

UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



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

faculty. The number of electives may be limited depending on the number of courses a student transfers from their master's program

Students are also expected to attend the monthly CWB Forum, a gathering of CWB faculty and students to discuss community well being theories, research and practice, presentations by faculty, students and guest scholars.

PHD COURSES AND SEQUENCE

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

Ph.D. University of Maryland, College Park, Clinical/Community Psychology, 1991.

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

