



HARVARD T.H. CHAN
SCHOOL OF PUBLIC HEALTH

Harvard DrPH Program Student Manual

**For students entering
July 2016**

*DISCLAIMER: Contents of the manual are subject to change
Updated: 2/10/17*

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School-wide Resources

All students at the Harvard T.H. Chan School of Public Health should become familiar with the following resources found on the School's website or by visiting the appropriate office:

Harvard T. H. Chan Office of Admissions

<http://www.hsph.harvard.edu/admissions/>

Harvard T. H. Chan Courses and Schedules

www.hsph.harvard.edu/registrar/courses

Harvard T.H. Chan DrPH Website – Current Students

www.hsph.harvard.edu/drph/current-students

Procedure for Cross-Registration at Other Schools

www.hsph.harvard.edu/registrar/cross-registration

University-Wide Course Catalog

<https://coursecatalog.harvard.edu>

2016-2017 Academic Calendar

www.hsph.harvard.edu/registrar/academic-calendar

Harvard T. H. Chan Student Handbook

www.hsph.harvard.edu/student-handbook

Harvard T. H. Chan Photo Directory

www.hsph.harvard.edu/people

Office of Financial Aid

www.hsph.harvard.edu/osfs

Contact: Kathy Austin, Director of Office of Financial Aid

Office for Student Affairs

www.hsph.harvard.edu/student-affairs

Contact: Leah Kane, Director for Student Affairs

Office of Career Advancement

www.hsph.harvard.edu/career-services

Contact: Randi Friedman, Director of Career Advancement

Office for Alumni Affairs

<http://alumni.sph.harvard.edu>

Contact: Jim Smith, Assistant Dean for Alumni Affairs and Career Advancement

Office of the Registrar

<http://www.hsph.harvard.edu/registrar/>

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DrPH Overview

The goal of the interdisciplinary DrPH professional degree program is to prepare students for an accelerated career path towards significant leadership roles of high impact at regional, national, and international levels, in public health and healthcare arenas. This is achieved through advanced training in foundational concepts, theories, and methods of public health, application of social and managerial sciences and leadership skills to enable change in and across organizations. This is complemented with a sequenced set of experiential learning opportunities, which collectively allow DrPH students to address complex problems of public health policy and practice.

Our educational approach is the DrPH DELTA Learning Method, where **DELTA** stands for **Doctoral Engagement in Leadership and Translation for Action**. The DELTA Learning Method emphasizes a competency-based academic program with significant practice-related experiential learning throughout. It also includes complementary learning through executive coaching and mentoring that helps to monitor personal and professional growth and development to achieve the educational goals through the duration of the Program.

Competencies

The DrPH Program curriculum is designed to enable students to acquire the competencies described in the DrPH Competency Schematic shown in Figure 1 below. These are described as a set of competency domains that form the conceptual basis for the program in Annexure 1.

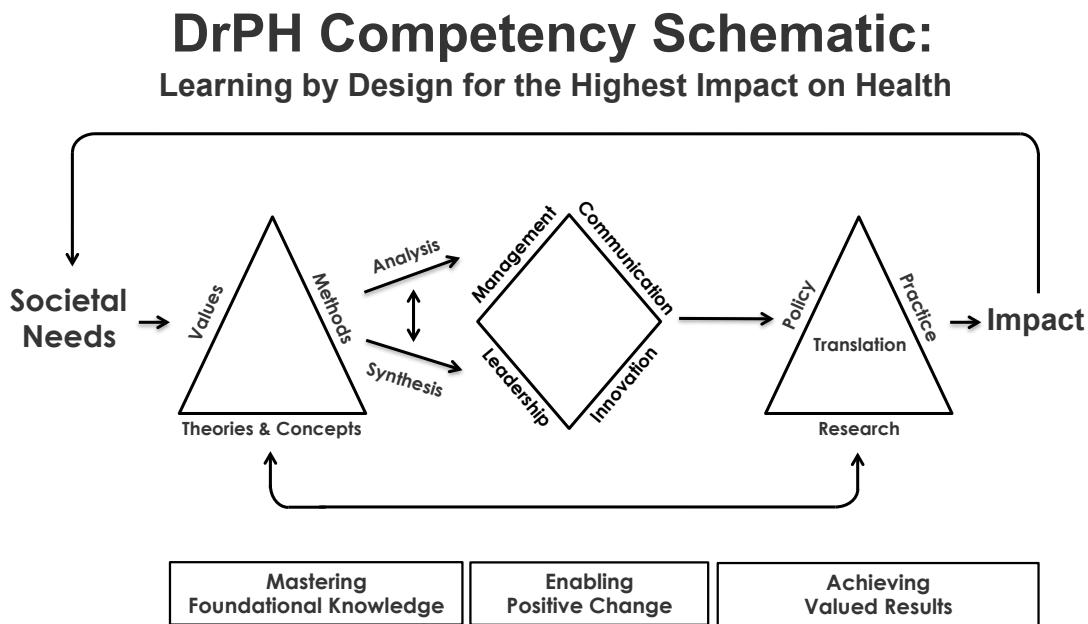


Figure 1

Overall Curriculum

A strong cohort model guides the curriculum. This model enables DrPH students to progress through a commonly held curriculum, benefitting from a shared learning environment.

Required courses make up a significant share of course credits during the first two years of study. Many of the core requirements are expected to be completed in Year 1. In Year 2, the DrPH students develop more individualized interests and direction, leading to the DrPH DELTA Doctoral Project in the third year.

Where students can demonstrate recent completion of courses equivalent to those required for the DrPH, a waiver of specific course requirements may be possible. In some cases, with the permission of the DrPH Director/s, students may replace required courses with a more advanced course in the same technical area. Students may also select advanced courses in other schools of the university (subject to availability and cross-registration policies).

The draft curriculum course map for incoming students in July 2016 is provided in Annexure 2: DrPH Curriculum Specifics.

Foundational Knowledge Domain

During the first year of the program (the first summer and the following two semesters), students enroll in classes focused on fundamental theories, concepts, and quantitative and qualitative research methods, which collectively enable students to build a strong foundation in the areas of public health, economic, political and social sciences and policy. By doing so, students acquire a firm foundation in integrative thinking, analysis, and synthesis of data and information. Students also complete classes in environmental health and health policy.

The DrPH Integrating Seminar in Year 1 builds on the foundational knowledge and methods acquisition. The seminar is organized around selected public health issues, evidence, and methods used to develop policy and solutions as well as the design and implementation of responses to these complex issues. In Year 2, students take a required DrPH DELTA Doctoral Project Seminar (D3PS) which focuses on preparation for the third year and the DELTA Doctoral Project.

Enabling Change Domain

The landscape of public health is deeply complex and rapidly changing. To be successful, public health leaders must understand how to intervene in systemic problems by setting new directions, mobilizing relevant stakeholders, innovating solutions, and assessing outcomes across iterative cycles of change. Most effective leaders must understand how to manage themselves, work within teams, as well as in and across organizations and systems.

The Enabling Change program includes a suite of for-credit courses (on leadership, management, communication, innovation, and negotiation). Students also receive personal coaching, training in peer coaching and consultation, and are encouraged to identify a trajectory for ongoing life-long leadership development. The key competencies that guide these activities include:

- the ability to manage one's self
- identify strategic goals
- communicate effectively
- influence others and manage the work of others
- navigate politics and manage conflict
- to develop the talents of others
- coordinate activity to implement solutions and evaluate outcomes.

The field immersion component of Enabling Change allows students to translate academic learning into actionable skills. During the January terms (year one and year two) and summer term (year one), students engage in structured opportunities and work with health and healthcare organizations in US and global contexts. The first field immersion (January of year one) is a team-based exercise developed by the Program. Thereafter, students are encouraged to identify field immersion opportunities which support their own leadership interests and trajectories, with the advice and support of the DrPH team. The DrPH seminars (year one and year two) enable students to apply coursework and experiential learning from field immersion placements to contemporary problems in public health.

Other learning activities include regular debriefing sessions with the DrPH team. Occasional leadership Brown Bags and Fire-side Chats and evening events with invited speakers, including visiting Harvard Chan School leadership fellows, are offered.

Guidance on Academic Requirements

Academic Performance

DrPH students are expected to maintain the academic performance standards of other doctoral students at the Harvard Chan School including maintaining a grade of B- or better in all courses. If a student gets a grade of C in any of the required courses, the student will be required to take another course to meet the requirement; the student will not be able to take the course again.

For courses that are offered with Pass/Fail as the only option, a passing grade must be achieved for each one taken. A student needs to demonstrate these standards before proceeding to the DrPH DELTA Doctoral Project. Please consult the School's Student Handbook for additional guidance on this.

Grading

Students scheduling any core requirement course should choose the ordinal grade option for a grade. For example: when a student registers for SBS 506 and it gives the option of pass/fail or ordinal, the student must choose ordinal grading. If there is no grading option given, the student will receive the grade (ordinal or pass/ fail) that the course is designed to give.

Registration and Cross Registration Procedures

Please refer to the [Student Handbook](#)

Waiver Policy and Procedures

Course requirements can refer both to those required of doctoral students in Harvard Chan and those required specifically of students in the DrPH program. Annexure 3 lists school and program requirements and waiver policies. Policies related to school requirements are detailed in the Harvard Chan Student Handbook. Program requirements are explained in this student manual.

School Requirements- waiver process

Please see Annexure 3 for school requirements applying to DrPH students. Please also refer additionally to the [Student Handbook](#) for more information on school requirements. Students providing an official transcript, showing competency in a core area may be able to waive school requirements. Please note that the School does not accept transfer credit for courses taken elsewhere.

Students wishing to waive course requirements in either Biostatistics or Epidemiology must submit a Waiver of Core Course Form, signed by the relevant instructor. Students must present a transcript and a copy of the course description to the instructor to verify appropriate coursework. If the request to waive a required course is approved, the student will not be required to enroll in the required course.

Program Requirements- waiver process

Please refer to Annexure 3 for a list of DrPH program requirements and a summary of policies on waivers. In some cases, courses that can be waived have an additional requirement for a replacement course. In other cases, courses can be waived without replacement.

Courses eligible for waiver without replacement: For some courses indicated in the list (Annexure 3), students who have successfully completed **graduate-level** course work, may petition for waiver for a DrPH course requirement.

The waiver process is as follows:

Students petitioning to waive core program requirement courses must submit a Course Waiver Form that may be obtained from the DrPH Program Office or DrPH website. A transcript and a copy of course description to verify appropriate coursework must accompany this. The decision will be communicated to the student and a signed copy will be kept in the student's file as documentation of the program's authorization to grant the exemption. If the request to waive a required course is approved, the student will not be required to enroll in the course.

Courses eligible for waiver with replacement: For some courses, as indicated in the list (Annexure 3), students will need to take an advanced level course in the relevant academic area, if requesting for waiver.

The waiver process is as follows:

Students petitioning to waive any of these program requirement courses must submit a 'Course Waiver Form' that may be requested from the DrPH Program Office or DrPH website. DrPH Program Office. This must be accompanied by a transcript and a copy of course description of the previously completed course to verify appropriate course work. In addition, course options to replace the course with a brief description of the alternative course must be submitted with the form. The decision will be communicated to the student and a signed copy will be kept in

the student's file as documentation of the program's authorization to grant the exemption to replace the course with an alternative advanced level course.

Qualifying Examinations

At the end of the second academic year, students complete Written and Oral qualifying examinations. The Written Qualifying Examination (WQE) assesses achievement of competencies in the foundational knowledge and enabling change domains of the coursework. The Oral Qualifying Examination (OQE) is a presentation of the justification, content, and expected results of the DrPH DELTA Doctoral Project by the students to their respective DELTA Doctoral Project Committee. Students must pass both examinations to advance to the DELTA Doctoral Project stage. More details on the examinations are provided in the DELTA Doctoral Project Manual and the [OQE Guidelines](#).

Advising, Mentoring, and Coaching

An academic advisor is assigned to all first year students to help plan course work for the academic program and evaluate their academic progress to ensure that they meet their graduation requirements. The academic advisor also plays a role in assisting the advisee in understanding departmental, school- wide and university policies and procedures. It is also important to explore interests and career goals related to field immersion experiences.

In Year 2, the students may choose to change their advisor to match better student's interests and DELTA Doctoral Project aspirations. Should a student wish to change her/his academic advisor, she/he is encouraged to discuss this with the Deputy Director of the DrPH Program and their Year 1 academic advisor. The students can also reach out to faculty members across the university who may be willing to provide academic and professional guidance. Annexure 4 includes guidelines for students to help develop a relationship with the advisor and make the best of their association. The students can also reach out to other faculty members across the university who may be willing to provide academic and professional guidance.

Executive coaching is also an integral element of the DrPH students' leadership development. The DrPH coaching model meets the students where they are in their leadership development. Coaches work with the students to identify the student's growth edge and leadership development goals. They provide support and challenge throughout the year within executive coaching sessions. The executive coaching sessions build on the students' academic and field placement work. The students identify their areas of leadership development growth and design a personal learning agenda within the executive coaching sessions. The individualized learning agendas are guided by previous work experiences, experiences in the DrPH program, and personal preference. With the coaches, the students design and

debrief “personal learning experiments” to advance progress on their designated leadership goals.

Executive coaches develop tailored growth programming for each student. The coach meets with each student a minimum of six times over the academic year. Coaching sessions are strategically timed in coordination with classroom and fieldwork to maximize student development.

The executive coach qualifications include health care or public service executive coaching experience with training in Constructive-Developmental Theory or related leadership development theories. The Harvard Chan Director of Leadership Development supervises the coaches.

Occasionally, problems presented by advisees may be beyond the domain of the academic advisor: intensive assistance with a particular course, personal problems with identity or relationships, financial difficulties, dissatisfaction with living arrangements, legal problems, health concerns, drug and alcohol abuse, etc. Advisors need to be alert for the signs of stress, and to be gently intrusive enough to identify broadly the nature of the problem; then the advisor needs to make the appropriate referral.

The Office for Student Affairs is also an excellent resource for the student to begin to access services on campus. You are also encouraged to contact the Faculty Director or Deputy Director of the DrPH Program should you need additional assistance.

The DrPH DELTA Doctoral Project

The DrPH DELTA Doctoral Project is the culminating experience of the Harvard DrPH Program and the primary locus of the knowledge translation elements of the degree. The pedagogical intent behind the DELTA Doctoral Project’s design is to provide an opportunity to the DrPH degree candidate to practice and develop their personal leadership skills while engaging in a project that contributes substantively to public health.

A typical project is built around a student and host organization relationship, although in some cases more independent work may be appropriate. Through an 8-month or more field-based experience, DrPH degree candidates engage in a partnership with a public health organization and additional stakeholders to apply their advanced training from the first two-years of the program in a full-time practice-based residency. Impact on public health may be achieved through direct action to improve outcomes in populations and/or the creation of significant evidence that has potential to influence such action. The translational output can take the form of policy or program change, impactful documentation of prior achievement of change, or development of strategies for future change that have a high probability of adoption and implementation.

Each candidate's DrPH DELTA Doctoral Project work is supervised by a DrPH DELTA Doctoral Project Committee consisting of at least two Harvard faculty – the committee chair (a faculty member formally affiliated with the DrPH Program at Harvard T.H. Chan School of Public Health) and a second Harvard faculty member. A third committee member may be drawn from the Harvard faculty or a recognized professional leader in a field relevant to the project. The candidate's experience and final deliverables will be reviewed by the DrPH DELTA Committee for assessment of successful completion of the project required for awarding of the degree.

A detailed [DELTA Doctoral Project Manual](#) is available for student reference and guidance. Also, provided in Annexure 5 is the DELTA Doctoral Project timetable students are expected to follow.

DELTA Chairs and Committee

The Doctoral Project Committee plays a valuable role in advising the students and supporting the development, satisfactory progress and evaluation of the DELTA Doctoral Project. The committee should consist of at least three members: a Committee Chair, who must be a faculty member at the Harvard T.H. Chan School of Public Health, one member who must be a faculty member at Harvard (at the School of Public Health or elsewhere within Harvard), and the final member who may be either a faculty member or a professional in the public health field (with appropriate education and experience to assess work at doctoral level at Harvard). To avoid any conflict of interest, the professional may not be the student's host organization supervisor from the DELTA Doctoral Project, though the professional may work at the organization in which the student is doing his/her project. She/he must agree to take on the responsibilities of a committee member in writing. Please refer to the Nominations for [Doctoral Project Committee](#) form on the Registrar's Office website for more information.

The Committee Chair has special responsibilities in the Doctoral Project Committee. The Chair should be the first committee member a degree candidate identifies and can assist with identifying other committee members. The Committee Chair manages and leads the outlined processes for ensuring satisfactory progress of the degree candidate, communicating with the student around clear expectations around their deliverables for the project, and should be the primary point of contact for the host organization and student should challenges arises.

Field Immersions in Public Health

The program requires DrPH students complete applied field experiences in which students are responsible for completion of deliverables that support their applying knowledge and conceptual understanding of real-world public health problems, are meaningful for an external organization, and that advance public health practice.

The Harvard DrPH Program has developed a unique design of a succession of field immersion experiences that ensure graduates have significant practical experiences collaborating with practitioners, and that allow for learning opportunities to develop leadership skills and to contribute to the landscape of public health work. We see the succession of field immersion experiences as signature pedagogy bridging the gap between theory and practice.

Doctoral students are expected to apply concepts, principles and theories learned in didactic courses and field immersion seminars toward both the public health foundational knowledge and enabling change competencies (leadership, management, communication and innovation) of the program. Students refine, hone, and strengthen these competencies as a means to propel them to high performing leadership roles upon graduation.

Succession of Field Immersion & Experiential Learning Experiences

Field immersions are an integral part of the Harvard DrPH program. The program seeks to ensure that students gain practical experience in public health while collaborating with senior public health practitioners and leaders. This complements academic coursework and helps develop and demonstrate advanced foundational knowledge and leadership competencies in a real world setting. The curriculum includes three periods of field immersion and experiential learning over the course of the degree program: Winter 1: Team-based (3 weeks), Summer 2 (8-10 weeks) and Winter 2: Experiential Learning Engagement (3 weeks).

Winter 1 Team-Based Immersion: Moving from Individuals to Collaborative Teaming

DrPH students will use a teaming approach that includes assessing or analyzing a problem or situation, an opportunity for program expansion or development, or “a new idea or approach” to a public health or systems challenge in a practice setting. Value for the partner organization is created when the team develops ideas, recommendations or solutions that the organization finds useful, and can adopt within a few months after the team’s departure. International and domestic partner organizations host teams of 4-5 students for three weeks during the Winter Session. This field immersion experience is connected to the required DrPH signature Enabling Teams course.

Summer 2 Field Immersion: Using Research and Data as a Catalyst for Change

An 8-10 week, full-time (320 hours) individually based experience. Students concentrate on tackling a public health challenge while stretching forward in their leadership skills. Students start the process of scheduling informational conversations with organizations of interest and identifying placements by late fall-early winter. This field immersion experience is connected to the required DrPH signature Enabling Large Scale Change course.

Winter 2 Experiential Learning: DELTA Doctoral Project Preparation

The purpose of this experiential learning period is for the student to focus on furthering ideas and goals related to the DELTA Doctoral Project. This period can take a variety of forms including participation in a winter session trip or formal field immersion experience, enrollment in a course that will strengthen the skills needed to pursue a DELTA Doctoral project, visits to potential organizations for DELTA Doctoral Project exploration, and partnership with a faculty member to work on a research question that is related to a DELTA Doctoral Project. This experiential learning experience is connected to the Fall/Spring required DrPH DELTA Doctoral Project Seminar in Year 2.

Annexure 1: DrPH Degree Competencies

Core Knowledge

- a) Apply lessons to current conditions and challenges from the history and development of human health, public health, and health systems.¹

Theories and Concepts

1. Define, distinguish, and develop interpretation based on underlying theoretical paradigms, research and analytical methods, and their application from multiple distinct disciplines in the biological, social, and managerial sciences.
2. Analyze the state of and determinants of population health outcomes and strategies for their improvement using a multi-disciplinary perspective that includes theories and conceptual frameworks from biology, social and behavioral sciences, economics, politics, and management.

Values

1. Apply ethical theories and viewpoints to assess public health issues, policies, and strategies.
2. Use ethical principles in public health research.

Methods

1. Define a feasible and relevant research question and formulate an appropriate study design to provide a valid answer to this question.
2. Collect evidence from either primary or secondary sources for research and policy and program development or evaluation.
3. Apply appropriate methods to analyze evidence gathered using rigorous quantitative, qualitative, or mixed methods approaches grounded in relevant disciplines.

Translation

1. Design a strategic plan for public health action (intervention, program, and/or policy) applying theories and concepts, research methods, program knowledge and skill, and policy development.
2. Identify, coalesce, and guide a team of public health professionals, administrators, and support personnel to develop and implement the strategic plan, and assess outcomes.
3. Identify stakeholders and persuade and negotiate with them on the design and implementation of a strategic plan.
4. Interpret and communicate methods and findings to the public, policymakers, and professionals.²

¹ This includes historical changes and current patterns of fertility, mortality, causes of death, and the burden of disease, and the development of health and medical interventions and institutions with a global perspective.

² This includes among other communication strategies: technical reports, journal articles, and public communications.

5. Lead the design and implementation of a comprehensive evaluation and assessment of a strategic plan (both formative and summative) including analysis, recommendations for improvement, and a process for implementation.

Management

1. Analyze an organization's structure, operations, planning and decision-making processes, and financial budgeting/control systems to identify potential organizational problems and opportunities.
2. Assess alternative action plans to reach outcomes that gain all parties' support and acceptance.
3. Implement appropriate interpersonal styles and methods to inspire and guide individuals toward goal achievement; modify behavior to accommodate the tasks, situations, and individuals involved.
4. Establish procedures to monitor the results of coworkers, assignments, or projects; take into consideration the skills, knowledge, and experience of the assigned individual and characteristics of the assignment or project.
5. Create a sense of ownership of jobs or projects by providing clear expectations, control of resources, responsibilities, and coaching (offer help without removing responsibility).

Leadership

1. Create a vision and energize a change process that brings systemic change.
2. Translate a vision and strategy into authentic and strategic action.
3. Create a climate that values community members from all backgrounds and provides an energizing environment for collaboration.
4. Recognize the impact of one's leadership position on others.
5. Engage in ongoing improvements of one's leadership capabilities, as well as the capabilities of others within your organization.

Communications

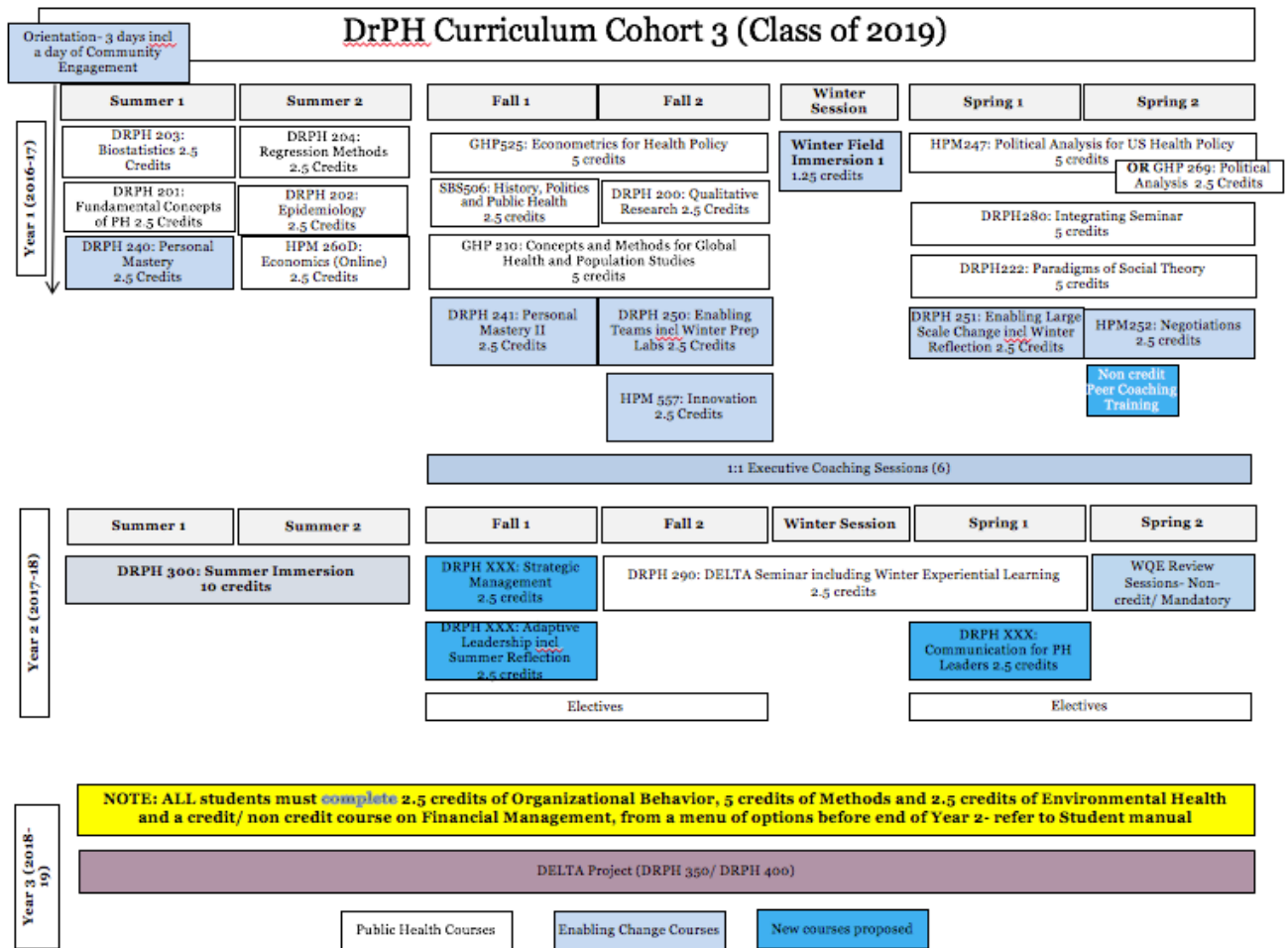
1. Persuade the public, professionals, policymakers, and other key constituents on public health issues utilizing scientific evidence, stakeholder input, public opinion data, and other key sources of information.
2. Lead the design of effective communication campaigns and message strategies that address public health issues using theories of health communication and the social/behavioral sciences.
3. Create high-impact messages using appropriately written, oral, visual, and social media for external and internal communications.
4. Lead the development and evaluation of a communication strategy for an organization.
5. Design and deliver effective teaching to lay and professional students.

Innovation

1. Create novel solutions to public health problems by formulating linkages from one situation to another through synthesis of data and collaboration with others.
2. Identify what's wrong with the current situation ("status quo") and think in an original way ("outside of the box").
3. Draw on disparate disciplines and people of diverse backgrounds to create novel solutions to public health problems.
4. Cultivate in others the ability to discover new connections, new solutions, and new ways of addressing public health issues.
5. Assess situational forces that are promoting and inhibiting ideas for change in an organization.
6. Determine strategic priorities and allocate limited resources to achieve them.

Annexure 2: DrPH Curriculum Specifics

a) DrPH Curriculum Course Map



b) Course Options for Environmental Health

Course Options – Environmental Health Requirement (2.5 credits required)	
Title	Course #
Introduction to Environmental Health	EH 201
Principles of Environmental Health	EH 202
Human Health and Global Environmental Change	EH 278-01
Environmental and Occupational Epidemiology	ID 215

c) Course Options for Financial Management

Course Options – Financial Management Requirement (5 credits required) Choose one course from List A and one course from List B OR Choose one course from List C		
List A (Financial Accounting)	List B (Financial Management)	List C (Financial Accounting and Financial Management)
HPM 219 (Financial Transactions and Analysis)	HPM220 (Financial Management and Control)	EDU A027 (MLD 427 A&B) Managing Financial Resources in Nonprofit Organizations
Online Course https://www.edx.org/course/financial-accounting-acc-a-ffa-f3-x-5?utm_source=accax&utm_medium=f3_page&utm_content=f3_ffa&utm_campaign=accax_microsite_f3	HPM222 (Financial Management of Health Care Organizations)	MLD 411M (Introduction to Budgeting and Financial Management)
Online Course https://www.edx.org/course/introduction-financial-management-acc-a-fa1-ma1-x-6?utm_source=accglobal&utm_medium=introduction_course&utm_content=introduction		

d) Course Options for Methods

Course Options - DrPH Methods Requirement (5 credits required)	
Title	Course #
Applied Regression Analysis	BST 210
Regression and Analysis of Variance	BST 211
Applied Regression for Clinical Research	BST 213
Statistical and Quantitative Methods for Pharmaceutical Regulatory Science	BST 217 (formerly BIO 523)
Basics of Statistical Inference	BST 222
Applied Survival Analysis	BST 223
Applied Longitudinal Analysis	BST 226
Research in Health Economics (additional petition to be submitted)	ECON 3460c
Mixed Methods for Global Health Research	GH706.0
Quantitative Methods in Impact Evaluation	GHP 228
Methods for Health Systems Analysis	GHP 501
Measuring Population Health (with additional sessions for doctoral students)	GHP 506
Large Scale Effectiveness Evaluation	ID 212
Using Data to Understand Good Governance	PED 115
Decision Theory	RDS 284
Risk Assessment	RDS 500
Social and Behavioral Research Methods (prerequisite for SBS 263)	SBS245
Multilevel Statistical Methods	SBS 263
Community-Based Participatory Action Research	SBS 501
Measuring and Reporting Health Disparities	SBS 513

e) Course Options for Organizational Behavior

Course Options – Organizational Behavior Requirement (2.5 credits required)	
Title	Course #
Managing, Organizing & Motivating for Value	HBS 1816
Microtopics in Organizational Behavior	HBS 4882
Health Care Organizations and Organizational Behavior	HPM 539
Getting Things Done: Management in a Development Context	MLD 102
Strategic Management for Public Purposes	MLD 110
Maximizing Human Capital and Organizational Performance	MLD 500
Strategic Management of Non-Profit and Governmental Organizations	MLD 801

f) DrPH Program Timetable*

Tasks & Milestones	Timing
Field Immersions: Winter Field Immersion 1 Summer Field Immersion Winter Field Immersion 2	Winter of Year 1 (November- January) Summer of Year 2 (May- August) Winter of Year 2 (January)
DELTA Doctoral Project Prospectus Submitted Prospective Program Submitted for Approval	Middle of Year 2 (December)
Final Program Submitted for Approval Written and Oral Qualifying Examination passed	End of Year 2 (May – June)
DELTA Progress Reports	From Students: Quarterly during DELTA Project
DELTA Project Commences	Beginning of Year 3 (Summer)
DELTA Doctoral Project Deliverables Submitted Final Oral Examination	Year 3 (Spring)

*This timeline is based on expected graduation in May of Year 3. The timeline could be extended by more coursework, a longer project field work phase, or a combination thereof. Extensions must be agreed upon in writing by the student, student’s advisor or DELTA Doctoral Project committee Chair, and the DrPH Program Directors.

Annexure 3: DrPH Course Requirements and Waivers

Courses	Credits	Waive without replacement (W)/ Replace with advanced course (R)/No Waiver (N)*
School Requirements		
DRPH 202 Epidemiology for Public Health Leaders	2.5	W
DRPH 203 Biostatistics for Public Health Leaders	2.5	W
DRPH 204 Regression methods for Public Health Leaders	2.5	W
GHP 525 Econometrics for Health Policy	5.0	W
Methods (options provided)	5.0	N
Program Requirements		
DRPH 201 Fundamental Concepts of Public Health	2.5	N (unless done at HSPH previously)
HPM 260D Health Economics with Applications to Global Health Policy (DrPH Section)	2.5	R
GHP 210 Concepts & Methods for Global Health & Population Studies	5.0	N
SBS 506 Intro to History, Politics and Public Health	2.5	N (unless done at HSPH previously)
DRPH 200 Qualitative Research Methods	2.5	W
HPM 247 Political Analysis for US Health Policy or GHP 269 The Political Economy of Global Health	5.0 or 2.5	R
DRPH 222 Paradigms of Social Theory	5.0	R
DRPH 240 Personal Mastery I	2.5	N
DRPH 241 Personal Mastery II	2.5	N
DRPH 250 Enabling Teams	2.5	N
DRPH 251 Enabling Large Scale Change	2.5	N
HPM 557 Innovation	2.5	W
HPM 252 Negotiations	2.5	R
DRPH 280 Integrating Seminar I- Year 1	5.0	N
DRPH 290* Integrating (DELTA) Seminar II incl Winter Field Immersion II)- Year 2	5.0	N
Environmental Health (options	2.5	W

provided)		
Financial Management (options provided)	2.5	W
Organizational Behavior (options provided)	2.5	N

Annexure 4: DrPH Program - Academic Advising Guidance

For DrPH Program Students/Advisees

- Take the time to familiarize yourself with the requirements of the DrPH degree program. In conjunction with your academic advisor, you are responsible for making sure that you take all the requirements in accordance with both the school's and department's time table.
- You are expected to meet with your academic advisor *at least* once each quarter, additional meetings may be desirable, but please be respectful of your advisors' other obligations and plan in advance.
- Be aware of key deadlines (reminders are often sent by the Registrar's office and by the DrPH Program).
- You are responsible for consulting with the advisor in case of waiver requests for any courses and for keeping them informed of the status.
- Be aware of specific milestones and be prepared to hold additional meetings to discuss these with your academic advisor as appropriate – Winter Session Field Experience (year 1), Field Experience (year 1), Winter Session Field Experience (year 2), Qualifying Exam (year 2) and the DELTA project and final presentation (year 3).
- Be sure you are clear about how you should reach your academic advisor and how to go about setting up appointments (e.g., email, sign-up sheet, specific office hours, and assistant).
- You will receive clear communication from your academic advisor in advance of when they will be away and information indicating who to contact in their absence should you have any questions. Upon receiving this notice, you should plan any necessary meetings accordingly.
- Schedule meetings in advance and let your advisor know what you would like to discuss. Some faculty members have regularly scheduled office hours but most prefer to schedule appointments through e-mail. Ask your advisor about the best way to arrange meetings.
- Read and respond to emails from your academic advisor in a timely fashion.
- Use the appropriate resources available to you for guidance. These include the Harvard T. H. Chan School of Public Health Student Handbook and Student Guide, the DrPH Student Manual, and the DrPH Webpage.
- If you have a personal, health, or disability-related concern that you need to discuss with your advisor, try to meet early in the semester, rather than waiting until a problem arises. The Office for Student Affairs is also an excellent resource to begin to access services on campus. Please feel free to contact Amy Wooldridge (awooldri@hsph.harvard.edu) regarding any of these issues. You may also contact the Faculty Director or Deputy Director, DrPH Program.
- If you find yourself in a situation where you need any type of help and need to reach out to someone other than your advisor, we encourage you to contact the DrPH team via Aria Jin, who can help facilitate on your behalf.

Specific Recommendations for First Year Students

- On getting the information on your academic advisor, please be sure to schedule at least a ½ hour time block to meet with your academic advisor. Your advisor should get to know you – share your background and aspirations. Use this opportunity to clarify any questions you have about the program, as well as understanding expectations. Gain a clear understanding

about the process to follow for obtaining your academic advisor's approval for courses you plan to take, particularly with the electronic approval system.

- Be clear on how many times you should expect (at a minimum) to meet with your academic advisor each term.
- Discuss the core requirements, your plans for electives, if any and a potential roadmap in early Fall.
- Discuss plans for Winter Session Field Experience in late September. Be sure to take advantage of information provided by the 2nd year students based on their Winter Session Field Experiences.
- Discuss plans for Summer Session Field Experience in February. Be sure to take advantage of information provided by the 2nd year students based on their Summer Session Field Experiences.
- Discuss elective courses of interest for year 2.

Your advisor is not the only faculty member who can give you guidance and support. We encourage you to talk with other faculty members, including those in other departments and in the DrPH Program. Other students are invaluable resources too, particularly for advice on classes.

Annexure 5: DELTA Doctoral Project Milestones & Deliverables Timetable (for Class of 2019)

The dates listed are the **best estimated dates** available for 2017. Actual dates for 2017 – 2019 may vary based on the Registrar’s Office. We will keep you informed of any changes to the dates.

Milestone	Timeline	Brief Description	Final Submission
Submit Prospective Program	December 15, 2017	Prospective Programs should include all course work taken and intended to be taken for Year 1 and 2. All requisite signatures must be collected.	To Registrar’s Office and DrPH Program Administrator
Submit initial DELTA Doctoral Project Prospectus	January, 27 2018 (approx.)	The initial prospectus should provide the outline of the strategic project, its status, challenges, questions faced, and literature and models considered.	To DELTA Doctoral Seminar Instructors
DELTA Doctoral Project Planning	September 2017 – April 2018	In consultation with DrPH Faculty Director and Deputy Director, the degree candidate should identify a potential host organization, committee members, develop deliverables and leadership development goals.	
Doctoral Project Check-In	March 1 - March 31, 2018	Send an email to DrPH Administrator regarding the status of potential Doctoral Project Committee members’ names for review and feedback by the DrPH Faculty Director.	DrPH DELTA Doctoral Seminar
Complete Travel Waiver and Register Travel	April 30, 2018	Complete domestic or international travel waiver. Student register’s travel through Harvard’s website.	Travel Waiver – DrPH Assistant
Submit Final Program	April 30, 2018	Submit Final Program with all requisite information & signatures.	To Registrar’s Office and DrPH Program Administrator
Submit Nomination for Doctoral Project Committee Form	May 4, 2018	Submit Nomination for Doctoral Project Committee form with all required signatures to officially nominate the committee.	To Registrar’s Office

DELTA Doctoral Project Proposal	May 4, 2018 (approx.)	DELTA Doctoral Project Proposal is shared with DELTA Chair, Committee and members and DrPH Program.	Committee Chair; DrPH Program Administrator (email)
Written Qualifying Examination	May 18, 2018 (approx.)	The Written Qualifying Exam is expected to cover the Foundational Knowledge and Enabling Change required coursework of the DrPH program. The student must pass this exam before going on their Oral Qualifying Examination.	Kresge LL6 9:30AM – 1:00PM
Submit Scheduling DELTA Oral Qualifying Examination Form	Three weeks before date of Oral Qualifying Examination, which should be during June 2018 to stay on schedule	Student is expected to complete with all signatures the Oral Examination Scheduling Form and provide this to the Registrar's Office. <i>It is highly recommended to submit this form as early as possible to aid with scheduling difficulties.</i>	To Registrar's Office
DELTA Oral Qualifying Examination	June 1 – June 30, 2018	The Oral Qualifying Examination assesses the integrity of the student's proposal and readiness to engage in fieldwork. Only once the student has passes the oral qualifying examination may they go onto their field phase. Degree candidates will not be able to take this examination until they pass their Written Qualifying Examination.	To Registrar's Office
Engaged in project field work phase	July 1, 2018 – February 28, 2019	Following obtaining a passing mark on the Oral Qualifying Examination and Written Qualifying Examination, the DrPH degree candidate will NOT be able to begin their 8-month experiential learning phase at the host organization.	
Draft of Doctoral Thesis's Analytical Platform & Progress Report	September 28, 2018 (approx.)	In September, the student is expected to minimally provide a draft of their Analytical Platform with list of cited sources to committee members and meet virtually for a progress report. <i>Student to turn Progress Report with all requisite signatures and documentation 1 week after meeting.</i>	To Registrar's Office and DrPH Program Administrator
Host Organization Midway Progress Report Due	November 30, 2018	The committee chair is required to reach out with the Host Organization Midway Progress Report form to gather the host organization's initial feedback on the student, strategic project, and the value added thus far. <i>No student engagement needed.</i>	To DrPH Program Administrator
Progress Report	December 14, 2018	During December, the student is expected to produce further progress on the DELTA Doctoral Thesis as defined by the Doctoral Project Committee. A progress	To Registrar's Office and DrPH Program

		report and virtual meeting with the committee is also required. <i>Student to turn Progress Report with all requisite signatures and documentation 1 week after meeting.</i>	Administrator
DELTA Virtual Conference	February 2019 – Date TBD	During a virtual conference after the Winter Session we hope to have the opportunity to share, collect, exchange and reflect on how the DELTA Doctoral Projects are shaping up, and look toward the future.	
Host Organization Final Progress Report Due	February 2019	The committee chair will survey the host organization for a final Progress Report on the student, strategic project and value added. <i>No student engagement needed.</i>	To DrPH Program Administrator
Students Expected to Work on Deliverables	March 1 – April 17, 2019	After the 8-month Experiential Learning Phase of the DELTA Doctoral Project, degree candidates may return to campus to work solely on their deliverables and prepare for their DELTA Final Oral Examination.	
Submit DELTA Final Oral Examination Scheduling Form	A minimum of 3 weeks before DELTA Final Oral Examination	This form is due at least three weeks before the scheduled DELTA Final Oral Examination date. The degree candidate must submit a completed Scheduling Form with all completed information and signatures. <i>It is highly recommended this date is scheduled in July of 2018 and the form submitted at this time.</i>	To Registrar's Office
DELTA Final Oral Examination	March 1- April 15, 2019	DrPH degree candidates complete their maximum 120-minute DELTA Final Oral Examination.	To Registrar's Office
Last Day to Submit DELTA Doctoral Thesis deliverables to be able to participate in May Commencement	April 15, 2019	This is a strict university deadline that cannot be moved. Having passed the DELTA Final Oral Examination, all deliverables must be submitted through ETDs@Harvard	To Registrar's Office
Harvard Commencement	May 2019	May Commencement	

Annexure 6: Field Immersion and Experiential Learning Specifics

a) Field Immersion Overview

Field Immersion Period	Purpose	Timeline
<p>January Winter Session 1 Team-Based Field Immersion 3 months, November-January</p>	<p>An intentional process of organizing to learn in a real world setting. Students stretch forward in their leadership development and intentionally focus on the foundations of teaming as they take on a project that addresses a public health challenge or issue.</p> <p>International and domestic host organizations work remotely with teams of 4-5 students starting in November and host students for three weeks during the January Winter Session.</p>	<p>This field immersion experience is facilitated by the DrPH Program and the students are provided with a modest stipend by the Harvard T.H. Chan School of Public Health to cover some expenses.</p> <p>Host Organizations proposals are requested in early September and matches are made in early October.</p>
<p>Summer 2 Field Immersion 8-10 weeks, May-August</p>	<p>Full-time individually based experience where students concentrate on developing new competencies and advancing existing skills to tackle a public health issue or challenge.</p>	<p>The program supports students in identifying field immersion opportunities. Students are not funded by the program for this experience.</p>

<p>January Winter Session 2 Experiential Learning Engagement 3 weeks, January</p>	<p>Students focus on strengthening tools for leadership, furthering ideas and goals regarding the DELTA Doctoral Capstone and/or integrating public health concepts and theories into practice.</p> <p>Some examples can include participation in a winter session trip or formal field immersion experience, enrollment in a course that will strengthen one of the main competency domains of the program, exploration of and visits to potential organizations for the DELTA Doctoral Project, and pursuing work on a research question that is related to your DELTA Doctoral Project.</p>	<p>The second winter learning period can take on a variety of forms.</p> <p>The program supports students in identifying field immersion opportunities. Students are not funded by the program for this experience.</p>
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b) Field Immersion Planning

Learning Goals Reflection Tool

The succession of field immersion experiences plays a significant role in the DrPH program. Degree candidates have the opportunity to develop proficiency in each of the core competencies of the program, across a broad range of public health work settings. There should be an explicit focus on strengthening skill sets around the Enabling Change competency domains specific to: leadership, management, communication and innovation.

Leadership behaviors are learned over time and often require the right stretch. In each immersion experience, students should expect to adapt to new ways of thinking and behaving in the context of working on a strategic, public health project. These real-world experiences will not only provide you with new ways of translating public health research into effective policies, programs and initiatives to improve individual and population health outcomes but also transfer directly to your professional, career goals upon graduation.

Critical Reflection Questions:

1. Identify your skills and strengths: Think about what you learned in past work experiences. Identify the skills, knowledge, and experiences that you bring to your work for the upcoming field immersion experience.
2. Areas for growth / stretch: What skills would you like to hone, refine and strengthen and how do they relate to the competencies of the program? What do you need to do to grow professionally? Please relate your answers to both the Mastering Foundational Knowledge and the Enabling Change Competencies of the program i.e. Leadership, Management, Communication, and Innovation Thinking. (Review the competencies of the DrPH program)
3. What is important to you in a work setting: What organizational mission and goals are of interest to you? What would you like your function to be?
4. Geographic preferences / interests: domestic, international or both?
5. Craft individual goals and objectives: What do you personally hope to achieve and how will you stretch forward? Before each immersion experience, you should map out your learning goals and objectives around a minimum of 3-5 competencies and think about the ways in which you hope to master your learning in a practice setting.
6. Investigate the landscape of opportunities and contacts: Identify a network of people who can provide you with information and referrals to those in a position to offer a field immersion opportunity that will enhance your development as a public health professional.

Leadership Development

The Harvard DrPH Field Immersion program is closely intertwined with the Enabling Change program, a curriculum based on the belief that effective, applied, public health practitioners must augment traditional, public health research skills and methodologies with learning how to enable positive change at four levels of application: within themselves, amongst their teams, inside their organizations, and across systems. DrPH candidates engage in programmatic study and field experience, which permit them to develop competencies related to leadership, management, innovation, and communication. Each of these competencies may be deployed by individuals, within teams, and across organizations and large systems. Students who engage and metabolize these competencies will be among those that are most ready to serve as public health leaders.

Networking and Relationship Building

Build confidence and reduce stress by starting early in the year as you embark on exploring pathways to connecting with organizations for field immersion or the DELTA Doctoral Project. We encourage you to commit to the practice of reaching out monthly to schedule informational interviews with 1-2 individuals who do the work you're interested in exploring. Over time, the practice of building social capital through networking will result in connections to interesting individuals who can expand your perceptions about the ever-changing landscape of public health/healthcare career opportunities.

- Attend university-wide events, local and national conferences and workshops.
- Participate in Career Advancement Employer and Skill Building Events.
- Meet with your academic advisor, Assistant Director of Field Practice, and HSPH Faculty in your fields of interest.
- Use the DrPH LinkedIn Platform to connect with the previous experience of peers and alumni of the program.
- Research and identify organizations and individuals of interest and send outreach communication.

You must be able to communicate clearly and succinctly your experience, interest and motivations in relation to the mission and work of the organization you are approaching. In any introductory email communication, be sure to include your updated CV/Resume, 3-4 bullet points for discussion, and your interests as they align with the work of the person or organization.

Consider the following questions for reflection: What work/projects align with your learning and curiosity? How do you develop new skills to bring the learning forward? What work/sector will challenge you to move outside of your comfort zone?

Be sure to seek out influential and qualified individuals committed to providing supervision and mentorship during your field based experience.

Identify opportunities to co-design mutually rewarding projects and leadership development opportunities that: (1) are strategically relevant to the organization, (2) align with your interest and areas for growth and (3) meet the criteria for the Field Immersion requirement.

Keep track of the connections you make and be sure to circle back to folks with updates and thank you emails. For additional information visit the Harvard Chan School Office of Career Advancement.

Host Organization and Project Criteria

The scope of a field immersion project should be more than an opportunity for additional work experience. Applied practice allows students to advance public health work with a different lens, to develop new competencies and to explore one's identity as it relates to the practice of leadership. The projects should be designed with the organization's priorities in mind and where the student can take on principal responsibility, work with others in the organization, have access to leaders and exposure to high level decision making and should require a significant contribution and completion of a critical deliverable that will allow for the advancement of the student's learning goals and the organization's mission. Projects completed and recommendations made by DrPH students are high quality, innovative and provide critical value to organizations.

Developing a Learning Plan

The Learning Plan serves to guide the DrPH candidate through the field immersion experience and is also the basis for assessing field performance. The Harvard DrPH program requires learning plans to make explicit the expected outcomes of the field immersion experience as tied to the professional goals of the student and program. The content of the learning plan, including start/end date, location and full-time, work hours is created in collaboration between the student and the host organization field supervisor and should align organizational needs and projects, the students learning goals, and additional leadership and management professional development opportunities. Learning plans should be completed one-two months prior to the field immersion experience, signed by the student and supervisor, and submitted for final approval to the Assistant Director of Field Practice. The Learning Plan may be modified, if needed, during the field immersion experience.

The following are the requirements for each field immersion period:

- Completion of a Team and Organization Commitment Form for Winter 1
- Completion of a Learning Agreement for Summer 2
- Completion of a Work Proposal for Winter 2

Identifying Competencies and Learning Objectives

When planning your field immersion and defining the scope and goals of your project, be sure to consider the objectives of the field immersion program and how it fits into your Harvard DrPH Doctoral Degree Competencies.

Competencies	Learning Objectives
Competencies define program specific skills and knowledge that enable students to successfully design learning objectives specific to leadership and professional development goals.	Learning objectives describe what the learner should be able to achieve at the end of a learning period.
Competencies are relevant to the DrPH Program and Enabling Change.	Learning objectives should be specific, measurable statements and written in behavioral terms. <i>Examples include: Compose, construct, measure, recommend, translate, formulate, evaluate, etc.</i>

Reflection

Students are encouraged to keep a learning portfolio comprised of several reflective writing assignments that document their learning throughout their time in the program, specifically through the Enabling Change course and field immersion/experiential learning components of the program. The process of analyzing and reflecting critically on one’s leadership development through field-based learning experiences fosters the transition from academic learning to professional development. Specifically, critical writing encourages students to explore in greater depth and learn from events, experiences, situations or new information, as it necessitates analytical and focused thinking.

Field Immersion Deliverables

Harvard DrPH students will be responsible for completing several deliverables following each field immersion/experiential learning experience: (1) three-five page reflection papers, (2) individual and group presentations in the return reflection session, (3) participation in poster sessions and (4) completion of evaluation surveys of each Field Immersion experience.

Evaluation

Shortly after the field immersion begins, the program emails or calls both the student and supervisor to check-in, offer support and confirm the placement is off to a good start. The program recommends a mid-immersion review between the supervisor and student and sends a

reminder communication to the supervisor with a guide to encourage the scheduling of a review with the student; the purpose of this meeting is to discuss the placement experience to date and to share constructive feedback on the student's performance.

Prior to closing out the experience, we recommend the supervisor and student meet to discuss the completion of project objectives and to discuss an overall evaluation of the student and his/her contribution to the organization. This aligns with the standard practice of providing employees, in this case the student, with the experience of a performance evaluation

At the conclusion of the placement, students receive a field immersion evaluation as a mechanism for self-assessment and to provide feedback on the placement to the program. Supervisors are also asked to evaluate the student's performance and provide feedback to the program. The Assistant Director of Field Practice will provide overall supervision of the field immersion activities including the approval of learning agreements, check-ins and evaluation follow-up.

Students are evaluated and graded on the achievement of defined learning objectives and deliverables to the program and host organization. As part of each field immersion experience, students reflect on and evaluate their overall practice experiences, particularly as they relate to their academic and professional goals. The course instructor and Assistant Director of Field Practice review required deliverables and evaluations completed by students and host organizations to provide a grade. Every field immersion experience is graded on a pass/fail basis.

Financial Compensation

In the past, limited support has been available for Winter 1 and Summer 2 field immersion; however, at this time, the Harvard DrPH program cannot make any commitments regarding financial support to students. Students can independently seek additional funding from a variety of fellowships and awards from both Harvard University and external, third party sources.

Health and Safety of Students in Field Immersions

While it is impossible to remove all potential risk from field immersion experiences, it is important that students exercise caution and take preventive measures to assure safety while working overseas. We empower students to embrace new opportunities with greater knowledge and confidence, reduce the likelihood of emergencies, and provide students with the tools and information on how to deal with unexpected events.

All students who participate in field immersion/experiential learning opportunities are required to register travel as an individual or team for international travel, view country-specific information, review student travel policies and complete required forms, attend a

mandatory HSPH Harvard Travel Assist orientation meeting, confirm visa and passport requirements and develop your personal safety plan.

In an emergency, Harvard Travel Assist, which is available worldwide, will provide you with medical referrals & security advice and emergency evaluation and repatriation. Before you go, visit www.Traveltools.harvard.edu. For more in-depth information concerning travel guidelines/requirements, please click [here](#).

Human Subjects Requirements

DrPH candidates who are conducting research with human subjects while abroad should refer to the IRB website. Research with human participants includes, not only medical or biological studies, but also surveys, interviews and records review. Prior approval from IRB is required and the review process can take at least 1 month. Students should check with the organization of interest to inquire whether they have IRB approval for the proposed work. Please consult with the Assistant Director of Field Practice or the Assistant Director for Regulatory Affairs and Research Compliance, Alyssa Speier, at aspeier@hsph.harvard.edu for further assistance.