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GRADUATE STUDY IN BEHAVIORAL AND SOCIAL SCIENCES

The mission of the Department of Behavioral and Social Sciences (BSS) in the Brown University School of Public Health is to conduct education and research to understand the behavioral and social determinants of public health problems, and to develop interventions to change behaviors and improve social contexts related to public health. Our graduate educational goal is to train the next generation of public health scholars and practitioners to engage in scientific research and programmatic activities to reduce the burden of disease and improve the wellness of populations.

Faculty members in the BSS Department conduct research at the individual, family, community, population, and policy levels. Areas of expertise include basic research to elucidate biological/genetic mechanisms and causal pathways of behavior and health; survey and qualitative research into the social and behavioral determinants of health; intervention studies for prevention and treatment of health problems; and translational, dissemination, and policy research to address health behaviors in diverse communities.

The Department of Behavioral and Social Sciences offers courses of study leading to the Master of Science (ScM) degree in Behavioral and Social Health Sciences (BSHS) and to the Doctor of Philosophy (PhD) in Behavioral and Social Health Sciences (BSHS).

The Master’s program is an eight-unit, terminal degree program, in which students are required to submit a written Thesis. The Master’s program is designed to be completed on a full- or part-time basis. Students must complete the degree program within five years; special permission is needed to continue beyond five years.

The graduate curriculum provides advanced training in the critical understanding and application of theories of behavior change in public health, clinical medicine, and social intervention programs. The Master’s degree program is designed to provide advanced training for students from a diverse range of backgrounds and with diverse career goals. This may include individuals pursuing careers as public health program directors in health departments, government, academia, or private industry; program evaluators in health departments, government, academia, or private industry; those contemplating doctoral study in public health or related fields (psychology, social work, or public policy); as well as established researchers seeking advanced training in applications and methods of health behavior change theories.

RESEARCH IN BEHAVIORAL AND SOCIAL SCIENCES IN PUBLIC HEALTH

The Graduate Program is administered by an active and highly interdisciplinary faculty in the BSS Department in the Brown University School of Public Health. While BSS faculty members have broad interests, most study some aspect of behavioral or social research aimed at understanding and addressing public health problems.

Our research addresses some of the most important public health problems in the United States and in international settings. BSS faculty are affiliated with highly active and productive research centers at Brown, including: the Center for Alcohol and Addiction Studies, the Centers for Behavioral and Preventive Medicine, the Institute for Community
Health Promotion, the Center for Gerontology and Health Care Research, the International Health Institute, the Center for AIDS Research, the Center for Computational Molecular Biology, the Population Studies Training Center, and the Center for Genetics, Genomics and Proteomics. Many hold joint faculty appointments in these Centers.

Many BSS faculty members study the causes, consequences, and interventions for substance use problems. Treatment outcome studies for alcohol and addiction problems characterized much of the earlier work among many of our faculty and, while this underlying theme still exists, expertise has been developed in the related areas of assessment; co-use of alcohol and tobacco; substance use among college students; personality, affect, cognition, and addictions; mechanisms of behavior change; mediators and moderators of treatment outcomes; and the process of implementing behavior change counseling.

Other BSS faculty members focus on the research areas of physical activity, nutrition, and weight control. Much of this work involves community-based interventions, particularly for ethnic minority populations. Of particular emphasis has been work on initiation, adoption, and maintenance of health behavior change, and the role of affect and cognition in health behavior and exercise promotion. Health behavior theory testing and development, and stages of change for behavior adoption are also areas of expertise.

Another area of expertise among BSS faculty is HIV prevention in high risk communities and the interaction of HIV/AIDS, alcohol, substance use, and mental health. Members of the BSS faculty have recently been awarded an NIH Center Grant to examine synergies of alcohol and HIV/AIDS at the biological, neurological, and behavioral levels.

Themes that cross-cut these areas of expertise include interest in intervention with vulnerable or disadvantaged populations (ethnic minorities, sexual minorities, youth and adolescents, international settings), community-collaborative research, and research that has direct implications for policy and practice.

While treatment and community-based interventions are well represented in the BSS portfolio, equal representation exists in laboratory-based work that informs treatment and intervention development. Some of our faculty are involved in novel studies that involve brain scan imaging or genetic analysis. Innovations in intervention are then linked to this emerging expertise, ranging from basic experimental discoveries to translational science and dissemination research.

The Brown University School of Public Health is housed at 121 South Main Street in the heart of downtown Providence, just blocks from the main campus green and within walking distance of several Brown research centers. Its other educational programs include Doctoral Programs in Epidemiology, Biostatistics, and Health Services Research; Master’s Degree Programs in Epidemiology and Biostatistics; an MPH Program; and undergraduate concentrations in both Public Health and Statistics. The Brown University School of Public Health is home to several world-class research centers, such as the Center for Gerontology and Health Services Research, the International Health Institute, the Center for Statistical Sciences, the Center for Population Health and Clinical Epidemiology, the Center for Environmental Health and Technology, the Institute for Community Health Promotion, and the Center for Alcohol and Addiction Studies. Information on the research Centers based in the School of Public Health can be found at www.brown.edu/academics/public-health/research.
RESOURCES FOR BSHS MASTER’S STUDENTS

There are currently two areas with computer clusters for Master’s student use, room 251 and room 243. Room 251 has 20 computers and room 243 has 5. Printing and Internet are available at these locations. Additionally, 121 South Main is entirely wireless. We have 50 lockers for Master’s student use on the 2nd floor back hallway. These lockers must be reserved and require a small student deposit, which is returnable if all policies are followed. Lockers are provided on a first-come first-serve basis. Resources will continue to be increased as necessary to meet the demands of all Master’s students in the School of Public Health.

Additional information about campus and community resources available to Brown graduate students is available at www.brown.edu/academics/gradschool/living-resources.

OTHER GRADUATE PROGRAMS IN THE BROWN UNIVERSITY SCHOOL OF PUBLIC HEALTH

The Graduate Programs in the Brown University School of Public Health are structured along four broadly-defined tracks focusing on Biostatistics, Behavioral and Social Sciences, Epidemiology, and Health Services Research. The School of Public Health offers comprehensive course work leading to the ScM, AM, and PhD in Biostatistics; the ScM, and PhD in Behavioral and Social Health Sciences; the ScM, AM, and PhD in Epidemiology; and the PhD in Health Services Research. Brown also offers a two-year Master’s in Public Health (MPH), which provides education and training that spans the four tracks. The primary objective of the Doctoral Programs is to provide students with the training necessary to become independent scientific researchers in their chosen field. This is accomplished through a combination of coursework, practical experience, teaching, and ultimately, completion of a dissertation that represents an original and innovative contribution. The Master’s programs are designed to provide advanced training in the theory and practice of the chosen field, and in the case of the ScM program, an opportunity for research synthesis in the form of a Master’s Thesis.

Brown University School of Public Health faculty members are comprised of both nationally and internationally recognized experts in Biostatistics, Behavioral and Social Sciences, Epidemiology, and Health Services, Policy and Practice. All faculty members are active researchers, widely published in their respective fields, and collectively, the recipients of over $10 million in active external research funding. The School of Public Health was established in 1987, inaugurated as a University School in 2013, and nationally accredited as a School of Public Health in 2016. While relatively young, the Brown University School of Public Health has quickly gained a position of national prominence.

Within the Graduate Programs of the Brown University School of Public Health, the following degrees may be earned:

- ScM in Biostatistics
5th-YEAR MASTER’S PROGRAM

The 5th-Year Master’s degree in Behavioral and Social Health Sciences allows Brown undergraduates to continue at the University for a Master’s degree after completing their Bachelor’s degrees. Up to two courses of the eight required for the Master’s degree may be completed while the student is an undergraduate, leaving only 6 tuition units to be paid. The undergraduate courses to be carried over must not have fulfilled undergraduate concentration requirements, must have been taken for a grade, and must have earned at least a B. Additionally, students who apply one or more undergraduate courses toward the Master’s degree may not transfer a graduate course taken at another institution. At least six courses must be taken while in BSHS residence. Students must apply for the 5th-year program before they complete their undergraduate studies—in the Fall or early Spring semester of their Senior year. Students who complete their undergraduate degree mid-year (so-called “point-five’s”) may apply up to the following May 31 deadline.

Applications are accepted each year on a rolling basis beginning in September and ending May 31. Admission decisions are made by the Department of Behavioral and Social Sciences and by the Brown Graduate School. Students must be enrolled as active undergraduates at the time of application, however admission to the Master’s program may be deferred for up to two years with the approval of the Graduate Program Director.

5th-YEAR APPLICATION

Rising juniors and seniors who are interested in pursuing a 5th-Year Master’s degree in Behavioral and Social Health Sciences should contact the BSS Graduate Program Director or Academic Program Coordinator. Students must complete the online application through the Brown Graduate School before graduation, but may defer their admission for up to two years with the approval of the Graduate Program Director. The online application may be completed as early as September 1 of the candidates’ Senior year.

5th-year applicants are not required to take the GRE. The BSHS Master’s program does not have undergraduate major or course pre-requisites, but good candidates for the BSHS will have undergraduate concentrations and/or course work in Public Health, Human Biology, Psychology, Sociology, Anthropology, Communications, Education, and/or Gender Studies. Applicants should possess a strong background in undergraduate courses that emphasize critical thinking skills, scientific or analytic writing, and quantitative or logical reasoning. Prior coursework in statistics will prove helpful but is not required. Prior research or volunteer experience in public health, social intervention, or program implementation/evaluation is helpful but is not required. The admissions committee takes a holistic approach to evaluating applicants. Previous coursework, grades, letters of
recommendation, employment history, and personal and professional goals are all taken into consideration.

Those considering applying are strongly encouraged to take two of the courses required to achieve the Master’s degree as an undergraduate. In order for undergraduate courses to be applied to completion of the Master’s degree, those courses must not be concentration requirements, must be taken for a grade, and must have earned at least a B. Exceptions to this rule may be made in special circumstances by the Graduate Program Director. Contact with a BSS faculty member by the first semester of the applicant’s senior year at the latest is also strongly encouraged.

FINANCIAL AID FOR 5th-YEAR STUDENTS

Undergraduate financial-aid awards do not extend into graduate school. Some financial support may be available to 5th-Year Master’s students. Support is awarded at the Department level. All applicants are automatically considered for a merit-based scholarship that is equivalent to a 25% tuition discount, and are considered in a variety of ways.

5TH-YEAR COURSE OF STUDY

The interdisciplinary Master’s program in Behavioral and Social Health Sciences (BSHS) in the Brown University School of Public Health trains graduate students who are interested in analyzing the complex behavioral and social determinants of public health, and in developing interventions to change behaviors and improve social contexts related to public health.

The BSHS Master’s program is ideal for students who are interested in working in health program evaluation, program management, community-based organizations and other non-profit services, managed care, treatment intervention research, and clinical trials. The BSHS program is also a good fit for those interested in pursuing doctoral-level training in public health, psychology, public policy, and social welfare.

All degree requirements listed in this Handbook apply to 5th-year Master’s students and ALL REQUIREMENTS MUST BE COMPLETED IN ONE YEAR. Once a student matriculates as a 5th year Master’s student, the timing of the program begins in that term and the student has two terms in which to complete the degree. For example, the norm is for a 5th year student to matriculate in the fall term and complete the degree by the end of the following spring term (one academic year). However, if a 5th year student matriculates in the spring term, they must complete the degree by the end of the following fall term (one calendar year).
ADMISSIONS

REQUIREMENTS FOR ADMISSION TO THE MASTER’S IN BSHS

The BSHS Master’s program does not have undergraduate major or course pre-requisites. Applicants should, however, possess a strong background in undergraduate courses that emphasize critical thinking skills, scientific or analytic writing, and quantitative or logical reasoning. Prior coursework in behavioral and social sciences (e.g., psychology, counseling, sociology) and statistics will prove helpful but is not required. Prior professional, research, or volunteer experience in public health, social intervention, or program implementation/evaluation will also prove helpful but is not required.

The GRE general test is required of all applicants, except current Brown undergraduates applying to the 5th-year program. There is no minimum GRE score to be considered for admission. MCAT or LSAT tests may not be substituted for the GRE. The exception to this policy, however, is if applicants are currently enrolled as full-time Brown medical students, then MCAT scores may be substituted.

The TOEFL or IELTS is required for applicants from outside the United States whose primary language of undergraduate instruction was not English. Recommended minimum scores are 577 for the TOEFL, 90 for the Internet-based TOEFL, and 7 for the IELTS.

The admissions committee takes a holistic approach to evaluating applicants. Previous coursework, grades/GPA, standardized test scores, professional experience, letters of recommendation, and personal and professional goals are all taken into consideration when reviewing applications.

One graduate course done in residence at another institution may be offered in partial fulfillment of the requirements for the BSHS Master’s degree, provided it is approved by the Department and by the Brown University Registrar.

ADMISSIONS PROCESS

Our program welcomes applications from all candidates with interest and qualifications for pursuing the degree. Although we cannot pre-screen applications or credentials, we welcome inquiries and questions about the program. Interested students should contact the BSS
Academic Program Coordinator, the BSHS Graduate Program Director, or another relevant BSS faculty member.

Internal review of applicants will be done by a committee of three or more BSS faculty, of which at least two are faculty members who teach core courses in the BSS curriculum. The Admissions Committee will propose tentative Academic Advisor assignments to all admitted applicants; assignments will be based on students’ preferences, fit between students and faculty, and faculty availability.

Applications to the Master’s program are reviewed beginning in January. Initial decisions are made by March 31st, with any late offers of admission made by May 31st.

MASTER’S PROGRAM IN BSHS

GRADUATE TRAINING OBJECTIVES

The BSHS Master’s Program aims to:

- Develop health behavior specialists experienced in the use of state-of-the-art experimental and non-experimental research methods for the improvement of health in the community, with a focus on the role of behavior change in health promotion as facilitated by complex and potentially multi-level interventions.
- Develop health behavior specialists skilled in the communication and application of scientific knowledge related to health behavior change.
- Train health behavior specialists to contribute as part of multidisciplinary intervention design and evaluation teams in academic institutions; government agencies at the local, state, federal, and international levels; non-governmental organizations; and private industry.
- Develop health behavior specialists equipped with leadership skills for the purpose of improving and delivering health promotion/disease prevention services at the organizational, state, national, and international levels in order to build healthier communities and populations.

CORE COMPETENCIES FOR BSHS MASTER’S STUDENTS

Graduate training for BSHS Master’s students is guided by a competency-based curriculum that provides clarity for learning objectives, stimulates accountability in teaching and learning, and confers a framework for evaluation of learning. We define competencies as knowledge, skills, and abilities, and believe that graduates of the BSHS Master’s program should possess competencies in the following domains:

BASIC BEHAVIORAL SCIENCE AND INTERVENTION
Understand and apply principles of basic behavioral science to intervention research, including principles of learning, emotion, cognition, motivation, lifespan development, and social-contextual determinants of behavior and health.

Understand the production of health from a multi-level perspective; examine the role of biological, individual, social, community, and structural factors that affect the health of individuals and populations.

Identify theoretical or conceptual models and guidelines to design and evaluate interventions at multiple levels.

PROGRAM PLANNING AND EVALUATION

- Describe the merits of social and behavioral science interventions and policies.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- Apply a variety of empirical strategies to assess concerns, assets, resources, and needs for conceptualizing and developing behavioral and social interventions within a particular context and community.
- Discuss important principles related to coordination and management of behavior change interventions and programs.
- Apply appropriate research principles and methods to the development of community health promotion/intervention programs.
- Apply rigorous evaluation methods to assess efficacy of behavior change interventions and programs.

CULTURAL COMPETENCE

- Recognize differences in beliefs, values, and norms within and across communities, and learn to work with diverse groups of collaborators, stakeholders, and colleagues.
- Recognize personal or social biases and assumptions that might affect interactions with people of diverse backgrounds.
- Demonstrate ability to incorporate knowledge of diverse beliefs, values, and norms into the planning, implementation, and evaluation of public health programs.

COMMUNICATION AND INFORMATICS

- Use the public health information infrastructure to access and apply data for public health purposes.
- Accurately comprehend and interpret data sources when reading the published literature.
- Recognize and use appropriate verbal, non-verbal, and visual forms of communication for conveying/disseminating public health messages.

ETHICS AND PROFESSIONALISM

- Understand principles underpinning the appropriate treatment of human participants in research and adhere to principles of confidentiality of information and/or client data.
- Identify ethical issues and institutional review board requirements relevant to behavioral and social science research in public health.
- Demonstrate professional behavior toward researchers, key stakeholders, community organizations, and their clients/constituents.

TRANSLATION AND DISSEMINATION
Understand how to adapt interventions so that language, style, delivery modalities, and communication channels are appropriate to specific populations and settings.

Explore approaches to improve the translation and dissemination of effective behavior change interventions/programs in diverse communities.

EPIDEMIOLOGY

- Develop a strong foundation in contemporary approaches to epidemiologic methods, major epidemiologic study designs, their advantages and limitations.

REQUIRED COURSE WORK FOR BSHS MASTER’S STUDENTS

Course requirements include five core courses, three elective courses, and two online training programs. Students have the option of enrolling in a Graduate Independent Study (PHP 2980) as an elective course, under the instruction of their Thesis Advisor. Additional electives may be considered. Students wishing to take an elective that is not listed should consult with their Advisor and complete a Curriculum Appeal Form (see page 23).

Two online training programs are required of all students. The CITI (Collaborative Institutional Training Initiative) Program provides training in the responsible conduct of research with human subjects and is required of all students (see Ethics Training). As of 2015, all incoming students are also required to complete Public Health 101: An Online Course within their first year. This free, online, non-credit, modular course covers the scope of public health. The course presents one module per month for six months. Each module is completed at the student’s pace within the month that it is offered. BSHS students are not required to complete the module on Behavioral and Social Sciences.

One course taken in graduate residence at another institution may be offered in partial fulfillment of the requirements for the Master’s Degree, provided it meets the approval of the BSS Curriculum Committee, the Graduate Program Director, and the Registrar. All courses listed are subject to change. Not all courses are offered every year. Please consult Banner for the most accurate course listings. Students must consider course planning with their Academic Advisor, the Graduate Program Director, and/or the BSS Academic Program Coordinator.

CORE COURSE WORK FOR BSHS MASTER’S STUDENTS

The five BSHS core courses are designed to provide all students with depth of knowledge in specific behavioral and social sciences content.

**PHP 2120 Introduction to Methods in Epidemiologic Research**
Epidemiology quantifies patterns and determinants of human population health, with a goal of reducing the burden of disease, injury, and disability. An intensive first course in epidemiological methods, students learn core principles of study design and data analysis through critiques of published epidemiological studies as well as hands on practice through weekly exercises and assignments. This is a graduate-level course aimed at masters and PhD students. The course is not open to first year students or sophomores but may be available for advanced undergraduates with the instructor’s permission.

**PHP 2340 Behavioral and Social Science Theory for Health Promotion**
This course will help students become familiar with behavioral and social science theories commonly used for planning disease prevention/health promotion interventions. In addition to review of specific theories, topics to be discussed include: how theories are developed and tested; challenges and potential pitfalls in using theory
for intervention planning; and creation of causal diagrams based on concepts from theories. Undergraduates need permission of instructor; priority will be for Community Health concentrators. Enrollment limited to 25.

**PHP 2360 Designing, Implementing, and Evaluating Public Health Interventions**
Aims to develop skills in designing and evaluating public health interventions. Levels of intervention include the individual; families or small groups; organizations such as schools, worksites, health care settings; communities; social marketing and health communications; policy and environmental changes. Will identify personal and environmental factors that affect public health and discuss needs assessment, formative research, cultural sensitivity, behavior change theories, intervention mapping, process and impact/outcome evaluation and dissemination. Students will critique intervention studies and gain experience in developing a hypothetical behavior change intervention. Graduate students and AB-MPH undergraduates only. DPLL

**PHP 2380 Health Communication**
This class will explore Health Communication, with a focus on behavioral and social science interventions delivered through health communication programs. The course is structured so that basic building blocks (i.e., definitions of health communication, public health context for health communications interventions, theories of health communication and health behavior change) are presented sequentially early in the semester. Students will synthesize knowledge and demonstrate their understanding of the role of health communication through a final research project. Seniors with concentration in Community Health may enroll with instructor's permission. Enrollment limited to 20 graduate and medical students. DPLL

**PHP 2390 Quantitative Methods for Behavioral & Social Sciences Intervention Research**
This course provides broad coverage of the quantitative methods used in behavioral intervention research ranging from descriptive data analysis to longitudinal methods. Students will learn to conduct, interpret, and write up a range of statistical procedures including basic psychometrics, t-tests and ANOVAs, correlations, and multiple regression. Students also will be introduced to more advanced techniques used for longitudinal data analysis in order to understand their common uses in behavioral intervention research. The course provides students in the Master's program in Behavioral and Social Sciences Intervention the requisite skills to conduct analyses of behavioral data as part of their Master's Thesis. Enrollment limited to 15 graduate students in the BSSI Master's program and the MPH program.

**ADVISING AND MENTORING**

All entering Master's students are assigned an Academic Advisor from the BSS faculty. The Thesis Advisor will be determined based on match between student and faculty interests, and based on the student-faculty advising ratio. A list of faculty available for advising can be found on the BSS website. The role of the Academic Advisor is to meet regularly with the student, provide guidance on the student's academic and career goals, help with the selection of courses, identify and discuss any challenges in the Graduate Program, help with the identification of a Thesis topic and advisor, and serve as a resource to the student for general professional development advice, mentorship, and academic advocacy.

The School of Public Health utilizes Individual Development Plans (IDPs) to provide students and advisors with a planning process that identifies academic goals as well as career objectives. An initial IDP should be prepared in collaboration with the academic advisor at the beginning of each semester in the Master’s program. This completed IDP then serves as a reference point to help students and advisors gauge success and reassess goals later in the semester. The Graduate Program Director will be sent a copy of the completed IDP at the beginning and end of each semester (see page 29). A fillable IDP pdf is available online on the Master's program page (listed under “useful links”).

Students must meet with their Academic Advisor at least twice per semester: One meeting should occur at the beginning of the semester as an introductory meeting (e.g., to plan and set goals for the semester using the IDP), and one meeting should occur at or near the end of the same semester to discuss student experiences, challenges, grades, etc. The IDP should be assessed and completed at this meeting. Additional and regular contact between students and Advisors is expected.

The Academic Advisor is not expected to serve as the Thesis Advisor, although a faculty member may serve in both roles. A Thesis Advisor should ideally be selected by the beginning of the second semester. Students may consult with the Graduate Program Director on confidential matters associated with advising.
### BSHS PROGRAM OF STUDY

#### Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHP 2120</td>
<td>Introduction to Methods in Epidemiologic Research</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2340</td>
<td>Behavioral and Social Science Theory for Health Promotion</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2360</td>
<td>Designing, Implementing, and Evaluating Public Health Interventions</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 2380</td>
<td>Health Communication</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 2390</td>
<td>Quantitative Methods for Behavioral &amp; Social Sciences Intervention Research</td>
<td>Fall</td>
</tr>
</tbody>
</table>

#### Electives: Must take 3 from this list

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHP 1070</td>
<td>Burden of Disease in Developing Countries</td>
<td>Fall</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>Anthropology of Addictions and Recovery</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 1320</td>
<td>Survey Research in Health Care</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 1400</td>
<td>HIV/AIDS in Africa: A Multidisciplinary Approach to Support HIV/AIDS Care and Treatment Programs in Africa</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 1500</td>
<td>Global Health Nutrition</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 1530</td>
<td>Case Studies in Public Health</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 1540</td>
<td>Alcohol Use and Misuse</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 1600</td>
<td>Obesity in the 21st Century: Causes, Consequences and Countermeasures</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 1680N</td>
<td>Tobacco, Smoking, and the Evil Empire</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 1740</td>
<td>Principles of Health Behavior and Health Promotion Interventions*</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 1880</td>
<td>Meditation, Mindfulness and Health</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 1920</td>
<td>Social Determinants of Health</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2030</td>
<td>Clinical Trials Methodology</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2040</td>
<td>Applied Research Methods</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 2060</td>
<td>Qualitative Methods in Health Research</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 2080</td>
<td>Ethical and Legal Issues in Public Health</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2120</td>
<td>Intro to Methods in Epi Research</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2130</td>
<td>Human Biology for Public Health</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2170</td>
<td>Injury as a Public Health Problem</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2220A</td>
<td>Epidemiology of Violence and its Consequences</td>
<td>Spring</td>
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<tr>
<td>PHP 2220C</td>
<td>Perinatal Epidemiology</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 2325</td>
<td>Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes, &amp; Disparities</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2365</td>
<td>Public Health Issues in LGBT Populations</td>
<td>Spring</td>
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<tr>
<td>PHP 2370</td>
<td>Etiology of Substance Use Disorders</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2371</td>
<td>Treatment of Substance Use Disorders</td>
<td>Spring</td>
</tr>
<tr>
<td>PHP 2400</td>
<td>US Health Care System: Case Studies</td>
<td>Fall</td>
</tr>
<tr>
<td>PHP 2980</td>
<td>Graduate Independent Study/Thesis Research</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

---Please note!!!! All courses are subject to change. Please see Banner Web for the most up-to-date listings.---
MASTER’S THESIS

All students working toward the Master’s of Science (ScM) degree are required to demonstrate competency in carrying out an independent research project, culminating in a written Thesis. Apart from the Thesis, there is no written examination requirement for this degree.

In principle, work on the Thesis can begin at any time, but students are encouraged to become familiar with potential Thesis topics and to develop their own interests before investing major effort into the Thesis work. Generally, the Thesis plan for full-time students should be finalized by the beginning of the second semester, with plans to begin research by the beginning of the second semester. Students who expect to take more than two semesters to complete the Master’s Degree Program should consult with their Academic Advisor or the Graduate Program Director about a suitable timeline for satisfying coursework and Thesis requirements.

The Graduate School requires all Master's theses to be submitted by May 1 in order to participate in graduate commencement activities. Please see “The Behavioral and Social Health Sciences Thesis for the Master’s of Science (ScM) Degree: Guidelines for Development and Submission” for more detail.

Master’s Thesis Advisor and Reader(s)

The Master’s Thesis Advisor provides ongoing supervision and consultation for conceptualization, design, conduct, analysis, and interpretation of the research project. Selection of a Master’s Thesis Advisor is usually dictated by the topic a student wishes to pursue. Students are encouraged to learn about faculty interests by taking classes and possibly independent reading courses, and of course by visiting faculty members in person. The initial Academic Advisor may also become the Advisor for the Thesis; however students may arrange to work on their Thesis under the supervision of another advisor.

In addition to the primary Thesis Advisor, the student must also select at least one Reader from among the BSS department’s faculty. A second Reader, who may be asked to provide comment or evaluation related to a specialized topic, is optional. The second Reader does not need to be on the Department’s faculty. The committee should be selected once the student has chosen a topic, and no later than the beginning of the second semester.

The Thesis Advisor, with input from the Reader(s), determines the point at which the student has successfully completed the stated research project. The student should arrange a proposal meeting with the Thesis committee early in the development of the Thesis project to clarify roles and expectations. At that time, a schedule for submission of drafts should be agreed upon. Some readers may want to be minimally involved, commenting only on later drafts of the Thesis. Others may want extensive involvement during all phases of the Thesis project. Regardless of the process, the Thesis Advisor should provide regular feedback to the student regarding progress of the project.

Submitting the Final Thesis to the Graduate School

The Brown University Graduate School requires all Master’s Theses to be submitted by May 1 in order for students to participate in Spring commencement activities. The Graduate
School has compiled instructions to help students with the preparation and presentation of the Master's Thesis. These instructions are located at the following website: 

http://brown.edu/academics/gradschool/masters-Thesis-guidelines

When the Thesis is presented to the Graduate School, it must be in final form. It may not be revised in any way after it is presented. In addition to providing the Graduate School with the required number of copies of the Master's Thesis, the student must also provide a copy of the Master's Thesis to the Department of Behavioral and Social Sciences (submitted to the Graduate Program Director) and to each committee member. Please see the BSHS Thesis Guidelines for more detailed instructions, available on the BSS website.
ACADEMIC POLICIES AND PROCEDURES

GRADES AND COURSE CREDIT

Students receive full letter grades of A, B, C (no plusses or minuses) or No Credit. There is no grade of D, and failing grades are not recorded on the permanent external record (transcript). However, grades of “No Credit” and late withdrawal’s from courses are recorded on the Internal Academic Record and this information is used in assessing a student’s academic standing and for other purposes (counseling, Committee on Academic Standing considerations, etc.). For the purposes of assessing academic performance within the BSHS Program, late withdrawals are defined as withdrawing from a course within five weeks of the scheduled final exam date.

Brown offers the option of registering for courses Satisfactory/No Credit. However, BSHS students are required to take all core courses for a letter grade. With permission of the instructor, BSHS students may select the Satisfactory/No Credit grading option for ONE elective course. This includes independent studies, which otherwise can and should be taken for a letter grade. All other elective courses must be taken for a letter grade.

ACADEMIC STANDING

All courses taken at Brown while enrolled in the BSHS Program are included in the assessment of academic standing. Students’ academic standing may be classified in four ways: good, satisfactory, warning, or termination.

Students who are in good standing are making both good and timely academic progress. To be in good academic standing, students in the BSHS Program must achieve a “B” average. No more than one incomplete may be carried on a student record in good standing. As Brown does not calculate a numeric GPA, students are considered to have at least a “B” average if one of the following two conditions exists:

- The student has received a grade of “B” or above for all courses included in the assessment of academic performance.
- Any courses in which the student withdrew late or received a “C” or “NC” are balanced by an equivalent number of courses for which the student received an “A.”

Satisfactory standing indicates that a student has encountered difficulties of some kind—inadequate performance or slow progress in coursework, research, writing, etc. Two or more incompletes will, at minimum, result in a shift from good to satisfactory standing. This status level has no immediate impact on scholarships. If the concerns impacting a student’s status are not resolved, the student will move on to warning status.

Warning status signals chronic or severe problems. Students on warning are given a written notice of their deficiencies and the consequences of those deficiencies. Students will also receive clear, written instructions of the steps to be taken (if possible) to regain good or satisfactory standing, and date-specific deadlines (typically one semester) for recovery. Such notice will come at the end of every semester that a student is on warning status.
If the deficiencies are not resolved by the specified deadline, the student on warning moves to termination. Students will typically continue to receive scholarships in a probationary state during the specified time period. Warning may lead to an immediate removal of scholarships depending on the severity of the problem, but this occurs only in rare circumstances and only with the express approval of the Dean of the Graduate School.

**Termination status** signals severe and irrevocable problems. Termination indicates an immediate removal of matriculation/enrollment status, as well as all forms of financial support.

**Students must be in good academic standing to be eligible to graduate.**

**PROGRESS REQUIREMENTS**

At the end of each semester, when grades become available, BSS faculty members review the progress of each Master’s student, taking input from IDPs and instructors. The results of this review will be summarized in a progress letter to each student and their Advisor. Students who fall out of good academic standing will be warned in writing. This letter will include the areas in which the student has not met expectations and instructions for regaining good academic standing and remaining in the Program. Students who receive a warning letter will be re-evaluated at the end of the next semester. If the BSHS Graduate Program Director determines that satisfactory progress has not been made toward achieving good academic standing, students will be notified of their dismissal from the Program.

**REPEATING COURSES**

Students who receive an “NC” or who have a late withdrawal from a core requirement will be offered no more than one additional opportunity to meet the core requirement. If the student again receives an “NC” or has a late withdrawal, the student will be dismissed from the Program.

**EVALUATION OF STUDENT PROGRESS**

Twice per year, student evaluations are completed. The purpose is to provide consolidated feedback to students about their performance and progress in the Program. If the determination is made that a student is not making satisfactory progress, prospects for future financial support could be adversely affected and/or student enrollment in the Program may be terminated. The results of the evaluation are communicated to students and Advisors in a letter from the Graduate Program Director.

Students’ Advisors will discuss the evaluation in greater detail and will be able to provide additional information. Topics relevant for the evaluation may include (but are not limited to) status in academic courses, performance on exams or papers, and progress towards the Thesis.

The Program encourages and expects that students and Advisors meet periodically during the academic year to discuss students’ progress. This should occur in the context of course selection and IDP preparation, and subsequently to review the IDP and the results of the annual evaluation. Semi-annual meetings are not intended to substitute for regular contact.
and students are encouraged to take the initiative to schedule appointments with Advisors on a recurring basis.

OTHER SERVICES AND SUPPORT

Grievances

Students may not agree with faculty or committee actions related to evaluation of academic progress and standing. This may occur at the point of semi-annual evaluations, or at any point in the Program. The Program encourages students to discuss their concerns and explore possible solutions with their Advisor, the Department Chair, and/or the Graduate Program Director.

The University’s Faculty Handbook has a detailed description of grievance procedures, and students are referred to that document:  
http://www.brown.edu/Faculty/Faculty_Governance/rules/FacultyRules.pdf

Procedures exist for the resolution of non-academic grievances, such as complaints of harassment involving sexually or racially offensive behavior, and discrimination as cited in the University’s Non-Discrimination Policy. Students are referred to Brown University’s Title IX Office (http://www.brown.edu/about/administration/title-ix/). There are also established procedures for reviewing the cases of students whose actions may require disciplinary measures. Inquiries about these procedures should be directed to the Department Chair and/or the Deans of the Graduate School.

Thesis Budget Funding

The Department of Behavioral and Social Sciences maintains a limited budget for helping to fund the Thesis of its Master’s Degree candidates. In order to be considered, applicants must submit a brief written proposal and expected budget via email to the BSS Academic Program Coordinator or Graduate Program Director. Full consideration of applications occurs twice yearly. The deadlines for submission are October 1 and February 1. Applications are typically for expected expenses, but requests for funds already spent will also be considered. Awards will be determined at the BSS Curriculum Committee meeting following each submission deadline. Only reimbursable expenses, such as travel, supplies, postage, or incentives for study participants can be covered. Students with accepted applications must submit original receipts for reimbursement to the BSS Academic Program Coordinator within twelve months of the date in which funds were awarded. No support for research on human subjects will be awarded until proof of CITI Training Certification is sent to the BSS Academic Program Coordinator. There is no minimum award amount; however typical awards range from $50 - $100. No award will exceed $500.

Conference Travel
Master’s students who present original work at academic conferences may apply to the Graduate School for up to $500 to cover related travel expenses. Given funding limitations, application does not guarantee support. Eligible graduate students will be reimbursed for a maximum of one conference per fiscal year (July 1 through June 30), as determined by the end date of travel. Reimbursement is not granted for merely attending a conference. For more details please visit the Graduate School website at http://www.brown.edu/academics/gradschool/conference-travel

Language and Writing Assistance

One of the Program’s priorities is for graduate students to become competent in written and oral communication of scientific thinking. To this end, we offer multiple strategies for support and development of these skills in the Graduate Program. We also encourage students to take full advantage of resources provided by the following organizations on campus:

Center for Language Studies
Students whose native language is not English can make use of the opportunities provided at Brown to improve their command of spoken and written English. An important resource is the Center for Language Studies, located at 195 Angell Street (http://www.brown.edu/academics/language-studies/). The Center for Language Studies (CLS) administers the English for International Teaching Assistants Program, designed for those Graduate Students who will be teaching undergraduates and who need help improving their English. The CLS also coordinates the Foreign Language Placement tests each semester, administers the Language Partners Program, and cooperates closely with the Language Resource Center in the Watson Center for Information Technology. Certification by the Center is a prerequisite for students on a Teaching Assistantship.

Brown Writing Center
All students are encouraged to make full use of the Brown Writing Center: http://www.brown.edu/Student_Services/Writing_Center/ The Writing Center is a free academic support service for all members of the Brown Community. The Center is staffed by graduate students from a variety of academic disciplines. Staff members are experienced writers and teachers who participate in ongoing training in composition and Writing Center theory and practice. In addition to holding one-on-one conferences, Writing Center Associates offer various workshops on writing for interested groups. Writing Center conferences generally last an hour. Experienced as well as inexperienced writers are encouraged to come to the Center with their writing concerns. The Writing Center Associates are prepared to discuss all stages of the writing process, from finding a topic through revision and editing strategies. Associates can help writers deal with writer’s block, audience awareness, argumentation, organization, grammar, research skills, the conventions of academic writing, English as a Foreign Language, and issues of clarity and style. Hours are Sunday 3 - 9, Monday to Thursday noon - 9 pm and Friday noon - 4 pm. Appointments are required and should be made at least 2-3 days in advance. Please email Writing_Center@brown.edu or telephone the Center to set up a meeting (401-863-3524). Those wishing to make ongoing short or long-term weekly appointments for specific writing problems should also contact the Center.
Brown ID Card

The Brown Card is the official Brown University identification card. All students are required to obtain a Brown ID Card. You will need it for identification, security, and access to the School of Public Health and other University buildings and services. While on campus, you should carry it with you at all times. Cards are processed during the Graduate School orientation or you may visit the Brown Card Office on the 5th floor of J Walter Wilson at 69 Brown St. http://www.brown.edu/about/administration/brown-card/

Postal and Email Addresses

All graduate students in the School of Public Health will receive their postal mail and hard-copy communications at 121 South Main Street, 2nd floor. Students must check their boxes regularly, particularly for official correspondence from the University and the Department. Your mailing address on campus is:

Brown University School of Public Health
Box G-S121-2
Providence, RI, 02912

All students at Brown are assigned a network ID for receiving email and for accessing the University network. In the registration materials you received, you have been given a student ID number (beginning with SIS). Use the SIS number to activate your network ID through the following link: http://activate.brown.edu/files/activate/ All electronic communications from the Department and the Graduate School, including important information regarding billing matters, will be sent to students’ Brown University email address.

Ethics Training

In addition to the academic requirements of the BSHS Master’s Program, students must complete basic online human subjects certification training. The CITI (Collaborative Institutional Training Initiative) Program, provides training in the responsible conduct of research with human subjects and is accessible at https://www.citiprogram.org/Default.asp. Copies of certificates of successful completion of the online basic training course must be given to the Graduate Program Director or Academic Program Coordinator. Brown provides other training opportunities for research compliance at http://www.brown.edu/research/compliance-education-training/compliance-education-training.

Professional Development

The BSS Department keeps students informed via email of symposia and notices related to professional development and employment opportunities. The BSS website also maintains a Student Resources page containing helpful information for BSHS Master’s students beginning to consider their employment options: http://www.brown.edu/academics/public-health/behavioral-and-social-sciences/protected/(Student_Resources). Students are encouraged to make use of Brown’s Career Lab and the services
Faxing / Copying

For occasional faxing, you may ask Center or Department Coordinators for assistance. Students may use department copiers if assigned as a teaching assistant or research assistant. The associated faculty member can give you the access code for the course or grant account.
BSHS MASTER’S PROGRAM | CURRICULUM APPEAL FORM

The Curriculum Appeal Form must be completed in order to appeal any deviation in the curriculum, including (but not limited to) waiver or substitution of a required course, electives not currently listed as Category A or B, or selection of non-BSS faculty Thesis Advisor.

All Curriculum Appeals must be approved by the Academic Advisor, the BSS Curriculum Committee (signed by the Graduate Program Director), and, when relevant, the course instructor or Thesis Advisor.

Nature of the appeal: (Attach Separate Document if Needed)
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Please complete below as relevant to the appeal:

☐  Requested elective (attach syllabus):

Course # / title / instructor

☐  Required course to be waived:

Course # / title / instructor

☐  Requested course to be substituted (attach syllabus):

Course # / title / instructor

☐  Requested non-BSS Thesis Advisor:

Name, department, institution

Signatures:

<table>
<thead>
<tr>
<th>Academic Advisor (Required)</th>
<th>Date</th>
<th>Graduate Program Director (Required)</th>
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<tr>
<th>Course Instructor for Required BSS course to be waived (If relevant)</th>
<th>Date</th>
<th>Non-BSS Thesis Advisor (If relevant)</th>
</tr>
</thead>
</table>
Elizabeth Aston, Ph.D.: Behavioral and pharmacological effects of marijuana; co-use of marijuana and alcohol; behavioral economics of substance use

Nancy Barnett, Ph.D.: Brief alcohol interventions for adolescents/young adults; naturalistic change in problematic alcohol use; alcohol biosensor technology research

Sara Becker, Ph.D.: Adolescent substance use; Direct-to-consumer marketing of evidence-based interventions; Dissemination and implementation approaches

Katie Biello, Ph.D.: HIV/STI prevention in marginalized populations, both domestically and internationally; social and sexual network analysis; social and behavioral determinants of health; racial/ethnic, gender, and sexual minority health inequities

Kate Carey, Ph.D.: Screening and brief interventions for at-risk drinkers; understanding mediators and moderators of intervention effects; social influences (e.g., perceived norms) on drinking behavior; assessing and enhancing motivation to change; alcohol’s effects on HIV risk behaviors

Rachel Cassidy, Ph.D.: Tobacco regulatory research; Adolescent smoking; e-cigarette use behaviors; smoking cessation; behavioral economics

Mark A. Celio, Ph.D.: Uses qualitative and experimental methodology to better understand alcohol influences on sexual decision making.

Patricia Cioe, Ph.D.: HIV; smoking cessation; health promotion; cardiovascular risk; behavior change.

Shira Dunsiger, Ph.D.: Advanced statistical methodology; Mediators and moderators of treatment effects; Patterns of behavior change; Methods for analyzing longitudinal incomplete binary data; Effects of Adherence on Behavioral Outcomes.

Akilah Dulin-Keita, Ph.D.: Pediatric obesity; racial/ethnic and socioeconomic health disparities; community and health; population demography, psychosocial stressors, cardiometabolic risk factors, and biomarkers of stress; health behaviors; longitudinal data analysis; qualitative methods

Medeva Ghee, Ph.D.: Development of multidisciplinary strategies to implement and evaluate care and treatment programs for HIV/AIDS in Sub-Saharan Africa; Development and assessment of national HIV/AIDS laboratory systems; Impact of HIV/AIDS in Sub-Saharan Africa as it relates to health, economic, and sociological factors; Implementation and evaluation of antiretroviral therapy (ART) strategies in developing countries

Chad Gwaltney, Ph.D.: Adolescent smoking and cessation; ecological momentary assessment (EMA) technology

Abigail Harrison, Ph.D.: Behavioral intervention research, Ethnographic research, Fertility, Gender, Global reproductive health, HIV/AIDS, Non-marital unions, Qualitative and quantitative methods, Sexuality, Transition to adulthood

Lynn Hernandez, Ph.D.: Culturally appropriate intervention development, ethnocultural moderators of treatment outcomes; adolescents’ substance use and sexual risk trajectories

Kristina Jackson, Ph.D.: Developmental course, alcohol, initiation, progression, trajectories, adolescents, alcohol-tobacco comorbidity; longitudinal methodology and analysis, fine-grained data collection
Christopher Kahler, Ph.D.: Smoking cessation; brief alcohol interventions; co-use of alcohol and tobacco; personality, affect, and addictions; alcohol and HIV/AIDS

Caroline Kuo, D.Phil.: Family behavioral and psychosocial interventions; culturally and contextually appropriate intervention adaptation and development; new HIV prevention strategies in vulnerable global populations; community-engaged HIV research and dissemination

Molly Magill, Ph.D.: Addictions treatment, behavioral or psychosocial interventions, longitudinal data-analysis; mechanisms of behavior change; mediators/moderators of treatment outcomes; process research

Kristine Marceau, Ph.D.: Developmental trajectories of behavior problems and substance use; genetics, prenatal risk, neuroendocrine development, parenting; longitudinal data analysis and methodology

Rosemarie Martin, Ph.D.: Contingency management; motivating behavior change; design and methodology in substance abuse research, treating substance abuse in HIV+ persons

Jennifer Merrill, Ph.D.: Alcohol misuse and consequences among young adults; subjective evaluations of alcohol-related consequences; use of ecological momentary assessment to understand young adult drinking; brief alcohol interventions.

Jane Metrik, Ph.D.: Pharmacological and psychological bases of acute effects of marijuana on behavior and decision-making process; genetic factors and other individual differences characterizing users most vulnerable to development of cannabis use disorders; alcohol marijuana interactions and cross-reactivity

Matthew Mimiaga, Sc.D.: HIV/AIDS; sexual and gender minority health; mental health and substance use disorders (behavioral medicine intervention development and testing); psychiatric and infectious disease epidemiology; global health

Peter M. Monti, Ph.D.: Alcohol treatment; brief interventions; mechanisms of change; cue reactivity; pharmacotherapy; adolescent use and abuse; alcohol and HIV/AIDS

Amy Nunn, Ph.D.: Racial disparities in HIV infection and linkage to care in the US; working with faith and other community leaders to eradicate racial disparities in HIV infection in the US; access to medicines and other technologies in developing countries, and community-based research and mobilization.

Don Operario, Ph.D.: HIV prevention in high-risk communities - domestic and international; behavioral/social determinants of health in race/ethnic, gender and sexual minority populations

Damaris Rohsenow, Ph.D.: Pharmacotherapy of comorbidity of substances of abuse; cue reactivity; interaction of alcohol and smoking; treatments for cocaine abuse

Rochelle Rosen, Ph.D.: Design of culturally relevant health behavior interventions using qualitative methodology; health research in the Pacific islands of American Samoa; vaginal microbicide acceptability

Cynthia Rosengard, Ph.D.: Adolescents’ sexual decision-making within different types of romantic/sexual relationships, unplanned pregnancy, HIV/STD prevention interventions, quantitative evaluation, qualitative data collection and analysis

Daniel Squires, Ph.D.: Dissemination/Implementation Research; evidence-guided practices; training; community-based treatment; organizational change; addiction and related disorders; New England Addiction Technology Transfer Center
**Tara White, Ph.D.:** Neural basis of individual differences in emotion and drug effects using fMRI, monoamine challenge; validated laboratory assessments of temperament, affect and behavior

**David Williams, Ph.D.:** Role of affect in health behavior; exercise promotion; smoking cessation; health behavior theory testing and development
## Behavioral and Social Health Sciences (ScM)

### Required Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHP 2120</td>
<td>Behavioral and Social Health Sciences (ScM)</td>
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<tr>
<td>PHP 2340</td>
<td>Behavioral and Social Health Sciences (ScM)</td>
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### Category A Electives

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<tr>
<td>PHP 1540</td>
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### Training

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<th>Course Code</th>
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<td>IRB, RCR</td>
<td>Thesis</td>
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### 1. BASIC BEHAVIORAL SCIENCE AND INTERVENTION

a) Understand and apply principles of basic behavioral science to intervention research, including principles of learning, emotion, cognition, motivation, lifespan development, and social-contextual determinants of behavior and health.  

b) Understand the production of health from a multi-level perspective; examine the role of biological, individual, social, community, and structural factors that affect the health of individuals and populations.  

c) Identify theoretical or conceptual models and guidelines to design and evaluate interventions at multiple levels.

### 2. PROGRAM PLANNING AND EVALUATION

a) Describe the merits of social and behavioral science interventions and policies.  

b) Specify multiple targets and levels of intervention for behavioral and social science programs and/or policies.  

c) Apply a variety of empirical strategies to assess concerns, assets, resources, and needs for conceptualizing and developing behavioral and social interventions within a particular context and community.  

d) Discuss important principles related to coordination and management of behavior change interventions and programs.  

e) Apply appropriate research principles and methods to the development of community health promotion/intervention programs.  

f) Apply rigorous evaluation methods to assess efficacy of behavior change interventions and programs.

### 3. CULTURAL COMPETENCE

a) Recognize differences in beliefs, values, and norms within and across communities, and learn to work with diverse groups of collaborators, stakeholders, and colleagues.  

b) Recognize personal or social biases and assumptions that might affect interactions with people of diverse backgrounds.  

c) Demonstrate ability to incorporate knowledge of diverse beliefs, values, and norms into the planning, implementation, and evaluation of public health programs.

### 4. COMMUNICATION AND INFORMATICS

a) Use the public health information infrastructure to access and apply data for public health purposes.  

b) Accurately comprehend and interpret data sources when reading the published literature.

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**P** = Primary source of the indicated competency  
**R** = Reinforcing source of the indicated competency
c) Recognize and use appropriate verbal, non-verbal, and visual forms of communication for conveying/disseminating public health messages.

### 5. ETHICS AND PROFESSIONALISM

<table>
<thead>
<tr>
<th>Task</th>
<th>Primary Source</th>
<th>Reinforcing Source</th>
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<tbody>
<tr>
<td>a) Understand principles underpinning the appropriate treatment of human participants in research and adhere to principles of confidentiality of information and/or client data.</td>
<td>R</td>
<td>P</td>
</tr>
<tr>
<td>b) Identify ethical issues and institutional review board requirements relevant to behavioral and social science research in public health.</td>
<td>R</td>
<td>P</td>
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<tr>
<td>c) Demonstrate professional behavior toward researchers, key stakeholders, community organizations, and their clients/constituents.</td>
<td>R</td>
<td>P</td>
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### 6. TRANSLATION AND DISSEMINATION

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<th>Task</th>
<th>Primary Source</th>
<th>Reinforcing Source</th>
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<tbody>
<tr>
<td>a) Understand how to adapt interventions so that language, style, delivery modalities, and communication channels are appropriate to specific populations and settings.</td>
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<td>R</td>
</tr>
<tr>
<td>b) Explore approaches to improve the translation and dissemination of effective behavior change interventions/programs in diverse communities.</td>
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<td>R</td>
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### 7. EPIDEMIOLOGY

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<tr>
<th>Task</th>
<th>Primary Source</th>
<th>Reinforcing Source</th>
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<tr>
<td>a) Develop a strong foundation in contemporary approaches to epidemiologic methods, major epidemiologic study designs, their advantages and limitations.</td>
<td>P</td>
<td>R</td>
</tr>
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</table>

*P = Primary source of the indicated competency  R = Reinforcing source of the indicated competency*
Individual Development Plan: Semester Goals & Evaluation
To be completed at the start of each semester. Student and advisor will review the plan at the end of each semester and forward to BSHS GPD.

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<tr>
<th>Coursework</th>
<th>Goal Accomplished?</th>
<th>Comments (for advisor):</th>
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<th>Research</th>
<th>Goal Accomplished? Progress notes.</th>
<th>Comments (for advisor):</th>
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<tbody>
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<th>Professional Development</th>
<th>Goal Accomplished? Progress notes.</th>
<th>Comments (for advisor):</th>
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<td>4.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Other Accomplishments (for advisor):</th>
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<table>
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<tr>
<th>General Comments (for advisor):</th>
</tr>
</thead>
</table>
