Community Well-Being
Ph.D. Program

DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL STUDIES
PROGRAM OVERVIEW

PURPOSE AND GOALS
The program in Community Well-Being (CWB) is designed to produce community-engaged scholars who can help understand and address the real challenges faced by local communities in a multi-cultural and global context. The CWB program is grounded in the academic discipline of Community Psychology, and draws on related disciplines in the social and health sciences. Doctoral students become actively involved in research with core and affiliated faculty whose research is typically located in local community organizations, schools, networks and coalitions, neighborhoods and other national and international settings. Examples of current community-engaged research include immigration and refugee issues, school and community-based services, mental health and well-being in diverse populations, the development and functioning of community based organizations, social justice and social change, the relationship between wellness and fairness, and technological applications for wellness. Students in the program complete courses on foundations and theoretical approaches to Community Psychology and related fields, applications of these approaches, research methods including qualitative, quantitative, and community based research, professional development, and electives.

CAREER OPPORTUNITIES
The program prepares students for a variety of careers in academia, research, and public policy. Program graduates may pursue action-research careers in academic settings (e.g., research intensive universities, undergraduate colleges) or in other institutions (e.g., government agencies, community-based organizations, policy institutes).

FINANCIAL SUPPORT
All full time CWB doctoral students are eligible to receive graduate assistantships and fellowships. CWB students receive a full tuition waiver for required coursework, up to 60 credits. In addition, students receive up to academic 3 years (27 months of funding) in the form of a monthly stipend. The stipend amount is equivalent to the 20 hour/week graduate assistantships offered within the School of Education and Human Development.
APPLICATION REQUIREMENTS

The deadline for receiving completed applications is January 1st for the following fall semester. Students are admitted only for the fall semester. International applicants are strongly recommended to submit application materials no later than November 15, to allow sufficient time for document evaluation prior to the Program’s deadline. Complete information on application procedures including the online application process can be found on the Program’s website at:
http://www.education.miami.edu/Program/Programs.asp?Program_ID=148

The CWB Program admission process is highly selective. We admit a small number of students (2-4) in each admission cycle. We are particularly dedicated to increasing the number of under-represented minorities in the profession. Qualified applicants to our program have research and practical experiences relevant to a career in community psychology. Applicants with master’s degrees in Community Psychology are especially encouraged to apply, as well as those familiar with Community Psychology and holding master’s degrees in Public Health, Social Work, Public Administration, Applied Anthropology, Education, Sociology, and related fields.

Specifically, qualified applicants are able to demonstrate in their applications:

- An excellent academic record
- Familiarity with the field of community psychology
- Research experience
- A fit with a CWB faculty members’ research program in terms of background and interests. To be considered, applicants must identify a CWB faculty member they are interested in working with as a research mentor in the personal statement.
- An interest in seeking an academic position upon graduation.
- A personal statement that articulates the applicant’s research interests and experience, ideas for developing a research program, and reflects each of the items above.

After the initial application screening process, applicants may be invited for on campus interviews held in February.
DEGREE REQUIREMENTS

CWB Students complete the following requirements for the PhD:

- Research training with faculty advisor
- Coursework: 60 credits. Up to 30 credits may be transferred from a master’s program
- Qualifying Exam
- Dissertation

The program is designed so that most students entering with a master’s degree can complete the CWB curriculum and the qualifying exam in 2 years, and no longer than 3 years. Students are then expected to complete their dissertation within an additional year, and no more than 2 years.

RESEARCH TRAINING

The primary focus of doctoral study for CWB students is research training, in the context of apprenticeship with a research advisor, and supported by coursework in research methodology. A research advisor is assigned to each admitted student in the letter of admission, based on fit with research interests as determined during the admissions process.

COURSEWORK

To obtain the PhD students are required to complete 60 credits of coursework and 12 credits of dissertation research. Upon entering the program students develop an individualized program of study, working with their academic advisor.

All courses are spread across the following categories:

1. Foundations - a core set of courses covering community psychology, organizational theory and change, ethics, inequality, diversity & social justice;
2. Research methodology - covering research philosophy, quantitative, qualitative and mixed-methods, and community-based action research;
3. Professional skills
4. Applications - a set of core courses focused on community application of theories and practice principles;
5. Field Experiences, and
6. Electives - drawn from other specializations within the School of Education and Human Development and the university or CWB Specialty Seminars offered by CWB
Students entering with a master’s degree in community psychology are expected to have taken the equivalent of the following graduate level courses as prerequisites, or they will be required to complete these courses during the doctoral program.

**PREREQUISITES**
- EPS 700 Introduction to Statistics
- EPS 624 Essentials of Research in Social and Behavioral Sciences
- EPS 622 Community Well-Being and Change: Theory and Practice
- EPS 628 Managing Community Organizations
- EPS 623 Development and Change in Community Organizations
- EPS 626 Multicultural Communities in a Globalized Society
- EPS 625 Program Evaluation
- EPS 629 Practicum Seminar

**CORE CURRICULUM**
- EPS 701 Introduction to Research Methods
- EPS 702 General Linear Methods
- EPS 703 Applied Multivariate Statistics*
- EPS 714 Qualitative Research Methods I
- EPS 715 Qualitative Research Methods II: Case Studies & Grounded Theory*
- EPS 731 Foundations of Community Psychology
- EPS 732 Community Based Participatory Action Research
- EPS 725 Seminar in Community Well-Being
- SOC 601 Classical Sociological Theory
- EPS 830 Pre-Candidacy to Dissertation Research

*Students can choose to take EPS 703 or EPS 715
ELECTIVE COURSEWORK
In addition to the required coursework, students have an opportunity to add elective courses as a part of their programs of study with the approval of their advisors in order to meet individual training needs.

SAMPLE CWB THREE-YEAR PROGRAM OF STUDY

For students who transfer in 30 credits of master’s level work

FALL YEAR 1
EPS 731  Foundations of Community Psychology
EPS 714  Qualitative Research Methods I
EPS 701  Introduction to Research Methods

SPRING YEAR 1
EPS 732  Community Based Research
EPS 725  Seminar in Community Well-Being
Elective 1

SUMMER YEAR 1
EPS 830  Pre-Candidacy to Dissertation Research

FALL YEAR 2
EPS 702  General Linear Model
SOC 601  Classical Sociological Theory
EPS 830  Pre-Candidacy to Dissertation Research

SPRING YEAR 2
EPS 703  Applied Multivariate Statistics OR
EPS 715  Qualitative Research Methods II: Case Studies & Grounded Theory
EPS 730  Pre-Candidacy to Dissertation Research

SUMMER YEAR 2
EPS 830  Pre-Candidacy to Dissertation Research

YEAR 3
EPS 830  Pre-Candidacy to Dissertation Research
QUALIFYING EXAMINATION

In the CWB Qualifying Examination students must demonstrate competence in the field of Community Psychology with respect to knowledge and understanding of important research literature and conceptual underpinnings of the field. The Exam should result in a paper that can yield a professional contribution as a publication. Students are encouraged to select a specific topic of interest that is central to their emerging research program, and is likely to develop into their dissertation. Students are expected to complete the qualifying exam before the beginning of their third year in the program.

DISSERTATION

The Dissertation is a comprehensive APA-style report of original research that contributes to existing theory and knowledge in community psychology. Students are expected to complete a dissertation proposal within one year of the successful passing of the preliminary examination. The purpose of the dissertation is for the student to demonstrate scholarly expertise in a chosen research area and competence in independent scholarship with respect to developing a review of the literature, articulating a research question, designing a study to answer the question, collecting data, conducting analyses, reporting and interpreting the findings.

CWB FACULTY

CWB core and affiliated faculty conduct research in local community organizations, schools, networks and coalitions, neighborhoods and other national and international settings. Examples of current community-engaged research include adaptation and acculturation among immigration and refugee populations, cultural coping strategies in Black and Latino communities, organizational change in CBO’s, mobile gaming applications for individual and relational wellness, social justice and environmental sustainability, dimensions of human flourishing and character strengths, the effectiveness of a heritage-based mentoring and tutoring program, and the development of mental health services for Haitian populations. CWB doctoral students will work with one of these faculty members as their primary research mentor.
Dina Birman
Director, Community Well Being Program
Associate Professor
Department of Educational and Psychological Studies
Editor in Chief, International Journal of Intercultural Relations
http://education.miami.edu/facultyStaff/faculty_bio.asp?ID=258

Scot Evans
Associate Professor
Department of Education and Psychological Studies
Director, Major in Human and Social Development
Ph.D. Peabody College of Vanderbilt University, Community Research and Action, 2005
http://www.education.miami.edu/facultystaff/faculty_bio.asp?ID=207

Laura Kohn-Wood
Chair and Associate Professor
Department of Educational and Psychological Studies
Ph.D. University of Virginia, Clinical Psychology, 1996
http://www.education.miami.edu/facultystaff/faculty_bio.asp?ID=205

John Murphy
Professor
Department of Sociology
Ph.D. Ohio State University, 1981
http://www.as.miami.edu/sociology/people/faculty/john-murphy/

Guerda Nicolas
Associate Professor
Department of Educational and Psychological Studies
Ph.D. Boston University, Clinical Psychology, 1997
http://www.education.miami.edu/facultystaff/faculty_bio.asp?ID=206

Ashmeet Oberoi
Assistant Clinical Professor
Department of Educational and Psychological Studies
Director, Community and Social Change Master’s Program
Ph.D. University of Illinois at Chicago, Community and Prevention Research 2013
http://www.education.miami.edu/facultystaff/faculty_bio.asp?ID=285
Isaac Prilleltensky, Ph.D.
Dean, School of Education
Professor
Department of Educational and Psychological Studies
Ph.D., University of Manitoba, Psychology, 1989
http://www.education.miami.edu/facultystaff/faculty_bio.asp?ID=163