



HARVARD T.H. CHAN

SCHOOL OF PUBLIC HEALTH

Harvard DrPH

Student Manual

For students entering
July 2015



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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

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/>

Contact: Joann Wilson-Singleton, Registrar

Doctor of Public Health (DrPH)

DrPH Goals

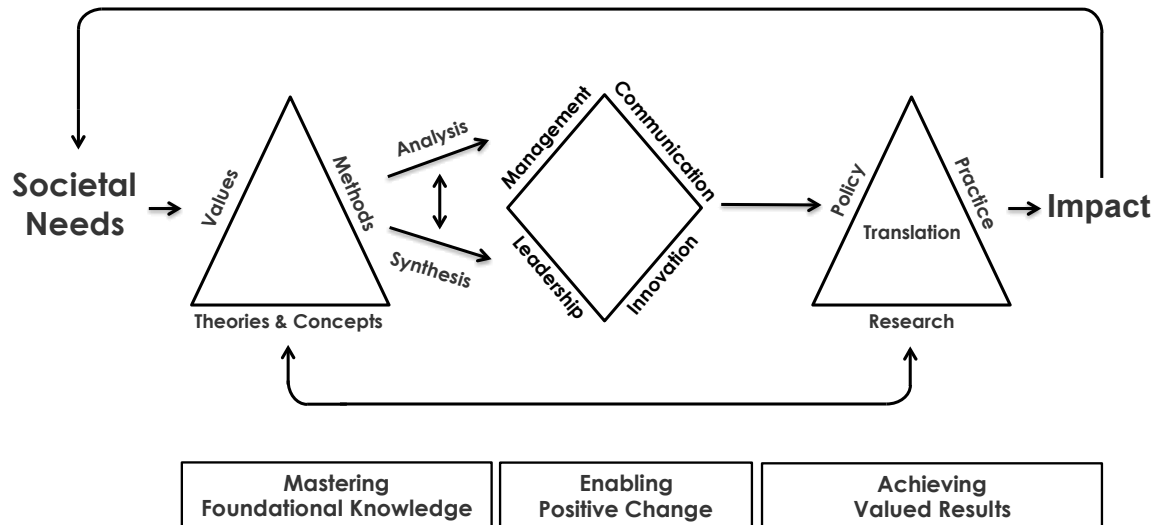
The goal of the DrPH professional degree is to prepare graduates for an accelerated career path toward senior leadership roles of high impact in the public health and healthcare arenas including senior level positions at the regional, national, and international levels. This will be achieved through 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 Doctoral 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 Enabling Change course, a for credit innovative program which runs through the two years of residential study. The Enabling Change 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 Doctoral 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 Immersion 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 Doctoral 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 Doctoral 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 Doctoral 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 Doctoral Project can commence.

DrPH DELTA Doctoral Project

The DELTA Doctoral 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

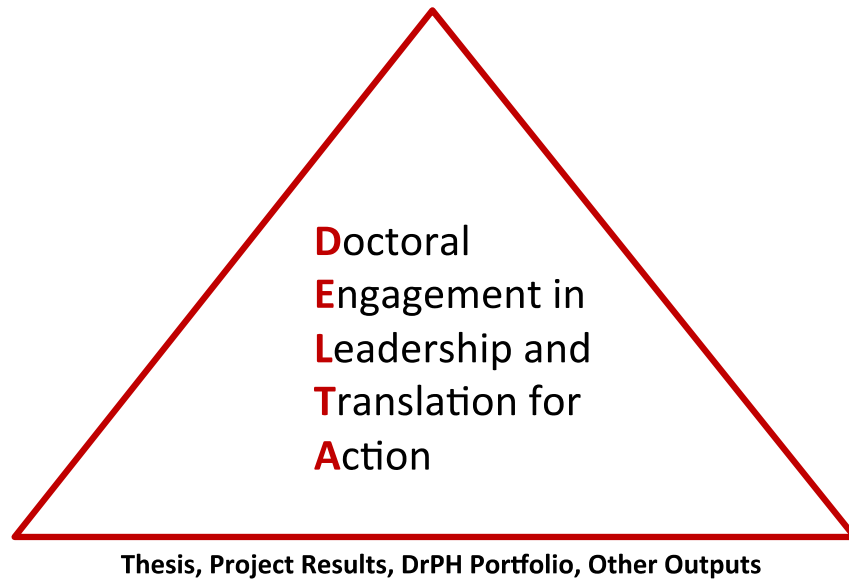
This project is the primary focus of work during the last 10-18 months of the program. The DELTA Doctoral Project realizes the competencies associated with the “achieving valued results” domain in Figure 1. A detailed DELTA Doctoral Project Manual is available for student reference and guidance.

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.

Figure 2

The DrPH DELTA Project

The Culminating Experience: “DELTA” = Change



The candidate’s DrPH DELTA Doctoral 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 Doctoral Project work will be 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) 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 Doctoral 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 advisors that are matches with a student's interest and DELTA Doctoral 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

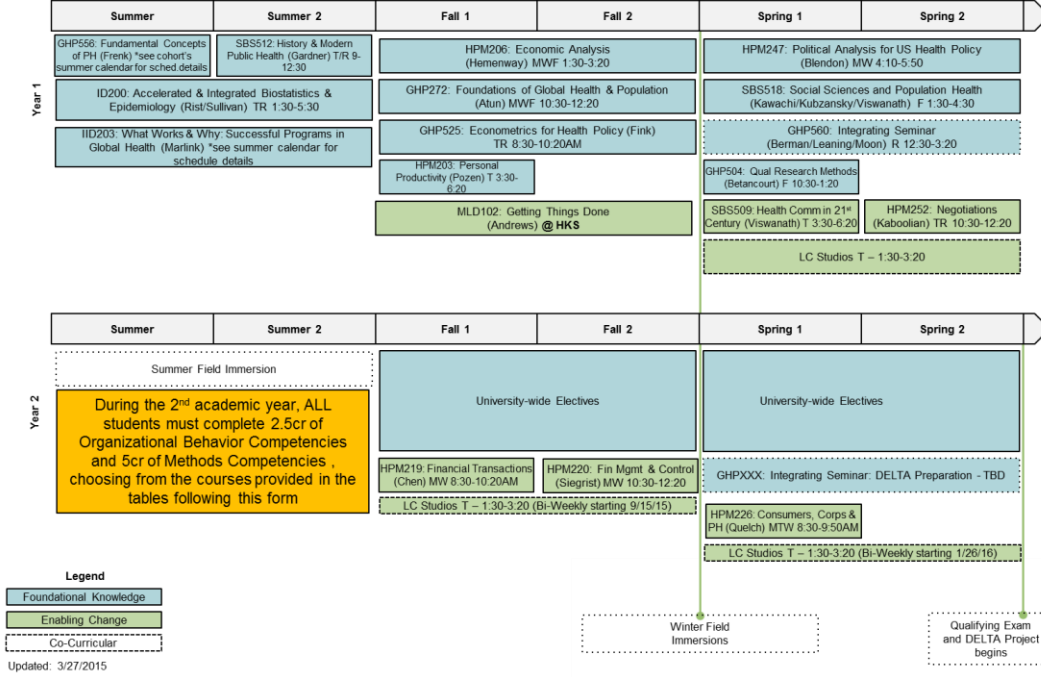
Annex 2: DrPH Competency Details

Annex 3: DrPH Competency Map

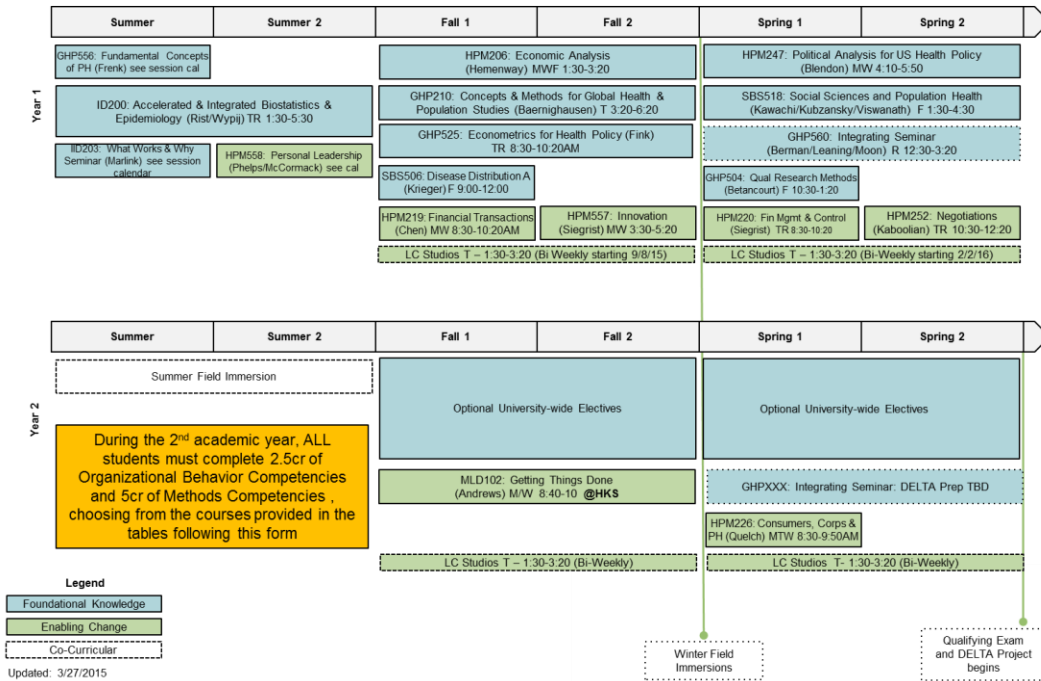
Annex 4: DrPH Timetable

Annex 1: DrPH Curriculum

DrPH Cohort 1 Curriculum



DrPH Cohort 2 Curriculum



Organizational Behavior Course Options for 2.5cr Competency Requirement

Title	Course #	Term	Schedule	Credits	Instructor
Health Care Organizations and Organizational Behavior	HPM539	Spring2	MW 10:30-12:20	2.5	Pascal
Strategic Management of Non-Profit and Governmental Organizations	HKS-MLD-801	Fall	M/W 2:40-4	1.0 (eq. to 5cr)	Nathalie Laidler-Kylander

Method Course Options for 5cr Competency Requirement

Title	Course #	Term	Schedule	Credits	Instructor
Disease Distribution Theory A & B	SBS 506 SBS 507	Fall 1 Fall2	506: F 9AM-12PM 507: F 9AM-12PM	2.5	Nancy Krieger
Advanced Quantitative Methods	GOV 2001	Spring	M: 2-4PM	2.5	Gary King
Quantitative Methods in Impact Evaluation	GHP 228	Spring	F: 8:30-11:30AM	5	Jessica Cohen
Decision Analysis Methods in Public Health & Medicine	RDS 285	Spring 1	MW: 1:30-3:20PM	2.5	Jane Kim
Measuring and Reporting Health Disparities	SBS 513	Spring 2	T: 9:30-10:20AM F: 12:30-1:20PM	2.5	Reginald D. Tucker-Seeley
Multilevel Statistical Methods	SBS 263	Spring	Th: 3:30-5:20PM	5	S.V. Subramanian
Risk Assessment	RDS 500	Spring 2	Th: 10:30AM-12:20PM	2.5	John S. Evans
Community-Based Participatory Action Research	SBS 501	Spring 2	M: 3:30-6:20PM	2.5	Justeen Hyde
Measuring Population Health	GHP 506	Spring1	MW: 10:30AM-12:20PM	2.5	Josh Salomon
Intro to Demography	GHP 220	Fall2	MW: 8:30-10:20AM F: 9-10:20AM	2.5	Marcia Castro
Large Scale Effectiveness Evaluation	ID 212	Spring2	W: 3:30-5:20PM	2.5	Cesar Victora
Health Economics	ECON 2465	Spring1	T/Th 10-11:30	4.0	David Cutler
Research in Health Economics	ECON 3460c	Fall	working individually with faculty	4.0	Joseph Newhouse
The Analysis of Rates and Proportions	BIO 210	Fall	Th: 8:30-10:20AM	5	David Wypij
Applied Survival Analysis	BIO 223	Spring	Th: 10:30AM-12:20PM	5	Rebecca Betensky
Program Evaluation: Estimating Program Effectiveness with Empirical Analysis	API-208	Spring	T/Th: 10:10-11:30 F: 11:40-1	1.0 (eq. to 5cr)	Alberto Abadie

Annex 2: DrPH Degree Competencies

Core Knowledge

1. 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 including 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, situation, 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.

Annex 3: Mapping Courses to Competencies

The purpose of this document is to help students make the connection between courses they are taking and the competencies the DrPH Program seeks to help them acquire.

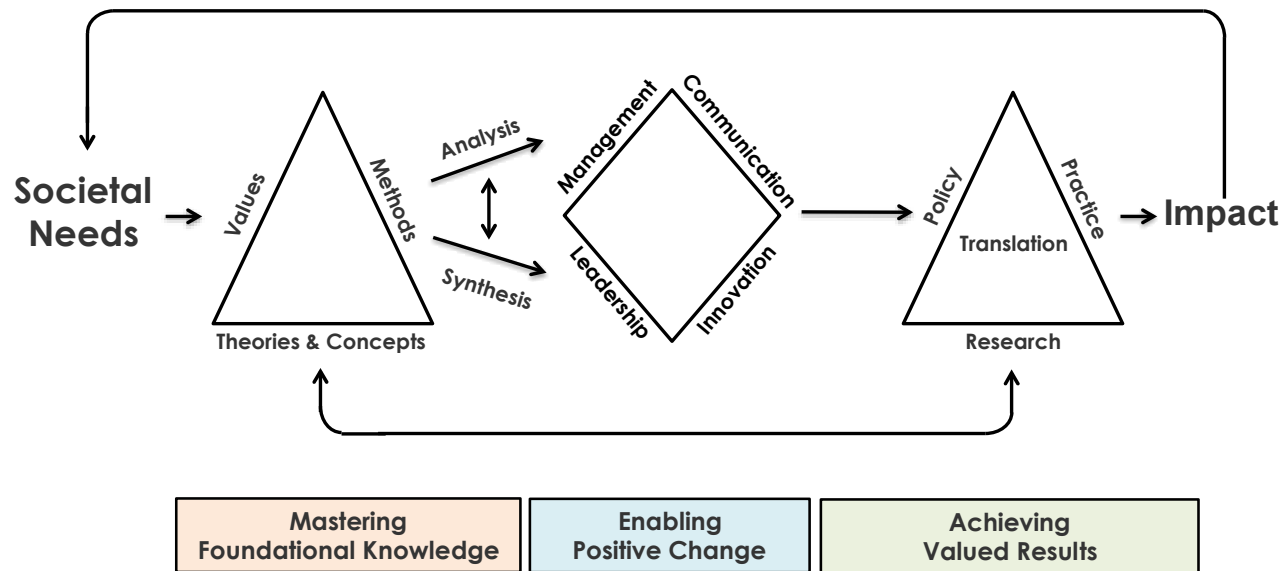
For each of the competency areas listed in the Competency Schematic below, we've attempted to link them to each of the individual courses. Some courses overlap with multiple competencies.

The three major competency areas, Mastering Foundational Knowledge, Enabling Positive Change, and Achieving Valued Results, are color-coded and coincide with the color-coding in the table containing the details of the competency areas.

This mapping is a work-in-progress that will evolve with input from the students and faculty as the program develops.

DrPH Competency Development

Learning by Design for the Highest-Impact on Health



DrPH Competencies	Course Numbers	Course Titles
<p>I. Core Knowledge: Apply lessons to current conditions and challenges from the history and development of human health, public health, and health systems.</p>	<p>SBS 512 GHP 556 IID 203 GHP 272</p>	<p>History & Modern Public Health: 1800s to the Present Fundamental Concepts of Public Health What Works & Why: Building & Evaluating Successful Programs in Public Health Foundations of Global Health & Population</p>
<p>II. Theories and Concepts</p> <p>A. 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.</p> <p>B. Analyze the state of and determinants of population health outcomes and strategies for their improvement using a multi-disciplinary perspective including theories and conceptual frameworks from biology, social and behavioral sciences, economics, politics, and management.</p>	<p>MLD 102A SBS XXX ID 513 EH 202 or EH 278 GHP 272 HPM 206</p>	<p>Leading Change Studio Paradigms of Social Science Ethics & Health Disparities Principles of Environmental Health or Human Health & Global Environmental Change Foundations of Global Health & Population Economic Analysis</p>
<p>III. Values</p> <p>A. Apply ethical theories and viewpoints to assess public health issues, policies, and strategies.</p> <p>B. Use ethical principles in public health research.</p>	<p>MLD 102A GHP 556 ID 513</p>	<p>Leading Change Studio Fundamental Concepts of Public Health Ethics & Health Disparities</p>

DrPH Competencies	Course Numbers	Course Titles
<p>IV. Methods</p> <p>A. Define a feasible and relevant research question and formulate an appropriate study design to provide a valid answer to this question.</p> <p>B. Collect evidence from either primary or secondary sources for research and policy and program development or evaluation.</p> <p>C. Apply appropriate methods to analyze evidence gathered using rigorous quantitative, qualitative, or mixed methods approaches grounded in relevant disciplines.</p>	<p>ID 200 GHP 504 GHP 525</p> <p>Electives</p>	<p>Principles of Biostatistics & Epidemiology Qualitative Research Methods for Global Health Econometric for Health Policy</p> <p>See Annex 1</p>
<p>V. Translation</p> <p>A. 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.</p> <p>B. Identify, coalesce, and guide a team of public health professionals, administrators, and support personnel to develop and implement the strategic plan, and assess outcomes.</p> <p>C. Identify stakeholders and persuade and negotiate with them on the design and implementation of a strategic plan.</p> <p>D. Interpret and communicate methods and findings to the public, policymakers, and professionals.</p>	<p>HPM 2779/280 GHP 556 ID XXX ID XXX ID XXX</p>	<p>Enabling Change Year 1 and 2 Fundamental Concepts of Public Health The DELTA Doctoral Project Integrating Seminars Field Immersions DELTA Doctoral Project field work</p>

DrPH Competencies	Course Numbers	Course Titles
<p>V. Translation</p> <p>E. 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.</p>		
<p>VI. Management</p> <p>A. Analyze an organization's structure, operations, planning and decision-making processes, and financial budgeting/control systems to identify potential organizational problems and opportunities.</p> <p>B. Assess alternative action plans to reach outcomes that gain all parties' support and acceptance.</p> <p>C. Implement appropriate interpersonal styles and methods to inspire and guide individuals toward goal achievement; modify behavior to accommodate the tasks, situation, and individuals involved.</p> <p>D. 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.</p> <p>E. Create a sense of ownership of jobs or projects by providing clear expectations, control of resources, responsibilities, and coaching (offer help without removing responsibility).</p>	<p>HPM 219 HPM 220 HPM 226 HPM 279/280 GHP 556 ID XXX HPM 539 HPM 247 ID XXX</p>	<p>Financial Transactions & Analysis Financial Management & Control Consumers, Corporations and Public Health Enabling Change Year 1 and 2 Fundamental Concepts of Public Health The DELTA Doctoral Project Organizational Behavior Political Analysis for US Health Policy Field Immersion</p>

DrPH Competencies	Course Numbers	Course Titles
<p>VII. Leadership</p> <p>A. Create a vision and energize a change process that brings systemic change.</p> <p>B. Translate a vision and strategy into authentic and strategic action.</p> <p>C. Create a climate that values community members from all backgrounds and provides an energizing environment for collaboration.</p> <p>D. Recognize the impact of one's leadership position on others.</p> <p>E. Engage in ongoing improvements of one's leadership capabilities, as well as the capabilities of others within your organization.</p>	<p>HPM 279/280 GHP 556 ID XXX ID XXX</p>	<p>Enabling Change Year 1 and 2 Fundamental Concepts of Public Health The DELTA Doctoral Project Field Immersion</p>
<p>VIII. Communications</p> <p>A. 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.</p> <p>B. 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.</p>	<p>HPM 279/280 GHP 556 ID XXX ID XXX</p>	<p>Enabling Change Year 1 and 2 Fundamental Concepts of Public Health The DELTA Doctoral Project Field Immersion</p>

DrPH Competencies	Course Numbers	Course Titles
<p>VIII. Communications</p> <p>C. Create high-impact messages using appropriately written, oral, visual, and social media for external and internal communications.</p> <p>D. Lead the development and evaluation of a communication strategy for an organization.</p> <p>E. Design and deliver effective teaching to lay and professional students.</p>		
<p>IX. Innovation</p> <p>A. Create novel solutions to public health problems by formulating linkages from one situation to another through synthesis of data and collaboration with others.</p> <p>B. Identify what’s wrong with the current situation (“status quo”) and think in an original way (“outside of the box”).</p> <p>C. Draw on disparate disciplines and people of diverse backgrounds to create novel solutions to public health problems.</p> <p>D. Cultivate in others the ability to discover new connections, new solutions, and new ways of addressing public health issues.</p> <p>E. Assess situational forces that are promoting and inhibiting ideas for change in an organization.</p> <p>F. Determine strategic priorities and allocate limited resources to achieve them.</p>	<p>HPM 279/280 GHP 556 ID XXX</p>	<p>Enabling Change Year 1 and 2 Fundamental Concepts of Public Health The DELTA Doctoral Project</p>

Annex 4: DrPH Timetable*

DRAFT as of July 2015

Tasks & Milestones	Timing
Advisor Meetings	At least Quarterly throughout program
Progress Reports	From advisor: Semi-annually during years 1 & 2 From Students: Quarterly during DELTA Project
Anticipated Academic Coursework Form due DELTA Doctoral Project Topic Form due DELTA Doctoral Project Proposal draft due	Middle of Year 2 (December)
DELTA Doctoral Project Proposal due DELTA Doctoral Project Committee Nomination Form due	End of Year 2 (by April 30)
Qualifying Examinations <ul style="list-style-type: none"> • Written exam • Oral exam Program Portfolio DELTA Personal Development Goals Finalized	End of Year 2 (May 15-July 1)
DELTA Doctoral Project Commences	Beginning of Year 3 (Summer)
DELTA Doctoral Project Thesis DELTA Doctoral Project Final Report DELTA Doctoral Project Other Deliverables DELTA Doctoral Project Personal Self-assessment	End of Year 3 (by April 30)
DELTA Doctoral Project Oral Examination	End of Year 3 (by May 15)

*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 faculty director.

