

DOCTOR OF PHILOSOPHY IN HEALTH ECOLOGY

Temple University's Board of Trustees has officially approved the restructuring of the former PhD in Health Studies into a new *PhD in Health Ecology*. Applications for this degree program will be accepted starting February 1st for enrollment beginning Fall 2009.

ABOUT THE PROGRAM

The PhD in Health Ecology responds to the demand for doctorally trained researchers and academicians in the health professions. This program is designed for a wide range of health professionals who hold entry level master and clinical doctoral degrees in fields such as human development and family studies, occupational therapy, physical therapy, nursing, therapeutic recreation, kinesiology, social work, health administration, special education, speech-language-hearing, and psychology. Students will learn to leverage their own disciplinary knowledge base with those of other related disciplines in order to develop advanced understanding and competence to conduct transdisciplinary research.

The uniqueness of this program lies in its mission to prepare doctoral students to become leaders in interdisciplinary approaches that address the complex challenges associated with the maintenance and promotion of health and life quality across the life span, by acknowledging the diversity of communities and societies. It fosters synthesis of information and approaches across multiple disciplines with an emphasis on posing novel questions, explanations, outcomes, or solutions. The program is designed to foster a transdisciplinary approach to training scholars who are well-equipped to proactively address micro (e.g., individuals, families) and macro (e.g., socio-economic, communities, cultural, environmental, institutional systems) issues critical for health, quality of life, health-care, and their interrelationships.

Cornerstones of the program include lifespan ecology, multiculturalism, and the World Health Organization's (WHO) (2002) international classification system for health and disability (ICF). Without compromising the disciplinary integrity of any participating professions, the program allows faculty and students to collaborate in ways that demonstrate novel and innovative approaches to dealing with complex research and practical issues faced by health professionals and their constituents in a transdisciplinary manner.

Under the direction of faculty mentors, students will employ a variety of investigative approaches and methodologies that transcend basic, clinical, behavioral, and social sciences to address significant health and life-quality related issues and challenges confronted in our diverse society in a holistic and integrative way. Students will become effective transdisciplinary leaders and change agents in health research, academia, evidence-based practice, and health-care policy development and system transformation. Research internships and mentored teaching experiences are also integrated into the curriculum to provide additional opportunities for first-hand learning and application of program constructs.

CURRICULUM

The PhD in Health Ecology requires a minimum of 49 credit hours beyond the master's degree, for which students will receive up to 30 advanced-standing credits. The curriculum includes: 12 credits of core courses, 12 credits of research methods/statistics courses, 12 credits of Health Ecology Cognate courses, 3 credits of a research internship sequence, 1 credit of preliminary exams, and 9 credits of dissertation requirements (3 credits for the proposal and 6 credits for the dissertation).

Required Core Courses (12 credits):

The core courses emphasize the triad of research, teaching, and practice from interdisciplinary and transdisciplinary perspectives. *Bioethics and Ethical Decision Making in Health Care* combines conceptual and experiential learning to explore the historical and socio-cultural approaches to understanding bioethics and ethical decision making in health care. *Health Across the Lifespan* examines the complex, dynamic and contextual nature of health and the cross-generational health consequences of biological, psychosocial, socioeconomic, educational and environmental influences. *Cultural Competence in Health Studies* emphasizes culture as a key defining factor/characteristic of our diverse society and examines a multitude of its implications for culturally sensitive and appropriate health-care services, policy-making, and system transformation. *Systems Theory and Change Theory: Applications in Health Studies* advances and goes beyond conventional analytical approaches to health, and focuses on the synthesis and integration of key health-related factors (both micro and macro) from dynamic, systems perspectives that transcend the academic-community-practice boundaries in a holistic way. Combined, these core courses provide students with a framework to inform their systematic examination of individual behaviors, health care practice, and health systems.

HRP 8101: Bioethics and Ethical Decision Making in Health Care (3 s.h.)

HRP 8102: Cultural Competence in Health Studies (3 s.h.)

HRP 8103: Health Across the Lifespan (3 s.h.)

HRP 8104: Systems Theory and Change Theory: Applications to Health Studies (3 s.h.)

Research Methods Courses (12 credits):

In consultation with their advisory committee, students will develop a series of quantitative and qualitative courses from across the University based on their research needs. A sample of the range of possible courses is provided below.

ED 8102: Qualitative Data Collections (3 s.h.)

ED PSY 8826: Multivariate Research Methods (3 s.h.)

ED PSY 8827: Advanced Analysis of Variance (3 s.h.)

ED PSY 8960: Growth Curve Analysis for Longitudinal Data (3 s.h.)

HRP 8201: Structural Equation Modeling (3 s.h.)

HRP 8202: Multilevel Modeling in Interdisciplinary Research (3 s.h.)

HRP 8203: Systematic Reviews in Health and Human Ecology (3 s.h.)

PH 5012: Advanced Biostatistics (3 s.h.)

SOC 8221: Qualitative Research Methods (3 s.h.)

TR 8161: Methods in Community-Based Participatory Research (CBPR) for Health (3 s.h.)

Health Ecology Cognate/Concentration (9 credits):

The Health Ecology cognate area affords various explorations of the interactions and connectedness of such factors as genetics, biological make-up, temperament, self-regulation, family relationships, communities, care networks, health status, environmental factors, cultures,

and quality of life, as well as education, adaptation, and human development across the life-span, etc. Without compromising the disciplinary integrity of any participating profession/department, the program allows faculty and students to embrace mixed “lenses” and methods of inquiry and to collaborate in ways that demonstrate new, innovative approaches to understanding and addressing complex issues and challenges faced by health professionals and their constituents.

DIS STUD 5401: Disabilities Rights and Culture
DIS STUD 5403: Disability and Social Policy
ED 0531: Human Learning and Cognition
HRP 8200: Special Topics in Transdisciplinary Research
OT 5001: Applied Development Across the Life Span
OT 8141: Concepts in Gerontological Rehabilitation I
OT 8133: Family Centered Care
PH 5009: Health Psychology
PH 5101: Epidemiology
PH 5204: Mental Health Epidemiology
SOC 8341: Sociology of Kinship
SOC 8391: Medical Sociology
SOC ADM 8303: Dynamics of Health, Health Care, and Health Systems
SOC ADM 8307: Health/Mental Health Policy
SOC ADM 8813: Societal Responses to Aging
TR 9143: Leisure, Health and Quality of Life
TR 5101: Health, Activity & Aging
TR 8150/8160: Seminar in Disabilities I & II
TR 8280: Seminar in Behavior Change

Additional Program Degree Requirements

Beyond the curriculum content described above, a unique feature of this program includes a mentored teaching experience to gain experience in structuring interdisciplinary learning and discourse and a research internship, which enhances rigorous training in interdisciplinary mixed research methods. The activities described below are regarded as additional program requirements for all doctoral candidates besides all the other requirements stated above.

Mentored Teaching Experience. The program acknowledges the importance of acquiring advanced teaching skills as one of the triad of research, practice, and teaching, as stated earlier. A mentored teaching experience enables students to collaborate with a faculty mentor on structuring course content and process with a particular focus on interdisciplinary discourse, and facilitating the learning process through lectures and discussion. The mentored teaching experience will be tailored to the student’s experiences and interests and will help train and prepare students to assume both research and teaching responsibilities inherent to a faculty role/position in post secondary institutions and/or other related settings. When possible, either through team teaching or through a teaching assistantship, students will have an opportunity to develop and teach a course for which they have primary responsibility.

Mentored Research Internship. This program is designed to engage students in research from the beginning. The research internships will provide an opportunity to participate in ongoing research with multiple faculty members in order to gain exposure to a variety of research topics and environments. Students will register for a one-credit internship in three semesters. During this time, they will have the opportunity to work closely with a particular faculty member on a topic

of mutual interest leading to a specific outcome, typically a publication quality manuscript or similar product.

Complimenting the academic experiences described above and with the guidance of their faculty mentors, all students will be required to:

- (a) Develop and implement a minimum of one formal research presentation (e.g., at an academic or professional conference),
- (b) Complete a series of 3 one-credit research internships within the research laboratories of CHP faculty,
- (c) Develop and submit a publishable scholarly manuscript to a peer reviewed journal,
- (d) Submit a grant proposal application to a federal agency, national foundation, or equivalent agency.

Dissertation research

The doctoral dissertation is an original empirical research study that makes a significant contribution to an area of Interdisciplinary/Transdisciplinary Health within the broad domain/spectrum of health and human ecology. The doctoral dissertation should be an original, innovative research study that integrates conceptual, methodological, and practical rigor and novelty. It should expand existing knowledge and demonstrate the student's mastery of theory and research methods, particularly within her/his concentration or specialty area. It is expected that the study will result in referred journal article publications and conference presentations to academic and/or professional audiences.

Please direct inquiries to:

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