

DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES

Program Director

Ken Learman, PhD, PT

Director, PhD in Health Sciences

Professor, Physical Therapy

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Mission:

To prepare the next generation of academics who are excellent researchers, instructors, and are prepared to serve Northeast Ohio and beyond.

Vision:

We aspire to become the premier choice for doctoral preparation of healthcare professionals seeking to transition from the clinic to the classroom or research lab.

Admissions requirements:

Adequacy of students

The Ph.D. in Health Sciences is designed to accept students who possess a bachelor's, master's or a clinical doctorate degree. The bachelor's and master's degrees considered should be health related, but will consider students with a basic science degree (ex. biology) if there is an established interest in healthcare. Additionally, there has been a track established for the current entry-level DPT students at YSU to enter a dual DPT/Ph.D. track at the end of their first year in the DPT program. All applicants to the program will be evaluated against the following admission criteria:

- Student with an interest in the Health Sciences and an interest in pursuing employment in academia, research, or clinical practice.
- Minimum overall 3.0 GPA from a bachelor's or master's degree.
- Exceptions will be considered on an individual basis for a GPA of 2.7-2.99. This will mandate a provisional admission.
- Graduate Record Examination (GRE) will be required for applicants who only have a bachelor's degree. Scores of 290 on parts 1 and 2, and 3.5 writing score are recommended. All applicants applying with a current graduate degree will not be required to take the GRE but will be required to provide 1 example of academic writing and the committee reserves the right to request a second example at their discretion.
- Names and contact information for three references.
- Personal essay of why you are pursuing this degree and what area of research you are intending to pursue.
- A TOEFL score of at least 550 on a paper-based test, the equivalent score on a similar test, or an undergraduate degree from a university in the US.

Admissions will be completed by considering the student's individual research agenda as well as compatibility and availability of faculty to serve on dissertation committees.

Graduate Faculty

Kelly Colwell, Ed.D., Associate Professor

Distance learning; improving patient and family health literacy through education for management of chronic asthma in children; improving access to healthcare in underserved areas; improving student awareness of the need for cultural competency to better understand, educate, and treat patients in a multi-diverse patient population

Weiqing Ge, D.P.T., Ph.D., Professor

Biomechanics; manual therapy including complementary and integrative approaches; telehealth; cultural competence; scholarship in teaching

John M. Hazy, Ph.D., Professor, Chair

Community/behavioral health (drugs and crime); methodology and assessment; life course and cultural issues; teaching effectiveness

Edmund C Ickert, D.P.T., Ph.D., Assistant Professor

Cardiopulmonary programs/outcomes/interventions; falls/fall prevention and outcome; geriatrics; education

Nancy Crum Landgraft, PT, Ph.D., Professor, Chair

Stroke rehabilitation and outcomes

Kenneth Learman, PT, Ph.D., Professor

Physical therapy interventions for the spine; concussion management; chronic pain phenotyping; headache differentiation

Kenneth L. Miller, Ph.D., Professor

Measurement of cultural bias and discrimination; child abuse; technology use in clinical supervision; gender equity

Cathy Bieber Parrott, PT, Ph.D., Assistant Professor

Orthopedic-related disability measurement; program assessment

Nicolette Powe, Dr.P.H., Associate Professor

Health equality; chronic diseases; cancer prevention; healthy lifestyles

Richard Lee Rogers, Ph.D., Associate Professor

Social problems and criminology; organizational and economic sociology; statistics and research methods; social history; Anglo-American religious movements; ecological analysis

Daniel J. Van Dussen, Ph.D., Professor

Social and psychological determinants of health among older adults; the family; social support; statistics and methods

Affiliated Faculty

Chad Cook

Clinical examination and conservative or surgical treatment of orthopedics

Debbie Espy

Human movement science; neurological rehab; biomedical engineering

Degree Requirements

Candidates that enroll with a bachelor's degree will complete all core courses (60 s.h.) and an additional 30 s.h. as approved by the Program Director. These courses can be an individualized plan using existing master's courses in the College of Health and Human Services, the Gerontology program, other master's courses, or Concentration Course Electives in the Ph.D. program.

COURSE	TITLE	S.H.
HRS 8921 or HRS 8972	Evidence Based Practice in Health Sciences Qualitative Research Methods	3
HRS 8935 or HRS 8972	Epidemiology in Health Sciences Qualitative Research Methods	3
HRS 8941 or HRS 8965	Psychosocial and Cultural Aspects of Healthcare Health professionals as community resource and advocates for social justice and health equity	3
HRS 8942 or HHS 6953	Mental and Behavioral Aspects of Healthcare Health Behavior	3
HRS 8960	Higher Education in Health Sciences	3
HRS 8961	Classroom Management & Teaching Strategies in Health Sciences	3
HRS 8962	Mentored Instruction	3

HRS 8970	Scientific Writing in Health Sciences	3
HRS 8990	Graduate Research in Health Sciences (course is repeated for credit)	12
HRS 8995	Dissertation in Health Sciences (course is repeated for credit)	18
CRJS 6940	Statistical Techniques in Health and Human Services	3
CRJS 6945 or HHS 6989	Research Methods in Health and Human Services Health Research Methods	3
Total Semester Hours		60

Learning Outcomes

By graduation from the Doctor of Philosophy in Health Sciences program, students will:

1. Propose a research study utilizing appropriate statistical or assessment techniques to answer a question based on an identified gap in the literature.
2. Apply scientific evidence to specific patient/client cases in their fields.
3. Explain how psychosocial and mental & behavioral factors impact healthcare outcomes of various disease processes relate to their area of research.
4. Design a study to answer an original research question regarding the teaching andragogy in Health Sciences education.
5. Communicate their original research both verbally and through manuscripts submitted for publication in academic journals.
6. Apply interdisciplinary research skills to solve current and future problems as professionals in Health Sciences.