



PhD Program in Pharmaceutical Outcomes and Policy

Policy and Procedures Manual for Graduate Study

TABLE OF CONTENTS

PHD PROGRAM IN PHARMACEUTICAL OUTCOMES AND POLICY	1
POLICY AND PROCEDURES MANUAL FOR GRADUATE STUDY	1
I. GRADUATE PROGRAM.....	2
MISSION	2
ROLE OF THE DEPARTMENTAL GRADUATE COORDINATOR	2
II. PROGRAM REQUIREMENTS – PH.D. DEGREE.....	2
OBJECTIVES	2
SPECIFIC REQUIREMENTS FOR GRADUATE STUDY	3
GRADUATE STUDENT CLASSIFICATION	3
SELECTION OF A MAJOR ADVISOR.....	3
SUPERVISORY COMMITTEE.....	3
CHANGING MAJOR ADVISORS	3
REVIEW OF ACADEMIC PROGRESS.....	4
DEVELOPING A TEACHING PORTFOLIO	4
PRESENTING RESEARCH FINDINGS.....	5
<i>III. EXAMINATIONS</i>	5
PRELIMINARY EXAMINATION	5
QUALIFYING EXAMINATION AND RESEARCH PROPOSAL	6
DISSERTATION	6
FINAL EXAMINATION/ORAL DEFENSE OF DISSERTATION.....	7
III. COURSE OF STUDY	7
CORE COMPETENCIES.....	8
Below are two sets of core competencies to be attained by students in our program. The first set focuses on research competencies and the second set are discipline-specific competencies for Pharmacy Health Care Administration.	8
Research Competencies	8
Students completing a Ph.D. will be able to demonstrate the following competencies required to conduct research.....	8
CORE CURRICULUM	9
INDEPENDENT STUDY REQUIREMENTS	10
AREAS OF CONCENTRATION	10
IV. GENERAL POLICIES	12
FACULTY EXPECTATIONS OF GRADUATE STUDENTS	12
TIMETABLE FOR COMPLETION OF PH.D.....	13
First Year	13
Semester 1	13
Semester 2 -3	13
Second Year.....	13
Semester 4.....	13
Semester 5.....	13
Semester 6.....	14
Third Year.....	14
Fourth Year	14
CONFLICTS-OF-INTEREST AND INTEGRITY IN GRADUATE STUDY	14

GRADUATE ASSISTANTSHIPS	14
Stipends.....	14
Vacation.....	15
Teaching Assistants and Assignment of Teaching Load.....	15
Outside Work Policy.....	15
Fellowships	16
Internships.....	16

I. GRADUATE PROGRAM

MISSION

Drug therapy is the most widely used and efficacious treatment modality available for a variety of health disorders. Yet problems with the use of medications are persistent and costly. Inappropriate prescribing, inadequate monitoring and control of medications and misuse of medications continue to be sources of major concern. Research and teaching in the Department of Pharmaceutical Outcomes and Policy (POP) at the University of Florida focus on issues related to the use of medications in society and ways to improve the drug use process.

The mission of the Department of Pharmaceutical Outcomes and Policy is to:

1. Advance safe, effective and humane drug therapy in society
2. Discover new knowledge and disseminate existing knowledge about medication use.

Graduate studies will provide the conceptual knowledge, theoretical foundation, analytical skills and experience in problem-solving needed to conduct research in the areas of pharmacoepidemiology, pharmacoconomics and patient safety and medicines use.

ROLE OF THE DEPARTMENTAL GRADUATE COORDINATOR

The departmental graduate coordinator is responsible for advising students on general graduate policies. He or she will meet with students on a regular basis to discuss issues related to graduate education. The graduate coordinator may be assisted by other faculty members in advising new students. The coordinator also is responsible for overseeing the quality of the graduate program.

II. PROGRAM REQUIREMENTS – PH.D. DEGREE

OBJECTIVES

The objectives of the Ph.D. program in Pharmaceutical Outcomes and Policy are:

- To provide an environment that nurtures and stimulates the intellectual advancement of our students and faculty. This includes providing forums for discussion of ongoing research as well as issues affecting us as educators of health care professionals.

- To provide a broad foundation in the social, psychological, epidemiologic, economic and administrative aspects of medication use and pharmacy's role in the control of medication use in society.
- To provide in-depth research training in at least one focus area of study.
- To provide training and experience in teaching.

SPECIFIC REQUIREMENTS FOR GRADUATE STUDY

The Graduate School, located in Grinter Hall, publishes a Graduate Catalogue which gives detailed information on requirements for study in graduate degree programs. Students are responsible for obtaining the graduate catalogue and for meeting all requirements. The Graduate Catalogue and latest Graduate School rules, including deadlines and requirements for graduation, are on the Graduate School home page. It is up to students to be informed of Graduate School requirements. The information in the Pharmaceutical Outcomes and Policy Policies and Procedures manual do not have all of the rules and requirements of the University or the Graduate School.

GRADUATE STUDENT CLASSIFICATION

Students enrolled for the first time in Graduate School in the College of Pharmacy are classified as 7PH. The student becomes classified 8PH upon accumulating thirty-six (36) credits and continuing enrollment in Graduate School. On successful completion of all parts of the Qualifying Examination and approval of a dissertation proposal, the student is admitted to Candidacy for the Ph.D. degree which carries the classification 9PH.

SELECTION OF A MAJOR ADVISOR

Upon entering the department, a temporary faculty advisor will be assigned to each student. A student should meet with each faculty member in the department during his/her first semester in the graduate program to discuss the faculty member's research interests. A student must select a major advisor to direct his or her graduate studies before the 5th semester of study (fall of second year).

SUPERVISORY COMMITTEE

The supervisory committee is nominated by the student's major advisor in consultation with the student. The committee is recommended by the department chairperson to the Dean of the College of Pharmacy and appointed by the Dean of the Graduate School. The Dean of the Graduate School is an ex-officio member of all supervisory committees. The guidelines for establishing a supervisory committee are detailed in the Graduate Student Handbook. If a student desires to change a member or members of their supervisory committee, the advisor should be consulted as soon as possible.

CHANGING MAJOR ADVISORS

If a student desires to change their major advisor, the current advisor should first be consulted. If both agree to such a change, the student may choose a new advisor. If they cannot come to an agreement concerning the proposed change then the student and the faculty member will consult the chairman and departmental graduate coordinator in order to resolve the issue.

REVIEW OF ACADEMIC PROGRESS

It is the primary responsibility of the major advisor (or graduate coordinator if no advisor has been appointed) to assure quality performance by the student. If the student's GPA falls below the Graduate School's 3.0 requirement, the Graduate School will inform the graduate coordinator by mail. This information is also sent to the student's advisor. If a student's semester GPA is below 3.0, he/she must earn above a 3.0 for the next semester in order to continue in the program. Dismissal is not negotiable and will be effective upon the official notification of the department of the second probationary status of the student.

In general, the only passing grades for graduate students are A, B+, B, C+, C, and S. All courses must be at 5000 level or higher. In the case of specific core courses in the areas of statistics, research methods, and the drug use process, a grade of B or higher is required. Grade points are not designated for S and U grades; these grades are not used in calculating the grade-point average. Grades of S and U are the only grades awarded in courses number 6910 (Supervised Research), 6940 (Supervised Teaching), 7979 (Advanced Research) and 7980 (Research for Doctoral Dissertation). S/U grades in other courses cannot be counted toward the 90 hour minimum requirement for the Ph.D.

Grades of I (incomplete) should be removed as soon as possible. Grades of I carry no quality point and lower the overall grade point average. All grades of I must be removed before the end of the next academic term.

Students will be provided with a written evaluation of their academic progress at the end of each academic year. The major advisor in consultation with the graduate faculty will prepare this evaluation and will discuss, face-to-face, the evaluation with the student. The original will be signed by the student and kept in the student's academic file.

DEVELOPING A TEACHING PORTFOLIO

Students are asked to develop a teaching portfolio to summarize their teaching activities and their growth as an educator throughout the course of their Ph.D. program. Students should start developing a teaching portfolio as soon as they begin in the Ph.D. program, which should be expanded as teaching experience, develops over time. This portfolio should include such materials as teaching evaluations conducted by professional pharmacy students when you have served as a teaching assistant, PowerPoint slides from lectures or seminars you have given, syllabi of courses in which you have served as a TA, and cases or exercises you have taken a leading role in developing for a class. If you have had lectures or discussion sections videotaped, these tapes can also be included. In addition, information on teaching seminars or workshops you have attended to help you improve your teaching skills should be described. Finally, your personal reflections on the development of your teaching skills and a statement of your own philosophy of teaching should be included as a part of the portfolio. Students should discuss the elements of the teaching portfolio with their academic advisor or major professor throughout the course of their Ph.D. program.

PRESENTING RESEARCH FINDINGS

All students are expected to start their involvement in research from the day they start in the Ph.D. program. Within the first month of classes, new students should schedule an individual interview with each faculty in the department about the research activities and interests of the faculty member. Faculty and students will be paired to begin the involvement of each student in a research activity where there are mutual interests with a faculty member. Involvement in research and presentation of research findings in a public forum is required before a student is allowed to sit for the first phase of the qualifying exam (described below). Presentation of research findings may involve submitting a manuscript to a professional journal, presenting a paper (poster or podium) at a research forum (i.e. at the Graduate Student Forum at the College of Pharmacy), or presenting a paper at a professional meeting, such as at the American Pharmacists Association annual meeting.

III. EXAMINATIONS

When students are ready to schedule any examinations described below, the Departmental Graduate Coordinator must be notified as well as the Graduate Secretary. If forms are required for signature, the Graduate Secretary will prepare the forms. It is up to the student make sure that the secretary is notified in advance of the forms that are required for signature.

PRELIMINARY EXAMINATION

Prior to taking the preliminary exam, the student must have presented research findings in a professional forum. Presentation of research might include submitting a manuscript to a professional journal, presenting a paper (poster or podium) at a research forum (i.e. the Graduate Student Forum at the College of Pharmacy), or presenting a paper at a professional meeting.

Students must pass preliminary exams before the completion of two years of study in the PhD program. This exam will consist of questions submitted by members of the department to reflect coursework included in the core curriculum as well as general understanding of issues relevant to our discipline. In addition, an ability to integrate and apply information on research methods and statistics to problems presented will be evaluated. Grading on each question will be either "S" or "U". In order to pass the examination, the student must achieve "S" on all questions. At the discretion of the departmental faculty, questions receiving a "U" grade may be re-administered. Students will meet with representatives of the faculty who may request oral clarification of statements contained in the written exam.

QUALIFYING EXAMINATION AND RESEARCH PROPOSAL

The qualifying exam (Ph.D. candidacy exam) will be administered after the student has completed the entire plan of study approved by the supervisory committee. This exam will emphasize the coursework taken in the specialty area of study selected by the student. Grading policies for the qualifying exam will be the same as for the preliminary exam. Students will meet with their supervisory committee after taking the exam in order for committee members to seek clarification of statements contained in the written exam.

Satisfactory performance of the written qualifying exam will allow the student to take the Oral Qualifying Examination. At least four (4) faculty members must be present at the oral examination. During the oral qualifying exam, the student will present his/her proposal for dissertation research to the supervisory committee. Each student must have submitted a written research proposal to each committee member at least fourteen (14) days prior to the Oral Qualifying Exam. If the student is able to present his/her proposal both orally and in writing, defend the proposal satisfactorily, and answer questions posed by the supervisory committee, a passing grade will be given. Even when a passing grade is given, the committee is expected to make suggestions for changes in the dissertation proposal that could improve the research project. If the student fails the written or oral qualifying examination, the Graduate School must be notified. A re-examination may be requested, but it must be recommended by the supervisory committee and be approved by the Graduate School. At least one (1) semester of additional preparation is considered essential for re-examination. Successful completion of the qualifying exam admits a student into candidacy for the Ph.D. degree. The results of the qualifying examination must be filed with the Graduate School via the Admission to Candidacy form and a copy provided to the departmental graduate coordinator.

Between the qualifying examination and the date of the degree, there must be a minimum of 2 semesters if the candidate is in full-time residence and one calendar year if the candidate is in a less than full-time status. All work for the doctoral degree must be completed within 5 calendar years after the qualifying examination, or this examination must be repeated.

Between the successful completion of the qualifying examination and the date the degree is conferred, there must be a minimum of two semesters of study if the candidate is in full-time residence, or one calendar year if the candidate is on less than full-time basis. The semester in which the oral qualifying examination is passed is counted, provided the examination occurs before the midpoint of the term. All work for the doctoral degree must be completed within five (5) calendar years after completion of the qualifying examination, or the qualifying examination must be repeated.

DISSERTATION

The goal of the doctoral research project is for a student to engage in research leading to new knowledge or enhancing existing knowledge. The research should be theory-driven

and original. During the course of the research project, the student is expected to critically evaluate research already done in the student's field of interest as it relates to his or her dissertation research. The student, with advice from a faculty supervisor, will then design and implement a method of exploring the research questions of interest.

Dissertations must conform to the American Psychological Association style manual. Before a student begins writing the dissertation, he or she must also obtain the guide to writing dissertations published by the Graduate School. In addition, a newsletter is published by the Graduate College each semester with deadlines that must be met for graduation. The student is responsible for meeting these deadlines.

The faculty wants the research experience to be an exciting one -- a culmination of your graduate studies. We urge you to talk with us throughout your program, both individually and in the classroom, about your interests and ideas for research.

FINAL EXAMINATION/ORAL DEFENSE OF DISSERTATION

After completion of all other work for the degree, and in no case earlier than six (6) months before the conferral of the degree, the candidate will be given a final examination, consisting of an oral defense of his/her dissertation by the supervisory committee.

An announcement of the scheduled examination must be sent to the graduate coordinator of the major department 10 business days in advance.

At least four (4) faculty members must be present at the final oral portion of the final examination. This includes the supervisory committee.

At the time of the defense all committee members should sign the **signature pages** and all committee and attending faculty members should sign the Final Examination form. The signed Final Examination Report and the original copy of the dissertation must be returned to the Graduate School after the dissertation has been corrected.

III. COURSE OF STUDY

Doctoral study consists of the independent mastery of a field of knowledge and the successful execution of research. For this reason, doctoral students act, in large measure, on their own responsibility, and doctoral programs are more flexible and varied than those leading to lower degrees. A minimum of 90 semester hours is required for the doctoral degree. However, it is not unusual for students to complete a larger number of credit hours depending on the topic of concentrated study, the supervisory committee, the dissertation, and the student him/herself.

Requirements of the graduate program are divided into five broad categories: (1) core courses; (2) an independent study component; (3) seminar, regular research meetings, and individual study/special problem courses; (4) specialty courses; and (5) dissertation hours. A complete written outline of the program of study must be approved by the

Supervisory Committee not later than the fifth semester following the student's admission to the program.

CORE COMPETENCIES

Below are two sets of core competencies to be attained by students in our program. The first set focuses on research competencies and the second set are discipline-specific competencies for Pharmaceutical Outcomes and Policy.

Research Competencies

Students completing a Ph.D. will be able to demonstrate the following competencies required to conduct research.

- Theory: Describe foundation of theory of science.
- Research design: Describe essential elements of experimental, quasi-experimental and observational research designs and use them appropriately to address research questions.
- Principles of measurement: Develop instruments to measure research constructs and establish the reliability and validity of the instrument.
- Inferential statistics: Apply basic and advanced parametric and non-parametric statistical methods, including multivariate statistics; determine the appropriate tests and interpret the results of statistical analyses appropriately.
- Communication of research results: Select appropriate means to present research results to target audiences and effectively communicate those results.
- Evaluation of research: Write critical reviews of research reports, manuscripts, and proposals.
- Principles of research ethics: Apply ethical principles in use of human subjects in research.

Disciplinary Competencies

Students completing requirements for a Ph.D. will be able to demonstrate competencies required to understand and conduct research pertinent to our discipline.

- Health care organization in the US: Describe issues related to organization, production, consumption, reimbursement, financing, access to, and delivery of health care in the United States.

- The medication use system: Describe the medication use system and its limitations; concepts involved in continuous quality improvement, pharmaceutical care, and other systems approaches to improving drug use.
- The drug product: Describe issues related to development, distribution, and evaluation of the drug product: Describe the process of drug development; the evaluation of drug efficacy, effectiveness, safety and costs and regulatory and public policy related to drug approval and withdrawal.
- Behavior of individuals in the medication use system: Examine patient and provider behavior within the medications use process; understand key ethical issues affecting relationships between providers and patients, and describe the role of theory in understanding the use of drugs in society.

CORE CURRICULUM

The curriculum that will teach the knowledge needed to meet the core competencies is shown below. Students who have taken equivalent courses from other Universities must present syllabi of courses taken for review by the Graduate Coordinator.

Fall, Year 1

Course Title	Course #	Credits
Introduction to Pharmacy Health Care Administration I	PHA 6265	2
Introduction to the U.S. Health Care System	HSA 5103	3
Statistical Methods in Social Research I	STA 6126	3
Independent Study or Seminar	PHA 6910 or PHA 6938	1

Spring, Year 1

Course Title	Course #	Credits
Introduction to Pharmacy Health Care Administration II	PHA 6266	2
Statistical Methods in Social Research II	STA 6127	3
Theory of Measurement	EDF 6436	4

Summer, Year 1 or 2

Course Title	Course #	Credits
Measurement in Pharmacy Administration Research	PHA 6717	3
Ethics in Drug Production, Distribution & Use		3

Fall, Year 2

Course Title	Course #	Credits
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Health Services Research Methods I	HSA 7707	3
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Spring, Year 2

Course Title	Course #	Credits
Multivariate Analysis of Educational Research	EDF 7932	3

Summer, Year 1 or 2

Course Title	Course #	Credits
Measurement in Pharmacy Administration Research	PHA 6717	3
Ethics in Drug Production, Distribution & Use		3

Students must register for 9 hours during Fall and Spring semesters, and 6 credits in Summer. Students must have all registration decisions approved by advisors before registration.

INDEPENDENT STUDY REQUIREMENTS

Independent study involves (1) independent reading and (2) guided independent research. It is strongly suggested that each student, with guidance from their faculty advisor, begin an independent reading and research program as early as their first semester in the program.

During the student's first year, the student is expected to begin to undertake a research project under the supervision of a faculty mentor. The research project is not intended to lock the student into a dissertation topic; it is intended to acquaint the student with the research process. Students are also expected to participate in Research Seminar (PHA 6938 - 1 credit hour, S/U grading) during Fall and Spring semesters. The objectives of seminar include: (a) to support graduate students and faculty research; (b) exchange ideas; and (c) to provide experiences in discussing ideas with a group.

Individual study/special problem courses (PHA 6910, PHA 6935, PHA 6936, PHA 6937) are available to students for the purpose of examining specific issues or topics involving the drug use process. All registration for independent study requires submission of a form prior to registration, given to the Graduate Secretary, with signatures of the research supervisor and a description of goals for the independent study experience

AREAS OF CONCENTRATION

In addition to the core requirements, students must select an area for concentration. The selection of a concentration area should be based upon individual student interests and future career and research goals. Much of the research done in the department involves health outcomes research, which crosses disciplinary boundaries and focuses on

evaluating the efficacy and effectiveness, safety, humanistic and cost outcomes of drug therapy, medical technologies and pharmacy related health services. Examples of specialty areas in the department are:

- Pharmacoepidemiology
- Pharmacoeconomics
- Patient Safety and Medication Use

Pharmacoepidemiology

Pharmacoepidemiology can be defined as the application of epidemiologic reasoning, methods, and knowledge to the study of drug uses and effects (beneficial and adverse) of drugs in human populations. It aims to describe, explain, control and predict the uses and effects of pharmacologic treatments in a defined time, space and population.

Research methods from the discipline of pharmacoepidemiology are applied to pharmaceutical outcomes research. Advanced training in these research methods includes:

- experimental trials: (randomized controlled clinical trials), quasi experimental trials, program evaluation
- observational studies: cohort, case control, cross-sectional designs

With a concentration in pharmacoepidemiology a graduate will be able to design and conduct a clinical trial, observational study and a meta-analysis, including stating a hypothesis, developing research methods, calculating sample sizes and presenting a statistical analysis plan. The student also will be able to implement the study design, conduct the statistical analyses, interpret the findings and discuss them in the context of validity and relevance to healthcare, and prepare a publishable manuscript based on the findings.

Pharmacoeconomics

Research methods from the discipline of pharmacoeconomics are applied to pharmaceutical outcomes research. Advanced training in these research methods includes:

- economic evaluations: cost minimization, cost benefit, cost effectiveness and cost utility evaluation systematic literature reviews and meta-analyses
- stochastic modeling: including Markov modeling and Monte Carlo simulation, Bayesian modeling

With a concentration in pharmacoeconomics a graduate will be able to design a pharmacoeconomic study employing economic burden of illness, cost minimization, cost benefit, cost effectiveness or cost utility analyses. The student will be able to select

the appropriate perspective for the cost equation, distinguish between costs and charges, apply discount rates, and conduct sensitivity analyses. The student will be able to establish the effectiveness in money equivalents; and select clinical parameters or utilities using results from clinical trials, observational studies or meta-analyses.

Patient safety and medication use

The Patient Safety and Medication Use concentration examines predictors of quality, outcomes and measures of quality, and interventions to improve quality. The concentration includes the study of patient safety from a patient perspective regarding appropriate use of medication, from a provider perspective regarding appropriate prescribing and effective monitoring of medications, from a systems perspective regarding system contributions to medical error and principles of designing a safe medication-use system, and from a societal perspective regarding ethical and public policy implications and initiatives. Research methods from a variety of disciplines including but not limited to psychology, law, ethics, sociology, and political science are applied to pharmaceutical outcomes. Advanced training involves study of:

1. the structure and function of medication use systems
2. psycho-social theory related to patient and provider behaviors that affect safe medication use
3. principles of psychometric measurement and survey research
4. quantitative (experimental, quasi-experimental and observational studies) and qualitative (bioethics, ethnographic) methods, including methods used in program evaluation
5. quality assessment and continuous quality improvement

With a concentration in patient safety and medication use the graduate will be able to (a) develop regulatory and public policy initiatives that affect the use of medications in society, (b) conduct quality improvement programs related to medication use, (c) evaluate programs to prevent, detect and resolve medication errors and improve patient safety for application in either the public or private sector, and (d) conduct basic research examining factors affecting the safety of the use of medications.

IV. GENERAL POLICIES

FACULTY EXPECTATIONS OF GRADUATE STUDENTS

Graduate students should understand and embrace those things that are valued by the department. Below is a list of behavioral expectations that the faculty wishes to transmit to students, and by which the faculty will evaluate students:

1. Developing a sense of purpose consistent with the departmental mission.
2. Demonstrating competence, that is, using resources to achieve one's objectives, goals, and purpose. The demonstration of competence typically is influenced by one's ability (a) to prioritize (i.e., balancing multiple objectives according to purpose); (b) to organize; and (c) to demonstrate self-discipline.
3. Demonstrating a commitment to reality in one's discipline of study (i.e., honesty, candor).

4. Accepting responsibility for, and active involvement in, learning; participating in seminars, conferences, discussion sessions; conscientiously meeting the duties of a graduate or teaching assistant.
5. Demonstrating an openness to challenge by trying new ideas in seminar/research meetings, being "wrong", and attempting new activities.
6. Demonstrating leadership among fellow students and in student/professional organizations.

TIMETABLE FOR COMPLETION OF PH.D.

Below is an expected timetable describing the faculty's expectations of graduate students. Please note that this timetable is flexible; however, students are expected to make steady progress toward their degree. Summer sessions are counted as a semester.

First Year

Semester 1

- Visit each graduate faculty member and learn his or her research interests by the end of the first month in the Ph.D. program.
- Write a statement of purpose, professional objectives and interests. (This statement should be shared with all faculty.)
- Develop a plan of study for core courses and independent readings.
- Begin working on a research project with your temporary advisor or with a faculty member whose research interests parallel your own. (Develop research problems and questions of interest to you).

Semester 2 -3

- Continue coursework.
- Continue research involvement.
- Begin preparation of manuscripts, submit abstracts for poster or podium presentations at UF and at national meetings.
- Discuss focus area and dissertation research interests with as many faculty as possible to help refine conceptualization of research problem and questions of interest

Second Year

Semester 4

- Complete most core courses
- Choose focus area and describe specific dissertation topic and research questions
- Choose major professor and supervisory committee

Semester 5

- Have initial meeting with supervisory committee and obtain approval for plan of study for focus area and dissertation research questions

Semester 6

- A manuscript must have been submitted OR a poster or podium presentation have been accepted or presented before student will be eligible to sit for Part 1 of the qualifying exam (departmental exam).
- Complete Part 1 of qualifying examination.

Third Year

- Complete all coursework in focus area
- Complete dissertation research proposal
- Take Part 2 of qualifying examination (Ph.D. candidacy exam) and present research proposal to supervisory committee
- Write proposal to fund dissertation research and provide to student stipend support for remainder of the Ph.D. program

Fourth Year

- Complete research project
- Write dissertation
- Take final oral examination

CONFLICTS-OF-INTEREST and INTEGRITY IN GRADUATE STUDY

Conflicts of interest between graduate students and industrial or commercial entities may arise if a graduate student is offered a financial benefit (honorarium, travel expenses, grant, etc.) by an industrial or commercial entity while the Department is conducting research into matters relating to the business of the industrial or commercial entity. Graduate students should avoid even the appearance of impropriety in the acceptance of financial benefits from industrial or commercial entities. The department faculty (through the graduate coordinator) must approve any financial benefit provided to a graduate student from an industrial or commercial entity.

Integrity in graduate work has received considerable attention during the recent years. In 1990, the Graduate School developed guidelines to assist students in maintaining integrity in their work. The Department adheres to these guidelines. If a student has any questions concerning these matters, please see the graduate coordinator or the department chairman.

GRADUATE ASSISTANTSHIPS

Stipends

It is the general policy of the Department of Pharmaceutical Outcomes and Policy that all students accepted to pursue graduate studies receive support in the form of teaching assistantships or show evidence of adequate support from fellowships or other sources. Currently the stipend is \$14,000 a year for a 1/3 appointment (approximately 13 hours

per week). Teaching assistantships are for a one year period only and are subject to renewal based on the student's performance and available resources. Teaching assistantships are generally renewable for four years. However, students are required to submit at least one application to an external funding agency to finance their dissertation research and to provide a stipend for the remainder of the program. Students who are unsuccessful in attracting funding may apply to the Department for funding their fourth year with a graduate assistantship.

Students on stipend must register for 9 hours during fall and spring semesters and 6 hours during the summer. Tuition waivers are provided for graduate assistants for 9 hours each fall and spring and 6 hours of summer credits. Tuition waivers in the past have covered approximately 90% of tuition fees; however, this percentage may change from semester to semester.

Vacation

Graduate assistants on state stipends are permitted ten (10) working days of vacation per calendar year to be taken at a time mutually agreed to by the student, his/her major advisor and the faculty member supervising graduate or teaching assistantship for that semester. In addition, students are granted the usual state holidays. They are:

Memorial Day	Thanksgiving Day and the day after
Independence Day	Christmas Day
Labor Day	New Years Day
Veterans Day	Martin Luther King Day

Students may be asked to perform research and teaching functions at any other times including the time between semester breaks. However, students, their advisers and their TA supervisors may agree on independent work during semester breaks that may not require the student's presence on campus. In any case, check with your advisor and TA supervisor before leaving town during breaks.

Teaching Assistants and Assignment of Teaching Load

All graduate students, regardless of their source of funding, must demonstrate competence as a teacher. During the first year a student is on a Teaching Assistant (TA) stipend, he/she should take courses and workshops on Teaching offered by the University. The student's teaching commitments take priority over research or other commitments to individual advisors. Teaching assistants are evaluated each semester by faculty and undergraduate students. It is the responsibility of the professor in charge of the course to assure that this evaluation is conducted.

Outside Work Policy

The goals of a graduate program are best met when students immerse themselves in coursework and independent study in the discipline. The decision to pursue graduate study requires a full-time commitment. The faculty members of the Department of Pharmaceutical Outcomes and Policy strongly recommend that graduate students not be engaged in outside employment. Students who feel that outside employment is necessary

and would not jeopardize their graduate studies should meet with their advisors and department chairman to discuss their situations.

Fellowships

Students are encouraged to apply for national and graduate school fellowships and awards. If a student succeeds in receiving a grant that exceeds the department stipend level, he or she may either reduce their graduate assistant commitment or continue their assistantship at the same effort and receive the additional funds, depending on the resources available in the Department. Please provide the graduate coordinator or departmental secretary with a copy of any external fellowship or grant application submitted. Any student provided with an assistantship or fellowship funded by the State of Florida is required to provide service to the department as a Teaching Assistant for the entire term of the fellowship or assistantship.

Internships

Internships should be arranged in consultation with your major professor and department chair. Internships must have specific academic objectives defined before beginning the internship and deliverables specified to meet the objectives. Deliverables will include a presentation to faculty and graduate students on the outcomes of the internship.

Typically, internships will be most beneficial to senior students with a focus area defined and a dissertation problem identified. The internship can then be targeted to the focus area and research problem identified.