Behavioral and Social Health Sciences Thesis for the Master’s of Science (ScM) Degree

Guidelines for Development and Submission

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INTRODUCTION

The thesis represents the culmination of a graduate student’s educational training in the Master’s of Science (ScM) program in Behavioral and Social Health Sciences at Brown University. This document provides guidance for the planning, proposal, conduct, and submission of the thesis. Sample timelines are included in this document to help structure students’ progress toward the submission of the thesis to the graduate school.

All thesis activities must be conducted under the supervision of a thesis advisor. The thesis advisor might not be the same person as the academic advisor; most students will have different faculty members in these roles. The thesis advisor should optimally be identified by the student by the end of the first semester (this is mandatory for students aiming to graduate within 1 academic year) or, at the latest, by the second semester (for all other students). Students must formally propose their thesis in a meeting with the thesis advisor and thesis reader who, along with the Graduate Program Director, must approve the thesis proposal. The written proposal should include the thesis aims, brief background and justification of the thesis topic, methodology, data analysis plan (if appropriate), and timeline.

Approximately mid-way through the thesis timeline, students must submit a progress report to the thesis advisor, reader, and Graduate Program Director. The graduate student will submit a first full draft to the thesis advisor and reader, who will provide detailed comments. Multiple revisions may be necessary before the thesis advisor and reader approve and “sign-off” on the thesis. The final thesis must be prepared according to formal guidelines set by the Graduate School (see Appendices E, F, G, H).

Thesis topics are determined by the graduate student through consultation with the thesis advisor. The thesis advisor will help the student develop a thesis proposal that is feasible, manageable, and relevant to the graduate program. Students are encouraged to select a thesis topic that corresponds with faculty expertise (see Appendix D). These topics include, but are not limited to:

- Alcohol Use and Alcoholism
- Community-collaborative Health Promotion Programs
- Drug Use
- HIV/AIDS Prevention
- Maternal and Child Health
- Nutrition
- Sexuality and Sexual Health
- Tobacco Use and Smoking Behavior
- Women’s Health
- Cultural Competency of Public Health Programs
- Exercise and Physical Activity
- Global Health
- Mental Health
- Obesity
- Substance Abuse
- Health Disparities
**SELECTING A THESIS ADVISOR AND READER**

Thesis activities will be conducted under the supervision of a thesis advisor. The thesis advisor will typically have a faculty appointment in the Department of Behavioral and Social Sciences (BSS). Choosing a thesis advisor is very important. The thesis advisor will be the primary source of faculty guidance on theoretical, methodological, and content expertise related to the thesis. The thesis advisor may also facilitate identification of appropriate literature, data, and other resources for completing the thesis.

Thesis activities must also involve a thesis reader. The thesis reader is expected to have less involvement than the thesis advisor, but must approve the thesis proposal and the final thesis document. It is expected that the thesis reader will review the progress report and comment on at least one thesis draft before making a final determination of the thesis product.

In most circumstances, BSS faculty (including secondary appointments) are to serve as primary thesis advisors. In rare circumstances it may be permissible for non-BSS faculty to serve as primary thesis advisors—students should consult with their academic advisor and, if warranted, complete a Curriculum Appeal Form. Students must consider BSS faculty first before appealing for a non-BSS faculty member to be the primary thesis advisor. If the primary thesis advisor is non-BSS faculty, then the Reader must be BSS faculty.

We recommend that students establish clear understandings with the thesis advisor and thesis reader about forms and frequency of communication, and about their respective levels of involvement.

It is the responsibility of the thesis advisor and thesis reader to determine when the thesis project has been satisfactorily completed.

The student is encouraged to communicate with the Graduate Program Director about any challenges or conflicts with the thesis advisor and/or reader.
ENROLLING IN THESIS COURSE CREDIT

All graduate students have the option of enrolling in course PHP 2980: Graduate Independent Study/Thesis Research to satisfy one of the three elective requirements. This is not mandatory; students may decide to take three “standard” elective courses. If students opt to take PHP 2980 as an elective, they must select the section of the course in Banner that is taught by their thesis advisor.
The thesis proposal should clearly state the thesis aims, provide a brief background and justification of the thesis topic, describe the methodology and data analysis (if appropriate), and include a timeline. The thesis proposal must be submitted to the thesis advisor and reader. The graduate student will hold an in-person meeting with the thesis advisor and reader to discuss the topic, methodology, analysis, and timeline. During the meeting, the student should be prepared to address any questions from either the thesis advisor or reader. The student might be asked to make revisions to the thesis proposal before receiving signed approval from the thesis advisor and reader.

Students must submit the approved proposal and signed proposal form (*Appendix A*) to the Graduate Program Director for approval. Students will receive an email from the BSHS Coordinator confirming approval of the thesis project.

**The thesis proposal must be discussed at an in-person meeting and approved by the thesis advisor and reader, as well as by the Graduate Program Director.**
THESIS DEVELOPMENT

The BSHS Thesis should be a substantive and original project in public health. Students are encouraged to view the thesis as an opportunity to apply the skills and knowledge they have gained in their behavioral and social science training to real world public health issues.

The selection of a thesis topic should be informed by the student’s individual interests and educational goals, as well as by expertise among faculty in the department. It is therefore critical to seek advice from faculty early in the BSHS career. The development of the thesis should reflect the guidance of the student’s thesis advisor. There are many opportunities to translate individual interests and educational goals into an acceptable thesis project. Although many types of public health projects may serve as a BSHS thesis, selection of a thesis topic should be guided by the following considerations:

1. The thesis may be one of the following types:
   A. Descriptive Research
      - For example: Examining the population prevalence and distribution of a public health problem (e.g., childhood obesity)
   B. Investigative Research
      - For example: Testing the hypothesized relationship between a risk factor (i.e. environmental, social, psychological problem) and a health-related outcome
   C. Program Evaluation
      - For example: Assessing the efficacy of a community intervention intended to prevent or ameliorate a poor health outcome
   D. Research Synthesis
      - For example: Conducting a systematic review and meta-analysis of the empirical literature on a specific public health outcome
   E. Substantive Public Health Projects, Initiatives, and other work that reflects the student’s educational goals
      - For example: Developing a public health communication strategy

2. The thesis must have an analytic component, which may be qualitative and/or quantitative.

3. The thesis must have utility, in the spirit of public health, with some application for public health action. It must be useful for an organization, institution, or government, for developing public policy, for furthering public health research, or for public health application.

All thesis project proposals MUST be approved by the thesis advisor, the thesis reader, and the Graduate Program Director as early as possible, before substantive work on the thesis has been undertaken.
The thesis must be a substantive and original undertaking worthy of a Master’s degree. The flexibility in the design of the thesis affords students an opportunity to impact public health, while allowing the form to follow the function. Although there are no specified page limitations, students must work with their thesis advisor to determine the appropriate length and scope of the project.

In most cases, students in the BSHS Program will follow the following thesis format:

1. A 10-20 page literature review documenting the relevant research studies related to the thesis project.
2. A clear statement of research methodology.
3. A precise and accurate description of results, including appropriate Tables and Figures.
4. A discussion section that considers how study results correspond with prior research, implications of study findings for policy or practice, study limitations, and future directions for research.
5. Appendices, which may include supporting materials, such as a survey instrument. If completed by the student, the Institutional Review Board (IRB) proposal for the research project and all supporting materials, as well as documented IRB approval to complete the study should be included in the appendix.

Theses may take different formats from the format described above. Students should work closely with their advisor to determine the most appropriate format. Each student’s career and educational objectives, as well as their prior research experience will determine the scope of the thesis. There are many varieties and combinations of thesis projects that students should consider with their thesis advisor. Students should not be limited by the examples in this document. As a result, it is critical to seek advice from faculty and advisors early in the BSHS career. The development of the thesis should reflect the guidance of the student’s advisors. All thesis projects MUST be approved by the thesis advisor, the thesis reader, and the Graduate Program Director.
USE OF DATA

Graduate students planning to analyze data may use existing datasets or develop their own, although the latter, by necessity, usually involves small samples and demands considerable effort. Students should consult with their thesis advisor to choose the most appropriate dataset and sample size to conduct their investigation.

Assistance with data analysis is available to students through the BSHS Program. In general, the thesis advisor will be the most important resource for assistance with data analysis. Multiple other resources for data analysis are available throughout the School of Public Health. Students are expected to actively seek resources to develop their skills in data management and analysis.

Students may choose to use national datasets, such as the Behavioral Risk Factor Surveillance System (BRFSS) or any one of the many datasets available from the National Center for Health Statistics (NCHS). The Department of Health and other state agencies have public use datasets, and other sources of data are available from federal public health agencies. Please see Appendix C for Data Resources.

In addition, Brown University faculty conducting research in the Centers, Programs, and Institutes of the School of Public Health, have a large array of research projects through which they collect primary data. Students may consider the following research centers in seeking access to data for their theses:

- Brown University AIDS Program and Center for AIDS Research
- Center for Alcohol and Addiction Studies
- Centers for Behavioral and Preventive Medicine
- Center for Gerontology and Health Care Research
- Center for Population Health and Clinical Epidemiology
- Center for Primary Care and Prevention
- Center for Statistical Sciences
- International Health Institute
- Institute for Community Health Promotion

Students conducting secondary analysis of existing data must obtain appropriate agreements and assurances with Primary Investigator(s) and/or data sources regarding use of the data. Students must acknowledge the Primary Investigator(s) and/or data and funding sources in the thesis.

Some students might be interested in submitting findings from their thesis for publication in a peer-review journal. Students are encouraged to establish verbal and written agreements with their advisors and with the Primary Investigator(s) of the study where the data came from (if they are not the same) about permission to publish and authorship arrangements. To minimize any conflicts, such arrangements should be established early in the thesis process and should be revisited prior to manuscript submission. Conflicts may be discussed with the Graduate Program Director or Department Chair.
MILESTONES FOR THE THESIS PROJECT

The thesis constitutes significant effort, often requiring several semesters to complete. Students should consult with their thesis advisor to create an appropriate timeline for the thesis project. Students are advised to communicate with their thesis advisor and reader on a regular basis. It is important to plan a meeting schedule with the thesis advisor throughout the development of the thesis. Please review the Sample Timelines on pages 11-12.

There are six core milestones that guide the thesis process:

1. **Thesis proposal and meeting** (approved by thesis advisor and reader, and submitted to the Graduate Program Director)
   - Graduate student, thesis advisor, and thesis reader will meet to discuss the written proposal, methodology, data source and analysis plan, and timeline. Discussion should also include plans for ongoing communication, as well consideration of resources needed to complete thesis (e.g., access to data, statistical software). The approved thesis proposal and signed proposal form must be submitted to the Graduate Program Director. See Appendix A for proposal form.

2. **Thesis progress report** (approved by thesis advisor, and submitted to Graduate Program Director)
   - The student will submit to the thesis advisor and reader a progress report describing status of literature review and data analysis, and any revisions to the timeline. The thesis advisor must approve the progress report. A signed copy of the progress report form must be submitted to Graduate Program Director. See Appendix B for progress report form.

3. **First full draft** (submitted to thesis advisor and reader)
   - Graduate students will submit a first full, complete draft of the thesis document to the thesis advisor and reader. The thesis advisor and reader will provide a detailed review and comments on the thesis document within approximately two weeks.

4. **Revised full draft**, responding to previous revisions
   - Graduate students will submit the revised thesis document to the thesis advisor and reader. The revised document should respond to each comment provided earlier. Additional rounds of review and revised resubmission should be expected.

5. **Advisor decides whether or not to approve the thesis**
   - Thesis advisor will make the final determination whether to approve the thesis document. In some instances, the thesis advisor might decide that the thesis is not ready for submission to the Graduate School; this decision will likely postpone the thesis deadline and may require that the graduate student continue thesis activity into the summer or into following semester.

6. **Submit all signed documents to the Graduate School**, formatted in accordance with Graduate School guidelines
   - If the advisor approves the thesis, the graduate student must obtain all required signatures and format the thesis appropriately. See Thesis checklist on page 15 for more details.
IMPORTANT THESIS ISSUES

- Students should expect at least one round of review and revised resubmission before receiving approval from the thesis advisor and reader. Typically, more than one round of review and revised resubmission will be needed.

- Students whose thesis project involves collection of data will require review and approval by the Brown Institutional Review Board (IRB). This process typically involves several additional months of preparation before data collection can begin.

- Students who intend to participate in Graduate Commencement activities (typically held the final week of May) must submit all approved thesis materials to the Graduate School by May 1. Students are advised to allow sufficient time to make corrections and prepare the thesis for submission to the Graduate School. Students must communicate with their thesis advisor and reader to be sure that they have sufficient time to read the thesis, return comments (perhaps multiple times), and sign it prior to the May 1 deadline.

- Brown University confers diplomas only once per year—typically the final week of May. Students who are completing their thesis “off cycle” may receive a certificate stating that they have completed all requirements for the Master’s degree; however they will not be conferred the official graduate diploma until the following May.
**SAMPLE TIMELINES**

**Sample Timeline 1**  
For students aiming to complete coursework and thesis in 9 months (two semesters)

| First Semester | Meetings with Faculty  
|                | Read and Review the Research Literature  
|                | Identify a Thesis Advisor and Thesis Reader |
| Second Semester | January 23 – Submit Thesis Proposal and Hold Meeting  
|                 | February 22 – Progress Report  
|                 | March 22 – Submit First Full Thesis to Advisor and Reader  
|                 | April 8 – Receive First Full Review by Advisor and Reader  
|                 | April 22 – Submit Revised Full Thesis for Review to Advisor and Reader  
|                 | April 28 – Final Decision by Advisor to Approve Thesis**  
|                 | May 1- Submit Final Thesis to Graduate School  
|                 | (NOTE: Students must make an appointment to submit the thesis; to do so, please contact Barbara Bennett in the Graduate School at 401-863-2843) |

**Advisor is not obligated to approve the revised thesis. If the thesis is not approved, the graduate student will not be able to participate in Graduate Commencement activities, and must work over the summer to revise and obtain thesis approval.**
**Other Sample Timelines for Final Submission to the Graduate School**

**Summer:** For students who intend to finish before the start of fall semester (consult current academic calendar)

**Fall:** For students who intend to finish before the start of spring semester (consult current academic calendar)

**Spring:** For students who intend to finish before the start of summer semester (consult current academic calendar)

**These timetables apply to students who are NOT completing their thesis in the spring semester following matriculation. Relative to the 9-month timeline, these timelines allow for one additional revise/resubmission of the thesis document to the advisor/reader.**

<table>
<thead>
<tr>
<th>MILESTONE ACTIVITY</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Thesis Proposal and Hold Meeting</td>
<td>April 1</td>
<td>August 1</td>
<td>December 2</td>
</tr>
<tr>
<td>Progress Report</td>
<td>May 15</td>
<td>September 13</td>
<td>January 15</td>
</tr>
<tr>
<td>Submit First Full Thesis to Advisor and Reader</td>
<td>July 1</td>
<td>November 1</td>
<td>March 3</td>
</tr>
<tr>
<td>Receive First Full Review by Advisor and Reader</td>
<td>July 15</td>
<td>November 15</td>
<td>March 14</td>
</tr>
<tr>
<td>Submit First Revision of Full Thesis for Review to Advisor and Reader</td>
<td>August 1</td>
<td>December 2</td>
<td>April 1</td>
</tr>
<tr>
<td>Receive Second Full Review</td>
<td>August 15</td>
<td>December 16</td>
<td>April 15</td>
</tr>
<tr>
<td>Submit Second Revision of Full Thesis</td>
<td>August 22</td>
<td>December 23</td>
<td>April 22</td>
</tr>
<tr>
<td>Final Decision by Advisor to Approve Thesis*</td>
<td>August 28</td>
<td>January 15</td>
<td>April 28</td>
</tr>
<tr>
<td>Submit Final Thesis to Graduate School**</td>
<td>August 29</td>
<td>January 17</td>
<td>May 1</td>
</tr>
</tbody>
</table>

*Advisor is not obligated to approve the revised thesis. If the thesis is not approved, the graduate student will not be able to participate in Graduate Commencement activities, and must continue to revise the thesis to obtain approval.

** Graduate students should contact the Graduate School to confirm submission deadlines.
The BSHS thesis is the work of a future public health professional; therefore it should be professional in all aspects. The thesis should be written for a public health audience that includes one or more of the following: researchers, policymakers, program directors, health care and other service providers, epidemiologists, intervention developers, and/or program evaluators. It should be methodologically rigorous but addressed to a broad public health audience.

There are no page length requirements for the BSHS thesis. The document should be well organized and the sections should be clearly labeled and flow logically. The type of thesis should result from a discussion between the student and his/her advisors. Any deviation from the following format should be clearly approved by the thesis advisor and the Graduate Program Director. Unless otherwise specified, the BSHS thesis should be a complete document consisting of the following sections:

- **Abstract** The Abstract should summarize the project and major findings in a concise paragraph.
- **Background** The Background should cover the major relevant literature (or all of the literature if there are few relevant publications) in a clear, concise manner. The Background should include a **Statement of purpose**, which is a clear and concise statement of the primary objective(s) of the work.
- **Methods** The Methods section should explain, in a clear and organized fashion, how the project was conducted. The population under study should be clearly delineated, including the sampling frame, if appropriate, and sample sizes. The statistical methods and software used for analysis should be stated.
- **Results** The Results section should contain tables, charts and figures, as appropriate, to display study results. The major findings should be reported in the text, referring the reader to the appropriate tables, charts, and figures. Results should be reported clearly and logically, without discussion. If not an empirical work, the Results should present the qualitative or literature-based information on which the paper’s argument is based.
- **Discussion** including limitations. The Discussion section should be a well-organized discussion of the major findings and should include comparison with previous studies and possible explanations of findings. The major limitations of the study and their possible effects on the study results should be presented. The Discussion should include **Conclusions / Recommendations** which state the implications of the major findings and may include public health policy or suggestions as to how the findings inform a relevant public health policy issue.
- **References**
- **Appendices** including study tools.

A different set of sections may be appropriate if the thesis is not a traditional empirical report. Please consult with your thesis advisor in determining the sections that should be included.

Students are advised to study the style of research articles from major peer-review journals cited by BSHS faculty. We strongly emphasize writing the thesis according to APA style. Please consult the most recent Publication Manual of the American Psychological Association or use the website [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
SUBMISSION TO THE GRADUATE SCHOOL

Students are required to submit two unbound hard copies of the thesis to the Graduate School and one hard copy to the Graduate Program Director (along with an e-copy).

Students should follow the preparation, formatting, and submission guidelines of Master’s Theses from the Graduate School. These guidelines take priority over APA-style guidelines.

For more information regarding the submission of your thesis, please contact Barbara Bennett in the Graduate School at (401)863-2843 or the BSHS Academic Program Coordinator at (401)863-6578.

*** PLEASE NOTE: Prior to submitting the thesis at the Graduate School, students must obtain a Bursar Clearance (available at the Bursar’s Office) to indicate that all bills to Brown University have been paid. Student must bring a Bursar Clearance to their appointment in order to submit their thesis to the Graduate School.
BSHS THESIS SUBMISSION CHECKLIST

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. The following checklist provides some helpful reminders, but please review the Graduate School Master’s Thesis Guidelines closely, which includes samples of the title page, signature page, and authorization page, before submitting the thesis.

- **Submit two copies to the Graduate School.** The original: unbound, in a box or manila envelope; the copy need not be on paper of the same quality as that of the original.
- **Submit one** paper copy and electronic copy to the BSHS Program director
- **The Signature Page** *(See Sample Thesis Signature Page at link above or Appendix F):* Submitted manuscript to grad school must include at least two signature pages, both bearing the original signature (not copies) of the director (not the graduate representative or chairperson). Signatures should be in either black or blue ink. Please type the name of the director under the line which is to be signed. (Candidates who want an original signature page signed by the Dean of the Graduate School for their own files must include a third signature page.)
- **The Text** must be in black ink, with a resolution of at least 300 dots per inch (laser printer)
- **Paper:** plain white bond, acid-free, 8.5 X 11 inches
- **Type and Spacing:** 10-,11-, or 12- point font, double-spaced (except footnotes)
- **Margins:** the left margin should be 1.5 inches wide, all other margins should be 1 inch
- **Page Numbers:** top or bottom – just be consistent. The thesis proper (introduction through bibliography) is numbered using Arabic numerals starting with 1
- **Preliminary Pages** should appear in the following order:
  - Title page (do not number) - *See Sample Title Page at link above or Appendix E*
  - Signature page ii
  - Vita iii
  - Preface and acknowledgments iv
  - Table of contents v
  - List of tables vi
  - List of illustrations vii
- **Graphs, Drawings, and Photographs** must preserve the specified margins
- **Dating the Thesis:** since degrees are only conferred at the end of the academic year, theses should be dated as such (for example, May 2017)
- **Authorization to Lend and Reproduce the Thesis** *(See Sample Form, Appendix G)* All students who submit a master's thesis must sign a statement authorizing Brown University to lend the thesis to other institutions and to reproduce the thesis. The page should be unnumbered and inserted in the beginning of the thesis.
- **Bursar Clearance Form** (to indicate all bills to Brown University have been paid): Simply visit the Bursar’s office during regular business hours, and they’ll provide you with a clearance form – provide this to the graduate school when presenting your thesis so that they can clear you to graduate.

Note: Questions regarding the submission of your thesis to the Grad school: Barbara Bennett (401) 863-2843
Where to Go For Help

The thesis advisor and reader should serve as the primary source of assistance and guidance throughout the development of the thesis. Since the thesis process requires a variety of skills, including writing, communication, and data analysis, students may find the following resources helpful. Special thanks to Deborah Pearlman, PhD for her contribution to this section.

Envisioning the Thesis


Institutional Review Board (IRB) Procedures

Research Protections Office (RPO) [http://www.brown.edu/research/institutional-review-board-irb](http://www.brown.edu/research/institutional-review-board-irb)

The RPO provides weekly office hours, during which researchers may stop in to receive clarification of IRB policies and guidance in preparing human research protocols for presentation to the IRB.

What: Institutional Review Board OPEN HOURS
When: Tuesdays 12 – 1 pm
       Fridays 2 – 3 pm
Where: Research Protections Office, 2 Stimson Ave, 3rd floor
Who: Anyone (students, faculty, and staff) needing assistance with human research related issues or any IRB-related policy or procedure.

For more information please call the IRB Coordinator at 401-863-3050.
RPO also conducts departmental workshops, which are carefully tailored to the specific research needs of the department. Faculty, students, and staff can request one-on-one meetings to discuss human research projects, or an RPO representative can provide small group seminars regarding human research protections and IRB processes. These seminars are also customized to the research needs of the group or department. A coordinated, responsive, and in-depth education and outreach program encompassing all elements of the inclusion of people as research participants is essential to a strong human research protections program.

Research and Data Analysis

Assistance with data analysis is available to students through the BSHS Program. Students may make an appointment with Annie Gjelsvik, PhD, Assistant Professor of Epidemiology, to ask questions or seek guidance regarding data analysis.


Writing Assistance with writing is available to students through the Brown University Writing Center. 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.

www.brown.edu/Student_Services/Writing_Center/


Ethnographic Writing Research: Writing It Down, Writing It Up, and Reading It, Wendy Bishop. Portsmouth, NH: Heinemann, 1999.


Style Manuals


■ Style sheets for citing Internet resources: MLA, APA, AMA (*UC Berkeley, Library*) Gives basic guidelines for formatting citations from a variety of electronic resources. www.lib.berkeley.edu/Help/guides.html.


**PUBLISHING**

APPENDICES

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APPENDIX A: PROPOSAL FOR THE BSHS THESIS

Students must submit this proposal form to their thesis advisor and reader, accompanied by a description of the thesis aims, background justification, methodology, data source and analysis (if appropriate), and timeline. In an in-person meeting, students must be able to clearly define and justify their thesis project to the thesis advisor and reader.

Students should then submit the completed proposal form, including appropriate signatures, to the BSHS Graduate Program Director for final approval. Students will receive an email from the BSS Coordinator confirming approval of the thesis project.

The Thesis Proposal must be approved by the thesis advisor and reader, as well as by the BSHS Graduate Program Director.

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Thesis Title</td>
</tr>
</tbody>
</table>

Please develop a thesis timeline that includes deadlines for the following, as appropriate:

- [ ] Complete background literature review
- [ ] Submit IRB for review (if applicable)
- [ ] Identify data source (if applicable)
- [ ] Begin data collection (if applicable)
- [ ] Begin data analysis (if applicable)
- [ ] Submit progress report to thesis advisor, reader, and Graduate Program Director
- [ ] Submit first full draft to thesis advisor and reader
- [ ] Submit revised draft to thesis advisor and reader
- [ ] Submit final approved thesis to Graduate School
<table>
<thead>
<tr>
<th>Thesis Advisor</th>
<th>Thesis Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Mailing Address</td>
</tr>
<tr>
<td>City State Zip</td>
<td>City State Zip</td>
</tr>
<tr>
<td>Email address</td>
<td>Email address</td>
</tr>
<tr>
<td>I have read and approve this thesis proposal and I agree to serve as the thesis advisor for this project.</td>
<td>I have read and approve this thesis proposal and I agree to serve as the thesis advisor for this project.</td>
</tr>
<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BSHS Graduate Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Master of Behavioral and Social Health Sciences Thesis Proposal has been approved.</td>
</tr>
<tr>
<td>Signature</td>
</tr>
</tbody>
</table>
APPENDIX B: PROGRESS REPORT FOR THE BSHS THESIS

Students must submit a progress report completed by their thesis advisor at the midpoint between submitting the thesis proposal and submitting the final thesis. The advisor should indicate whether or not the student has made adequate progress toward completion of the thesis and if they will be able to complete the thesis in a timely manner prior to graduation. Students should ask their thesis advisor to complete this progress report form and submit it to BSHS Graduate Program Director for approval.

The Progress Report must be completed by the thesis advisor and submitted to the Graduate Program Director.

Student: Please attach a 1-3 page description of the work you have completed on your thesis project and the steps you will take to finish the thesis. Provide this information to your thesis advisor when you ask him/her to fill out this form.

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<th>Student Name</th>
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**Thesis Advisor**

*Please check all that apply*

- [ ] This student is on track to complete the thesis by __________ (proposed completion date)
- [ ] This student is NOT on track to complete the thesis by __________ (proposed completion date)
- [ ] I will work with this student to correct the problem
- [ ] This student cannot complete the thesis by __________ (proposed completion date)

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**BSHS Graduate Program Director**

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APPENDIX C: DATA RESOURCES

The following list includes both local and national data resources. It is organized by agency and it lists data and additional data resources as well as their corresponding websites. Some of the data listed is free, while other data may be accessed for a fee. It is important to note that this list is not exhaustive.

LOCAL

The Rhode Island Department of Health

  Health Data Inventory
  http://www.health.ri.gov/data/index.php

The Health Data Inventory is a Compendium of Databases maintained by the Rhode Island Department of Health, including:
  Adolescent Substance Abuse Survey
  Birth Records
  Cancer Registry
  Census of Fatal Occupational Injuries
  Death Records
  Early Intervention Program
  Emergency Medical Services Ambulance Run Reports
  Fetal Death Records
  Health Center and Provider Office Immunization Assessments
  Health Facility File
  Health Interview Survey
  HIV/AIDS Reporting System
  Home Visiting Data
  Hospital Discharge Data
  Hospital Financial Operations Dataset
  Infant Mortality Data and Linked Birth-Infant Death Records
  Lead Screening Data
  License 2000
  Maternal and Child Health Data
  Minimum Data Set for Nursing Home Care
  National Notifiable Disease Surveillance System (NNDSS)
  National Electronic Telecommunications System for Surveillance (NETSS)
  School Immunization Survey
  Sexually Transmitted Diseases Surveillance
  Traumatic Brain Injury Surveillance
  Tuberculosis Surveillance
  Universal Newborn Development Screening
  Women, Infant and Children Food Supplement Program (WIC)
  Youth Tobacco Survey

Center for Health Data and Analysis
  http://www.health.ri.gov/programs/healthdataandanalysis/

RI HEALTH Web Query System
  http://www.health.ri.gov/data/

RI Behavior Risk Factor Surveillance System (BRFSS)
RI Youth Risk Behavior Survey (YRBS)

Rhode Island Kids Count
  http://www.rikidscount.org/matriarch/default.asp

Providence Plan
  http://www.provplan.org

NATIONAL

Agency for Healthcare Research and Quality (AHRQ)
  http://www.ahrq.gov

  Consumer Assessment of Health Plans Survey (CAHPS)
  https://cahps.ahrq.gov/

  Healthcare Cost and Utilization Project (HCUP)
  http://www.ahrq.gov/data/hcup/

  HIV Cost and Services Utilization Study (HCSUS)
  http://www.rand.org/health/projects/hcsus.html

  HIV Research Network (HIVRN)/HIVnet
  http://archive.ahrq.gov/data/hivnet.htm

  Medical Expenditure Panel Survey (MEPS)
  http://www.meps.ahrq.gov/mepsweb/
The Centers for Disease Control and Prevention (CDC)  http://www.cdc.gov/
Detailed Description of Survey and Data Collection Systems http://www.cdc.gov/nchs/surveys.htm
Asthma Data on Demand http://www.cdc.gov/asthma/asthmadata.htm
Women’s Health  www.cdc.gov/women/
Hispanic Health and Nutrition Examination Survey (HHANES)  http://www.cdc.gov/nchs/nhanes/hhanes.htm
Longitudinal Studies of Aging (LSOA)  http://www.cdc.gov/nchs/lsoa.htm
National Asthma Survey (NAS)  http://www.cdc.gov/nchs/slaits/nas.htm
National Center for Injury Prevention and Control  http://www.cdc.gov/ncipc/
National Hospital Care Survey includes the following components: http://www.cdc.gov/nchs/nhcs.htm
National Ambulatory Medical Care Survey (NAMCS)  http://www.cdc.gov/nchs/ahcd.htm
National Survey of Ambulatory Surgery (NSAS)  http://www.cdc.gov/nchs/nsas.htm
National Hospital Discharge Survey (NHDS)  http://www.cdc.gov/nchs/nhds.htm
National Nursing Home Survey (NNHS)  http://www.cdc.gov/nchs/nnhs.htm
National Home and Hospice Care Survey (NHHC)  http://www.cdc.gov/nchs/nhhcs.htm
National Employer Health Insurance Survey (NEHIS)  http://www.cdc.gov/nchs/data/misc/employ2.pdf
National Health Interview Survey (NHIS)  http://www.cdc.gov/nchs/nhis.htm
National Health and Nutrition Examination Survey (NHANES) http://www.cdc.gov/nchs/about/major/nhanes/datalink.htm
National Immunization Survey (NIS)  http://www.cdc.gov/nis/
National Maternal and Infant Health Survey (NMIHS)  http://www.cdc.gov/nchs/about/major/nmihs/abnmihs.htm
National Survey of Family Growth (NSFG)  http://www.cdc.gov/nchs/nsfg.htm
National Survey of Children’s Health (NSCH)  http://www.cdc.gov/nchs/about/major/slaits/nsch.htm
Pediatric and Pregnancy Nutrition Surveillance System (PedNSS)  http://www.cdc.gov/pednss/
Smart BRFSS Data: Select Metropolitan/Micropolitan Area Risk http://www.cdc.gov/brfss/smart/technical_infodata.htm
Trends (SMART)
State and Local Area Integrated Telephone Survey (SLAITS)  http://www.cdc.gov/nchs/slaits.htm
Youth Risk Behavior Surveillance System (YRBSS)  http://www.cdc.gov/nchs/agingact.htm
Dartmouth Medical School  http://www.dartmouth.edu/
Duke University  http://www.duke.edu/
National Long Term Care Survey (NLTCS)  http://www.nltcs.aas.duke.edu/index.htm
Food and Drug Administration  http://www.fda.gov/
Surveys of Prescription Drug Information http://aspe.os.dhhs.gov/datacncl/datadir/fda.htm#NSPDIPP
Provided to Patients (NSPDIPP)  http://www.fda.gov/cder/ddmac/researchka.htm
Harvard University: Murray Research Center at the Radcliffe Institute for Advanced Study
Longitudinal Study of Generations and Mental Health  http://www.murray.harvard.edu/
Health Resources and Services Administration  http://www.hrsa.gov/
Area Resource File (ARF)  http://www.arfsys.com/
Kaiser Family Foundation (KFF)  http://www.kff.org/
State health data  http://www.statehealthfacts.org/
National Institutes of Health  www.nih.gov
Surveillance, Epidemiology and End Results (SEER)  http://www.seer.cancer.gov/
And Health Care Technology (NICHSR)

Partners in Information for the Public Health Workforce  http://phpartners.org/
United States Census Bureau  Unites States Census  http://www.census.gov
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<td>The Outcome and Assessment Information Set (OASIS)</td>
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<td>State Medicaid Research Files and Medicaid Analytic extract</td>
<td><a href="http://www.cms.hhs.gov/MedicaidDataSourcesGenInfo/07_MAXGeneralInformation.asp">http://www.cms.hhs.gov/MedicaidDataSourcesGenInfo/07_MAXGeneralInformation.asp</a></td>
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<td>Minimum Data Set (MDS)</td>
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<td>HS Data Council Gateway to Data and Statistics</td>
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<td>The University of California, San Diego</td>
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<td>Data On the Net</td>
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<td><strong>The University of Michigan</strong></td>
<td><a href="http://www.umich.edu/">http://www.umich.edu/</a></td>
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<td>Health and Retirement Study (HRS)</td>
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<tr>
<td>Inter-University Consortium for Political and Social Research</td>
<td><a href="http://www.icpsr.umich.edu">http://www.icpsr.umich.edu</a></td>
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<tr>
<td><strong>The University of Minnesota</strong></td>
<td><a href="http://www1.umn.edu">http://www1.umn.edu</a></td>
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<td>Integrated Public Use Microdata Series (IPUMS)</td>
<td><a href="http://www.ipums.umn.edu/">http://www.ipums.umn.edu/</a></td>
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<tr>
<td><strong>University of North Carolina at Chapel Hill- Carolina Population Center</strong></td>
<td><a href="http://www.cpc.unc.edu/">http://www.cpc.unc.edu/</a></td>
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APPENDIX D: BSS FACULTY RESEARCH INTERESTS

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
APPENDIX E: SAMPLE TITLE PAGE

The Intricate Web:
Donne and the Creative Process

By
David Bates Foster
B.A., University of Virginia, 2002

Thesis
Submitted in partial fulfillment of the requirements for the
Degree of Master of Arts in the Department of English at Brown University

PROVIDENCE, RHODE ISLAND

MAY 2004
This thesis by David Bates Foster is accepted in its present form by the Department of English as satisfying the thesis requirements for the degree of Master of Arts.

Date__________________________
(Signature of Advisor)
(Typed name of Advisor), Advisor

Approved by the Graduate Council

Date__________________________
(Signature of Dean)
(Typed name of Dean), Dean of the Graduate School
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