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PLEASE NOTE: Every effort is made to ensure the information contained in this manual is accurate at the time of printing. However, Harvard T.H. Chan School of Public Health reserves the right to make changes in degree requirements, courses of instruction, faculty, and other information contained herein.

We welcome your input and suggestions for ways to improve this document.
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School-wide resources

In addition to the DrPH Curriculum Guide, students at 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

**Procedure for Cross-Registration at Other Schools**  
www.hsph.harvard.edu/registrar/cross-registration  
Contact: Anita Mourino, Harvard T. H. Chan Cross-Registration Coordinator

**University-Wide Course Catalog**  
https://coursecatalog.harvard.edu

**2015-2016 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

**Student Financial Services**  
www.hsph.harvard.edu/osfs  
Contact: Kathy Austin, Director of Student Financial Services

**Office for Student Affairs**  
www.hsph.harvard.edu/student-affairs  
Contact: Leah Kane, Director for Student Affairs

**Career Services Office**  
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
Doctor of Public Health (DrPH)

DrPH Goals

The goal of the DrPH professional degree is to prepare graduates for an accelerated career path toward senior leadership roles of high impact in the public health and healthcare arenas including senior level positions at the regional, national, and international levels. This will be achieved through advanced training in the concepts, theories, and methods that are the foundation of public health; integration of multiple disciplines of the relevant public health sciences; the application of the social and managerial sciences to enabling change; and the scholarship of translation to address complex problems of public health policy and practice.

The DrPH DELTA Learning Method

The DrPH curriculum is designed to enable students to acquire the competencies described in the DrPH Competency Schematic shown in Figure 1 below. Our educational approach in the program is to develop the DrPH DELTA Learning Method, where DELTA stands for Doctoral Engagement in Leadership and Translation for Action. The DELTA Learning Method emphasizes achieving the integration of knowledge and action we seek in the DrPH. It combines the competency-based academic activities of the program with significant practice-related learning throughout. It also includes complementary learning elements (such as mentored self-study and monitoring of personal growth and development) to achieve our educational goals.
Figure 1

DrPH Competency Schematic:
Learning by Design for the Highest Impact on Health

Competencies

The DrPH has been designed using a competency-based approach. A set of competency domains forms the conceptual basis for the program, as summarized in Figure 1. Annex 2 contains further details of the various competencies that are listed in the competency schematic.

Overall Curriculum

A strong “cohort” orientation guides the curriculum. Required courses and activities may make up 70% of the first two years. While courses will mostly be the same, not all other activities will be identical or together. The current 2-year DrPH curriculum for students who entered in July 2014 (Cohort 1) and July 2015 (Cohort 2) is provided in Annex 1. Where students can demonstrate recent completion of courses equivalent to those required for the DrPH, replacement of required courses with a more advanced course in the same technical area is possible with the agreement of the DrPH Faculty Director.

Foundational Knowledge and Analysis and Synthesis Skills

Intense focus on fundamental theories, concepts, and methods during the first summer and two semesters, designed to enable students to build a strong foundation in theory along three core dimensions – the public health foundations and trajectory of human health, economic sciences, and other social sciences. Students will concurrently acquire fundamentals of quantitative methods, core
biostatistics and epidemiology, econometrics/multivariate statistics methods, and qualitative research methods. The purpose is to enable an early shift to more integrative thinking, analysis, and synthesis. This is accompanied by inclusion and balance across other core areas such as ethics, environmental health, social behavior, and health policy.

- “DrPH Labs and Sections” will be used to supplement work as needed where existing master's level courses can be augmented to reach a more advanced level.
- In years 1 and 2, the DrPH Integrating Seminars will build on the foundational knowledge and methods acquisition. The Integrating Seminar in Year 1 is organized around selected important issues and problems in public health and these are examined in terms of evidence and methods used to develop politics and policy, as well as the design and implementation of responses to problems. In Year 2, students will focus more on work to prepare for the third year DELTA project.

**Enabling Change Competencies**

Developing competencies to “enable positive change” is a key element of the DELTA learning method. The Harvard DrPH integrates learning around enabling change through the curriculum. This includes specific required coursework related to leadership, management, communication, and innovation, as well as personal coaching and development of each student’s leadership journey through guided personal development. Three periods of field immersion – winter, summer, winter – are also part of enabling change learning, as are the translational learnings achieved in the integrating seminars.

Of particular note in this aspect of the curriculum is the Leading Change Studio (LCS), a for credit innovative program which runs through the two years of residential study. The LCS will combine some periods of formal classroom engagement with periods of complementary activities such as participant observation in local organizations, simulation, and guided practical experience. Competencies with the four “enabling change” domains will develop cumulatively over the full two years of formal course work.

Field immersion experiences will be launched in the Winter Session of Year 1. Field immersion will move from a group experience, to smaller groups and individual placements leading to the DrPH DELTA Project beginning Summer Year 3. Immersions can include local, US domestic and international experiences. Students are encouraged to move beyond their areas of previous experience and explore new areas of interest and experience. The Assistant Director for Field Practice on the DrPH team is available to assist with identifying suitable field immersion opportunities and will monitor student progress.
Advanced Courses

Individually-selected advanced courses comprise at least half of the Harvard-based study time in Year 2 and these may include courses in other schools of the university. In Year 2 the DrPH students will develop more individualized interests and directions leading towards their DrPH DELTA Project. Their focus will be distributed across a wide range of issues and topics including U.S. and non-U.S.-related health problems, health systems and policy, and management areas. Individualized advanced study will be defined in collaboration with their academic advisors with oversight from the DrPH staff team.

Other activities

Other learning activities will include regular debriefing sessions (to assess the program ongoing). Occasional monthly leadership brownbags and evening events with invited speakers, including visiting Harvard Chan School leadership fellows, will be offered.

Safety and Success Workshop

A workshop on safety and success in the field will support practice experience.

Program Portfolio

This portfolio will document written and complementary achievements throughout the program using an online portfolio tool designed to capture and demonstrate students’ continuous learning skills, knowledge, and abilities during their time in the program. Complementary materials can include items such as published reports from a variety of media, communications materials, and other outputs deemed relevant.

Qualifying Examinations

At the end of academic year 2, students will complete qualifying examinations. The written examination will assess achievement of competencies in the foundational knowledge and enabling change domains. The oral examination will be a presentation of the justification, content, and expected results of the DrPH DELTA Project. These examinations are to be successfully completed not earlier than 23 months into the program and not later than 35 months. Students must pass examinations to be permitted to advance to the DELTA Project stage. More details on examinations are provided in the DELTA Project Manual.

Academic Performance

DrPH students will be 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. A limited number of pass-fail grades will be
permitted during the years of study prior to the project. Once complete, the DrPH Delta Project can commence.

**DrPH DELTA Project**

The DELTA Project is the culminating experience or capstone of the DrPH degree and comprises the following elements:

- Work on the project itself
- A thesis (up to 200 single-spaced pages)
- Other deliverables
- A personal self-assessment report

This project is the primary focus of work during the last 10-18 months of the program. The DELTA Project realizes the competencies associated with the “achieving valued results” domain in Figure 1. A detailed DELTA Project Manual is available for student reference and guidance.

Students are expected to apply the foundational knowledge and enabling change competencies they have acquired in the first two years of the program to develop a new integrative translational achievement of results that has a significant impact on public health. Impact on public health may be achieved through direct action to improve outcomes in populations and/or the creation of significant evidence that has high potential to influence such action. The translational output can take the form of substantial 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.
The candidate’s DrPH DELTA Project will typically be carried out in a full-time practice-based residency with a leading governmental or non-governmental organization in public health.

Each candidate’s DrPH DELTA Project work will be supervised by a DrPH DELTA Project Committee consisting of at least two Harvard faculty – the committee chair (a faculty member formally affiliated with the DrPH program) 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 products will be reviewed by the DrPH DELTA Committee for assessment of successful completion of the project required for awarding of the degree. The candidate will be required to make an oral presentation on his/her DELTA Project for the DrPH Steering Committee.
Advising, Mentoring, and Coaching

Since required courses comprise the majority of the first year DrPH curriculum and an essential goal of the first year in the program is to develop networks in the School and across the University, year 1 students are assigned an advisor from a panel of advisees. Year 2 students have advisees that are matches with a student’s interest and Delta Project aspirations. Fawn Phelps works with all students and a cadre of coaches to provide coaching.

Steering Committee

Members:
*Prof. Peter Berman,* Chairperson and DrPH Faculty Director  
  Professor of the Practice of Global Health Systems and Economics  
  Director, GHP Educational Initiatives  
  Department of Global Health and Population

*Dean David Hunter* (ex officio)  
  Acting Dean of the Faculty, Harvard T.H. Chan School of Public Health  
  Vincent L. Gregory Professor in Cancer Prevention and Dean for Academic Affairs

*Prof. Howard Koh*  
  Harvey V. Fineberg Professor of the Practice of Public Health Leadership  
  Department of Health Policy and Management

*Prof. Ian Lapp* (advisory)  
  Lecturer on Global Health  
  Associate Dean for Strategic Educational Initiatives  
  Department of Global Health and Population

*Prof. Jennifer Leaning*  
  Francois-Xavier Bagnoud Professor of the Practice of Health and Human Rights  
  Director, FXB Center for Health and Human Rights  
  Department of Global Health and Population  
  FXB Center for Health and Human Rights

*Prof. Lant Pritchett*  
  Professor of the Practice of International Development  
  Co-Chair MPA/ID Program, Harvard Kennedy School

*Prof. John Quelch*  
  Charles Edward Wilson Professor of Business Administration, Harvard Business School  
  Professor in Health Policy and Management, Harvard T.H. Chan School of Public Health

*Prof. Nancy Turnbull*
Senior Lecturer on Health Policy
Associate Dean for Professional Education
Department of Health Policy and Management

Prof. Vish Viswanath
Professor of Health Communication
Department of Social and Behavioral Sciences
McGraw-Patterson Center for Population Sciences, Dana-Farber Cancer Institute

Prof. Michelle Williams
Stephen B. Kay Family Professor of Public Health Chair, Department of Epidemiology
Department of Global Health and Population

Prof. David Wypij
Senior Lecturer on Biostatistics
Associate Professor of Pediatrics, Harvard Medical School

Annex 1: DrPH Curriculum

Annex 2: DrPH Competency Development

Annex 3: DrPH Timetable
Annex 1: DrPH Curriculum

DrPH Cohort 1 Curriculum

Legend

- **Foundational Knowledge**
- **Enabling Change**
- **Co-Curricular**

During the 2nd academic year, all students must complete 2.5 cr of Organizational Behavior Competencies and 5 cr of Methods Competencies, choosing from the courses provided in the tables following this form.

DrPH Cohort 2 Curriculum

Legend

- **Foundational Knowledge**
- **Enabling Change**
- **Co-Curricular**

During the 2nd academic year, all students must complete 2.5 cr of Organizational Behavior Competencies and 5 cr of Methods Competencies, choosing from the courses provided in the tables following this form.
### Organizational Behavior Course Options for 2.5cr Competency Requirement

<table>
<thead>
<tr>
<th>Title</th>
<th>Course #</th>
<th>Term</th>
<th>Schedule</th>
<th>Credits</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Organizations and Organizational Behavior</td>
<td>HPM 539</td>
<td>Spring 2</td>
<td>MW 10:30-12:20</td>
<td>2.5</td>
<td>Pascal</td>
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<td>Strategic Management of Non-Profit and Governmental Organizations</td>
<td>HKS-MLD-501</td>
<td>Fall</td>
<td>M/W 2:40-4</td>
<td>1.0 (eq. to 5cr)</td>
<td>Nathalie Laidle-kylander</td>
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### Method Course Options for 5cr Competency Requirement

<table>
<thead>
<tr>
<th>Title</th>
<th>Course #</th>
<th>Term</th>
<th>Schedule</th>
<th>Credits</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disease Distribution Theory A &amp; B</td>
<td>SBS 506, SBS 507</td>
<td>Fall 1/2</td>
<td>M/W 9:40AM-12PM</td>
<td>2.5</td>
<td>Nancy Krieger</td>
</tr>
<tr>
<td>Advanced Quantitative Methods</td>
<td>GOV 2001</td>
<td>Spring</td>
<td>M: 2-4PM</td>
<td>2.5</td>
<td>Gary King</td>
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<tr>
<td>Quantitative Methods in Impact Evaluation</td>
<td>GHP 228</td>
<td>Spring</td>
<td>F: 8:30-11:30AM</td>
<td>5</td>
<td>Jessica Cohen</td>
</tr>
<tr>
<td>Decision Analysis Methods in Public Health &amp; Medicine</td>
<td>RDS 285</td>
<td>Spring 1</td>
<td>MW: 1:30-3:20PM</td>
<td>2.5</td>
<td>Jane Kim</td>
</tr>
<tr>
<td>Measuring and Reporting Health Disparities</td>
<td>SBS 513</td>
<td>Spring 2</td>
<td>F: 9:30-10:20AM</td>
<td>2.5</td>
<td>Reginald D. Tucker-Sealey</td>
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<tr>
<td>Multilevel Statistical Methods</td>
<td>SBS 263</td>
<td>Spring</td>
<td>Th: 3:30-5:20PM</td>
<td>5</td>
<td>S.V. Subramanian</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>RDS 500</td>
<td>Spring 2</td>
<td>Th: 10:30AM-12:20PM</td>
<td>2.5</td>
<td>John S. Evans</td>
</tr>
<tr>
<td>Community-Based Participatory Action Research</td>
<td>SBS 501</td>
<td>Spring 2</td>
<td>M: 3:30-6:20PM</td>
<td>2.5</td>
<td>Justeen Hyde</td>
</tr>
<tr>
<td>Measuring Population Health</td>
<td>GHP 506</td>
<td>Spring 1</td>
<td>MW: 10:30AM-12:20PM</td>
<td>2.5</td>
<td>Josh Salomon</td>
</tr>
<tr>
<td>Intro to Demography</td>
<td>GHP 220</td>
<td>Fall 2</td>
<td>MW: 8:30-10:20AM</td>
<td>2.5</td>
<td>Marcia Castro</td>
</tr>
<tr>
<td>Large Scale Effectiveness Evaluation</td>
<td>RD 212</td>
<td>Spring 2</td>
<td>W: 3:30-5:20PM</td>
<td>2.5</td>
<td>Cesar Victoria</td>
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<tr>
<td>Health Economics</td>
<td>ECON 2465</td>
<td>Spring 1</td>
<td>Th: 10-11:30</td>
<td>4.0</td>
<td>David Cutler</td>
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<tr>
<td>Research in Health Economics</td>
<td>ECON 3460c</td>
<td>Fall</td>
<td>working individually with faculty</td>
<td>6.0</td>
<td>Joseph Newhouse</td>
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<tr>
<td>The Analysis of Rates and Proportions</td>
<td>BIO 210</td>
<td>Fall</td>
<td>Th: 8:30-10:20AM</td>
<td>5</td>
<td>David Wypij</td>
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<tr>
<td>Applied Survival Analysis</td>
<td>BIO 223</td>
<td>Spring</td>
<td>Th: 10:30AM-12:20PM</td>
<td>5</td>
<td>Rebecca Betensky</td>
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<td>Program Evaluation: Estimating Program Effectiveness with Empirical Analysis</td>
<td>API-208</td>
<td>Spring</td>
<td>Th: 10:30-11:30; F: 11:40-1</td>
<td>1.0 (eq. to 5cr)</td>
<td>Alberto Abadie</td>
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</tbody>
</table>
Annex 3: DrPH Competency Development

DrPH Competency Development

Learning by Design for the Highest-Impact on Health

Societal Needs → Values → Theories & Concepts → Methods → Analysis ↔ Synthesis

Management → Leadership → Communication → Innovation → Policy → Translation

Research → Practice → Impact

Mastering Foundational Knowledge

Enabling Positive Change

Achieving Valued Results
Annex 4: DrPH Timetable*

*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 project committee Chair, and the DrPH program faculty director.

<table>
<thead>
<tr>
<th>Tasks &amp; Milestones</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>Advisor Meetings</td>
<td>At least Quarterly throughout program</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>From advisor: Semi-annually during years 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>From Students: Quarterly during DELTA Project</td>
</tr>
<tr>
<td>Anticipated Academic Coursework Form due</td>
<td>Middle of Year 2 (December)</td>
</tr>
<tr>
<td>DELTA Project Topic Form due</td>
<td></td>
</tr>
<tr>
<td>DELTA Project Proposal draft due</td>
<td>End of Year 2 (by April 30)</td>
</tr>
<tr>
<td>DELTA Project Proposal due</td>
<td>End of Year 2 (by April 30)</td>
</tr>
<tr>
<td>DELTA Project Committee Nomination Form due</td>
<td>End of Year 2 (by April 30)</td>
</tr>
<tr>
<td>Qualifying Examinations</td>
<td>End of Year 2 (May 15-July 1)</td>
</tr>
<tr>
<td>• Written exam</td>
<td></td>
</tr>
<tr>
<td>• Oral exam</td>
<td></td>
</tr>
<tr>
<td>Program Portfolio</td>
<td></td>
</tr>
<tr>
<td>DELTA Personal Development Goals Finalized</td>
<td></td>
</tr>
<tr>
<td>DELTA Project Commences</td>
<td>Beginning of Year 3 (Summer)</td>
</tr>
<tr>
<td>DELTA Project Thesis</td>
<td>End of Year 3 (by April 30)</td>
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<tr>
<td>DELTA Project Final Report</td>
<td>End of Year 3 (by April 30)</td>
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<tr>
<td>DELTA Project Other Deliverables</td>
<td>End of Year 3 (by April 30)</td>
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<tr>
<td>DELTA Project Personal Self-assessment</td>
<td>End of Year 3 (by April 30)</td>
</tr>
<tr>
<td>DELTA Project Oral Examination</td>
<td>End of Year 3 (by May 15)</td>
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</tbody>
</table>