

# Doctor of Philosophy

## Health Promotion & Wellness



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### Curriculum

The Doctor of Philosophy program in Health Promotion and Wellness includes a multidisciplinary focus. The curriculum is designed to provide the student a multidimensional exploration of wellness, including the physical, psychological, spiritual, social, and emotional aspects leading to the ability to conduct scholarly creative inquiry advancing the body of knowledge in health promotion and wellness. The curriculum includes coursework aimed at increasing the student's abilities in the assessment and implementation of sound scientific principles in the promotion of health and wellness. The central element of the program is the completion of a dissertation that incorporates original research and advances knowledge in the area of concentration. The core courses of biostatistics, research methods, scientific/professional and proposal writing are designed to expand scientific inquiry and advance knowledge of the professorate.

The post-professional program in the science of health promotion and wellness offers expanded study in the areas of epidemiology, theories of behavior change, principles of health promotion, exercise testing and prescription, nutrition, and population health issues. The curriculum also includes coursework in risk factors and risk reduction strategies, environmental and cultural competency in health promotion, resilience, motivation and coaching, integrative therapies, management and marketing of health promotion and wellness practice, grant writing, learning theory and design, and research literacy.

The program is designed to be successfully completed with minimal lifestyle disruption and will accommodate a variety of professional and personal situations (full-time working professionals, full-time parents, nonworking professionals, etc). During the program, students will attend eight semesters. Engagement in readings, assignments, threaded discussions, etc., as well as attendance on campus for face-to-face interaction with peers and mentors in a traditional classroom setting (except for the seventh semester; see on-site dates listed in calendar below), is required in each semester. Unless otherwise noted, the number of on-site days for each course corresponds with the number of credits for that course. Courses noted "WebStudy" have no on-site days allotted. For all courses, students complete coursework throughout the entire semester. A

written qualifying examination, a practical comprehensive examination, and dissertation are required. The didactic portion of the program and comprehensive examination require approximately two years to complete.

The Health Promotion and Wellness Program is committed to the development of the healthcare professional who can:

- Access, evaluate, and integrate best evidence in order to design guidelines and to provide current best practice practices to positively influence the health and quality of life of all people;
- Contribute to the evidence in health promotion and wellness by designing, acquiring approval and funding for, conducting, and disseminating original research or case studies;
- Develop learner-centered instruction and instructional delivery methods based upon evidence-based practices;
- Provide leadership and service in healthcare research, academia, and community at the local, regional, national and/or international levels;
- Become a leader in the integration of health promotion and wellness practice within traditional health disciplines.

## Program Module Calendar

Application Deadline: July 16, 2012			
	Start Date	On-site Dates	End Date
<b>Semester 1</b> <i>Fall 2012</i>	September 4	September 17-22 <i>(Mon-Sat)</i>	December 20
<b>Semester 2</b> <i>Win 2013</i>	January 2	February 8-13 <i>(Fri-Weds)</i>	April 18
<b>Semester 3</b> <i>Sum 2013</i>	May 6	June 9-13 <i>(Sun-Thurs)</i>	August 22
<b>Semester 4</b> <i>Fall 2013</i>	September 3	October 15-19 <i>(Tues-Sat)</i>	December 19
<b>Semester 5</b> <i>Win 2014</i>	January 2	Feb 24-28 <i>(Mon-Fri)</i>	April 17
<b>Semester 6</b> <i>Sum 2014</i>	May 5	June 23-27 <i>(Mon-Fri)</i>	August 21
<b>Semester 7</b> <i>Fall 2014</i>	September 2-December 18 <i>No on-site dates this semester</i>		
<b>Semester 8</b> <i>Win 2015</i>	January 2	February 16-20 <i>(Mon-Fri)</i>	April 16
<b>Semester 9</b> <i>Sum 2015</i>	Dissertation	CC 899A: May 4-August 20	
<b>Semester 10</b> <i>Fall 2015</i>		CC 899B: September 1-December 17	
		Student must register for Residency Credit (CC 844A, CC 844B, etc.) each semester until dissertation is completed & minimum credit requirement for program is attained.	
<i>Eight-year deadline from start of program is September 4, 2020</i>			

## Semester 1: Fall 2012

(8 credits)

Start Date	On-site Dates	End Date
September 4	September 17-22 (Mon-Sat)	December 20

**CC 608 Scientific/Professional Writing** (1 credit)

This pass/fail course reviews PubMed, Index Medicus, other search methodologies, American Medical Association Manual of Style editorial format, the composition of a scientific/professional manuscript, and the style of Scientific/professional writing, its construction and formats. Instructor: TBA.

**CC 640 Introduction to Research Methods: A  
Quantitative Approach** (2 credits)

This course provides an introduction to general research principles and research ethics. The student will be introduced to the following topics in the research process: question formulation, principles of measurement, basic design and methodological features, issues of reliability and validity, and fundamentals of conducting a literature review. A quantitative article critique will be conducted in class and outside of class. The class format will include lecture, small group discussion, and practice.

**CC 644 Evidence-based Practice** (2 credits)

This course is designed to prepare healthcare professionals with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. The evaluative approach to appraising the research literature will prepare the students to judge the evidence on: 1) the accuracy and validity of diagnostic tests and the application of important diagnostic tests in the care of a specific patient; 2) the effectiveness of clinical interventions; 3) the natural history of health-related conditions; 4) risk of harm from select preventative and therapeutic interventions. Based on presentation of case scenarios, students will be required to formulate the key question(s), rapidly search medical and health-related databases, appraise the evidence with a critical analysis and describe application of the evidence in a clinical context.

**WE 600 Introduction to Health Promotion and  
Wellness** (2 credits; 1 day on-site)

This course will provide an overview of the concepts of health promotion, health education, public health, primary prevention, lifestyle, behavior, and wellness and, based on evidence, their relationships to each other and to secondary and tertiary care. The historical relevance of and evidence for focusing on individual and social determinants of health will be explored and

an ecological model combining both approaches will be introduced. Typical intervention sites for effective health promotion programs will be discussed as well as a framework for implementing programs. Class format will include a personal wellness philosophy, lecture, and small group activities.

**WE 603 Research Literacy** (1 credit – WebStudy)

Students will have the opportunity to read, critique, and discuss current research in health promotion. The primary purposes of this course are to enable students to be informed consumers of health promotion and wellness research, to identify and understand the critical components in research manuscripts, to coherently discuss strengths and limitations in a variety of research studies, and to determine how to incorporate sound evidence into practice. Class format will include lecture, article reviews, and presentations.

## Semester 2: Winter 2013

(8 credits)

Start Date	On-site Dates	End Date
January 2	February 8-13 (Fri-Weds)	April 18

**CC 620 Biostatistics 1** (2 credits)

The purpose of this course is to introduce the student to biostatistics, the science of evaluating information in a biological setting. This course will cover such topics as simple descriptive statistics, basic probability concepts, probability distributions (normal & binomial), sampling distributions, and an introduction to t-distributions.

**CC 634 Survey of Qualitative Research** (2 credits)

This course introduces the student to the major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in practice. Importance is placed on the appropriate use of qualitative methods and differences across qualitative approaches.

**WE 608 Risk Factors and Risk Reduction Strategies** (2 credits; 1 day on-site)

The evidence related to risk factors for disease due to lifestyle choices will be reviewed and discussed in this course, including but not limited to smoking, nutritional choices, obesity, inactivity, diabetes, social support, and stress. Evidence for the prevention of diseases through the adoption of healthy behaviors will also be discussed, such as osteoporosis and cancer. Strategies for adopting positive health-related behaviors will be explored. Class format will include lecture, small group activities, and a group project.

**WE 604.2 Resilience and Its Impact on Health** (2 credits; 1 day on-site)

The concept of resilience (the ability to adapt or recover rapidly) will be explored and discussed in relationship to health and well-being. Psychological, emotional and spiritual resources, such as coping, social support, meaningful connections, sense of life purpose, optimism, commitment, control, and reframing will be defined, and the evidence for each reviewed and discussed in terms of their ability to be learned, developed, and capitalized upon to improve health status. Class format will include lecture, experiential activities, small group activities and journaling.

**Semester 3: Summer 2013**

(9 credits)

Start Date	On-site Dates	End Date
May 6	June 9-13 (Sun-Thurs)	August 22

**CC 621 Biostatistics 2** (2 credits)

The purpose of this course is to build upon the topics introduced in Biostatistics 1. This course will cover such topics as interval estimation, confidence intervals, hypothesis tests, and one and two-sample t-tests. *Prerequisite: CC 620.*

**WE 609.2 Population Health Issues** (2 credits)

In this course the health issues of specific populations will be discussed, including gender and age specific populations, as well as one or two additional populations driven by class preferences. Additional populations may include shift workers, various ethnic groups, or religious groups. Health and well being issues specific to each population selected will be discussed and explored and evidence-based strategies developed to address the issues for each population. The ecological model of health promotion will be explored. Class format will include lecture and small group activities.

**WE 712.2 Financial Management & Marketing in Health Promotion** (2 credits; 1 day on-site)

The business management side of health promotion and wellness will be discussed in this course. Program development and management costs, reimbursement strategies, benchmarking, marketing, and evaluation of programs and services will be explored. Class format will include lecture, small group activities, and oral presentations.

**WE 716.2 Program Development for At-Risk Populations** (3 credits – WebStudy)

Students will identify a set of “at risk” clients (cvd, osteoporosis, etc.) and develop a program for them that is based on appropriate theories, culturally sensitive and appropriate, and population specific. The student will write a

paper describing the program, including the evaluation tool used, program components, client experience, expected outcomes, and evaluation.

## Semester 4: Fall 2013

(6 credits)

Start Date	On-site Dates	End Date
September 3	October 15-19 (Tues-Sat)	December 19

**WE 620      Learning Theory and Design** (3 credits; 2 days on-site)

This course incorporates a learner centered approach to course development and instructional delivery. Evidence-based learning theories and methods will be explored. Student learning styles and generational learning will be explored. Instructor: Malissa Martin, EdD, ATC/L.

**WE 700      Theories of Behavior Change** (3 credits)

This course is designed to expose the student to the fundamental theories driving research and practice in health education, and to provide an opportunity for the student to put theory into practice based on current evidence. A variety of theories will be reviewed and the opportunity for the student to become familiar with the literature applying the theories provided. Working in a group, students will design a health education program based on a given theory and supported by evidence and present the findings to the class. Class format will include lecture and group activities.

## Semester 5: Winter 2014

(6 credits)

Start Date	On-site Dates	End Date
January 2	Feb 24-28 (Mon-Fri)	April 17

**CC 622      Biostatistics 3** (2 credits)

The purpose of this course is to build upon the topics introduced in Biostatistics 2. This course will cover such topics as correlation, simple linear regression, one-way analysis of variance, factorial designs, post-hoc tests of means and other non-parametric methods. *Prerequisites: CC 620, CC 621.*

**CC 741      Epidemiologic Methods** (2 credits)

This course will introduce the student to important epidemiological methodology/concepts commonly used in evidence-based practice/medicine. The course will focus on the common observational designs, and common measures of disease frequency, risk association, and validity of diagnostic tests. The use and construction of receiver operating curves will be discussed. The course will also include an introduction into logistic

regression and survival analysis methods in how they apply to disease outcomes/disorders. Students will conduct and apply basic epidemiological concepts using statistical software, and learn how to design and develop. The student will be provided with information to aid in data collection and management. *Prerequisites: CC 640.*

**CC 742 Proposal Writing** (2 credits; 1 day on-site)

The conduct of scientific inquiry requires careful planning and forethought to assure the eventual implementation of a study will successfully result in interpretable and meaningful measurements and that valid conclusions may be drawn. This course will provide students with the necessary background and experience to formulate a clearly delineated, hypothesis-driven research proposal that can be used to convince funding agencies and/or doctoral committees to support the study. In addition, this course will provide key information about the Institutional Review Board process so that the student will be able to assure a safe and ethical environment for their volunteer subjects. Students will also learn the attributes of a mixed-model study design. *Prerequisites: CC 640, CC 741, CC 634.*

## Semester 6: Summer 2014

(7 credits)

Start Date	On-site Dates	End Date
May 5	June 23-27 (Mon-Fri)	August 21

**WE 602 Exercise Testing & Prescription** (2 credits)

Principles of testing and prescribing exercise for the cardiopulmonary, musculoskeletal and neurological systems based on current evidence will be reviewed and practiced as they relate to populations with and without disability. Concepts learned will include aerobic and anaerobic exercise training, muscular strength, endurance and power training, flexibility enhancement, and balance training throughout the lifespan. Class format will include lecture and lab activities, including the performance of exercise testing and prescription with an individual of the student's choosing.

**WE 614.2 Motivation and Coaching** (2 credits; 1 day on-site)

In this course, the prominent methodologies of coaching and motivation will be presented. Theories of compliance with behavior change will be explored. Application of these methods to various ages and groups will be discussed. Class format will include lecture, small group activities, and self-journaling.

**WE 701 Cultural Competency in Wellness Practice** (1 credit)

The influence of culture on health and well-being will be explored in this course. Issues of cultural competency will be discussed with the aim of

improving provision of care based on the evidence within the context of health promotion. Class format will include lecture, presentations, and journaling.

**WE 702.2 Nutrition**

(2 credits; 1 day on-site)

This course is designed to survey current nutrition issues as they relate to humans across the lifespan such as: food policy, industry trends, and resources for the non-Dietetic health practitioner to evaluate claims, research and evidence-based guidelines for nutrition, nutrigenomics, and supplements.

**Semester 7: Fall 2014 (September 2-December 8)**

(6 credits – No on-site dates)

**WE 606.2 Social Influences of Behavior Change**

(3 credits – WebStudy)

The student will select a health-related behavior, such as physical activity, helmet or seat belt use, oral healthcare, and conduct a literature review to identify evidence for both the individual and social influences on the chosen behavior. With instructor approval of the topic, a minimum of 10 articles should be selected, annotated and utilized to write a paper in which the student will advocate for one approach as the best means to accomplish behavior change in an identified population.

**WE 706.2 Controversy in HPW**

(3 credits – WebStudy)

Students will research a current topic of controversy or debate within health promotion and wellness field and write a paper on the issue. Topics may be a clinical question, policy or professional issue and need to address the concerns of all stakeholders.

**Semester 8: Winter 2015**

(7 credits)

Start Date	On-site Dates	End Date
January 2	February 16-20 (Mon-Fri)	April 16

**WE 714 Health Promotion & Wellness Practice**

(2 credits; 1 day on-site)

In this capstone course of the curriculum, students will combine all of the knowledge and skill learned in previous courses to create a realistic health promotion/wellness practice within the structure and limitations of their scope of practice and licensure and their current or desired practice setting. Typical health promotion and wellness practices will be discussed and their effectiveness evaluated. Class format will include lecture, small group activities, and individual project and presentation.

**WE 715.2 Integrative Therapies in Health Promotion** (1 credit)

The use of complementary and alternative therapies in the context of health promotion will be explored in this course using an evidence-based approach. Topics introduced may include energy medicine (Reiki, Qi gong, healing touch), manipulative and body-based practices (massage therapy, reflexology, Rolfing, Trager bodywork, Alexander technique, Feldenkrais), or mind-body approaches (relaxation, hypnosis, visual imagery, meditation, yoga, biofeedback, tai chi, prayer). Students will select an approach to explore in greater detail and about which to present evidence-based information to their peers.

**WE 705 Grant Writing Practices and Principles** (2 credits; 1 day on-site)

This course is designed to provide the resources needed to research and secure grant opportunities for a variety of research and non-research efforts. An overview of the structure and process utilized in preparing grant applications will be a major focus.

**WE 724 Doctoral Seminar** (2 credits)

Each doctoral student will be required to present a dissertation proposal. Grant writing, Carnegie Classification of Institutions of Higher Learning, diversity, teaching, and Boyer's model of scholarship will be explored.

**Comprehensive Qualifying Examination** after completion of coursework

**Dissertation Phase**

*(Eight-year deadline from start of program is September 4, 2020)*

(18-credit minimum)

Each doctoral student will be required to complete a dissertation that is evidence-based and involves applied research of experimental, nonexperimental, or descriptive designs. Examples of dissertations include: small randomized control trials; single-case/subject designs quasi-experimental designs, qualitative methods, survey research, epidemiological designs (cross-sectional, cohort or case-control) normative research, and correlational designs.

**CC 899A Doctoral Dissertation 1** – Semester 8: Winter 2015 (9 credits)

**CC 899B Doctoral Dissertation 2** – Semester 9: Summer 2015 (9 credits)

*Semesters of Dissertation Residency Credit (CC 844A, CC 844B, etc.) as needed*

## **HPW Program Faculty**

Stephen Allison, PT, PhD

Brent A. Alvar, PhD, CSCS\*D, FNCSA

Janet R. Bezner, PT, PhD

Stephen A. Black, PT, DSc, ATC/L, NSCA-CPT

David A. Brown, PT, PhD

Steven Chesbro, PT, DPT, EdD, GCS

Christine White Deeble, ND

Andrea White Gorman, PhD, RD, LPC

Nancy Lesch, MM

Richard Nauert, PT, PhD, MSHF, MSHA

Janet Maines Peterson, PT, DPT