by the end of their first semester enrolled in the Program. Once students have read through the module, they indicate their status (Faculty, Staff, and Student) and submit. This serves as their electronic signature which is automatically recorded in a report that is submitted to Human Resources and uploaded to the PeopleSoft database. The training material can be printed and reviewed more than once but the electronic signature is only recorded once. Successful completion of HIPAA documentation is required to be directly to the Program Director and Coordinator once the student has verified this training.

Responsible Conduct of Research Training

All students entering into the Program in Population Health and Clinical Outcomes Research must complete an online training for Responsible Conduct of Research (RCR). This CITI training course includes multiple modules on rules and accepted practices for how to responsibly conduct research according to society's expectations. Modules include training on: research misconduct; plagiarism; data acquisition and management; data ownership; authorship; peer review process; mentorship; and collaborative research relationships.

Documentation is provided directly to the Program Director and Coordinator once the student has accessed and completed the training. RCR training must be complete by the end of the first semester of enrollment in the Program.

Confidentiality Agreement

The Confidentiality Agreement, which must be reviewed and electronically signed by all students. Again, the agreement is accessed by entering the employee/student ID number and date of birth. After reading the agreement, students have the option to agree or disagree. A report is generated of all individuals who have "agreed." Once you have reviewed and agreed to the Confidentiality Agreement, you are no longer able to access it. Notification and a copy of the agreement must be provided to the Program Director and Coordinator upon completion.

Library Reference Sessions for Review of the Literature and Endnote software

The Center for Healthcare Informatics Education, located within the Health Sciences Library, coordinates workshops and classes for students, faculty, and staff. Two training sessions that are suggested for all Program participants include 1) systematic review of the literature, and 2) endnote software introductions. Course schedules for these trainings may be located on the HSL webpage <http://www.hsclib.sunysb.edu/>.

Sexual Harassment Training

Students in the Program must complete training in Sexual Harassment. The University is responsible for, and fully committed to, the prevention and elimination of unlawful sexual harassment. Deans, Department Chairs, Directors, Administrators, Managers and Supervisors are responsible for promoting an atmosphere that prohibits such unacceptable behavior. Individuals who are affected by, or are aware of, suspected cases of sexual harassment are urged to bring such situations to the University's attention by contacting the Office of Diversity and Affirmative Action. The Office of Diversity and Affirmative Action has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280. Visit the Office website <http://www.sunysb.edu/diversity/index.html> for more information.

Students must access and complete this training through the Program's Blackboard website. Documentation is provided directly to the Program Director and Coordinator once the student has accessed and completed the training. Sexual Harassment training must be complete by the end of the first semester of enrollment in the Program.