



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH
Doctor of Public Health Program

Student Manual (Class of 2026)

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While every effort has been made to ensure that the information contained in this guide is accurate at the time of publication, the Harvard T.H. Chan School of Public Health reserves the right to make changes, at any time, regarding the curriculum, degree requirements, course offerings, policies, or any other information contained herein.

The doctor of public health program is a school-wide degree program governed by the [DrPH Steering Committee](#) and supported by the Office of Educational Programs.

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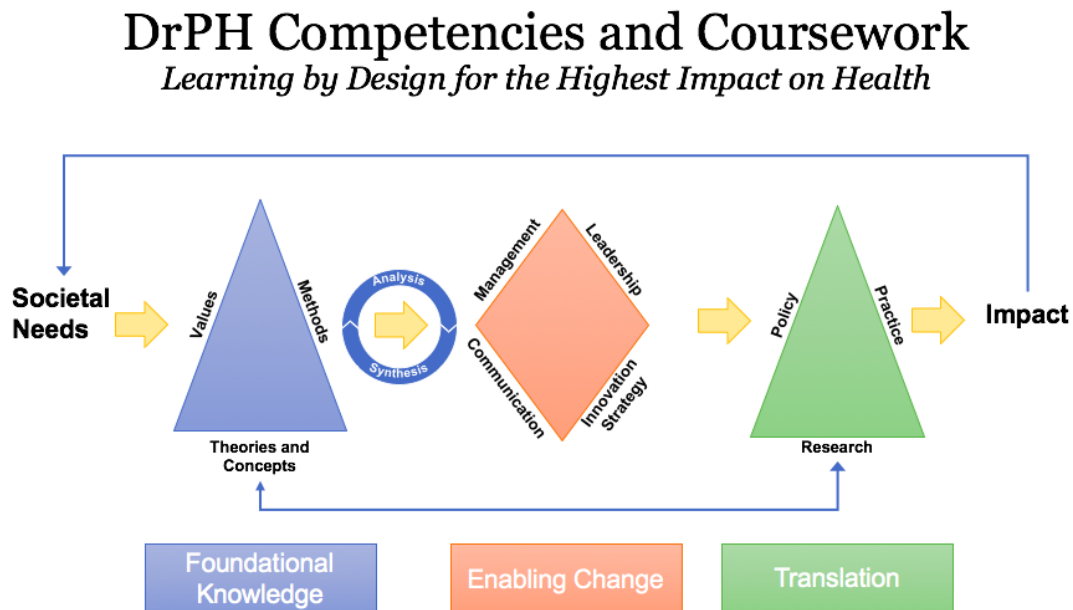
DrPH Program Overview

The goal of the interdisciplinary DrPH professional degree program is to prepare students for an accelerated career path towards significant leadership roles at regional, national, and international levels in public health and healthcare arenas. The DrPH Doctoral Project, the primary locus of the knowledge translation elements of the degree, helps achieve this goal. The program offers a curriculum of advanced training in foundational concepts and program-specific concepts, theories, and methods of public health, social and managerial sciences, and leadership skills to enable change in and across organizations. A sequenced set of practical, experiential learning opportunities complement the academic coursework and allow DrPH students to address complex public health policy problems and practices. The program also includes complementary learning through executive coaching and mentoring that helps monitor personal and professional growth and development to achieve its educational goals.

Competencies

The DrPH program curriculum enables students to acquire the foundational and program-specific competencies illustrated in the DrPH Competency Schematic shown in Figure 1 below. These competency domains form the conceptual basis for the program as outlined in [Appendix 1](#).

Figure 1: DrPH Competency Schematic



Overall Curriculum

A strong cohort model guides the curriculum of the DrPH program, enabling students to progress through the program's core curriculum and benefit from the camaraderie, trust, and support of a shared learning environment. DrPH students complete many of the core requirements in the first year on campus. In the second year, the students take communications and strategy courses in addition to electives to pursue their interests, leading to the DrPH Doctoral Project in the third year.

The Harvard T.H. Chan School of Public Health requires specific core courses for all doctoral students; others are the requirements of the DrPH program specifically. Where students can demonstrate recent completion of courses equivalent to those required for the DrPH, a waiver of specific course requirements may be possible. Please see [below](#) for academic requirements and waiver policies. [Appendix 2](#) contains course options and a course map for the incoming Class of 2026, starting July 2023, and [Appendix 3](#) includes detailed information on course requirements.

Foundational Knowledge

During the first year of the program (July 2023 to May 2024), 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 fluency in integrative thinking, analysis, and synthesis of data and information.

Enabling Change Program

The Enabling Change Program's pedagogy emphasizes the belief that complex, cross-sector public health problems require public health practitioners to develop a portfolio of skills. These skills include the ability to generate change from within, on teams, in organizations, and across organizations and ecosystems. The Enabling Change Program consists of a sequence of courses, experiential learning opportunities, field immersion experiences, and other events spread across the first two years of the DrPH program organized around four broad pillars:

- **Leadership:** mobilize colleagues, subordinates, and stakeholders with a vision of how to respond to a challenge.
- **Management:** use human, organizational, and financial resources effectively, responsibly, and sustainably.
- **Communication:** synthesize information from a variety of sources and persuade superiors and stakeholders to consider critical issues.
- **Innovative thinking:** formulate novel solutions adapted to the latest information to solve yet unseen challenges.

The Enabling Change Program curriculum prepares the students for leadership opportunities of significance by introducing key frameworks, offering access to global and US-domestic leaders, integrating applied skills, and mentoring students as they design and implement their doctoral projects. We believe that graduates who metabolize these program-specific competencies associated closely with the above pillars will be ready to serve as health and public health leaders.

The Enabling Change Program is notable for its sustained attention to systematic reflection and opportunities for students to analyze their successes and failures as leaders and managers, including executive and peer coaching, seminar discussion, and structured writing assignments.

The Enabling Change Program is closely tied to the succession of [field immersion](#) experiences as they are an opportunity for students to put into action the theories, concepts, and frameworks they learned in the classroom. The first-year Case Development Immersion: Dynamics of Teams in Systems, is tied to both the fall Enabling Teams (DrPH 250) and spring Enabling Large Scale Change (DrPH 251) courses, where the students prepare for the cohesion of their team and discuss their projects in the context of a larger organizational system. Thus, classroom work sets the foundation for experiential learning and ensures that students gain as much as possible in their reflective process by tying the experience back to the program [competencies](#) and Enabling Change pillars.

Public Health Field Practice

The DrPH program requires students to complete applied field experiences where they are responsible for the completion of a scope of work and its related deliverables. Deliverables should support using knowledge and conceptual understanding of real-world public health problems, be meaningful for an external organization, and advance public health practice.

The Succession of Field Immersion and Experiential Learning Experiences

The DrPH program has developed an integrated succession of field immersion experiences that ensure graduates have significant practical experience to exercise and develop leadership skills while contributing to the landscape of public health work. DrPH students apply concepts, principles, and theories from academic coursework from both the public health [Foundational Knowledge](#) and [Enabling Change](#) competencies (leadership, management, communication, and innovative thinking) of the program. Students refine and strengthen these foundational and program competencies to propel them to high performing leadership roles upon graduation. We see the succession of field immersion

experiences as our signature pedagogy, bridging the gap between theory and practice.

The curriculum includes two periods of immersion throughout the program: Team Based Case Development Immersion: Dynamics of Teams in Systems and Summer Field Immersion.

Team Based Case Development Immersion: Dynamics of Teams in Systems (Fall 2 – Spring 1)

Student teams work with a host organization and a faculty mentor to develop a robust teaching case reflecting on complex organizational decision points or challenges. DrPH teams initially engage with the host in the fall, spend full time for three weeks in January, and continue working with the host to complete deliverables through March. The course focuses on three key areas: working effectively in teams to produce a product reflecting on health care organizations, stakeholder engagement and cross-sector collaboration (e.g., clinicians, frontline health center and mental health staff, educators, community health workers, community organizations and residents), and working effectively and authentically with diverse populations. Each team consists of three to four students working with a faculty mentor. Work begins in the Fall 2 term, continues full-time with the host organization during the WinterSession (DrPH 255), and continues throughout Spring 1 at a reduced time for completion of case deliverables. This case development field immersion experience is connected to the required Enabling Teams course (DrPH 250) and Enabling Large Scale Change (DrPH 251).

Summer Field Immersion

Students enroll in DRPH 305 (Summer Field Immersion) which serves as the applied practice experience (APE). This experience focuses on applying knowledge and skills from coursework to a public health challenge, while continuing to develop students' leadership skills during an 8-10 week, full-time (320 hours) individual practice experience. Learning goals for summer field immersion reflect the DrPH Competencies (see [Appendix 1](#)). Experiences are primarily self-designed, and students start the process of scheduling informational conversations with organizations of interest and identifying placements by winter-spring. DrPH faculty, advisors, and staff are available to provide introductions and guidance, though the primary onus falls on the student.

The DrPH Doctoral Project

The DrPH Doctoral Project serves as the integrated learning experience (ILE) for the program, as well as the culminating experience of the Harvard DrPH program as well as the culminating experience of the Harvard DrPH program and the primary locus of the knowledge translation elements of the degree. The Doctoral Project/ILE provides an opportunity for the DrPH degree candidate to

demonstrate mastery of foundational and program competencies, as well as to apply effective leadership skills while engaging in a project that contributes substantively to public health or healthcare.

A typical project is built around a student and host organization relationship, although more independent work may be appropriate in some cases. Through an 8- to 10-month field-based experience, DrPH degree candidates engage in a partnership with a healthcare-related organization or work on an independent project of their own design to apply their advanced training from the first two years of the program. Through successful completion of the Doctoral Project/ILE, the student advances the practice of leadership in public health as well as demonstrating the competencies developed during the academic coursework and field placements of the DrPH program.

A detailed Doctoral Project Manual is available for student reference and guidance (click [here](#)). Also, provided in [Appendix 5](#) is the Doctoral Project timetable.

Guidance on Academic Requirements

Academic Performance

DrPH students should maintain the academic performance standards of all doctoral students at the Harvard T.H. Chan School of Public Health. These standards include receiving a grade of **B-** or better in all school-wide/core and program required courses. If a student receives a grade of **C+ or below** in any of the **school-wide/core courses** (ID 201 or ID 100):

- A student who is in their first year of a two-year or longer program and who fails a core requirement must retake the course in its entirety.

If a student receives a grade of **C+ or below** in any of the **program required courses**:

- The student is required to take the independent study for the same number of credits as the failed course. The independent study should be offered by the department from which the course is from. The CAD recommends a minimum of 2.5 credits to be awarded upon the successful completion of the independent study.
- The makeup independent study must have a final examination.
- At the successful completion of the makeup independent study, the department chair/program director must certify in writing that the student has met the minimum departmental/program requirements for the subject matter of the failed course. The makeup independent study

does not replace the original failure on the student's official academic transcript.

For courses offered with pass/fail as the only option, students must achieve a passing grade. The student needs to demonstrate these standards before proceeding to the [DrPH Doctoral Project](#). Please consult the [Student Handbook](#) for additional guidance.

Credits

All students must maintain the following **minimum** number of credits for each semester:

Summer: 7.5 credits

Fall: 15 credits

Spring: 15 credits

Failure to maintain the minimum number of credits may change your student status to part-time. You **must** maintain full-time status for the duration of the program.

Grading

DrPH students enrolling in any school-wide or program required course must choose the **ordinal grade** option for a grade whenever available. For example, when a student registers for DRPH 200, the student must choose ordinal grading. If there is no grading option given, the student will receive the grade (ordinal or pass/fail) specified for that course.

In line with the Harvard T. H. Chan School of Public Health Student Handbook, the DrPH program offers ordinal, pass-fail, and audit grading options for degree candidates. For more information, please visit the [Student Handbook](#).

Tutoring

The Office of Student Affairs will provide an updated tutoring list for Biostatistics and Epidemiology to our program in the fall. **It is the students' responsibility to identify tutors for program-required courses.** The tutor must be a Harvard University student and cannot be the Teaching Assistant of that course. Once a student identifies a tutor, she/he/they need to report it to the Assistant Director **before** scheduling meetings with the tutor. Group tutoring is allowed.

The DrPH program covers up to 8 hours for 2.5 credit course, up to 16 hours for 5 credit courses, and up to 24 hours for a 7.5 credit course.

Waiver Policy and Procedures

DrPH required courses are mapped to foundational and program competencies. All waivers will be reviewed in the context of competencies covered in a course. Syllabi will need to be provided to demonstrate content of the course has already been mastered through a previous course or courses.

Course requirements can refer both to those required of all doctoral students at the Harvard T.H. Chan School of Public Health and those explicitly required of students in the DrPH program. [Appendix 3](#) lists School and Program requirements and waiver policies.

The course waiver form should be used for course waiver requests and submitted first to the instructor of the course requesting to be waived, and then to Jennifer Goldsmith (jgoldsmith@hsph.harvard.edu).

Please refer to the [Student Handbook](#) for policies related to school requirements.

School-Wide Requirements

Please note that the Harvard T.H. Chan School of Public Health does not accept transfer credit for courses taken elsewhere. Please review the [course waiver list](#) for Harvard T.H. Chan School of Public Health school-wide requirements that apply to DrPH students.

Students wishing to waive school-wide course requirements: **ID 100** (Foundations for Public Health- online), and **ID 201** Principle of BIO and EPI should click [here](#) to submit waiver forms. Students must follow the instructions on each form to submit their request. If approved, students must send the completed and signed waiver form(s) to the DrPH Assistant Director. If the student has enrolled in the course already, they must drop the course by the add/drop deadline.

Program Requirements

Please refer to [Appendix 3](#) for a list of DrPH program requirements and a summary of policies on waivers.

Courses eligible for a waiver

For some courses indicated in the list ([Appendix 3](#)), students who have completed **graduate-level** course work may petition to waive the DrPH course requirement.

The waiver process is as follows:

Students petitioning to waive core program requirement courses must submit a [course waiver form](#). **An official academic transcript and a copy of the**

course syllabus must accompany the form to verify the completion of appropriate coursework. The program will communicate the decision 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. If the student has already enrolled in the course, they must drop it by the add/drop deadline.

Qualifying Examinations

Written Qualifying Examination (WQE)

The WQE will have three parts that will cover learnings in the required coursework of the first academic year of the DrPH, including both Foundational Knowledge and Enabling Change components of the program. The DrPH program will provide optional review sessions in Spring 2.

The three parts of the WQE will be as follows:

Deliverable #1 - Dataset: Analysis and interpretation of a public health-related dataset in the format of a 4-page paper (plus exhibits).

Deliverable #2 –Leadership, Management and, Innovative Thinking: Analysis and interpretation of a case using frameworks from your first year in the format of a 4-page paper (plus exhibits)

Deliverable #3 – Systems Thinking & Communications: Analysis and interpretation of readings applying systems thinking to a complex public health problem in the format of a 4-page paper (plus exhibits).

The program will provide the specifics of all three deliverables at 9 am on a Monday to be determined in May 2024. The completed deliverables will all be due on that Friday. Please send all documentation to the DrPH Assistant Director, Gary Williams (gwilliams@hsph.harvard.edu). All deliverables will be open book.

Each deliverable will be anonymously graded by reviewer(s) and a letter grade assigned. Each deliverable will be given equal weight for a combined letter grade. Students must have a combined grade of **B+** or better to pass. Grades for each part and overall will be shared with each student. If a student should receive a grade less than a B+ in **any** part and have a combined grade below a B+, she/he/they must take a replacement exam for the part(s) in which they received a grade **below B+**. Those students will also receive comments about what the shortcomings were to prepare them for the retake. The alternate grade(s) will then be averaged again with the parts where you received a B+ or higher. If the new average grade is a B+ or better, the student will pass. If not, the student, unfortunately, will not be able to continue in the DrPH program. Only **one** retake will be allowed.

Oral Qualifying Examination (OQE)

The Oral Qualifying Examination will occur after the completion of coursework during the student's second year of the program. The Oral Qualifying Examination Scheduling Form is submitted to the Registrar's Office at least 3-weeks before the date of the Oral Qualifying Examination to allow for scheduling purposes.

For more information on the OQE, please visit the Doctoral Project Manual (click [here](#)).

Advising, Mentoring, and Coaching

An academic advisor is assigned to all first-year students upon their acceptance to the program to help plan course work and track their academic progress to ensure that they meet all graduation requirements. Students, with advisor oversight, can identify graduate-level elective courses across the University, and at MIT and Tufts, that meet their career goals and allow them to take full advantage of being at Harvard. Academic advisors review proposed cross-registered courses to ensure they align with the public health career goals of students.

The academic advisor also plays a role in assisting the advisee in understanding departmental, school-wide, and university policies and procedures. The relationship is important to discuss interests, make networking connections within the school, and line up career goals related to field immersion experiences and the Doctoral Project.

In Year 2, the students may choose to change their advisor to match better with the student's interests and Doctoral Project aspirations. Should a student wish to change her/his/their academic advisor, she/he/they are encouraged to discuss this with the Faculty Director of the DrPH program and their Year 1 academic advisor. [Appendix 6](#) 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.

Occasionally, problems presented by advisees may be beyond the academic advisor's domain: intensive assistance with a particular course, personal difficulties with identity or relationships, financial challenges, dissatisfaction with living arrangements, legal problems, health concerns, and drug and alcohol abuse, etc. Advisors need to be alert for the signs of stress, and to be gently intrusive enough to identify 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 students to access services on campus. You are also encouraged to contact the Faculty Director of the DrPH program should you need additional assistance.

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 by providing support and challenge throughout the year in executive coaching sessions. The students identify their areas of leadership development growth and design a personal learning agenda within the executive coaching sessions. The sessions also build on and debrief the students' academic and field placement work. Previous work experiences, experiences in the DrPH program, and personal goals and preferences guide the individualized learning agendas. Coaching sessions are strategically timed in coordination with classroom and fieldwork to maximize student development.

The executive coach's qualifications include health care or public service executive coaching experience with training in Constructive-Developmental Theory or related leadership development theories. [Fawn Phelps](#), the Harvard T.H. Chan Director of Leadership Development, oversees the DrPH Executive Coaching Program and the coaches.

Harvard T.H. Chan School of Public Health Student 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 School Student Handbook www.hsph.harvard.edu/student-handbook	Office for Student Affairs www.hsph.harvard.edu/student-affairs Contact: Leah Kane, Director
Harvard T. H. Chan Photo Directory www.hsph.harvard.edu/people	Office of Career and Professional Development www.hsph.harvard.edu/career-services Contact: Sheila Krishnan, Director
Office of Financial Aid www.hsph.harvard.edu/osfs Contact: Michael Silvernail, Associate Director	Office for Alumni Affairs http://alumni.sph.harvard.edu Contact: David Rogers, Director
Student Support Services Professional Development Support and Student Hardship Fund	

Harvard T. H. Chan School of Public Health Academic Resources

Office of the Registrar http://www.hsph.harvard.edu/registrar/	2023-2024 Academic Calendar
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Contact: Katie Greiner, Assistant Registrar	www.hsph.harvard.edu/registrar/academic-calendar
Course Listings www.hsph.harvard.edu/registrar/courses	Course Catalog https://courses.harvard.edu/index.html

Procedure for Cross-Registration at Other Schools

Degree students may only enroll in courses offered by the cross-registration consortium. This consortium consists of the other Harvard schools, the Massachusetts Institute of Technology (MIT), MGH Institute of Health Professions, Tuft's Fletcher School of Law and Diplomacy, and Friedman School of Nutrition Science and Policy. For more detailed information on how to cross-register, please visit the [Student Knowledge Center](#) on the Registrar's Office website.

Convocation

There are three degree-granting periods at the Harvard T. H. Chan School of Public Health: November, March, and May. For more information on Convocation (degree awarding dates, online application, thesis due dates, etc.), please visit the [Graduation FAQs](#) page on the Registrar's Office website.

Appendices

Appendix 1: DrPH Competencies

Public Health Foundational Knowledge Learning Objectives Profession & Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the School or Program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain the effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain the behavioral and psychological factor that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

DrPH Foundational Competencies

A. Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels.

2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue.
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and addressing a population's health.

B. Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners.
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
6. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems.
7. Create a strategic plan.
8. Facilitate shared decision-making through negotiation and consensus-building methods.
9. Create organizational change strategies.
10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems.
11. Assess one's strengths and weaknesses in leadership capacities, including cultural proficiency.
12. Propose human, fiscal, and other resources to achieve a strategic goal.
13. Cultivate new resources and revenue streams to achieve a strategic goal.

C. Policy & Programs

14. Design a system-level intervention to address a public health issue.
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.

17. Propose interprofessional and/or intersectoral team approaches to improving public health.

D. Education & Workforce Development

18. Assess an audience’s knowledge and learning needs.

19. Deliver training or educational experiences that promote learning in academic, organizational, or community settings.

20. Use best practice modalities in pedagogical practices.

DrPH Program-Specific Competencies

DrPH Program Domain	DrPH Program Competency	Description
LEADERSHIP	PO1. Practice of coaching in public health leadership	Integrate awareness of self as a leader and learner into peer and group coaching practice with attention to group and system dynamics.
	PO2. Leveraging Teams	Devise capacity-building strategies to improve team effectiveness within and across organizations and sectors.
INNOVATIVE THINKING	PO3. Innovation and Entrepreneurship	Identify an unmet public health need, engage relevant stakeholders in developing a realistic solution for that need, and create a feasible action plan.
MANAGEMENT	PO4. Fiscal Management	Analyze the internal financial and management control information of a unit, organization, or system to make informed decisions regarding resource use.
COMMUNICATION	PO5. Knowledge Translation and Communication	Incorporate visual communication tools to communicate public health science for enacting change.

These competencies are achieved through coursework, through the Applied Practical Experience (Summer Field Immersion), and through the Integrated Learning Experience (the Doctoral Project). A competency map is maintained by Jennifer Goldsmith (jgoldsmith@hsph.harvard.edu).

Appendix 2: Curriculum Specifics

Curriculum Course Map

DrPH Curriculum: Class of 2026***

	Summer 1	Summer 2	Fall 1	Fall 2	Winter Session	Spring 1	Spring 2
Year 1	DRPH 240: Personal Mastery (Phelps) 2.5 Credits	DRPH 260: Effective Writing (Harris) 1.25 Credits	HPM 219: Financial Transactions and Analysis (Blanchfield) 2.5 Credits	DRPH 250: Enabling Teams (Stojicic) 2.5 Credits		DRPH 251: Enabling Large Scale Change (Stojicic) 2.5 Credits	HPM 252: Negotiations (Kaboolian) 2.5 Credits
	Non-credit Economics Supplemental Review Sessions (Shalko)	DRPH 261: Public Speaking (Rossin) 1.25 Credits	DRPH 242A: Personal Mastery II (Phelps) 1.25 Credits	HPM 557: Innovation (Slegist) 2.5 Credits		DRPH 242B: Personal Mastery II (Phelps) 3.75 Credits	
	HPM 260: Health Economics w/ Applications to GHP (Rosenthal) 2.5 Credits		DRPH 200: Qual Methods in Health Research (Aveling) 2.5 Credits	HPM 220: Financial Management (Slegist) 2.5 Credits		DRPH 215: Developing and Delivering Purposeful Learning Experiences (Vash) 1.25 Credits	
		DRPH 201: Fundamental Concepts of PH (Chaumont) 2.5 Credits	ID 201: Principles of BIO and EP (Mattie) 7.5 Credits		HPM 539: Organizational Behavior (Kemssey) 2.5 Credits	**HPM 247: Political Analysis & Strat. for U.S. (McIntyre) 2.5 Credits	**GHP 269: Political Economy of Global Health (Bump) 2.5 Credits
Year 2							WQE
							Non-credit WQE Review Sessions (4)
Year 3							

	Summer 1	Summer 2	Fall 1	Fall 2	Winter Session	Spring 1	Spring 2
Year 2	DRPH 305: Summer Field Immersion (Christie) 10 Credits		**SBS 285: Prac. Comm. Strategies (Burness) 2.5 Credits	DRPH 290A: Doctoral Seminar (Christie) 1.25 Credits	DRPH 290B: Doctoral Seminar (include winter session - Christie) 1.25 Credits		
			**SBS 225: Engaging the U.S. Press (Tofel) 2.5 Credits			DRPH 270: Strategic Management (Spoonier) 2.5 Credits	
					Non-credit Community Block		OOE
					Non-credit Peer Coaching Training		
Year 3							

	Summer 1	Summer 2	Fall 1	Fall 2	Winter Session	Spring 1	Spring 2
Year 3	DRPH 350 / DRPH 400: Doctoral Project 15 Credits						

Foundational Knowledge	* All students must complete an online Introduction to Public Health course (ID100).						
Enabling Change	* All students must complete minimum 5 credits of Methods courses from a menu of options before end of year 1 and complete a total of 10 credits of Methods courses before end of year 2.						
Doctoral Project	** Please choose one of the courses to take (HPM 247 OR GHP 269) (SBS 225 OR SBS 285)						
Electives	*** Course map subject to change						

Course Options - DrPH Methods Requirement (10 credits required)

Course #	Course Title
BST 210	Applied Regression Analysis
BST 213	Applied Regression for Clinical Research
BST 217	Statistical and Quantitative Methods for Pharmaceutical Regulatory Science
BST 222	Basics of Statistical Inference
BST 223	Applied Survival Analysis
BST 226	Applied Longitudinal Analysis
BST 262	Computing for Big Data
EDU S507	Interviewing in Qualitative Research
EH 236	Epidemiology of Environmental & Occupational Health Regulations
EH 263	Analytical Methods and Human Exposure Assessment
EH 504	Principles of Toxicology
EPI 207	Advanced Epidemiologic Methods
EPI 215	Advanced Topics in Case-Control and Cohort Studies
EPI 217	Epidemiology of Adult Psychiatric Disorders
EPI 219	Assessment Concepts and Methods in Psychiatric Epidemiology
EPI 221	Pharmacoepidemiology
EPI 233	Research Synthesis & Meta-Analysis
EPI 289	Epidemiologic Methods III: Models for Causal Inference
GHP 201	Advanced Modeling for Health System Analysis & Priority Setting
GHP 210	Concepts & Methods for Global Health & Population Studies
GHP 228	Quantitative Methods in Impact Evaluation
GHP 270	Knowledge and Research Design in Global Health
GHP 290	Concepts and Methods for Analyzing Health System Quality
GHP 292	Research Methods for Health System Analysis
GHP 501	Methods for Health Systems Analysis
GHP 525	Econometrics for Health Policy
GOV 2001	Advanced Quantitative Research Methodology
HBSDOC 4070	Design of Field Research Methods
HBSDOC 4561	Empirical Studies of Innovation and Digitization
HPM 268	Methods and Tools for Quality Improvement
HPM 284	Implementation Research in Health and Healthcare
HPM 285	Applied Survey Research for Health Policy and Management
HPM 506	Practical Scientific Methods for Improving Health and Health Care
HPM 543	Quantitative Methods in Program Evaluation
ID 212	Large Scale Effectiveness Evaluation
ID 214	Nutritional Epidemiology
ID 215	Environmental and Occupational Epidemiology
ID 221	Advanced Nutritional Epidemiology
ID 271	Advanced Regression for Environmental Epidemiology

ID 537	Obesity Epidemiology
MIT 15.871	Introduction to System Dynamics
MIT 15.873	Systems Dynamics: Tools for Solving Complex Problems
RDS 280	Decision Analysis for Health & Medical Practices
RDS 282	Economic Evaluation of Health Policy & Program Management
RDS 284	Decision Theory
RDS 285	Decision Analysis Methods in Public Health & Medicine
RDS 286	Decision Analysis in Clinical Research
RDS 500	Risk Assessment
SBS 210	Introduction to Dissemination and Implementation Science
SBS 231	Community Intervention Research Methods
SBS 236	Social Epidemiology
SBS 245	Social and Behavioral Research Methods
SBS 263	Multilevel Statistical Methods
SBS 501	Community-Based Participatory Action Research (<i>Enrollment allowed only in Year 2</i>)
SBS 521	Qualitative Data Analysis for Public Health

*Note: Students must take 10 credits of graduate-level method courses across the University, and at MIT and Tufts, that meet their career goals and allow them to take full advantage of being at Harvard. The Committee on Admissions and Degrees (CAD) review proposed method course options to ensure they align with the public health goals of the program. These are the **only** CAD approved method course options. The program is not able to approve other courses as a methods option replacement.*

DrPH Program Timetable*

Tasks & Milestones	Timing
Advisor Meetings	At least quarterly throughout Program
Team Based Case Development Immersion: Dynamics of Teams in Systems	Fall 2 – Spring 1 (October - March)
Written Qualifying Examination passed	End of Year 1
Summer Field Immersion	Summer of Year 2 (June – August)
Prospective Program Submitted for Approval	Middle of Year 2 (December)
Final Program Submitted for Approval	End of Year 2 (May)
Nominations for Doctoral Committee	End of Year 2 (May)
Oral Qualifying Examination passed	End of Year 2 (June)
Doctoral Project Commences	Beginning of Year 3 (Summer)
Doctoral Project Progress Reports	From Students: Every three months during Doctoral Project
Oral Final Examination	Year 3 (March – April)
Doctoral Project Deliverables Submitted	Year 3 (March – April)

** This timeline reflects expected graduation in May of Year 3. Additional coursework, a more prolonged project fieldwork phase, or a combination could extend the timeline. Extensions must be agreed upon in writing by the student, student’s advisor or Doctoral Project Committee Chair, and the DrPH Faculty Director and approved by the Harvard T.H. Chan School of Public Health Registrar via a General Petition.*

Appendix 3: Course Requirements and Waiver Policies

Courses	Credits	Waive (W)/ No Waiver (N)
School-wide Requirements		
ID 201 Principles of BIO and EPI	7.5	W
ID 100 Foundations for Public Health	1.0	W
Methods (options provided)	10.0	N
Program Requirements		
DRPH 200 Qualitative Methods in Health Research: Practice, Principles, and Critical Considerations	2.5	<i>N (unless previously completed at HSPH within the last 2 years)</i>
DRPH 201 Fundamental Concepts of Public Health	2.5	<i>N (unless previously completed at HSPH)</i>
DRPH 215 Developing and Delivering Purposeful Learning Experiences	1.25	N
DRPH 240 Personal Mastery	2.5	N
DRPH 242A Personal Mastery II	1.25	N
DRPH 242B Personal Mastery II	3.75	N
DRPH 250 Enabling Teams	2.5	N
DRPH 251 Enabling Large Scale Change	2.5	N
DRPH 255 Team Based Case Development Immersion: Dynamics of Teams in Systems	2.5	N
DRPH 260 Effective Writing	1.25	N
DRPH 261 Art of Communication (Public Speaking)	1.25	N
DRPH 270 Strategic Management	2.5	W
DRPH 290A Doctoral Seminar	1.25	N
DRPH 290B Doctoral Seminar	1.25	N
DRPH 305 Summer Field Immersion	10	N
HPM 219 Financial Transactions and Analysis	2.5	W
HPM 220 Financial Management	2.5	W
GHP 269 The Political Economy of Global Health OR HPM 247 Political Analysis & Strategy for U.S.	2.5	N
HPM 252 Negotiations	2.5	W
HPM 260 Health Economics with Applications to Global Health Policy	2.5	N
HPM 539 Organizational Science for a New Era	2.5	W
HPM 557 Innovation	2.5	W
SBS 225 Engaging with the U.S. Press OR SBS 285 Practical Communications Strategies	2.5	N

Appendix 4: Field Immersion and Experiential Learning

Field Immersion Overview

Period	Purpose	Timeline
Fall 2 - Spring 1 Team Based Case Development Immersion: Dynamics of Teams in Systems October-March	<p>An intentional process of learning in a real-world setting. Students build their leadership development and intentionally focus on teaming and systems thinking as they Develop a meaningful analytic leadership case in partnership with a host organization.</p>	<p>The DrPH program facilitates the field immersion experience. Students are provided with a modest stipend by the Harvard T. H. Chan School of Public Health to cover travel expenses. Students are assigned to case teams and mentors in the Fall. Students gain knowledge about the projects through site visits and interviews with host organization staff. Teams are formed by end of Fall 1. Work continues full time through January term and case is completed in Spring I.</p>
Summer Field Immersion 8-10 weeks, May-August	<p>Full-time, individual experience where students concentrate on developing new competencies and advancing existing skills to tackle a public health issue or challenge.</p> <p>Students engage in critical reflection and submit a reflection paper to exercise thought leadership.</p>	<p>Students exercise networking skills to engage with potential host organizations for summer immersion. The DrPH program supports students in identifying summer field immersion and funding opportunities. The process of summer immersion planning starts in Fall 2.</p>

Summer Field Immersion Planning

Learning Goals Reflection Tool

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 settings. There should be an explicit focus on strengthening skills around the [Enabling Change](#) pillars: leadership, management, communication, and innovative thinking. 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 provide students with new ways of translating public health research into effective policies, programs, and initiatives to improve individual and population health outcomes. They are also intended to develop skills that can be applied to students' 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 refine and strengthen, and how do they relate to the competencies of the program? What do you need to do to grow professionally? Please connect your answers to the [Foundational Knowledge](#) and the Enabling Change pillars of the program (i.e., Leadership, Management, Communication, and Innovative thinking) as well as the general DrPH program Competencies.
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 hope to achieve? Before each immersion experience, you should map out your learning goals and objectives around a minimum of 3-5 competencies and think about how 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.

Networking and Relationship Building

It is helpful to start early as you embark on exploring pathways to connect with organizations for field immersion or the Doctoral Project. We encourage you to commit to scheduling informational interviews with 1-2 individuals on a monthly basis who do the work you're interested in exploring. Over time, the practice of building social capital through networking will result in connections to 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, Associate Director of the DrPH program, and HSPH faculty in your fields of interest.
- Use the [DrPH LinkedIn Group](#) 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 about your experience, interest, and motivations concerning the mission and work of the organization. For additional information, visit the Harvard T. H. Chan School of Public Health Office of Career and Professional Development.

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 you to advance public health work with a different lens, develop new competencies, and explore your identity as it relates to the practice of leadership. Design the project with the organization's priorities in mind, work with others in the organization, have access to leaders, and be exposed to high-level decision making. It should require a significant contribution and completion of a critical deliverable that will allow for the advancement of your learning goals and the organization's mission. Projects completed and recommendations made by you should be high quality, innovative, and provide critical value to organizations.

Developing a Learning Plan

The Learning Plan serves to guide you through the field immersion experience and is 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 student and the host organization field supervisor should collaborate on defining the content of the Learning Plan, including start/end date, location, and work hours. It should align organizational needs and projects, the students learning goals, and leadership and management professional development opportunities. Learning Plans should be completed in May prior to the start of the field immersion experience and signed by the student and supervisor. 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 Team Based Case Development Immersion: Dynamics of Teams in Systems
- Completion of a Learning Agreement for Summer

Identifying Competencies and Learning Objectives

When planning your field immersion and defining the scope and goals of your project, 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 and field immersion/experiential learning components of the program. Analyzing and reflecting critically on one's leadership development through field-based learning experiences fosters the transition from academic learning to professional development.

Field Immersion Deliverables

Harvard DrPH students will be responsible for completing one or more deliverables following each field immersion/experiential learning experience. These deliverables depend on the nature of the experience and the discretion of the program and grading instructor:

1. Brief reflections that document the experience, explore issues in public health that are timely, and that address personal leadership development.
2. Blog post or op-ed for [DrPH Student Perspectives](#) to exercise thought leadership and share reflections on the summer field-based experience.
3. Description and samples of deliverables submitted to host organization.
4. Completion of evaluation surveys of each field immersion experience.

Evaluation

Shortly after the field immersion begins, the program emails the student 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 student. The purpose of this meeting is to discuss the placement experience to date and to share constructive feedback on the student's performance.

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

After 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 evaluate the student's performance and provide feedback to the program. The teaching team 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, students reflect on and evaluate their overall practice experiences, particularly as they relate to their academic and professional goals. The teaching team reviews required deliverables and evaluations completed by students and host organizations to provide a pass/fail grade.

Financial Compensation

Limited support is available for the Summer Field Immersion. Students can independently seek additional funding from a variety of fellowships and awards from Harvard University and external, third-party sources. The teaching team also provides guidance and shares resources of funding opportunities.

Health and Safety of Students in Field Immersions

While it is impossible to remove all potential risk from field immersion experiences, students must 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 international field immersion/experiential learning opportunities are required to register their travel as an individual or team. They should also view country-specific information, review student travel policies, complete required forms, attend a mandatory [Harvard Global Support Services](#) orientation meeting, confirm visa and passport requirements, and develop a personal safety plan.

In an emergency, Harvard Travel Assist, a free-to-you, worldwide insurance plan for Harvard faculty, staff, and students, will provide medical referrals, security advice, emergency evacuation, and, where necessary, repatriation. Before you go, visit the [Harvard International Office](#) to learn more about the services they provide, including information on visas, working under your visa, immigration back into the United States, and country-specific risks. For more in-depth information concerning DrPH program travel guidelines and requirements, visit the [DrPH website](#).

Human Subjects Requirements

DrPH candidates who conduct research with human subjects while abroad should refer to the [Office of Human Research Administration website](#). Research with human participants includes medical or biological studies and surveys, interviews, and records reviews. Prior approval from the Harvard Longwood Medical Area (LMA) Institutional Review Board (IRB) may be required. The review process can take up to one month, depending on the nature of the research and whether the Review Specialist requires any clarifications. Students should check with the host organization of interest to inquire whether they have IRB approval for the proposed work. If you think your research may require IRB approval, start with this [web page](#) and consult with [Alyssa Speier](#), Harvard Chan Associate Director for Regulatory Affairs and Research Compliance, for further assistance.

Appendix 5: Doctoral Project Milestones & Deliverables

The dates listed are the **best-estimated dates** available for 2024 - 2026. Actual dates for your cohort may vary based on the Registrar's Office or other unforeseen circumstances. The DrPH program will do its best to keep you informed of any changes to the dates.

Milestone	Timeline	Brief Description	Final Submission
Doctoral Project Planning	September 2024 – April 2025 (Year 2)	In consultation with DrPH Faculty Director, the degree candidate should identify a potential host organization, project, and committee members, and define deliverables and leadership development goals.	
Submit Prospective Program	December 6, 2024	The Prospective Program should include all course work the student has taken and intends to take for Year 1 and 2. Submit the Prospective Program with all requisite information & signatures to the Registrar's Office via my.Harvard.	To Registrar's Office and DrPH Assistant Director (email)
Submit Final Program	May 2, 2025	Submit the Final Program with all requisite information & signatures to the Registrar's Office via my.Harvard.	To Registrar's Office and DrPH Assistant Director (email)
Submit Nomination for Doctoral Project Committee Form	May 2, 2025	Submit Nomination for Doctoral Project Committee Form with all required signatures to officially nominate the committee to the Registrar's Office via my.Harvard.	To Registrar's Office and DrPH Assistant Director (email)
Doctoral Project Proposal	<i>Recommended before end of May 2025</i>	The student shares the Doctoral Project Proposal with the Doctoral Committee and DrPH program.	Committee Chair; DrPH Assistant Director (email)
Submit the Scheduling Form for Oral Qualifying Examination Form	Three weeks before date of Oral Qualifying Examination	The student completes the Oral Qualifying Examination Scheduling Form with all signatures and provides this to the Registrar's Office via my.Harvard. <i>The DrPH program highly recommends that the student schedule the exam as early as possible and submit this scheduling form on time.</i>	To Registrar's Office and DrPH Assistant Director (email)
Oral Qualifying Examination	June 2025	The Oral Qualifying Examination assesses the quality of the student's proposal and readiness to engage in fieldwork. The student may only begin the field phase of their project after passing the oral qualifying examination. The DrPH program Assistant Director will send the committee the OQE grading sheet from the Registrar's Office on or before the scheduled OQE. A committee member must return the grading sheet to the Assistant Director with all committee signatures once the OQE is completed.	To Registrar's Office
Complete Travel Waiver and Register Travel	Before you leave for your doctoral project	Complete the domestic or international travel waiver. Student registers travel through Harvard's website.	Travel Waiver – DrPH Assistant Director (email)

Engaged in the project fieldwork phase	July 1, 2025 – February 27, 2026 (Year 3)	Pending a passing mark on the Oral Qualifying Examination, the DrPH degree candidate will be able to begin their 8-month final project at the host organization.	
Progress Report	September 19, 2025	<p>Before the due date, the student sets up a meeting with the Committee members and turn in a Progress Report. Students can meet with their committee virtually. At least two of three committee members should be present for a progress report meeting as required by the Registrar's Office.</p> <p>Within a week after the meeting, the student should have all committee members sign off on the progress report before submitting it to the Registrar's Office via my.Harvard.</p> <p>This date is the date the progress report is to be submitted to the Registrar's Office, not the day you should hold your progress report meeting. Please plan accordingly.</p>	To Registrar's Office and DrPH Assistant Director (email)
Progress Report	December 12, 2025	Requirements are the same as for the first progress report.	To Registrar's Office; DrPH Assistant Director (Email)
Progress Report	February 20, 2026	Requirements are the same as for the first progress report.	To Registrar's Office; DrPH Assistant Director (Email)
Students Work on Written Deliverables	March 1 – April 10, 2026	After the 8-month Doctoral Project, degree candidates may return to campus to work on their deliverables and prepare for their Oral Final Examination.	
Submit Oral Final Examination Scheduling Form	A minimum of 3 weeks before the Oral Final Examination (Year 3)	This form is due at least three weeks before the scheduled Oral Final Examination date. The degree candidate must submit a completed form with all completed information and signatures to the Registrar's Office via my.Harvard.	To Registrar's Office and DrPH Assistant Director (email)
Oral Final Examination	March 1- April 10, 2026	<p>DrPH degree candidates complete their 90-minute Oral Final Examination. The Committee Chair will submit the result.</p> <p>The DrPH program Assistant Director will send the committee the OFE grading sheet from the Registrar's Office on or before the scheduled OFE. A committee member must return the grading sheet to the Assistant Director with all committee signatures once the OFE is completed.</p> <p>The student is responsible for giving the DrPH ILE Assessment Form to the Committee Chair before the OFE; the Committee Chair uses the grading rubric on the Form to assess the OFE in conference with the other Committee members, and returns the completed form after the OFE to the DrPH Assistant Director.</p>	To Registrar's Office and DrPH Assistant Director (email)

Last Day to Submit Doctoral Thesis to be able to participate in May Commencement	April 17, 2026	<p>This date is a <u>strict, immovable University deadline</u>. Having passed the Oral Final Examination, the candidate must submit the Doctoral Thesis through ETDs@Harvard.</p> <p>Note: Please send a copy of your Leadership Reflection Report to your committee and the DrPH Assistant Director via email before Commencement Day.</p>	To Registrar's Office
Harvard Commencement	May 2026	May Commencement	

Appendix 6: Academic Advising Guidance

- Take the time to familiarize yourself with the requirements of the DrPH program. In conjunction with your faculty advisor, you are responsible for making sure that you take all the school-wide/program requirements in accordance with both the school's and department's timetable.
- You are expected to schedule and meet with your faculty advisor at least once each semester, additional meetings may be desirable, but please be respectful of your advisors' other obligations and plan in advance.
 - For efficiency, ask your faculty advisor in advance of when they will be away and information indicating who to contact in their absence should you have any questions (i.e., you need faculty signature on a form). Upon receiving this notice, you should plan any necessary meetings accordingly.
- Be aware of deadlines. Reminders are often sent by the Registrar's Office and by the DrPH program. Students should also review the [master academic calendar](#) to be aware of registration deadlines, add/drop dates, etc.
- Use the appropriate resources available to you for guidance. These include the [Harvard T. H. Chan School of Public Health Student Handbook](#), the DrPH Student Manual, and the [DrPH Website](#).
- 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. Office for Student Affairs is also a resource to begin to access services on campus. They can be contacted at studentaffairs@hsph.harvard.edu. You may also contact the DrPH Faculty Director or DrPH Assistant Director.
- 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 Gary Williams (gwilliams@hsph.harvard.edu), who can help facilitate on your behalf.

Specific Recommendations for First Year Students

- Please be sure to schedule at least a 1/2 hour time block to meet with your faculty advisor. Your advisor should get to know you – share your background and aspirations. Gain a clear understanding about the process for obtaining your faculty advisor's approval for courses you plan to take.
- 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.