



**Department of Social  
and Behavioral Sciences**

***Curriculum and  
Advising Guide***

**Academic Year 2014-15**

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**DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES**

**CURRICULUM AND ADVISING GUIDE**

It is my pleasure to welcome all the new students who are matriculating in the masters and doctoral programs of the Department of Social and Behavioral Sciences in September 2014.

This Curriculum and Advising Guide is the guide for all students entering their programs this year. Those students who are returning doctoral or masters students will be following the curricula in force at the time of their matriculation unless they have received approval to change to the new curriculum from their advisor and degree program coordinator.

The Guide's main purpose is to provide details of the requirements for each degree program and their relevant academic procedures. **(The School's Student Handbook is the final word on all academic procedures and takes precedence over this Curriculum Guide. As a result, all students should be familiar with the contents of the SBS Student Handbook.)** Use the information in this guide and the help of your academic advisor to design your program.

We all have goals for our time here at HSPH. The appendices contain lists of some of the jobs taken by recent alumni/ae and the general public health competencies required for those positions. Finally, there is information about finding internships, linking up with alumni/ae, and the Office of Alumni Affairs and Career Advancement at the School, all of which can contribute to planning and beginning your career after the School of Public Health.

My very best wishes for an enjoyable and successful time as members of our department and at the School of Public Health. The department calendar highlights section should prove to be a useful tool to ensure you don't miss any important events!

Ichiro Kawachi  
Department Chair

***Please contact Elizabeth Solomon (esolomon@hsph.harvard.edu), Assistant Director for Academic Affairs and Fellowship Programs regarding any corrections, updates or suggestions for change to this Curriculum Guide. Students will be informed regarding any changes via group e-mail announcement, postings on the SBS bulletin boards, handouts and updates to the SBS website, <http://www.hsph.harvard.edu/social-and-behavioral-sciences/shdh-curriculum-guide/>.***

**CONTENTS**

**PAGE**

**1. INTRODUCTION ..... 5**

**1.1. SBS Department**

1.1.1. [Overview](#)

1.1.2. [The Academic Work of the Department](#)

1.1.3. [2014-15 SBS Calendar Highlights](#)

**1.2. SBS Community**

1.2.1. [Faculty](#)

1.2.2. [Staff](#)

**2. ACADEMIC PROGRAMS ..... 20**

**2.1. Introduction to Educational Programs**

**2.2. Doctor of Science Program**

2.2.1. [Introduction](#)

2.2.2. [Common Requirements](#)

2.2.3. [Social Determinants of Health Area of Interest Tracking Sheet](#)

2.2.4. [Planned Social Change Area of Interest Tracking Sheet](#)

2.2.5. [Program Competencies](#)

2.2.6. [Qualifying Written Examinations](#)

2.2.7. [Oral Exam and Dissertation](#)

2.2.8. [Doctoral Thesis](#)

2.2.9. [Doctoral Desk Policy](#)

2.2.10. [HSPH Registrars' Doctoral Timetable](#)

**2.3. One-Year Master of Science Program**

2.3.1. [Introduction](#)

2.3.2. [Requirements](#)

2.3.3. [Tracking Sheet](#)

**2.4. Dual Degree Program with Simmons College**

2.4.1. [Introduction](#)

2.4.2. [Requirements](#)

2.4.3. [Tracking Sheet](#)

**2.5. Two-Year Master of Science Program**

2.5.1. [Introduction](#)

2.5.2. [Requirements](#)

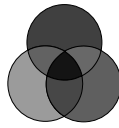
2.5.3. [Tracking Sheet](#)

2.5.4. [Program Competencies](#)

2.5.5. [Curriculum Planning](#)

2.5.6. [The Culminating Experience: the Field Practicum Project or Internship; and SBS 259, SBS Masters Seminar](#)

2.6.	<a href="#"><u>Women, Gender and Health Interdisciplinary Concentration</u></a>	
2.7.	<a href="#"><u>Maternal and Child Health/Children, Youth &amp; Families Concentration</u></a>	
2.8.	<a href="#"><u>Health Communication Concentration</u></a>	
2.9.	<a href="#"><u>Obesity Epidemiology and Prevention Interdisciplinary Concentration</u></a>	
2.10.	<a href="#"><u>Public Health Leadership Interdisciplinary Concentration</u></a>	
2.11.	<a href="#"><u>Nutrition and Global Health Concentration</u></a>	
2.12.	<a href="#"><u>Humanitarian Studies, Ethics and Human Rights Concentration</u></a>	
3.	<b><u>OUTSIDE COURSES</u></b> .....	<b>80</b>
3.1.	<a href="#"><u>Introduction</u></a>	
3.2.	<a href="#"><u>HSPH Department Contacts</u></a>	
3.3.	<a href="#"><u>Cross-Registration at Other Schools</u></a>	
4.	<b><u>ACADEMIC PROCEDURES</u></b> .....	<b>82</b>
4.1.	<a href="#"><u>Course Waivers and Substitutes Substitute/Exemption Form</u></a>	
4.2.	<a href="#"><u>WinterSession Requirements</u></a>	
4.3.	<a href="#"><u>Independent Studies</u></a>	
4.4.	<a href="#"><u>Advisors and Advising Request to Change Advisor Form</u></a>	
4.5.	<a href="#"><u>Acknowledging and Coping with Stress</u></a>	
4.6.	<a href="#"><u>The Office of Human Research Administration (OHRA)</u></a>	
5.	<b><u>FUNDING</u></b> .....	<b>95</b>
5.1.	<a href="#"><u>School Resources</u></a>	
5.2.	<a href="#"><u>Websites for Outside Resources</u></a>	



## DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES CURRICULUM AND ADVISING GUIDE

### 1. INTRODUCTION

#### 1.1. SBS Department

##### 1.1.1. Overview

The mission of the department of Social and Behavioral Sciences (SBS) is to improve health throughout the lifespan, including a special emphasis on children and adolescents. This mission is achieved through research to identify the social and behavioral determinants of health, development and evaluation of interventions and policies leading to the improvement of population health, and the preparation of professionals and researchers who will fill leadership positions in advocacy and public service.

The department's educational mission is to train both scholars and practitioners: scholars whose research will illuminate basic social determinants of health and who will identify and test innovative social policy and service interventions; practitioners who are skilled in designing, implementing, and evaluating health-enhancing interventions in action settings.

##### 1.1.2. The academic work of the department

The department highlights two areas of interest:

*Social Determinants of Health.* This area of interest emphasizes the analysis of the major social conditions that affect the health of populations. Research stresses socioeconomic position, social and economic inequality, discrimination, social networks and support, social capital, work conditions, and psychological states. Seminars, tutorials, and courses enable students to explore a range of the health consequences of various social factors by studying varied subgroups, at different times and places and under diverse and changing conditions. Students examine mechanisms and processes through which social factors exert their impact, and also investigate mechanisms that mediate or moderate relationships between social factors and health outcomes.

*Planned Social Change.* This area of interest focuses on the application of theory in the design of intervention programs, as well as on research and evaluation methodology. The area includes work on interventions using randomized clinical trial designs and quasi-experimental approaches. Attention is given to the following design steps: problem diagnosis, assessment, formative research, program design, and evaluation. The social settings for interventions may be communities, workplaces, schools and colleges, and health care facilities. Populations of interest include those who are underserved, marginalized, and in special need. Intervention strategies include educational interventions, community organizing and development, social marketing, communication, adult-learning approaches, and advocacy.

### 1.1.3. 2014-15 SBS Calendar Highlights

<u>Date</u>	<u>Event</u>
Monday, Aug 25, 2014	Check-in, new students
Tuesday, Aug 26	SBS Orientation Program
Monday, Sep 1	Labor Day - holiday
Tuesday, Sep 2	Fall Semester and Fall 1 Term begin
Friday, Sep 19	Add/Drop/Change Deadline: Fall semester & Fall 1 Term
Monday, Oct 13	Columbus Day - holiday
Friday, Oct 24	Fall 1 Term ends
Monday, Oct 27	Fall 2 Term begins
Friday, Oct 31	Add/Drop/Change Deadline: Fall 2 Term
Tuesday, Nov 11	Veterans' Day - holiday
Wednesday, Nov 26 –	Thanksgiving Recess
Friday, Nov 28	
Friday, Dec 19	Fall Semester and Fall 2 Term end
Friday, Dec 19	Doctoral students who passed the written exam – end of 5 <sup>th</sup> semester*: deadline to submit the Final Program Form and Nomination of Oral Qualifying Examination Committee Form
Monday, Dec 22 –	Winter Recess
Wednesday, Dec 31	
Thursday, Jan 1, 2015	New Year's Day observed - holiday
Monday, Jan 5	WinterSession begins
Monday, Jan 5	Doctoral students (normally in their 2 <sup>nd</sup> year*) turn in a completed tracking sheet signed by the advisor and any approved waiver forms
Monday, Jan 19	Martin Luther King, Jr. Day - holiday
Friday, Jan 23	WinterSession ends
Monday, Jan 26	Spring Semester and Spring 1 Term begin
Friday, Feb 13	Master students (in their final year of studies) turn in a completed tracking sheet signed by the advisor and any approved waiver forms
Friday, Feb 13	Add/Drop/Change Deadline: Spring Semester & Spring 1 Term
Monday, Feb 16	Presidents' Day – holiday
Friday, Mar 13	Spring 1 Term ends
Monday, Mar 16 –	Spring Recess
Friday, Mar 20	
Monday, Mar 23	Spring 2 Term begins
Friday, Mar 27	Add/Drop/Change Deadline: Spring 2 Term
Friday, Mar 27	3 <sup>rd</sup> year doctoral students* – Department's deadline to complete the oral exam; scheduling form must be submitted 3 weeks prior to the exam
Friday, May 15	1 <sup>st</sup> year doctoral students - end of 2 <sup>nd</sup> semester*: deadline to submit doctoral Prospective Program Form
Friday, May 15	Spring Semester and Spring 2 Term end
Monday, May 25	Memorial Day - holiday
Thursday, May 28	Commencement

\* Based on full-time studies



## 1.2. [SBS Community](#)

We are committed to maintaining a strong and supportive SBS community. We hope you become an active member of this community, attending department events and lending your ideas, time and energy. Please give thought to how we might be able to strengthen our department and stay attuned to emerging needs.

We are a large community. Most of the primary faculty and the department's administrative staff can be found on the sixth and seventh floors of the Kresge Building. Some have their main offices with their research teams and colleagues in other buildings in the Longwood Medical Area. Research staff, Post-doctoral fellows and doctoral candidates working on their dissertations have work space located at Landmark Center. Additional faculty who teach at the school have their primary appointments at other institutions in the area. (See lists in 1.2.1. and 1.2.2.)

The department has students in both doctoral and masters programs, and is host to the Health and Social Behavior concentration of the Masters of Public Health program.

### **SBS Student Committees**

In past years, several “grass-roots” based student organizations have flourished based on the initiative of volunteer student participation:

Buddy Program. This links returning students with new students as mentors. A school year kick-off event is usually scheduled. Recipients of the previous year's Buddy Program usually step forward and volunteer to carry on this valuable mentoring program.



### 1.2.1. [Faculty](#)

*Note: For more information on faculty research activities and publications [and pictures], please visit the Harvard School of Public Health Website at <http://www.hsph.harvard.edu/faculty/> for all faculty and at <http://www.hsph.harvard.edu/social-and-behavioral-sciences/faculty/> for SBS department faculty. You may contact the department receptionist at 617-432-1135.*

#### **Primary Teaching and Advising Faculty**

##### **Chair**

**Ichiro Kawachi, M.D., Ph.D., John L. Loeb and Frances Lehman Loeb Professor of Social Epidemiology; Chair.** (Kresge Room 709; 617-432-3915; [ikawachi@hsph.harvard.edu](mailto:ikawachi@hsph.harvard.edu))

- Social inequalities in health, especially related to income distribution
- Stress and cardiovascular disease
- Quality of life and healthy aging
- Tobacco control

##### **Faculty**

**Lisa F. Berkman, M.S., Ph.D., Thomas D. Cabot Professor of Public Policy; Professor of Social and Behavioral Sciences; Director, Harvard Center for Population & Development Studies.** (Kresge Room 713; 617-432-3828; 9 Bow St., Cambridge; 617-495-2021; [lberkman@hsph.harvard.edu](mailto:lberkman@hsph.harvard.edu))

- Social epidemiology
- Epidemiology of aging

**Kirsten Davison, M.S., Ph.D., Donald and Sue Pritzker Associate Professor of Nutrition; Associate Professor of Social and Behavioral Sciences.** (HSPH Bldg. 2, Rm. 331; 617-432-1898; [kdavison@hsph.harvard.edu](mailto:kdavison@hsph.harvard.edu))

- Families and child health
- Family-centered interventions for obesity prevention
- Parenting effects on youth physical activity and screen-based activities
- Development and application of conceptual models for obesity prevention
- Program evaluation; longitudinal research designs

**Alan Geller, M.P.H., R.N., Senior Lecturer on Social and Behavioral Sciences.** (Kresge Room 718; 617-432-1648; [ageller@hsph.harvard.edu](mailto:ageller@hsph.harvard.edu))

- Cancer screening
- Cancer prevention
- Tobacco cessation in high-risk populations
- Community-based research

**Stephen Gilman, S.M., Sc.D., Associate Professor of Social and Behavioral Sciences and of Epidemiology.** (Kresge Room 605; 617-432-6383; [sgilman@hsph.harvard.edu](mailto:sgilman@hsph.harvard.edu))

- Social and environmental determinants of psychiatric disorders
- Risks for psychopathology over the life course

**Steven Gortmaker, M.S., Ph.D., Professor of Social and Behavioral Sciences.**

(Kresge Room 720; 617-432-1029; [sgortmak@hsph.harvard.edu](mailto:sgortmak@hsph.harvard.edu))

- Statistical evaluation methods
- Socioeconomic position and child health
- Social, behavioral, environmental, and policy influences on obesity and other chronic conditions
- School, community and primary-care based interventions to improve nutrition and physical activity and prevent obesity in children and youth

**Nancy Krieger, M.S., Ph.D., Professor of Social Epidemiology.** (Kresge Room 717; 617-432-1571; [nkrieger@hsph.harvard.edu](mailto:nkrieger@hsph.harvard.edu))

- Social epidemiology: its history, theories (including ecosocial theory), concepts, and methods for analyzing and monitoring current and changing health inequities
- Social inequalities in health, especially in relation to social class, race/ethnicity, racism, and gender
- Somatic diseases, including cardiovascular diseases and cancer (especially breast cancer) and their health inequities
- Geocoding and use of area-based socioeconomic measures, public health surveillance and research

**Laura Kubzansky, M.P.H., Ph.D., Professor of Social and Behavioral Sciences.**

(Kresge Room 714; 617-432-3589; [lkubzans@hsph.harvard.edu](mailto:lkubzans@hsph.harvard.edu))

- Social inequality and health, with a focus on stress and psychological factors that may explain this relationship
- Emotion, stress and cardiovascular disease
- Early childhood environments, resilience and child psychological factors and how they influence adult health
- How interactions between stress and environmental exposures (e.g., lead, air pollution) may influence health

**Marie McCormick, M.D., Sc.D., Sumner and Esther Feldberg Professor of Maternal and Child Health.** (Kresge Room 619; 617-432-3759; [mmccormi@hsph.harvard.edu](mailto:mmccormi@hsph.harvard.edu))

- Infant mortality
- Outcomes of high-risk neonates and interventions to ameliorate these outcomes
- Measures of health and health services for children
- Vaccine safety policy

**Cassandra Okechukwu, M.P.H., M.S.N., Sc.D., Assistant Professor of Social and Behavioral Sciences.**

(Kresge Room 722; 617-432-4486; [cokechuk@hsph.harvard.edu](mailto:cokechuk@hsph.harvard.edu))

- Methods for community-based cancer prevention interventions
- Occupation-related social inequalities and health disparities
- Health promotion in occupational settings
- Global tobacco control

**Vaughan Rees, Ph.D., Lecturer on Social and Behavioral Sciences.** (Kresge Room 613; Landmark Center, Level 3 East; 617-432-6345; [vrees@hsph.harvard.edu](mailto:vrees@hsph.harvard.edu))

- Tobacco control research and policy
- Community-based interventions
- Substance abuse and dependence

**Christina Roberto, Ph.D., Assistant Professor of Social and Behavioral Sciences and Nutrition.** (Kresge 617; 617-432-7454; [croberto@hsph.harvard.edu](mailto:croberto@hsph.harvard.edu))

- Obesity and eating disorders
- Policy approaches to encourage healthy eating habits
- Effects of food marketing
- Communicating nutrition information, with a focus on nutrition labeling
- Food and diet industry practices

**Rima E. Rudd, M.S.P.H., Sc.D., Senior Lecturer on Social and Behavioral Sciences.** (Kresge Room 719; 617-432-3753; [r Rudd@hsph.harvard.edu](mailto:r Rudd@hsph.harvard.edu))

- Literacy and health communication
- Participatory pedagogy
- Theory based program design and evaluation

**Jack P. Shonkoff, M.D., Julius B. Richmond FAMRI Professor of Child Health and Development (HSPH and HGSE); Professor of Pediatrics (HMS and Children's Hospital Boston).** (Center on the Developing Child, 50 Church St., 4<sup>th</sup> Floor, Cambridge; 617-496-1224; [jack\\_shonkoff@harvard.edu](mailto:jack_shonkoff@harvard.edu))

- The biology of disparities in health, learning, and behavior
- Early childhood health and development
- Leveraging advances in science to catalyze the design and testing of new intervention strategies for children experiencing adversity
- Interactions among early childhood research, policy and practice, and the translation of science for policymakers and civic leaders

**Glorian Sorensen, M.P.H., Ph.D., Professor of Social and Behavioral Sciences.** (Dana Farber Cancer Institute, 375 Longwood Ave., Room 717; mail: 44 Binney St.; 617-632-4673; [glorian\\_sorensen@dfci.harvard.edu](mailto:glorian_sorensen@dfci.harvard.edu))

**Sabbatical 2014/15**

- Cancer prevention in the workplace
- Intervention research in community and occupational settings
- Disparities in cancer risk
- Integrated interventions addressing environmental/occupational hazards and health behaviors
- Tobacco control research in India

**S. V. (Subu) Subramanian, Ph.D., Professor of Population Health and Geography.** (Kresge Room 716; 617-432-6299; [svsubram@hsph.harvard.edu](mailto:svsubram@hsph.harvard.edu))

- Social determinants of health in developing and developed economies
- Multilevel quantitative methodologies
- Intergenerational influences on health, with special emphasis on developing economies

**Andy Tan, M.B.B.S., M.P.H., M.B.A., Ph.D., Assistant Professor of Social and Behavioral Sciences.** (Dana Farber Cancer Institute, 375 Longwood Ave., Room 633; Mail: 450 Brookline Ave.; 617-582-7643; [andy\\_tan@dfci.harvard.edu](mailto:andy_tan@dfci.harvard.edu))

- Patient-clinician information engagement and its role in improving cancer prevention and control outcomes
- Health information seeking from media and interpersonal sources over the course of cancer treatment and survivorship
- Measuring exposure to healthcare advertising, media coverage and interpersonal communication and their influence on cancer prevention and control
- Health campaigns formative and summative evaluation methods
- Digital health communication technologies

**Reginald Tucker-Seeley, M.A., Sc.M., Sc.D., Assistant Professor of Social and Behavioral Sciences.** (Dana Farber Cancer Institute, 375 Longwood Ave., Room 743; mail: 450 Brookline Ave.; 617-582-9651; [retucker@hsph.harvard.edu](mailto:retucker@hsph.harvard.edu))

- Socioeconomic disparities and financial well-being across the cancer continuum, from prevention to end-of-life care
- Conceptualization and operationalization of financial well-being across the cancer continuum
- Measuring the neighborhood environment and the effects of the neighborhood on health and health behavior

**Kasisomayajula “Vish” Viswanath, M.C.J., M.A., Ph.D., Professor of Social and Behavioral Sciences.** (Dana Farber Cancer Institute, 375 Longwood Ave., Room 630; mail: 450 Brookline Ave.; 617-632-2225; [vish\\_viswanath@dfci.harvard.edu](mailto:vish_viswanath@dfci.harvard.edu))

- Communication inequities and health disparities
- Mass media and public health
- Health journalism
- Risk communication
- Public health preparedness
- E-health, social media and digital divide
- Knowledge translation and implementation
- Community-based participatory research

**David Williams, M.S., M.P.H., Ph.D., Florence Sprague Norman & Laura Smart Norman Professor of Public Health.** (Kresge Room 615; 617-432-6807; [dwilliam@hsph.harvard.edu](mailto:dwilliam@hsph.harvard.edu))

- Socioeconomic and racial/ethnic disparities in health
- Racism, discrimination and health
- Religion and health
- Social factors and mental health

## **Additional Appointments**

### **Secondary**

**S. Bryn Austin, S. M., Sc.D., Associate Professor in the Department of Social and Behavioral Sciences.** (Division of Adolescent and Young Adult Medicine, Children's Hospital; 617-355-8194; [bryn.austin@childrens.harvard.edu](mailto:bryn.austin@childrens.harvard.edu))

- Population-based approaches to the prevention of eating disorders
- Designing and evaluating school-based nutrition and physical activity interventions
- Lesbian, gay, bisexual and transgender health

**Barbara Gottlieb, M.D., M.P.H., Associate Professor in the Department of Social and Behavioral Sciences.** (Kresge Room 618 rear; Brigham and Women's Hospital; 617-432-1135; [bgottlieb@pchi.partners.org](mailto:bgottlieb@pchi.partners.org))

- Women's health
- Health of underserved/minority communities (esp. Latino)
- Depression
- Unintended pregnancy

**Jennifer S. Haas, M.D., M.S., Associate Professor in the Department of Social and Behavioral Sciences.** (Harvard Medical School; 617-732-7063; [jhaas@partners.org](mailto:jhaas@partners.org))

- Examining the effect of contextual or neighborhood characteristics on access to health care and health outcomes
- Racial and ethnic disparities in health care and health outcomes
- Cancer prevention

**Karen Hacker, M.D., M.P.H., Associate Professor in the Department of Social and Behavioral Sciences.** (Institute for Community Health, Cambridge Health Alliance; 617-499-6681; [khacker@challiance.org](mailto:khacker@challiance.org))

- Community based participatory research
- Qualitative methods
- Immigrant health and the impact of detention and deportation
- Integration of mental health and physical health in pediatrics
- Primary care transformation

**Charles J. Homer, M.D., M.P.H., Associate Professor in the Department of Social and Behavioral Sciences; Associate Professor of Pediatrics (HMS and Children's Hospital Boston); CEO, National Institute for Children's Health and Healthcare Quality.** (617-391-2714; [chomer@nichq.org](mailto:chomer@nichq.org))

- Using improvement science to improve child health and health care and promote equity
- Chronic illness, obesity, perinatal health
- Interaction of health care policy and child health

**Ellice Lieberman, M.D., M.P.H., Dr.P.H., Professor in the Department of Social and Behavioral Sciences.** (Harvard Medical School; 617-278-0700; [elieberman@partners.org](mailto:elieberman@partners.org))

- Reproductive, obstetric and neonatal epidemiology
- Pregnancy, labor
- Technology/management practices and outcome
- Assisted reproductive technologies

**Charles A. Nelson, M.S., Ph.D., Professor in the Department of Social and Behavioral Sciences; Professor of Pediatrics and Neuroscience & Professor of Psychology in Psychiatry (Harvard Medical School).** (Children's Hospital; 617-355-0401; [charles.nelson@childrens.harvard.edu](mailto:charles.nelson@childrens.harvard.edu))

- Autism and risk for developing autism
- Effects of adverse early biological or psychosocial adversity on neurodevelopment and the mechanisms by which the infant's or young child's brain compensates and/or overcomes such adversity
- Neurobehavioral development/neural plasticity

**Judith Palfrey, M.D., T. Berry Brazelton Professor of Pediatrics, Harvard Medical School; Professor in the Department of Social and Behavioral Sciences.** (Children's Hospital; contact Yourlanda at 617-355-4662; [yourland.johnson@childrens.harvard.edu](mailto:yourland.johnson@childrens.harvard.edu))

- Health care for children with special health care needs
- Intersection of health and education
- Child health advocacy

**Joan Reede, M.D., M.P.H., M.S., Associate Professor in the Department of Social and Behavioral Sciences.** (Harvard Medical School; 617-432-2413; contact Althea Roach Thomas - [althea\\_roachthomas@hms.harvard.edu](mailto:althea_roachthomas@hms.harvard.edu))

- Biomedical manpower and academic/research career development
- Health services to/impact of health policy on minority and other populations

**Michael Rich, M.D., M.P.H., Associate Professor in the Department of Social and Behavioral Sciences.** (Children's Hospital; 617-355-5420; [michael.rich@childrens.harvard.edu](mailto:michael.rich@childrens.harvard.edu))

- Children's health and communications media
- The illness experience from the patient's perspective

**Ronald Samuels, M.D., M.P.H., Assistant Professor in the Department of Social and Behavioral Sciences.** (Division of General Pediatrics, Children's Hospital, 617-355-7701; [ronald.samuels@childrens.harvard.edu](mailto:ronald.samuels@childrens.harvard.edu))

- Improving care for disadvantaged and underserved populations of children
- Improving immunization tracking and delivery

## **Adjunct**

**Jennifer Allen, R.N., M.P.H., Sc.D., Adjunct Assistant Professor of Social and Behavioral Sciences.** (Dana Farber Cancer Institute, Smith Building Room 274; [jennifer\\_allen@dfci.harvard.edu](mailto:jennifer_allen@dfci.harvard.edu))

- Community-based approaches to cancer prevention and control in underserved communities
- Informed decision-making for “preference sensitive” health decisions (e.g., prostate cancer screening)
- Dissemination science

**Mauricio Avendano, Ph.D., Adjunct Assistant Professor of Social and Behavioral Sciences.** (Principal Research Fellow, London School of Economics, LSE Health, United Kingdom; Assistant Professor, Erasmus University Medical Center, Netherlands; [mavendan@hsph.harvard.edu](mailto:mavendan@hsph.harvard.edu))

- The impact of social and economic policies on health across Europe and the United States
- International comparisons of health and health inequalities
- Cross-national variations in health and the role of socioeconomic conditions

**Elizabeth Barbeau, M.P.H., Sc.D., Adjunct Associate Professor of Social and Behavioral Sciences.** (Chief Science Officer, Healthrageous, Inc.; [elizabeth.barbeau@healthrageous.com](mailto:elizabeth.barbeau@healthrageous.com))

- Mobile and web-based health behavior interventions
- Application of artificial intelligence to health behavior interventions
- Scalable models of health interventions for payors and providers

**Mary Jean Brown, S.M., Sc.D., Adjunct Assistant Professor of Social and Behavioral Sciences.** (National Center for Environmental Health, Centers for Disease Control and Prevention; 770-488-7492; [mjb5@cdc.gov](mailto:mjb5@cdc.gov))

- Program evaluation
- Geographic risk for adverse health effects
- Measuring the health impact of regulatory policies
- Housing factors’ influence on health

**Pamela Burke, Ph.D., R.N., F.N.P., P.N.P., Adjunct Associate Professor of Social and Behavioral Sciences.** (Children’s Hospital; 617-355-7179; [pamela.burke@childrens.harvard.edu](mailto:pamela.burke@childrens.harvard.edu); Northeastern Univ.; 617-373-4966; [pj.burke@neu.edu](mailto:pj.burke@neu.edu))

- Adolescent reproductive health
- Adolescent substance abuse SBIRT
- Motivational interviewing

**Orfeu M. Buxton, Ph.D., Adjunct Associate Professor of Social and Behavioral Sciences.** (Division of Sleep Medicine, HMS; Dept. of Medicine, Brigham & Women's Hospital; 617-507-9177; Dept. of Biobehavioral Health, Pennsylvania State University; [orfeu\\_buxton@hms.harvard.edu](mailto:orfeu_buxton@hms.harvard.edu); [orfeu@psu.edu](mailto:orfeu@psu.edu))

- Causes and consequences of sleep deficiency
- Interactions of work, stress, and health behaviors with cardiometabolic risk

**Karen Emmons, M.A., Ph.D., Adjunct Professor of Social and Behavioral Sciences.** (Vice President for Research & Director, Kaiser Foundation Research Institute; [karen.m.emmons@kp.org](mailto:karen.m.emmons@kp.org))

- Cancer prevention and health promotion
- Implementation science
- Transforming cancer care delivery
- Health communication
- Smoking cessation

**Michael Ganz, M.S., Ph.D., Adjunct Assistant Professor of Social and Behavioral Sciences.** (United BioSource Corporation; 781-960-0314; [mganz@hsph.harvard.edu](mailto:m ganz@hsph.harvard.edu))

- Maternal and child economics
- Health care utilization and expenditure patterns for children with special health care needs
- Economic evaluation methods, econometrics
- Relationship between socioeconomic factors, health, behaviors, and health status

**Martha Gardner, Ph.D., Adjunct Associate Professor of Social and Behavioral Sciences.** (Massachusetts College of Pharmacy and Health Sciences; [mgardner@hsph.harvard.edu](mailto:mgardner@hsph.harvard.edu))

- Cigarettes, science and the tobacco industry
- Hexachlorophene as a germicide in soap
- Social construction and cultural meaning of Diabetes

**Medellena (Maria) Glymour, M.S., Sc.D., Adjunct Assistant Professor of Social and Behavioral Sciences.** (Dept. of Epi & Bio, Univ. of CA, San Francisco; 415-514-8014; [mglymour@epi.ucsf.edu](mailto:mglymour@epi.ucsf.edu))

- Social epidemiology and aging
- Cognitive loss and dementia in the elderly
- Socioeconomic and geographic determinants of stroke incidence and outcomes
- Improving estimates of causal effects in social epidemiology



**Roberta E. Goldman, M.A., Ph.D., Adjunct Professor of Social and Behavioral Sciences.** (Brown University and Memorial Hospital of RI, Center for Primary Care and Prevention; 401-729-2924; [rgoldman@hsph.harvard.edu](mailto:rgoldman@hsph.harvard.edu))

- Qualitative research methods
- Social context of health for diverse populations/health disparities
- Video and print health communication for diverse populations, including language and ethnic minority, low-income, low-literacy, and the elderly
- Physician-patient communication
- eHealth/Health IT interventions
- Primary care and prevention
- Patient-centered medical home transformation and evaluation

**David Helm, M.A., Ph.D., Adjunct Lecturer on Social and Behavioral Sciences.** (Children's Hospital; 617-355-6209; [david.helm@childrens.harvard.edu](mailto:david.helm@childrens.harvard.edu))

- Cross cultural perceptions of disability and its impact on family and systems
- Family response to having children with disabilities

**Karestan Koenen, M.A., Ph.D., Adjunct Associate Professor of Social and Behavioral Sciences.** (Columbia's Mailman School of Public Health; [kck5@columbia.edu](mailto:kck5@columbia.edu))

- Causes of trauma exposure and post-trauma psychopathology, particularly PTSD, across the lifespan
- Interaction of genetic and environmental risk in the development of psychopathology
- Women's status and child health

**Peter Maramaldi, Ph.D., M.P.H., L.C.S.W., Adjunct Associate Professor of Social and Behavioral Sciences.** (Simmons School of Social Work; Oral Health Policy and Epidemiology, Harvard School of Dental Medicine; 617-521-3908; [pmarama@hsph.harvard.edu](mailto:pmarama@hsph.harvard.edu))

- Evidence-based health promotion interventions
- Community-based participatory research
- Oral health promotion and caries prevention with high risk children
- Behavioral oncology

**Michael Marmot, M.B., M.P.H., Ph.D., FRCP, Adjunct Professor of Social and Behavioral Sciences.** (Director, International Institute for Society and Health (IISH) at University College London; [m.marmot@ucl.ac.uk](mailto:m.marmot@ucl.ac.uk))

- Social determinants of health; successful aging; psychosocial factors and health
- Collaborates with the Center for Society and Health on an exchange program and research opportunities
- Chair of the WHO Review of Health and the Health Divide

**Nicolaas Pronk, M.A., Ph.D., Adjunct Professor of Social and Behavioral Sciences.**  
(HealthPartners; 952-967-6729; [nico.p.pronk@healthpartners.com](mailto:nico.p.pronk@healthpartners.com))

- Systems approaches to health promotion and disease prevention
- Translation of research into practical solutions (connecting practice and research)
- Population health; physical activity; obesity
- Vice President and Chief Science Officer, HealthPartners, Minneapolis
- Senior Research Investigator, HealthPartners Institute for Education and Research

**Norma Swenson, M.P.H., Adjunct Lecturer on Social and Behavioral Sciences.**  
(Kresge Room 611; Ph & Fax: 617-969-8444 (H); [nswenson@hsph.harvard.edu](mailto:nswenson@hsph.harvard.edu))

- Women, women's health, gender, sexuality, reproduction and public health in global context
- Science, technology and media health information impacts on women's health policy and practice worldwide
- Contributions and tools of activism by women's and community groups, global, national and local

**Lisa Tieszen, M.A., L.I.C.S.W., Adjunct Lecturer on Social and Behavioral Sciences.**  
(Beth Israel Deaconess Medical Center; 617-667-8241; [ltieszen@caregroup.harvard.edu](mailto:ltieszen@caregroup.harvard.edu))

- Domestic violence and its impact on the health and well-being of victims and their children
- The benefits to victims/survivors of health care intervention in domestic violence, sexual assault, and other forms of interpersonal violence
- The impact of health care-based assessment and intervention on survivors of domestic violence, sexual assault, and other forms of interpersonal violence
- Vicarious trauma and interventions to mitigate the negative effects on community and criminal justice advocates and clinicians

### 1.2.2. [SBS Staff](#)

**Loretta Alamo** (617-432-3758; [lalamo@hsph.harvard.edu](mailto:lalamo@hsph.harvard.edu)) Assistant Director of Operations and Administration (Room 712a), oversees human resources, accounts payable, purchasing and facilities.

**\*Michele Brooks** (617-432-3775; [mbrooks@hsph.harvard.edu](mailto:mbrooks@hsph.harvard.edu)) Academic Coordinator (Room 612), can address inquiries about degree requirements, admissions, financial aid, and the doctoral written exam.

**Caroline Huntington** (617-432-3759; [chunting@hsph.harvard.edu](mailto:chunting@hsph.harvard.edu)) Academic Coordinator, Maternal and Child Health/Children, Youth and Families (Room 624).

**Robin Blum Flaig** (617-432-0081; [rblum@hsph.harvard.edu](mailto:rblum@hsph.harvard.edu)) Associate Director of Research Administration and Finance (Room 701A), oversees the management of administration and sponsored research for the SBS Dept.

**Armand Inezian** (617-432-3762; [ainezian@hsph.harvard.edu](mailto:ainezian@hsph.harvard.edu)) Grants Manager (Room 610), is responsible for grant preparation for all new and continuing grant applications for faculty and students in the Department.

**Patricia Lambkin** (617-432-3893; [plambkin@hsph.harvard.edu](mailto:plambkin@hsph.harvard.edu)) Grants Manager, is responsible for grant preparation for all new and continuing grant applications for faculty in the Department.

**Trish Lavoie** (617-432-0964; [tlavoie@hsph.harvard.edu](mailto:tlavoie@hsph.harvard.edu)) Senior Coordinator, Maternal and Child Health/Children, Youth and Families (Room 624A), handles the administration of the MCH/CYF Concentration and the MCH training grant.

**Noreen Loughran** (617-432-1135; [nloughra@hsph.harvard.edu](mailto:nloughra@hsph.harvard.edu)) Staff Assistant, serves as our 7<sup>th</sup> floor receptionist and coordinates mail, conference room reservations, office supply orders and archives and provides administrative support to faculty.

**Elaine Lynch** (617-432-0156; [elynych@hsph.harvard.edu](mailto:elynych@hsph.harvard.edu)) Accounting Assistant (Room 712), processes accounts payable transactions and reimbursements and coordinates temporary and work-study payroll related to student employment.

**Alfredo Perez-Hidalgo, M.B.A.** (617-432-3087; [aperez@hsph.harvard.edu](mailto:aperez@hsph.harvard.edu)) Director of Administration (Room 711) is responsible for the overall management and oversight of the administrative, financial and academic units in the Department.

**Christopher Potter** (617-432-1136; [cpotter@hsph.harvard.edu](mailto:cpotter@hsph.harvard.edu)) Senior Grants Manager (Room 614), is responsible for grant preparation for all new and continuing grant applications for faculty in the Department.

**Rubim Rwakabuba** (617-384-9696; or 617-432-2607; [rrwakabu@hsph.harvard.edu](mailto:rrwakabu@hsph.harvard.edu)) Financial Assistant (Landmark Center, 4 West Room 428-F; or Kresge Room 705A) coordinates accounts payable, reimbursements and local operations for the Center for Global Tobacco Control, Program for Community Research and LAMPS; IT and phone services liaison; co-coordinator of the SBS quarterly newsletter.

**\*Elizabeth Solomon** (617-432-3761; [esolomon@hsph.harvard.edu](mailto:esolomon@hsph.harvard.edu)) Assistant Director for Academic Affairs & Fellowship Programs (Room 622), is responsible for the management and oversight of the department's academic programs and fellowship programs.

**Monika Szperka** (617-432-3915; [mszperka@hsph.harvard.edu](mailto:mszperka@hsph.harvard.edu)) Executive Assistant to the Chair/Faculty Reappointments Coordinator (Room 710), coordinates scheduling appointments in Dr. Kawachi's calendar, and processes faculty re/appointment, scholars' annual appointment and visa paperwork in cooperation with OFA and HIO.

**\*Whitney Waddell** (617-432-3689; [wwaddell@hsph.harvard.edu](mailto:wwaddell@hsph.harvard.edu)) Academic & Communications Coordinator (Room 618), serves as the course liaison for the Department, curriculum/program coordinator for the NCI Fellowship in Cancer Prevention and Control, communications coordinator, SBS newsletter co-coordinator and Webmaster; assists with academic and student activities.

**\*Academic affairs staff**



## 2. ACADEMIC PROGRAMS

### 2.1. Introduction to Educational Programs

This section sets out the requirements for the departmental programs for those students matriculating in the 2014/15 academic year. The general department requirements for each degree program and those specific to the particular area of interest are listed below.

**The HSPH Student Handbook is the final word on academic regulations for the School of Public Health.** It provides important information on registration, courses, student grading, course evaluation, advising, etc. There is a separate section on the special regulations for doctoral students. These sections - especially the section on academic integrity - should be read by all students to become familiar with school regulations and values and to avoid making unnecessary and unwitting mistakes. In addition, there are helpful sections on student services and student life. There are also lists of the names and contact information of members of the school administration involved in different student services.

### Degree Program Coordinators

**Doctoral Program:** Dr. Steve Gortmaker

Masters Programs:

**One-Year Masters of Science Program:** Dr. Alan Geller

**Dual SBS/Simmons Masters Program:** Dr. Marie McCormick

**Two-Year Masters of Science Program:** Dr. Alan Geller

**Master of Public Health/Health and Social Behavior (MPH) Program:** Dr. Marie McCormick

## **2.2. SBS DOCTOR OF SCIENCE PROGRAM**

**Program Coordinator: Dr. Steve Gortmaker**

### **2.2.1. Introduction**

The doctoral program provides a common core education addressing issues of Social and Behavioral Sciences. At the same time, students are able to develop in-depth expertise in one of the following two main academic areas of interest in the department:

*Social Determinants of Health.* This area of interest emphasizes the analysis of the major social conditions that affect the health of populations. Research stresses socioeconomic position, social and economic inequality, discrimination, social networks and support, social capital, work conditions, and psychological states. Seminars, tutorials, and courses enable students to explore a range of the health consequences of various social factors by studying varied subgroups, at different times and places and under diverse and changing conditions. Students examine mechanisms and processes through which social factors exert their impact, and also investigate mechanisms that mediate or moderate relationships between social factors and health outcomes.

*Planned Social Change.* This area of interest focuses on the application of theory in the design of intervention programs, as well as on research and evaluation methodology. The area includes work on interventions using randomized clinical trial designs and quasi-experimental approaches. Attention is given to the following design steps: problem diagnosis, assessment, formative research, program design and evaluation. The social settings for interventions may be communities, workplaces, schools and colleges and health care facilities. Populations of interest include those who are underserved, marginalized and in special need. Intervention strategies include educational and literacy interventions, community organizing and development, social marketing, communication, adult-learning approaches and advocacy.

In addition to the two departmental areas of interest, there are six optional concentrations: *Maternal and Child Health/Children, Youth and Families Concentration, Health Communication Concentration, Obesity Epidemiology and Prevention Interdisciplinary Concentration, Public Health Leadership Interdisciplinary Concentration, Women, Gender and Health Interdisciplinary Concentration* and *Nutrition and Global Health Concentration* which can be taken as electives or can be listed as minors on the prospective and final programs.

### **The SBS doctoral program**

Most students enter the doctoral program with a strong foundation in the social, behavioral, clinical, public health, or natural sciences and with an earned masters degree in a social science (such as sociology, psychology, economics, political science, public policy, and anthropology); clinical health (such as nursing and social work); public health (such as epidemiology and health education); or natural sciences (such as biology, physiology, and neurosciences). Occasionally, the department will accept students without a masters degree into the Doctor of Science (SD) program.

SD students must fulfill the school-wide residency requirements by completing at least 120 credits of graduate work, normally over a 4-year period. This includes a minimum of 80 credits during the first two years of course work, and another 40 credits in independent study and research credits to complete the dissertation.

In particular, students must take 40 ordinal credit units in graduate-level courses, distributed over one major (a minimum of 20 ordinal credits) and two minor fields (a minimum of 10 ordinal credits in each field). The declared fields should be broad enough to constitute substantive bodies of knowledge and should be sufficiently different from one another so that their content is not duplicative. Acceptable choices would be fields that are based on the content of courses in any departments of HSPH and fields that are recognized as being substantive and distinct by virtue of published journals, professional organizations and the national scientific meetings devoted to them. Approval of the declared fields rests with the Department and the CAD (Committee on Admissions and Degrees). If, in the opinion of the CAD, the chosen fields are either too narrow or overlapping, the student may be required to choose other fields.

Additionally, **the department requires that 20 of the 40 total ordinal credits for the major and minors be fulfilled by courses offered within SBS**. All students enrolled in the doctoral program must maintain satisfactory progress in the academic program and all general SBS doctoral requirements, all courses in the selected area of interest and all courses in the major and minor fields must be completed with grades of B- or better.

The doctoral program is designed to move students through course work and into the research phase with due speed. By the end of the first semester of study, all students in the doctoral program will have selected their area of interest and prepared a course plan of required and elective courses for the rest of the two years. (See 2.2.10. for the Timetable.) Written and oral examinations are taken subsequent to the end of the two years of course work (see 2.2.6. and 2.2.7.). Students who satisfactorily complete these requirements become doctoral candidates and proceed to conduct original research and prepare and defend their dissertation.

### **2.2.2. [Common Requirements](#)**

#### **Required Courses for all HSPH Doctoral Students**

**All** Harvard School of Public Health Students must take or be qualified to waive one of the introductory Biostatistics and Epidemiology courses.

- BIO 200, Principles of Biostatistics, 5 credits **OR** BIO 201, Introduction to Statistical Methods, 5 credits.
- EPI 201, Introduction to Epidemiology: Methods I, 2.5 credits (***must be taken in sequence with EPI 202***)

**Note:** the above Bio and Epi introductory course(s) can NOT be used for a major or minor.

**In addition**, 10 credits of intermediate-level courses in Biostatistics are required from the following course list:

- BIO 210, Analysis of Rates & Proportions, 5 credits
- BIO 211, Regression & Analysis of Variance in Experimental Research, 5 credits
- BIO 213, Applied Regression for Clinical Research, 5 credits
- BIO 222, Basics of Statistical Inference, 5 credits
- BIO 223, Applied Survival Analysis, 5 credits
- BIO 226, Applied Longitudinal Analysis, 5 credits

**Note:** the above intermediate-level courses CAN be used for a major or minor.

A maximum of 5 credits of coursework from outside the Department of Biostatistics may be substituted from the following approved list:

- GSE S030, Intermediate Statistics: Applied Regression & Data Analysis, 5 credits

### **Departmental Requirements:**

**All SBS doctoral students are required to take the following departmental courses:**

- ID 540, Life Course Epidemiology, 2.5 credits
- SBS 201, Society and Health, 2.5 credits
- SBS 221, Psychosocial Theories of Health and Health Behavior, 5 credits
- SBS 245, Social and Behavioral Research Methods (Part 1), 5 credits
- SBS 263, Multilevel Statistical Methods: Concept & Application, 5 credits
- SBS 269, Doctoral Seminar on SBS, 1.25 credits\*
- SBS 271, Doctoral Seminar on SBS, 1.25 credits\*
- SBS 500, Developing a Research Protocol, 2.5 credits
- SBS 506, An Introduction to Theories of Disease Distribution & Health Inequities: History, Politics & Public Health, 2.5 credits
- SBS 507, An Advanced Seminar in Theories of Disease Distribution & Health Inequities: History, Politics & Public Health, 2.5 credits

**\*Note:** All first year doctoral students must take SBS 269 and SBS 271.

### **Doctoral Program Concentrations (Optional)/Minors:**

#### **Women, Gender and Health Concentration/Minor:**

- See Section 2.6. for details

#### **Maternal and Child Health/Children, Youth and Families Concentration/Minor:**

- See Section 2.7. for details

#### **Health Communication Concentration/Minor:**

- See Section 2.8. for details

#### **Obesity Epidemiology and Prevention Concentration/Minor:**

- See Section 2.9. for details



### **Public Health Leadership/Minor:**

- See Section 2.10 for details

### **Nutrition and Global Health Concentration/Minor**

- See Section 2.11 for details

### **Minimum Grade Requirements for General SBS Requirements**

All General SBS Requirements (Section C on the Doctoral Tracking Sheets) must be taken for ordinal grades and must be passed with a grade of B minus or above. The exceptions are of SBS 269 and SBS 271 which must be taken pass/fail.

A doctoral student who receives a grade below a B minus on any of the General SBS Requirements must:

1. Retake the course in the form of an independent study.
2. These independent studies have the same course credits as the original course, and both the original course and the make-up independent study will remain on the student's record.
3. The faculty member who teaches the course in the year that the student is retaking the requirement must be the instructor for the independent study and must sign the independent study form.
4. The student is required to attend all classes, complete all coursework and take all exams associated with the departmental course.
5. For a student to receive a passing grade in the make-up independent study, the student must do course work at a level of a B minus or better and the instructor must certify this in writing. **The make-up independent study does not replace the original course on the student's official academic transcript.**
6. The student may not use any make-up independent study for credit towards the total number of electives required for the doctoral degree.

### **Ordinal Credits for other SBS Requirements**

All courses in the chosen Area of Interest and all major and minor courses must be taken for ORDINAL credits. (See Section D of the tracking sheets for Area of Interest courses.) Consequently, courses taken P/F, and research study and independent study credits cannot be included in the credit requirements for the chosen Area of Interest or for majors or minors.

### **Course Plan for Doctoral Students**

By the end of the first semester of study, you should select your area of interest and outline your course plan. Course work is generally completed within two years.

**All** doctoral students are expected to augment the basic requirements with substantial course work appropriate for a research orientation and in the topic of their interest.

Current students have recommended that doctoral students consider taking EPI 205 (Practice of Epidemiology) to help them plan their research proposal.

Those students who will be incorporating qualitative research methods are urged to consider enrolling in the Qualitative Research Design course(s) at GSE.

Please note that all doctoral students should review the ***Doctoral Student Supplement*** in the ***HSPH Student Handbook***. Please meet with your advisor for help in meeting your degree requirements.

See following sections for the **Doctoral Studies Requirements Tracking Sheets**, which can be used as a tool in monitoring completion of degree requirements. You should **complete a tracking sheet on an on-going basis during meetings with your advisor.**

**In addition, during your final year of coursework** (normally your 2<sup>nd</sup> year), ***you should meet with your advisor before the start of the spring semester to confirm that you have met or are meeting all of the degree requirements. Any appropriate waivers should be requested at that time.***

**A completed tracking sheet signed by your advisor and any approved waiver forms (see Section 4.1.) should be turned in to Michele Brooks by Jan 5<sup>th</sup>** (normally in your 2<sup>nd</sup> year). This will provide you with the opportunity to add any remaining required classes during the spring semester.

Note: Course times and days may change from year to year. Be sure to refer to the courses and schedules sections on the Registrar's Office website for the most up-to-date information: [www.hsph.harvard.edu/registrar](http://www.hsph.harvard.edu/registrar).

**DOCTORAL STUDIES REQUIREMENTS TRACKING SHEETS  
FOR STUDENTS ENTERING 14/15**

**2.2.3. SOCIAL DETERMINANTS OF HEALTH AREA OF INTEREST  
REQUIREMENTS TRACKING SHEET**

In the Social Determinants of Health Area of Interest, each student will choose a substantive field of concentration in addition to completing core theory and methods requirements. By the time the student comes forward for the written exam (usually at the end of the 2<sup>nd</sup> year of full-time study), the student must have completed the following required courses in the areas of Theory, Methods and Content:

<b>SOCIAL DETERMINANTS OF HEALTH</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
NAME: _____ ADVISOR: _____			
<b>A. HSPH REQUIREMENTS [17.5 ordinal credits]</b>			
<b>BIOSTATISTICS: [15 credits] [10 Bio credits if Bio 200 or 201 waived]</b> BIO 200 (Principles of Bio.) <b>or</b> BIO 201 (Introduction to Statistical Methods) [5.0 credits] Other: _____ Waived: _____ <b>[attach form]</b>			
<b>Intermediate or Advanced Biostatistics</b> [10 credits] from the following list: BIO 210 (Analysis of Rates & Proportions) [5 credits] BIO 211 (Regression & Analysis of Variance in Experimental Research) [5 credits] BIO 213 (Applied Regression for Clinical Research) [5 credits] BIO 222 (Basics of Statistical Inference) [5 credits] BIO 223 (Applied Survival Analysis & Discrete Data Analysis) [5 credits] BIO 226 (Applied Longitudinal Analysis) [5 credits] <b>Note:</b> a maximum of 5 credits of coursework from outside the Dept. of Biostatistics may be substituted with the following course: GSE S030 (Intermediate Statistics: Applied Regression & Data Analysis) [5 credits] Other: _____ Waived: _____ <b>[attach form]</b>			
<b>EPIDEMIOLOGY: 2.5 credits</b> EPI 201 (Epidemiologic Methods I) [2.5 credits] <b>(Must be taken in sequence with EPI 202.)</b> Other: _____ Waived: _____ <b>[attach form]</b> <b>Note: must enroll in EPI 202 even if EPI 201 is waived.</b>			

**DOCTORAL STUDIES REQUIREMENTS TRACKING SHEETS  
FOR STUDENTS ENTERING 14/15**

<b>SOCIAL DETERMINANTS OF HEALTH continued</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>B. SPECIAL REQUIREMENTS. If funded on a training grant, be sure to check the grant guidelines for special course requirements (e.g. MCH Training Grant or Cancer Education Program).</b>			
<b>C. GENERAL SBS REQUIREMENTS [30 credits] All General SBS Requirements must be taken for ordinal grades with the exception of SBS 269 and SBS 271 which must be taken pass/fail (total of 27.5 ordinal credits &amp; 2.5 P/F credits).</b>			
ID 540 (Life Course Epidemiology) [2.5 credits]			
SBS 201 (Society & Health) [2.5 credits]			
SBS 221 (Psychosocial Theories of Health & Health Behavior) [5 credits]			
SBS 245 (Social & Behavioral Research Methods: Part I) [5 credits]			
SBS 263 (Multilevel Statistical Methods: Concept & Application) [5 credits]			
SBS 269 (Doctoral Seminar on SBS) [1.25 pass/fail credits]			
SBS 271 (Doctoral Seminar on SBS) [1.25 pass/fail credits]			
SBS 500 (Developing a Research Protocol) [2.5 credits]			
SBS 506 (An Introduction to Theories of Disease Distribution & Health Inequities: History, Politics & Public Health) [2.5 credits]			
SBS 507 (An Advanced Seminar in Theories of Disease Distribution & Health Inequities: History, Politics & Public Health) [2.5 credits]			
<b>D. SOCIAL DETERMINANTS OF HEALTH SPECIFIC STUDIES [20 ordinal credits]</b>			
<b>Intermediate or Advanced Epi [5 credits]</b> EPI 202 (Epidemiologic Methods II: Elements of Epidemiologic Research) [2.5 credits] <b>AND</b> An additional 2.5 Epi credits such as: EPI 203 (Study Design in Epidemiologic Research) [2.5 credits] EPI 204 (Analysis of Case-Control & Cohort Epi Data) [2.5 credits] <u>In order to count as an intermediate Epi course, Intro Epi must be listed as a pre-requisite</u>			
<b>Human Biology [5.0 credits] such as:</b> EH 205 (Human Physiology) [5 credits]			

**DOCTORAL STUDIES REQUIREMENTS TRACKING SHEETS  
FOR STUDENTS ENTERING 14/15**

<b>SOCIAL DETERMINANTS OF HEALTH continued</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>D. SOCIAL DETERMINANTS OF HEALTH SPECIFIC STUDIES CONT.</b>			
<b>Sociology or Policy course [2.5 credits]</b>			
<b>Content in Area of Expertise [7.5 credits]</b> Other: <b>[attach form]</b> _____			
<b>E. ADDITIONAL COURSE WORK [12.5 credits]</b> <b>Please list:</b>  _____ _____			
<b>F. REVIEW CHECK LIST</b> Total # of credits [80 course credits required]: _____ <i>Note: 80 credits required despite any waiver approvals.</i> % outside HSPH [no more than 50% accepted] _____ Human Subjects Protection on-line training (attach certificate) Yes ____ No ____  <b>MAJOR AND MINORS</b> Major Field [20 credits] _____ Minor Field [10 credits] _____ Minor Field [10 credits] _____  <b>Advisor's Certification of Completion of Coursework Required for the Doctoral Written Exam:</b> (Please Initial) <input style="width: 50px; height: 15px;" type="text"/>  Advisor's Signature: _____ Date: _____			

**DOCTORAL STUDIES REQUIREMENTS TRACKING SHEETS  
FOR STUDENTS ENTERING 14/15**

**2.2.4. PLANNED SOCIAL CHANGE AREA OF INTEREST  
REQUIREMENTS TRACKING SHEET**

In the Planned Social Change Area of Interest, each person will choose a methodological area for advanced study and a substantive field of concentration. By the time the student comes forward for the written exam (usually at the end of the 2<sup>nd</sup> year of full-time study), the student must have completed the following required courses in the areas of Basic Coursework, Theory, Methods and Content:

<b>PLANNED SOCIAL CHANGE</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
NAME: _____ ADVISOR: _____			
<b>A. HSPH REQUIREMENTS [17.5 ordinal credits]</b>			
<b>BIostatISTICS: [15 credits] [10 Bio credits if Bio 200 or 201 waived]</b> BIO 200 (Principles of Bio.) <b>or</b> BIO 201 (Introduction to Statistical Methods) [5.0 credits] Other: _____ Waived: _____ <b>[attach form]</b>			
<b>Intermediate or Advanced Biostatistics</b> [10 credits] from the following list: BIO 210 (Analysis of Rates & Proportions) [5 credits] BIO 211 (Regression & Analysis of Variance in Experimental Research) [5 credits] BIO 213 (Applied Regression for Clinical Research) [5 credits] BIO 222 (Basics of Statistical Inference) [5 credits] BIO 223 (Applied Survival Analysis & Discrete Data Analysis) [5 credits] BIO 226 (Applied Longitudinal Analysis) [5 credits] <b>Note:</b> a maximum of 5 credits of coursework from outside the Dept. of Biostatistics may be substituted with the following course: GSE S030 (Intermediate Statistics: Applied Regression & Data Analysis) [5 credits] Other: _____ Waived: _____ <b>[attach form]</b>			
<b>EPIDEMIOLOGY: 2.5 credits</b> EPI 201 (Intro. to Epi.: Methods I) [2.5 credits] ( <b><i>Must be taken in sequence with EPI 202</i></b> ) Other: _____ Waived: _____ <b>[attach form]</b> <b>Note: must enroll in EPI 202 even if EPI 201 is waived.</b>			

**DOCTORAL STUDIES REQUIREMENTS TRACKING SHEETS  
FOR STUDENTS ENTERING 14/15**

<b>PLANNED SOCIAL CHANGE continued</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>B. SPECIAL REQUIREMENTS. If funded on a training grant, be sure to check the grant guidelines for special course requirements (e.g. MCH Training Grant or Cancer Education Program).</b>			
<b>C. GENERAL SBS REQUIREMENTS [30 credits] All General SBS Requirements must be taken for ordinal grades with the exception of SBS 269 and SBS 271 which must be taken pass/fail (total of 27.5 ordinal credits &amp; 2.5 P/F credits).</b>			
ID 540 (Life Course Epidemiology) [2.5 credits]			
SBS 201 (Society & Health) [2.5 credits]			
SBS 221 (Psychosocial Theories of Health & Health Behavior) [5 credits]			
SBS 245 (Social & Behavioral Research Methods: Part I) [5 credits]			
SBS 263 (Multilevel Statistical Methods: Concept & Application) [5 credits]			
SBS 269 (Doctoral Seminar on SBS) [1.25 pass/fail credits]			
SBS 271 (Doctoral Seminar on SBS) [1.25 pass/fail credits]			
SBS 500 (Developing a Research Protocol) [2.5 credits]			
SBS 506 (An Introduction to Theories of Disease Distribution & Health Inequities: History, Politics & Public Health) [2.5 credits]			
SBS 507 (An Advanced Seminar in Theories of Disease Distribution & Health Inequities: History, Politics & Public Health) [2.5 credits]			
<b>D. PLANNED SOCIAL CHANGE SPECIFIC STUDIES [20 ordinal credits]</b>			
SBS 231 (Community Intervention Research Methods) [2.5 credits]			
Social Science (examples include sociology, psychology, policy) [2.5 credits]			
Methods – 7.5 credits (Biostatistics/Statistics, Epidemiology, Ethnographic/Qualitative Research Methods, Program Evaluation or Other Research Methods)			
<b>Content in Area of Expertise [7.5 credits]</b> Other: <b>[attach form]</b> _____			
<b>E. ADDITIONAL COURSE WORK [12.5 credits]</b> <b>Please list:</b>  _____			

**DOCTORAL STUDIES REQUIREMENTS TRACKING SHEETS  
FOR STUDENTS ENTERING 14/15**

**PLANNED SOCIAL CHANGE continued**

**F. REVIEW CHECK LIST**

Total # of credits [80 course credits required]: \_\_\_\_\_

*Note: 80 credits required despite any waiver approvals.*

% outside HSPH [no more than 50% accepted] \_\_\_\_\_

Human Subjects Protection on-line training (attach certificate) Yes \_\_\_\_ No \_\_\_\_

**MAJOR AND MINORS**

Major Field [20 credits] \_\_\_\_\_

Minor Field [10 credits] \_\_\_\_\_

Minor Field [10 credits] \_\_\_\_\_

**Advisor's Certification of Completion of Coursework Required for the Doctoral  
Written Exam:**

(Please Initial)

Advisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### **2.2.5. Program Competencies**

Students in the doctoral program within the Department of Social and Behavioral Sciences must select one of two “areas of interest”:

- *Social Determinants of Health Area of Interest* emphasizes the analysis of the major social conditions (e.g. socioeconomic status, social integration, discrimination, neighborhood contexts, psychosocial work environment) that affect the health of populations.
- *Planned Social Change Area of Interest* focuses on the application of theory in the design of intervention programs as well as on research and evaluation methodology. Intervention strategies include literacy intervention, community and workplace-based health promotion interventions, as well as social marketing and communication.

The required courses for doctoral students in the Department are divided into three categories: a) required courses for all HSPH doctoral students; b) Departmental requirements for all SBS doctoral students; and c) course requirements to develop specific competencies within each “area of interest” of study.

Accordingly, the following description of competency development is separated into common requirements (School-wide and SBS-wide), as well as specific competencies for each “area of interest”.

**COMMON COMPETENCY DEVELOPMENT GRID**  
**(HSPH-wide and SBS-wide requirements for doctoral students)**

<b>Specific Competencies</b>	<b>Course Options (number &amp; title)</b>	<b>Competency Evaluation Method</b>				
		<b>Course Work/Exam</b>	<b>Oral Exam</b>	<b>Written Exam</b>	<b>Dissertation</b>	
Critically evaluate research information on the social and behavioral determinants of health.	BIO 200 or BIO 201 EPI 201	Principles of Biostatistics or Introduction to Statistical Methods Epidemiologic Methods I	X	X	X	X
Analyze and interpret research on the social and behavioral determinants of health, using appropriate statistical methods. (10 credits of intermediate-level courses in Biostatistics)	BIO 210 BIO 211 BIO 213 BIO 222 BIO 223 BIO 226	Analysis of Rates & Proportions Regression & Analysis of Variance Applied Regression for Clinical Research Basis of Statistical Inference Applied Survival Analysis Applied Longitudinal Analysis	X	X	X	X
Critically evaluate theories of disease causation from a social and behavioral research perspective.	SBS 201 SBS 221  SBS 506 SBS 507 ID 540	Society and Health Psychosocial Theories of Health and Health Behavior Disease Distribution Theory/A Disease Distribution Theory/B Life Course Epidemiology	X	X	X	X
Design, conduct, and analyze research on the social and behavioral determinants of health.	SBS 245 SBS 263 SBS 500	Social and Behavioral Research Methods Multilevel Statistical Methods Developing a Research Protocol	X	X	X	X

**COMPETENCY DEVELOPMENT GRID FOR THE SOCIAL DETERMINANTS OF HEALTH AREA OF INTEREST**

<b>Specific Competencies</b>	<b>Course Options (number &amp; title)</b>	<b>Competency Evaluation Method</b>				
		Course Work/Exam	Oral Exam	Written Exam	Dissertation	
Design, collect data, and supervise research on the social determinants of health, utilizing epidemiological study designs. (5 credits)	EPI 202 EPI 203 EPI 204	Epidemiologic Methods II: Elements of Epidemiologic Research Study Design in Epidemiologic Research Analysis of Case-Control & Cohort Epi Data	X	X	X	X
Describe the biological & physiological basis of human health & disease. (5 credits)	EH 205	Human Physiology	X	X	X	X
Apply theories & concepts from sociology, economics, or political science to develop & test hypotheses concerning the social & behavioral determinants of health. (2.5 credits)	GSAS Soc 10 HPM 205 HPM 206	Introduction to Sociology Economic Analysis for Public Health (not offered 2014/15) Economic Analysis	X	X	X	X
Critically evaluate and develop new hypotheses for investigating the social and behavioral determinants of major public health problems (e.g. cancer, cardiovascular disease, tobacco use, obesity). (7.5 credits)	EPI 224 EPI 213 EPI 223 EPI 254 SBS 207 SBS 254 ID 283	<u>Examples:</u> Cancer Prevention Epidemiology of Cancer Cardiovascular Epidemiology I Epidemiology of Aging Race, Ethnicity & Health Social Disparities, Stress & Health Epi Investigations of Social & Environmental Risks for Psychiatric Disorders	X	X	X	X

**COMPETENCY DEVELOPMENT GRID FOR THE PLANNED SOCIAL CHANGE AREA OF INTEREST**

<b>Specific Competencies</b>	<b>Course Options (number &amp; title)</b>	<b>Competency Evaluation Method</b>				
		Course Work/Exam	Oral Exam	Written Exam	Dissertation	
Critically evaluate research information on the causes of preventable disease and strategies for risk reduction.	BIO 200 or BIO 201 EPI 201	Principles of Biostatistics or Introduction to Statistical Methods Epidemiologic Methods I	X	X	X	X
Analyze and interpret research on the social and behavioral determinants of health, using appropriate statistical methods. (10 credits of intermediate-level courses in Biostatistics)	BIO 210 BIO 211 BIO 213  BIO 222 BIO 223 BIO 226	Analysis of Rates & Proportions Regression & Analysis of Variance Applied Regression for Clinical Research  Basis of Statistical Inference Applied Survival Analysis Applied Longitudinal Analysis	X	X	X	X
Critically evaluate theories of disease causation from a social and behavioral research perspective.	SBS 201 SBS 221  SBS 506 SBS 507 ID 540	Society and Health Psychosocial Theories of Health and Health Behavior  Disease Distribution Theory/A Disease Distribution Theory/B Life Course Epidemiology	X	X	X	X

**COMPETENCY DEVELOPMENT GRID FOR THE PLANNED SOCIAL CHANGE AREA OF INTEREST CONT.**

<b>Specific Competencies</b>	<b>Course Options (number &amp; title)</b>	<b>Competency Evaluation Method</b>				
		Course Work/Exam	Oral Exam	Written Exam	Dissertation	
Design, conduct, and analyze research on the social and behavioral determinants of health and on strategies for implementing change.	SBS 245 SBS 263 SBS 231  SBS 500	Social and Behavioral Research Methods Multilevel Statistical Methods Community Intervention Research Methods Developing a Research Protocol Plus 7.5 additional Methods credits Plus 2.5 additional Social Science credits	X	X	X	X
Develop expertise in a specific content area related to public health and/or risk reduction.		7.5 credits in content area	X	X	X	X

### 2.2.6. Qualifying Written Examinations

It is the policy of the Department and the school that, to earn a doctoral degree, students should acquire a breadth of knowledge in their fields that extends beyond the subject matter of their theses. All students in the SBS doctoral program will take written qualifying examinations to demonstrate this knowledge.

Normally, the exam is taken at the end of the 2<sup>nd</sup> year of doctoral work. Anyone considering an alternate time should discuss this with their advisor.

*It is expected that students will have completed all course work (a minimum of 80 credits) prior to taking the written exam.* In addition, all doctoral students *are required to take human research training as one stipulation of sitting for their Qualifying Written Exam.* This training must be completed before the written qualifying exam unless required earlier as per OHRA (Office of Human Research Administration) policy. To satisfy this requirement, complete Collaborative Institutional Training Initiative (CITI) at <https://www.citiprogram.org/default.asp>.

Documentation in the form of a completed tracking sheet to demonstrate completion of the required coursework and human research training must be submitted before taking the exam. Exceptions may be made for one or two courses with sufficient justification. **Petitions for exceptions must be made in writing to the Department Chair when submitting the tracking sheet.** The petition must include: 1) a plan of action which includes identifying which classes will be taken subsequent to the written exam and 2) a schedule for completion of the courses to ensure you remain in compliance with the doctoral timetable.

The exam is given in late May each year. Dates and other details are provided to all students who are eligible to take the exam in November of each year.

**A completed tracking sheet with the advisor's certification that the student has completed coursework and the human research training required for the doctoral written exam (and any approved petitions for exceptions) is/are due to the Academic Affairs staff by Jan 2nd.**

Error! Not a valid bookmark self-reference.

#### 2.2.7.1. Oral Exam

**Doctoral students are expected to complete their Oral Examination by the Department no later than March 27<sup>th</sup> following the successful completion of the Written Qualifying Exam.**

After completing and passing the written examinations, doctoral students develop a research proposal and complete the oral examination. See Section 2.2.7.3. for the policy regarding human participants protection for SBS doctoral dissertations. You are required to design an independent and original research protocol. Preparation proceeds as follows:

- The student works closely with the advisor on proposal drafts.

- Potential members of the Oral Examining Committee see a draft of the thesis proposal before they will agree to serve on the committee.
- An Oral Examination Committee is officially formed and a date determined.
- The Oral Exam Scheduling Form must be signed and submitted to the HSPH Registrar's Office no later than 3 weeks prior to the date of the exam. **Oral Exam Scheduling Forms must be submitted for the Department Chair's signature through the Academic Affairs staff.** Be sure to allow sufficient time for the processing of the signature.
- Committee members are given a copy of the final thesis proposal two weeks prior to the scheduled examination date.
- **Students must have completed all course requirements for the degree and all course work listed on the final program prior to scheduling the Oral Exam.**

The decision to go before the Committee implies that the advisor has determined that the student is well prepared and the proposal document ready. Doctoral students present their research protocol in this oral examination with representatives of the student's major and minor fields present. Members of the Oral Examining Committee must officially assess the student's potential to perform research in the chosen field of study.

**NOTE:** The Department recommends that the Oral Examining Committee and the Dissertation Committee have the same members. Students do have the option of changing committee members if it is deemed appropriate. **However, any changes to committee membership must be approved by CAD (Committee on Admissions and Degrees).**

### 2.2.7.2. Dissertation

After completing and passing both the written and the oral examinations, SBS doctoral students become **doctoral candidates** and engage in an original research study conducted by the candidate after approval by the dissertation committee.

For doctoral candidates pursuing a “three publishable papers” dissertation, **it is expected that at least one of the papers will be submitted to an academic journal prior to the student's defense.**

Note on implementation: because dissertation papers are often longer and involve more analyses than the final submitted versions of the same research, students may wish to receive committee approval for the version to be included in the dissertation, and then revise/simplify the paper for journal submission. Some analyses included in the dissertation version of the paper may be included as appendices in the submitted paper. The submitted paper may include additional authors not on the committee and may require revisions that are not incorporated into the thesis version.

We encourage students to consider the process required for submitting the paper as they are organizing their timeline for dissertation research. In extenuating circumstances, for example long delays introduced by co-author review, the student's

research advisor can waive this requirement and approve the defense prior to paper submission.

### **2.2.7.3. Human Participants Protection for SBS Dissertations**

1. All doctoral students are required to take human research training as one stipulation of sitting for the Qualifying Written Exam.
2. All orals exam proposals should:
  - a. include a statement about the IRB (Institutional Review Board) review status of the data with which the student proposes to work:
    - if secondary data, ascertain available information on a specific protocol (i.e., protocol number, title, PI name), under which the data were collected and a copy of the IRB approved consent form that was used to obtain these data
    - if primary data, some description of the steps that will be taken to ensure human participants protection and obtain IRB approval
    - and, in either case, include a brief statement about likely risks and benefits of the project for the human research participants, and steps taken to minimize risks
  - b. include a statement about plans for submitting a protocol for HSPH IRB review within 90 days of their oral exam
3. After completing their oral exams and before conducting their research, all doctoral students must present to their thesis advisor documentation that they have completed human research training and that they have submitted a protocol to the HSPH IRB for review through the IRB Electronic Submission, Tracking & Reporting (ESTR) system at <http://irb.harvard.edu>. A copy of the IRB approval notification or exemption determination notification must be provided to the Academic Coordinator.
4. No dissertation will be approved as completed unless the student has completed human research training and obtained IRB approval (or exemption determination) for the work conducted for the dissertation.

See Section 4.6. for additional information regarding the Office of Human Research Administration (OHRA).

### **2.2.8. Doctoral Thesis**

Doctoral candidates form a dissertation committee at the completion of the oral examinations and candidates are expected to work closely with the committee in the implementation of the research plan. Candidates are expected to conduct an original research study. All research must conform to ethical standards and basic principles of informed consent.

The candidate will either prepare a traditional dissertation (including sections on problem formulation, theory, hypotheses, methods, data analysis, findings, study



implications) or will prepare three papers for publication linked by an articulated theoretical perspective and by substantive areas. Committee members must have an opportunity to see and comment on drafts of written work. **All work for publication must be submitted to the Department before publication.**

The date for the doctoral defense is determined by the candidate and the chair of the committee. The decision to defend the dissertation implies that the candidate, the advisor, the committee chair, and all members of the committee deem that the research is complete and the candidate ready. The scheduling form for the dissertation defense must be submitted for the Chair's signature through the Academic Affairs staff. Be sure to allow sufficient time for the processing of the signature.

### **2.2.9. Doctoral Desk Policy**

1. A limited number of doctoral desks are available at the Landmark Center. However, Landmark desks have a priority for research purposes. Students who are working as Research Assistants (RA's) have 1<sup>st</sup> priority for a desk space at the Landmark Center Building. Please note that all requests for student RA work space must be made by the faculty supervisor.
2. Doctoral desks at Landmark are designated for academic purposes. Due to space limitations, Landmark desks will only be assigned to those doctoral students who have completed coursework and will be assigned on the basis of three categories of priorities in the following order: 1) students who have completed both the written and oral exam; 2) students who have completed the written exam and scheduled their oral exam; 3) students who have completed the written exam.
  - a. **During the 14-15 academic year, doctoral desks are likely to be SHARED between 2 students.** This policy will ensure that all departmental doctoral students working on their dissertations have desk storage space. **Students assigned to doctoral workspaces are expected to utilize their assigned space for a minimum of 20 hours per week. If you cannot utilize your assigned desk space for at least 20 hours per week, you must notify Michele Brooks so it can be reassigned. Assigned desks that are under-utilized may be reassigned at the discretion of the Academic Affairs staff.**
  - b. Doctoral Candidates (who have completed both the written and oral exam) have 1st priority for doctoral desks. 2nd priority for doctoral desks will be given to doctoral students who have completed the written exam and scheduled their oral exam. 3rd priority for doctoral desks will be given to doctoral students who have completed their written exam. This assignment period will normally commence in September of the new academic year and conclude in August of that same academic year. Assignments will be made in response to a September notice requesting interested students notify Michele Brooks.
  - c. If there are not enough desks for all eligible students who request them, desks will be assigned on a random basis according to each category's priority and a waiting list will be created. Students in any of these 3 categories who come forward later in the academic year will be added to the bottom of the waiting list within the appropriate category on a 1st-come-1st-served basis. As desks may

become vacant during the academic year, students on the waiting lists will continue to be given their category's priority in desk assignment.

- d. Students are reminded that according to fire and safety building codes, they are responsible for keeping their assigned doctoral desk space clean, neat and litter free; floor space must remain clear of papers, bags, boxes, etc.

**2.2.10. HSPH Registrars' Doctoral Timetable**

	<b>Progress</b>	<b>Progress Due</b>
<b>1.</b>	<i>Prospective Program Form</i>	End of 2nd Semester*
<b>2.</b>	<i>Final Program Form</i> <i>Nomination of Oral Qualifying Examination Committee Form</i>	End of the 5 <sup>th</sup> semester* (following successful completion of the written exam)
<b>3.</b>	<i>Oral Qualifying Examination Scheduling Form</i>	Middle of 6 <sup>th</sup> semester*
<b>4.</b>	<i>Oral Qualifying exam</i>	Department deadline: 3/29; Registrar requires no later than end of 6 <sup>th</sup> semester*
<b>5.</b>	<i>Nominations for Research Committee Form</i>	<b>One month after successful completion of Oral Exam</b>
<b>6.</b>	<i>Progress Report Form</i> (must be submitted at least twice a year until thesis defense)	6 months after passing oral exam. <b>Note:</b> you must have at least one post orals committee meeting prior to scheduling your defense
<b>7.</b>	<i>Application for Degree Form</i>	Before the degree granting period in which thesis is defended
<b>8.</b>	<i>Dissertation Defense</i>	End of 5 <sup>th</sup> Year for full-time students End of 7 <sup>th</sup> year for part-time students

**Notes:**

\*Double the time for part-time students.

“Full-time doctoral students have five academic years from date of entry into the program to complete required course work, and to defend and to submit the dissertation. Any deviation from the five-year limit must be approved by the CAD prior to the second semester in the fifth year. Part-time students have seven academic years from date of entry to complete degree requirements, and any deviation from this limit must be approved by the CAD prior to the second semester in the seventh year.”

**Please see Section 1.1.3. SBS Calendar Highlights: departmental deadlines are earlier than the Registrars’.**

A student in noncompliance with the timetable will be considered conditionally registered until a specified date set by the Registrar (normally two weeks after the beginning of the semester). Receipt of the appropriate form by the HSPH Registrar's Office and/or the completion or submission of the progress milestone (i.e., the Oral Qualifying Examination or Progress Report) will clear this conditional registration.

Students who fail to clear these conditions by the specified date will be administratively withdrawn from HSPH degree candidacy.

***Students are reminded that they are required to register on schedule each semester during their entire degree program. Completion of required coursework does not exempt students from registration.***

## **2.3. ONE YEAR MASTER OF SCIENCE PROGRAM**

**Program Coordinator: Dr. Alan Geller**

### **2.3.1. Introduction**

The 42.5-credit SM program is intended to prepare students for research careers in public and private agencies. Students in the 42.5-credit program are usually established practitioners or investigators holding prior masters or doctoral degrees in the social/behavioral sciences, health care, or a public health field.

Because of the diverse backgrounds and needs of those entering this program, the requirements are kept to a minimum, allowing flexibility to design a program to best meet each student's academic needs and career plan. Masters students are not required to declare areas of concentration. However, to the extent that their needs approximate one of the doctoral areas of interest in the department, students are encouraged to use the area of interest curriculum as a guide. (These curricula can be found on Part D of the tracking sheets for the doctoral program in Section 2.2.3. through Section 2.2.4. of this guide.) Students who are interested in maternal and child health or children, youth and families (MCH/CYF) will complete the courses which are required for the optional MCH/CYF concentration. Students who are receiving funding from the MCH Training Grant are expected to complete the courses which are required for a concentration in MCH. See Section 2.7. of this guide for additional details.

### **2.3.2. Requirements**

Over a one-year period, students in this program accrue 42.5 credits (30 credits must be ordinal). Students must fulfill the school-wide requirements and earn 15 ordinal credits in departmental courses. Students are encouraged to organize a tutorial, research study, or independent study to supplement regular courses, but any such courses taken P/F are not included for the SBS minimum credit requirements. When a course is approved as a substitute, up to 2.5 credits taken outside SBS may be counted towards the 15 SBS credits.

Students should work closely with their advisers to develop a study plan within the "Fall 1" term to meet their particular academic and career goals. Because this program is quite short, students are encouraged to focus their work in a specific content or skill area.

Students may petition for waivers and substitutes - see Section 4.1. for the appropriate form and guidelines.

## **HSPH Requirements and Courses:**

The Harvard School of Public Health requires each student, regardless of degree program, to complete 5 units of course work in biostatistics and 2.5 units of course work in epidemiology.

### **Biostatistics:**

- BIO 200, Principles of Biostatistics, 5 credits

### **Epidemiology:**

- EPI 201, Epidemiologic Methods I, 2.5 credits (***must be taken in sequence with EPI 202, Epidemiologic Methods II: Elements of Epidemiologic Research*** – see note below)  
**OR**
- EPI 500, Fundamentals of Epidemiology, 2.5 credits

## **NOTE ON OPTIONS FOR FULFILLING THE EPI REQUIREMENT:**

### **Choice of Epidemiology Core Courses**

During Fall Semester 2014, there are two introductory-level epidemiology core courses available for SBS 42.5 credit masters students that satisfy the school-wide core course requirement for epidemiology: EPI 201 and EPI 500, which are described below.

**EPI 201 (course director: Dr. Murray Mittleman):** This course provides the formal introduction to the epidemiologic methods courses taught at HSPH. It is designed to be the first part of an integrated fall semester (Fall 1 and Fall 2) sequence of two courses: EPI 201 (Epidemiologic Methods I) and EPI 202 (Epidemiologic Methods II: Elements of Epidemiologic Research). The target audience for EPI 201/EPI 202 is students majoring in epidemiology and other students preparing for careers involving epidemiologic research. **If a student plans to take the epidemiologic core methods courses EPI 289 and EPI 204 during the spring semester, they need to take the EPI 201/202 sequence, which is only offered in the fall semester.**

This course meets in Fall 1 and is 2.5 credits. EPI 201 will have two 2-hour lectures per week (T, Th 10:30-12:20), as well as one 2-hour seminar (Thursday afternoon or Friday). The workload for EPI 201 is significantly greater than that for EPI 500. Please note, students selecting EPI 201 are also expected to take EPI 202.

EPI 201 is intended to be neither an overview of epidemiology as a scientific discipline nor a self-contained terminal course in introductory epidemiologic methods. While EPI 201 alone will fulfill the school-wide core epidemiology requirement, only the full sequence EPI 201/202 will cover all the topics necessary to receive an adequate training in introductory epidemiologic methods. Thus, we strongly discourage taking EPI 201 as a stand-alone course, and then dropping out of the EPI 201/202 sequence.

**EPI 500 (course director: Dr. Julie Buring):** This course, Fundamentals of Epidemiology, will cover the basic principles of epidemiology. This course is the

appropriate choice for students in professional degree programs and research programs that do not involve much epidemiology, as well as for students who do not anticipate taking further methodology courses in epidemiology.

This course meets in Fall 1 and is 2.5 credits. EPI 500 will have two 2-hour lectures per week (T, Th 1:30-3:20), as well as one 2-hour seminar (Thursday afternoon or Friday). This course is designed to be a self-contained terminal course in introductory epidemiology. However, after taking EPI 500, if a student decides that further methodology training in epidemiology is desirable and wishes to enroll in EPI 202, this can be done with permission from the course director of EPI 202 (Dr. Murray Mittleman) and completion of additional readings and exercises prior to the beginning of EPI 202 to catch up with the methodologic material covered in EPI 201.

If you have any questions, please contact: Dr. Murray Mittleman ([mmittlem@hsph.harvard.edu](mailto:mmittlem@hsph.harvard.edu)) or Dr. Julie Buring ([jburing@hsph.harvard.edu](mailto:jburing@hsph.harvard.edu)).

### **SBS Requirements and courses**

The SBS core courses (SBS 201 and SBS 281) have been designed to introduce the field of study and research approaches and provide a conceptual and empirical foundation for practice and research.

- SBS 201, Society and Health, 2.5 credits
- SBS 281, Methods for Research on Social and Behavioral Dimensions of Public Health, 2.5 credits
- Additional 10 credits in SBS courses to accrue the required 15 SBS credits. Students in the MCH/CYF Concentration and/or receiving MCH Training Grant funding, may complete these additional 10 SBS credits with MCH courses. See Section 2.7. for additional information.

SBS students traditionally choose from an array of courses in the various departments of the School of Public Health as well as in the Graduate School of Education, the Kennedy School of Government, and the Graduate School of Arts and Science. These courses at other graduate schools include qualitative research, program evaluation, policy, management, and intermediate and advanced courses in biostatistics and epidemiology. Travel time must be planned into the schedule.

See following section for the One-Year Masters Degree Requirements Tracking Sheet which can be used as a tool in monitoring completion of degree requirements. You should **complete a tracking sheet on an on-going basis during meetings with your advisor. In addition, you should meet with your advisor before the start of the spring semester to confirm that you have met or are meeting all of the degree requirements. Any appropriate waivers should be requested at that time (see Section 4.1.). A completed tracking sheet and any approved waiver forms should be turned into the Academic Affairs staff by Feb 13<sup>th</sup>.**

Note: Course times and days may change from year to year. Be sure to refer to the courses and schedules sections on the Registrar's Office website for the most up-to-date information: [www.hsph.harvard.edu/registrar](http://www.hsph.harvard.edu/registrar).

**2.3.3. TRACKING SHEET FOR ONE-YEAR SM STUDENTS  
ENTERING 14/15**

NAME: _____ ADVISOR: _____	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>A. HSPH REQUIREMENTS</b>			
BIO 200 (Principles of Bio [5.0 credits]) Other: _____ Waived: _____ <b>[attach form]</b>			
EPI 201 (Epidemiologic Methods I) [2.5 credits] <b>(Must be taken in sequence with EPI 202.)</b> <b>or</b> EPI 500 (Fundamentals of Epi.) [2.5 credits] Other: _____ Waived: _____ <b>[attach form]</b>			
<b>B. SBS COURSE REQUIREMENTS:</b> All students in the 1-year SM program take the required SBS courses and accumulate a total of 15 SBS credits. <b>Note:</b> The required 15 credits will be accrued through a combination of the 5 credits of required SBS courses and additional selected SBS courses of interest. All of the required credits must be for ordinal grades.*			
<u>Required:</u> SBS 201 (Society & Health) [2.5 credits] Waived: _____ <b>[attach form and select another SBS course: _____]</b>			
<u>Required:</u> SBS 281 (Methods for Research on Social & Behavioral Dimensions of Public Health) [2.5 credits] Waived: _____ <b>[attach form and select another SBS course: _____]</b>			
<b>C. ELECTIVE CREDITS IN SBS</b> To meet the requirements, SM1 students need an additional 10 SBS credits. Students in the MCH Concentration and/or receiving MCH Training Grant funding, may complete these additional 10 SBS credits with MCH courses (see Section 2.7.). <b>*Note:</b> Students may choose to take independent study or tutorial credits; however these credits and any other SBS courses taken for P/F options do not count towards the required number of credits for SBS. All 15 required credits must be for ordinal grades. <b>LIST:</b> _____ _____ _____ Other: <b>[attach letter]</b> _____			

**TRACKING SHEET FOR ONE-YEAR SM STUDENTS  
ENTERING 14/15 CONT.**

**D. ADDITIONAL COURSE WORK**

**Please list:**

_____	_____	_____
_____	_____	_____

**E. REVIEW CHECK LIST**

Total # of credits: SM1 requires 42.5\_\_\_\_\_

# of credits ordinal: SM1 requires 30 min. \_\_\_\_\_

% outside HSPH \_\_\_\_\_

**Areas of Concentration/Strength:**

\_\_\_\_\_

**Work/Practice Experience:**

\_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **2.4. DUAL DEGREE PROGRAM WITH SIMMONS COLLEGE**

**Program Coordinator: Dr. Marie McCormick**

### **2.4.1. Introduction**

This professional dual degree program for nurses requires that 42.5 credits be earned at HSPH and 40 at Simmons over a two-year period. The program is designed to prepare nurse practitioners for leadership roles in public and private agencies and institutions serving children and their families. Graduates have taken such positions as Director of Clinical Services for the Family Planning Association of Maine, Epidemic Intelligence Service Officer at the Centers for Disease Control and Prevention and Staff Director for the World Health Organization Maternal Health and Safe Motherhood Program.

Applicants should have a relevant bachelor's degree and the equivalence of at least three years of relevant experience. International nurses must have equivalent licensure. Applicants must also meet the general admission requirements of both HSPH and Simmons College.

Students who are interested in maternal and child health or children, youth and families (MCH/CYF) will complete the courses which are required for the optional MCH/CYF concentration. Students who are receiving funding from the MCH Training Grant are expected to complete the courses which are required for a concentration in MCH. See Section 2.7. of this guide for additional details.

### **Exit Competencies**

Advisors and advisees are encouraged to discuss exit competencies and plan a course of study suitable for the individual needs of the student. Advisors and advisees should set aside some time to review students' college and master's level courses. This review should be conducted with an eye toward filling in theory as well as quantitative knowledge/skills.

A list of public health competencies is provided in Appendix B. Review these periodically as you develop your career and academic plans. Feedback from recent graduates\* emphasizes the need to develop skills in program planning and evaluation, management, cultural competence, grant-writing and public speaking. Those in health education emphasize the need for a thorough knowledge of theory and how to apply it in practice.

### **2.4.2. Requirements**

Students enroll in half-time study at both Simmons College and HSPH for two academic years, in addition to studying at Simmons for one summer session. Continued matriculation is dependent on maintaining satisfactory academic progress in both programs.

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\*Roberta Friedman, 2001. Survey of Health Promotion and Education Practitioners. HSPH Independent study.

### **HSPH Requirements and Courses:**

During the two years, students must accrue a minimum of 42.5 credits (30 credits must be ordinal). Students in this program must earn at least 15 ordinal credits in departmental courses. Students may organize a tutorial, research study, or independent study to supplement regular courses, but any such courses taken P/F are not included for the minimum credit requirements. When a course is approved as a substitute for an SBS departmental requirement, up to 2.5 credits taken outside SBS may be counted towards the 15 SBS credits.

The Harvard School of Public Health requires each student, regardless of degree program, to complete 5 units of course work in biostatistics and 2.5 units of course work in epidemiology. All accredited schools of public health require students preparing for public health practice to take additional departmental core courses in health and social behavior, environmental health, and health policy and management.

### **BIO & EPI REQUIREMENTS**

SM students are required to enroll in distinct courses in both Biostatistics and Epidemiology for a total of 5 credits of Biostatistics and a minimum of 2.5 credits of Epidemiology. Available courses are outlined below:

#### **Biostatistics:**

- BIO 200, Principles of Biostatistics, 5 credits

#### **Epidemiology:**

- EPI 201, Epidemiologic Methods I, 2.5 credits (***must be taken in sequence with EPI 202, Epidemiologic Methods II: Elements of Epidemiologic Research*** – see note below)

**OR**

- EPI 500, Fundamentals of Epidemiology, 2.5 credits

### **ADDITIONAL CORE COURSES**

**All dual degree SBS master's students are also required to take 2.5 credits of course work in each of the following core areas:**

#### **Environmental Health:**

- 2.5 credits – course options listed on tracking sheet (2.4.3.)

#### **Health, Policy & Management:**

- 2.5 credits – course options listed on tracking sheet (2.4.3.)

Students may petition for waivers for required HSPH core courses if they can show graduate level courses taken elsewhere. **Approvals must be granted by the departments within which the course resides.** (See Section 4.1. for the appropriate form and guidelines.)

## **IMPORTANT NOTES ON OPTIONS FOR FULFILLING THE EPI AND BIOSTATS REQUIREMENTS:**

### **BIOSTATISTICS**

#### **Choice of Introductory Biostatistics Course**

The Department of Biostatistics has traditionally offered two courses in the fall semester that meet the school-wide requirements for an introductory course in biostatistics: BIO 200 or BIO 201. Both courses have the same goals, namely to introduce the basic principles and methods of biostatistics. While covering the same general topics, the courses differ somewhat in depth, and in the audiences they target. BIO 200 is the default course for all SBS dual degree students. However, some master's students with an interest in developing strong methodological skills may consider petitioning the instructor to enroll in BIO 201.

**BIO 200 (Principles of Biostatistics)** is taught by Dr. Kimberlee Gauvreau. This basic course is targeted towards students in the GCD, HPM, GHP, and IID Departments, SBS Master's students, and MPH students in the CMP, GH, HSB, LPH and OEH concentrations (except for OEMR). Other students (TAP, FAS, MIT, non-degree or Special Students, etc.) are also welcome to take this course.

This course meets in class at 9:00 am on Tuesday and Thursday. Lab or section times will be announced at the first class meeting. This course is 5 credits. It uses Stata. This course is mutually exclusive with BIO 201, 202, 203, 206, 207 and 208. You may not take this course and any one of those courses.

**BIO 201 (Introduction to Statistical Methods, taught by Dr. Paul Catalano)** has two 80-minute lectures and one two-hour lab session per week. Students in this course should have some background in algebra and calculus. The course covers the same general methods but in more mathematical detail, and **is targeted at** students in the DBS, EH, EPI, and NUT Departments, **SBS doctoral students**, and the MPH/QM concentration. This class meets on Tuesday and Thursdays (TR) at 3:30. This course is 5 credits. It uses Stata.

Signature of the instructor is required for any SBS dual degree student who wishes to enroll in BIO 201. All introductory BIO courses listed above can be used to satisfy the prerequisite for intermediate courses in Biostatistics (such as BIO 210 and 211).

Students who have taken an equivalent introductory biostatistics course at the graduate level may wish to waive the introductory biostatistics requirement. Students should contact either Dr. Kimberlee Gauvreau ([gauvreau@hsph.harvard.edu](mailto:gauvreau@hsph.harvard.edu)) or Dr. Paul Catalano ([catalano@hsph.harvard.edu](mailto:catalano@hsph.harvard.edu)) to initiate the waiver process.

We hope that students will register for the course most appropriate for them based on their Department/degree program, as described above. Students are welcome to talk with either course instructor about particular issues with their choice of courses.

If you have any questions, please contact: Dr. Kimberlee Gauvreau ([gauvreau@hsph.harvard.edu](mailto:gauvreau@hsph.harvard.edu)) or Dr. Paul Catalano ([catalano@hsph.harvard.edu](mailto:catalano@hsph.harvard.edu)).

## **EPIDEMIOLOGY**

### **Choice of Epidemiology Core Courses**

During Fall Semester 2014, there are two introductory-level epidemiology core courses that satisfy the school-wide core course requirement for epidemiology: EPI 201 and EPI 500, which are described below.

**EPI 201 (course director: Dr. Murray Mittleman):** This course provides the formal introduction to the epidemiologic methods courses taught at HSPH. It is designed to be the first part of an integrated fall semester (Fall 1 and Fall 2) sequence of two courses: EPI 201 (Epidemiologic Methods I) and EPI 202 (Epidemiologic Methods II: Elements of Epidemiologic Research). The target audience for EPI 201/EPI 202 is students majoring in epidemiology and other students preparing for careers involving epidemiologic research. **If a student plans to take the epidemiologic core methods courses EPI 289 and EPI 204 during the spring semester, they need to take the EPI 201/202 sequence, which is only offered in the fall semester.**

This course meets in Fall 1 and is 2.5 credits. EPI 201 will have two 2-hour lectures per week (T, Th 10:30-12:20), as well as one 2-hour seminar (Thursday afternoon or Friday). The workload for EPI 201 is significantly greater than that for EPI 500. Please note, students selecting EPI 201 are also expected to take EPI 202.

EPI 201 is intended to be neither an overview of epidemiology as a scientific discipline nor a self-contained terminal course in introductory epidemiologic methods. While EPI 201 alone will fulfill the school-wide core epidemiology requirement, only the full sequence EPI 201/202 will cover all the topics necessary to receive an adequate training in introductory epidemiologic methods. Thus, we strongly discourage taking EPI 201 as a stand-alone course, and then dropping out of the EPI 201/202 sequence.

**EPI 500 (course director: Dr. Julie Buring):** This course, Fundamentals of Epidemiology, will cover the basic principles of epidemiology. This course is the appropriate choice for students in professional degree programs and research programs that do not involve much epidemiology, as well as for students who do not anticipate taking further methodology courses in epidemiology.

This course meets in Fall 1 and is 2.5 credits. EPI 500 will have two 2-hour lectures per week (T, Th 1:30-3:20), as well as one 2-hour seminar (Thursday afternoon or Friday). This course is designed to be a self-contained terminal course in introductory epidemiology. However, after taking EPI 500, if a student decides that further methodology training in epidemiology is desirable and wishes

to enroll in EPI 202, this can be done with permission from the course director of EPI 202 (Dr. Murray Mittleman) and completion of additional readings and exercises prior to the beginning of EPI 202 to catch up with the methodologic material covered in EPI 201.

If you have any questions, please contact: Dr. Murray Mittleman ([mmittlem@hsph.harvard.edu](mailto:mmittlem@hsph.harvard.edu)) or Dr. Julie Buring ([jburing@hsph.harvard.edu](mailto:jburing@hsph.harvard.edu)).

### **SBS Departmental Requirements:**

All students are required to take a minimum of 15 ordinal credits in SBS courses. This includes the 2.5 credits of required SBS courses listed below and an additional 12.5 credits of elective SBS courses.

The SBS core courses have been designed to introduce the field of study and research approaches and provide a conceptual and empirical foundation for practice and research.

- SBS 201, Society and Health, 2.5 credits **OR**
- SBS 281, Methods for Research on Social and Behavioral Dimensions of Public Health, 2.5 credits

### **Practicum and culminating experience**

To meet the requirements for a practicum and culminating experience, students in the dual degree will normally utilize the research project that is part of the second year of the Simmons program (no SBS practicum or final paper required). However, dual degree students are encouraged to participate with the SM2 students in the fall course SBS 259 (SBS Masters Seminar) and present their Simmons practicum there.

### **Elective courses**

SBS students make full use of the array of courses in the various departments of the School of Public Health as well as in the Graduate School of Education, the Kennedy School of Government, and the Graduate School of Arts and Sciences. Most SBS masters students choose to wait until the second year of study before they take courses at other Harvard graduate schools. Travel time must be planned into the schedule.

Note: Course times and days may change from year to year. Be sure to refer to the courses and schedules sections on the Registrar's Office website for the most up-to-date information: [www.hsph.harvard.edu/registrar](http://www.hsph.harvard.edu/registrar).

### **Dual SBS/Simmons Masters Degree Requirements Tracking Sheet**

See following section for the Degree Requirements Tracking Sheet, which can be used as a tool in monitoring completion of degree requirements. You should **complete a tracking sheet on an on-going basis during meetings with your advisor. In addition, during your final year of study, you should meet with your advisor before the start of the spring semester to confirm that you have met or are meeting all of the degree requirements. Any appropriate waivers should be requested at that time** (see Section 4.1.). **A completed tracking sheet and any approved waiver forms should be turned into the Academic Affairs staff by Feb 13<sup>th</sup> of the year of your planned graduation.**

**2.4.3. TRACKING SHEET FOR STUDENTS IN DUAL DEGREE PROGRAM  
WITH SIMMONS COLLEGE ENTERING 14/15**

NAME: _____ ADVISOR: _____	Completed [check]	Credits earned	Grade
<b>A. HSPH AND CORE REQUIREMENTS</b>			
<b>BIostatistics and Epidemiology Requirements [7.5 credits required]:</b>			
BIO 200 (Principles of Bio.) [5.0 credits] Waived: _____ [attach form] <b>Taken in combination with:</b> EPI 500 (Fundamentals of Epi.) [2.5 credits] <b>or</b> EPI 201 (Epidemiologic Methods I) [2.5 credits] ( <b>Must be taken in sequence with EPI 202.</b> ) Waived: _____ [attach form]			
<b>ADDITIONAL CORE COURSES</b>			
<b>Environmental Health [2.5 credits required]</b> Note: ordinal or pass/fail option <b>Choose one:</b> EH 201 (Intro. to Environmental Health) EH 202 (Principles of Environmental Health) EH 232 (Introduction to Occupational and Environmental Medicine) EH 278 (Human Health and Global Environmental Change) ID 215 (Environmental & Occupational Epidemiology) Other: _____ Waived: _____ [attach form]			
<b>Health Policy &amp; Management [2.5 credits required]</b> <b>Choose one:</b> HPM 206 (Economic Analysis) HPM 209 (Economics for Health Policy) <i>summer course</i> HPM 210 (United States Health Policy) HPM 219 (Financial Transactions and Analysis) HPM 220 (Financial Management and Control) HPM 247 (Political Analysis & Strategy for US Health Policy) HPM 539 (Health Care Org. & Organizational Behavior) HPM 277 (Current Issues in Health Policy) <i>summer course</i> HPM 510 (Intro. to Management of Health Care Organizations) <i>summer course</i> GHP 211 (Management Control in Health Organizations) GHP 230 (Intro. to Economics with Applications to Health & Development) GHP 244 (Health Sector Reform: A Worldwide Perspective)			

**TRACKING SHEET FOR STUDENTS IN DUAL DEGREE PROGRAM  
WITH SIMMONS COLLEGE ENTERING 14/15 CONT.**

<b>A. HSPH AND CORE REQUIREMENTS CONT.</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>ADDITIONAL CORE COURSES CONT.</b>			
GHP 269 (Applied Politics & Economics I: Political Economy of International Health) Other: _____ Waived: _____ <b>[attach form]</b>			
<b>B. SBS COURSE REQUIREMENTS:</b> All students in the Dual Degree Program with Simmons take the required SBS courses and accumulate a total of 15 ordinal SBS credits. <b>Note:</b> The required 15 credits will be accrued through a combination of required SBS courses [2.5 credits as noted below] and additional selected SBS courses of interest. All of the required credits must be for ordinal grades.*			
<u>Required:</u> SBS 201 (Society & Health) [2.5 credits] <b>OR</b> SBS 281 (Methods for Research on Social & Behavioral Dimensions of Public Health) [2.5 credits] Waived: _____ <b>[attach form and select another SBS course: _____]</b>			
The Simmons research project satisfies the requirement for SBS 259 (SBS Masters Seminar), including the SBS practicum and final paper.			
<p><b>C. ADDITIONAL CREDITS IN SBS</b> To meet the requirements, dual degree students need an additional 12.5 SBS credits. <b>*Note:</b> Students may choose to take independent study or tutorial credits, however these credits and any other SBS courses taken for P/F options do not count towards the required number of credits for SBS. All 15 required credits must be for ordinal grades. <b>LIST:</b> _____ Other: <b>[attach letter]</b> _____</p>			
<p><b>D. ADDITIONAL COURSE WORK</b> <b>Please list:</b> _____ _____ _____</p>			

**TRACKING SHEET FOR STUDENTS IN DUAL DEGREE PROGRAM  
WITH SIMMONS COLLEGE ENTERING 14/15 CONT.**

**E. REVIEW CHECK LIST**

Total # of credits: SM1 degree requires 42.5 \_\_\_\_\_

# of credits ordinal: SM1 degree requires 30 min. \_\_\_\_\_

% outside HSPH \_\_\_\_\_

Required:

CEPH On-Line Practice Reporting Form (subsequent to culminating experience)

Yes \_\_\_\_ No \_\_\_\_

**Areas of Concentration/Strength:**

\_\_\_\_\_

**Work/Practice Experience:**

\_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **2.5. TWO YEAR MASTER OF SCIENCE PROGRAM**

**Program Coordinator: Dr. Alan Geller**

### **2.5.1. Introduction**

The 80-credit, professional SM program prepares students for a variety of roles in community, public, and private settings. These include the design, management and evaluation of programs, particularly health promotion, health protection/disease prevention programs, health communication programs and those providing services to women, youth, and children. Others include work in research teams, public policy analysis and advocacy. (See Appendix E for a selection of positions held by graduates.)

Students entering the program usually come with interests in certain population groups or health problems. They also have some idea of their aptitudes, e.g. in communication, research or administration, which, along with other skills, they want to develop. The program provides students an opportunity to explore new knowledge and skills, and to focus on those that seem the most appropriate basis for the next steps in their individual public health careers. Applications are encouraged from students who have a strong social sciences/natural sciences background, public health experience and defined public health goals. Solid mathematics and writing skills and successful experience with course work requiring critical reading and writing, drawing of inferences and rigorous analysis are crucial. Previous graduate work is not required.

In addition to fulfilling HSPH, SBS, and practice core requirements, students are expected to delineate professional goals and to develop an area of expertise. This might include a subject area (such as AIDS, addiction, cardiovascular or cancer risk reduction, the health of children, adolescents or women, or mental health) and skill areas (such as program design and evaluation, health literacy, health communication, policy analysis, or marketing). Those with interests in maternal and child health/children, youth and families, women and gender, obesity epidemiology, human rights, public health leadership, nutrition or health communication should consider completing the additional requirements for the optional concentrations (see 2.6. – 2.12.).

### **2.5.2. Requirements**

#### **HSPH Requirements and Courses:**

During the two years, students must accrue a minimum of 80 credits (60 credits must be ordinal). Students in this program must earn at least 20 ordinal credits in SBS departmental courses. When a course is approved as a substitute for a departmental requirement, up to 2.5 credits taken outside SBS may be counted towards the 20 SBS credits. Students may organize a tutorial, research study, or independent study to supplement regular courses, but since these courses must be taken P/F, they may not be counted towards the minimum SBS credit requirements.

The Harvard School of Public Health requires each student, regardless of degree program, to complete 5 units of course work in biostatistics and 2.5 units of course work in epidemiology. All accredited schools of public health require students preparing for public health practice to take additional departmental core courses in health and social behavior, environmental health, and health policy and management.

### **BIO & EPI REQUIREMENTS**

SM students are required to enroll in distinct courses in both Biostatistics and Epidemiology for a total of 5 credits of Biostatistics and a minimum of 2.5 credits of Epidemiology. Available courses are outlined below:

#### **Biostatistics:**

- BIO 200, Principles of Biostatistics, 5 credits

#### **Epidemiology:**

- EPI 201, Epidemiologic Methods I, 2.5 credits (***must be taken in sequence with Epidemiologic Methods II: Elements of Epidemiologic Research*** – see note below)

#### **OR**

- EPI 500, Fundamentals of Epidemiology, 2.5 credits

### **ADDITIONAL CORE COURSES**

**All 80 credit SBS master's students are also required to take 2.5 credits of course work in each of the following core areas:**

#### **Environmental Health:**

- 2.5 credits – course options listed on tracking sheet (2.5.3.)

#### **Health, Policy & Management:**

- 2.5 credits – course options listed on tracking sheet (2.5.3.)

Students may petition for waivers for required HSPH core courses if they can show graduate level courses taken elsewhere. **Approvals must be granted by the departments within which the course resides.** (See Section 4.1. for the appropriate form and guidelines.)

### **IMPORTANT NOTES ON OPTIONS FOR FULFILLING THE EPI AND BIOSTATS REQUIREMENTS:**

#### **BIOSTATISTICS**

##### **Choice of Introductory Biostatistics Course**

The Department of Biostatistics has traditionally offered two courses in the fall semester that meet the school-wide requirements for an introductory course in biostatistics: BIO 200 or BIO 201. Both courses have the same goals, namely to introduce the basic principles and methods of biostatistics. While covering the same general topics, the courses differ somewhat in depth, and in the audiences they target. BIO 200 is the default course for all SBS SM2 students. However,

some master's students with an interest in developing strong methodological skills may consider petitioning the instructor to enroll in BIO 201.

**BIO 200 (Principles of Biostatistics)** is taught by Dr. Kimberlee Gauvreau. This basic course is targeted towards students in the GCD, HPM, GHP, and IID Departments, SBS Master's students, and MPH students in the CMP, GH, HSB, LPH and OEH concentrations (except for OEMR). Other students (TAP, FAS, MIT, non-degree or Special Students, etc.) are also welcome to take this course.

This course meets in class at 9:00 am on Tuesday and Thursday. Lab or section times will be announced at the first class meeting. This course is 5 credits. It uses Stata. This course is mutually exclusive with BIO 201, 202, 203, 206, 207 and 208. You may not take this course and any one of those courses.

**BIO 201 (Introduction to Statistical Methods, taught by Dr. Paul Catalano)** has two 80-minute lectures and one two-hour lab session per week. Students in this course should have some background in algebra and calculus. The course covers the same general methods but in more mathematical detail, and **is targeted at** students in the DBS, EH, EPI, and NUT Departments, **SBS doctoral students**, and the MPH/QM concentration. This class meets on Tuesday and Thursdays (TR) at 3:30. This course is 5 credits. It uses Stata.

Signature of the instructor is required for any SBS SM2 student who wishes to enroll in BIO 201. All introductory BIO courses listed above can be used to satisfy the prerequisite for intermediate courses in Biostatistics (such as BIO 210 and 211).

Students who have taken an equivalent introductory biostatistics course at the graduate level may wish to waive the introductory Biostatistics requirement. Students should contact either Dr. Kimberlee Gauvreau ([gauvreau@hsph.harvard.edu](mailto:gauvreau@hsph.harvard.edu)) or Dr. Paul Catalano ([catalano@hsph.harvard.edu](mailto:catalano@hsph.harvard.edu)) to initiate the waiver process.

We hope that students will register for the course most appropriate for them based on their Department/degree program, as described above. Students are welcome to talk with either course instructor about particular issues with their choice of courses.

If you have any questions, please contact: Dr. Kimberlee Gauvreau ([gauvreau@hsph.harvard.edu](mailto:gauvreau@hsph.harvard.edu)) or Dr. Paul Catalano ([catalano@hsph.harvard.edu](mailto:catalano@hsph.harvard.edu)).

## **EPIDEMIOLOGY**

### **Choice of Epidemiology Core Courses**

During Fall Semester 2014, there are two introductory-level epidemiology core courses that satisfy the school-wide core course requirement for epidemiology: EPI 201 and EPI 500, which are described below.

**EPI 201 (course director: Dr. Murray Mittleman):** This course provides the formal introduction to the epidemiologic methods courses taught at HSPH. It is

designed to be the first part of an integrated fall semester (Fall 1 and Fall 2) sequence of two courses: EPI 201 (Epidemiologic Methods I) and EPI 202 (Epidemiologic Methods II: Elements of Epidemiologic Research). The target audience for EPI 201/EPI 202 is students majoring in epidemiology and other students preparing for careers involving epidemiologic research. **If a student plans to take the epidemiologic core methods courses EPI 289 and EPI 204 during the spring semester, they need to take the EPI 201/202 sequence, which is only offered in the fall semester.**

This course meets in Fall 1 and is 2.5 credits. EPI 201 will have two 2-hour lectures per week (T, Th 10:30-12:20), as well as one 2-hour seminar (Thursday afternoon or Friday). The workload for EPI 201 is significantly greater than that for EPI 500. Please note, students selecting EPI 201 are also expected to take EPI 202.

EPI 201 is intended to be neither an overview of epidemiology as a scientific discipline nor a self-contained terminal course in introductory epidemiologic methods. While EPI 201 alone will fulfill the school-wide core epidemiology requirement, only the full sequence EPI 201/202 will cover all the topics necessary to receive an adequate training in introductory epidemiologic methods. Thus, we strongly discourage taking EPI 201 as a stand-alone course, and then dropping out of the EPI 201/202 sequence.

**EPI 500 (course director: Dr. Julie Buring):** This course, Fundamentals of Epidemiology, will cover the basic principles of epidemiology. This course is the appropriate choice for students in professional degree programs and research programs that do not involve much epidemiology, as well as for students who do not anticipate taking further methodology courses in epidemiology.

This course meets in Fall 1 and is 2.5 credits. EPI 500 will have two 2-hour lectures per week (T, Th 1:30-3:20), as well as one 2-hour seminar (Thursday afternoon or Friday). This course is designed to be a self-contained terminal course in introductory epidemiology. However, after taking EPI 500, if a student decides that further methodology training in epidemiology is desirable and wishes to enroll in EPI 202, this can be done with permission from the course director of EPI 202 (Dr. Murray Mittleman) and completion of additional readings and exercises prior to the beginning of EPI 202 to catch up with the methodologic material covered in EPI 201.

If you have any questions, please contact: Dr. Murray Mittleman ([mmittlem@hsph.harvard.edu](mailto:mmittlem@hsph.harvard.edu)) or Dr. Julie Buring ([jburing@hsph.harvard.edu](mailto:jburing@hsph.harvard.edu)).

## **SBS DEPARTMENTAL REQUIREMENTS:**

All two year masters students are required to take a minimum of 20 SBS **ordinal** credits. This includes the 17.5 credits of required courses listed below and an additional 2.5 credits of elective SBS courses.

The SBS core courses have been designed to introduce the field of study and research approaches and provide a conceptual and empirical foundation for practice and research.

- **SBS 201**, Society and Health, 2.5 credits
- **SBS 259**, SBS Masters Seminar [second year], 2.50 credits, consists of the seminar and the final paper which provides opportunities to prepare their final paper as a culminating experience, and prepare for the next stage in their careers (see Section 2.5.6.)
- **SBS 281**, Methods for Research on Social and Behavioral Dimensions of Public Health, 2.5 credits
- **2.5 credits in human development** fulfilled by enrolling in one of the courses below:
  - SBS 254, Social Disparities, Stress and Health, 2.5 credits
  - ID 540, Life Course Epidemiology\*, 2.5 creditsThe following *5 credit course* will also fulfill the social and behavioral theory requirement:
  - SBS 299, Mobilizing the Science of Early Childhood Development to Drive Innovation in Policy and Practice, 5 credits
- **2.5 credits in program planning or intervention research methods** fulfilled by enrolling in either
  - SBS 265, Program Planning and Evaluation, 2.5 credits**OR**
  - SBS 231, Community Intervention Research Methods, 2.5 credits
- **2.5 credits in social and behavior theory** fulfilled by enrolling in one of the courses below:
  - SBS 509, Health Communication in the 21<sup>st</sup> Century, 2.5 credits
  - SBS 503, Explaining Health Behavior: The Nuts and Bolts, 2.5 credits
  - SBS 506, Disease Distribution Theory/A, 2.5 creditsThe following *5 credit course* will also fulfill the social and behavioral theory requirement:
  - SBS 221, Psychosocial Theories of Health & Health Behavior, 5 credits
- **2.5 credits in research methods** such as:
  - SBS 288, Qualitative Research Methods for Public Health, 2.5 credits
  - EPI 202, Epidemiologic Methods II: Elements of Epidemiologic Research, 2.5 credits (must be taken in sequence with EPI 201)
  - EPI 203, Study Design in Epidemiologic Research\*, 2.5 credits
  - GHP 504, Applied Qualitative Methods for Global Health, 2.5 credits
  - RDS 286, Decision Analysis in Clinical Research, 2.5 credits (not offered 2014/15)
  - BIO 212, Survey Research Methods in Community Health\*, 2.5 credits

The following 5 credit courses will also fulfill the research methods requirement:  
BIO 210, The Analysis of Rates and Proportions\*, 5 credits  
GSE S-030, Intermediate Statistics: Applied Regression & Data Analysis\*,  
5 credits  
GSE S-052, Applied Data Analysis\*, 5 credits

*Please note that since the above 5 credit courses are offerings from outside of SBS, only 2.5 credits of the 5 course credits will count toward the total 20 ordinal credits of required departmental courses. The other 2.5 credits can be counted toward your degree as elective credits.*

\* Courses that have EPI 202 prerequisites.

### **Elective courses**

SBS students make full use of the array of courses in the various departments of the School of Public Health as well as in the Graduate School of Education, the Kennedy School of Government, and the Graduate School of Arts and Sciences. Most SBS masters students choose to wait until the second year of study before they take courses at other Harvard graduate schools. Travel time must be planned into the schedule.

Note: Course times and days may change from year to year. Be sure to refer to the courses and schedules sections on the Registrar's Office website for the most up-to-date information: [www.hsph.harvard.edu/registrar](http://www.hsph.harvard.edu/registrar).

### **Masters Degree Requirements Tracking Sheet**

See following section for the Two-Year Masters Degree Requirements Tracking Sheet, which can be used as a tool in monitoring completion of degree requirements. You should **complete a tracking sheet on an on-going basis during meetings with your advisor. In addition, during your final year of study, you should meet with your advisor before the start of the spring semester to confirm that you have met or are meeting all of the degree requirements. Any appropriate waivers should be requested at that time (see Section 4.1.). A completed tracking sheet and any approved waiver forms should be turned into the Academic Affairs staff by Feb 13<sup>th</sup> of the year of your planned graduation.**

**2.5.3. TRACKING SHEET FOR 2-YEAR SM STUDENTS**  
**ENTERING 14/15**

NAME: _____ ADVISOR: _____	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>A. HSPH AND CORE REQUIREMENTS</b>			
<b>BIOSTATISTICS AND EPIDEMIOLOGY REQUIREMENTS [7.5 credits required]:</b>			
BIO 200 (Principles of Bio.) [5.0 credits] Waived: _____ <b>[attach form]</b> <b>Taken in combination with:</b> EPI 500 (Fundamentals of Epi.) [2.5 credits] <b>or</b> EPI 201 (Epidemiologic Methods I) [2.5 credits] <b>(Must be taken in sequence with EPI 202.)</b> Waived: _____ <b>[attach form]</b>			
<b>ADDITIONAL CORE COURSES</b>			
<b>Environmental Health [2.5 credits required]</b> Note: ordinal or pass/fail option <b>Choose one:</b> EH 201 (Intro. to Environmental Health) EH 202 (Principles of Environmental Health) EH 232 (Introduction to Occupational and Environmental Medicine) EH 278 (Human Health and Global Environmental Change) ID 215 (Environmental & Occupational Epidemiology) Other: _____ Waived: _____ <b>[attach form]</b>			
<b>Health Policy &amp; Management [2.5 credits required]</b> <b>Choose one:</b> HPM 206 (Economic Analysis) HPM 209 (Economics for Health Policy) <i>summer course</i> HPM 210 (United States Health Policy) HPM 219 (Financial Transactions and Analysis) HPM 220 (Financial Management and Control) HPM 247 (Political Analysis & Strategy for US Health Policy) HPM 539 (Health Care Org. & Organizational Behavior) HPM 277 (Current Issues in Health Policy) <i>summer course</i> HPM 510 (Intro. to Management of Health Care Organizations) <i>summer course</i> GHP 211 (Management Control in Health Organizations)			

**TRACKING SHEET FOR 2-YEAR SM STUDENTS ENTERING 14/15 CONT.**

<b>A. HSPH AND CORE REQUIREMENTS CONT.</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<b>ADDITIONAL CORE COURSES CONT.</b>			
GHP 230 (Intro. to Economics with Applications to Health & Development) GHP 244 (Health Sector Reform: A Worldwide Perspective) GHP 269 (Applied Politics & Economics I: Political Economy of International Health) Other: _____ Waived: _____ <b>[attach form]</b>			
<b>B. SBS COURSE REQUIREMENTS:</b> All students in the 2-year SM program take the required SBS courses and accumulate a total of 20 ordinal SBS credits. <b>Note:</b> The 20 credits will be accrued through a combination of required courses [17.5 credits as noted below] and additional selected SBS courses of interest. All of the required credits must be for ordinal grades.*			
<u>Required:</u> SBS 201 (Society & Health) [2.5 credits]			
<u>Required:</u> SBS 259 (SBS Masters Seminar) [year 2] [2.50 credits]			
<u>Required:</u> SBS 281 (Methods for Research on Social & Behavioral Dimensions of Public Health) [2.5 credits]			
<u>Required:</u> Human Development [2.5 credits] <b>Choose one:</b> SBS 254, Social Disparities, Stress and Health [2.5 credits] ID 540, Life Course Epidemiology [2.5 credits] The following 5 credit course will also fulfill the human development requirement: SBS 299, Mobilizing the Science of Early Childhood Development to Drive Innovation in Policy and Practice [5 credits]			
<u>Required:</u> Program Planning or Intervention Research Methods [2.5 credits required] <b>Choose one:</b> SBS 265 (Program Planning & Evaluation) [2.5 credits] SBS 231 (Community Intervention Research Methods [2.5 credits]			



**TRACKING SHEET FOR 2-YEAR SM STUDENTS ENTERING 14/15 CONT.**

<b>B. SBS COURSE REQUIREMENTS CONT.</b>	<b>Completed [check]</b>	<b>Credits earned</b>	<b>Grade</b>
<p><u>Required:</u> Social and Behavior Theory [2.5 credits required]  <b>Choose one:</b>                      SBS 509 (Health Communication in the 21<sup>st</sup> Century) [2.5 credits]                      SBS 503 (Explaining Health: The Nuts &amp; Bolts) [2.5 credits]                      SBS 506 (Disease Distribution Theory/A [2.5 credits]                      The following <i>5 credit course</i> will also fulfill the social &amp; behavioral theory requirement:                      SBS 221 (Psychosocial Theories of Health &amp; Health Behavior) [5 credits]</p>			
<p><u>Required:</u> Research Methods [2.5 credits required]  <b>Such as:</b>                      SBS 288 (Qualitative Research Methods for PH) [2.5 credits]                      EPI 202 (Epidemiologic Methods II: Elements of Epidemiologic Research) [2.5 credits] (must be taken in sequence with EPI 201)                      EPI 203 (Study Design in Epidemiologic Research)* [2.5 credits]                      GHP 504 (Qualitative Methods for Global Health) [2.5 credits]                      RDS 286 (Decision Analysis in Clinical Research) [2.5 credits] (not offered in 2014/15)                      BIO 212 (Survey Research Methods in Community Health)* [2.5 credits]                      The following <i>5 credit courses</i> will also fulfill the research methods requirement:                      BIO 210 (The Analysis of Rates and Proportions)* [5 credits]                      GSE S-030 (Intermediate Statistics: Applied Regression &amp; Data Analysis) [5 credits]                      GSE S-052 (Applied Data Analysis) [5 credits]  <i>Only 2.5 credits of the above 5 credit methods courses may be counted towards the required 20 ordinal department credits.</i>                      * Courses that have EPI 202 prerequisites.</p>			
<p><b>List Any Waived/Substituted SBS Courses:</b> [Attach Waiver/Substitution Form]                      _____                      _____</p>			

**TRACKING SHEET FOR 2-YEAR SM STUDENTS ENTERING 14/15 CONT.**

	<b>Completed [check]</b>
<b>C. SBS FINAL PAPER</b> [this paper is submitted as part of SBS 259]	
<p><b>D. ADDITIONAL CREDITS IN SBS</b>            To meet the requirements, SM2 students need an additional 2.5 ordinal SBS credits.  <b>*Note:</b> Students may choose to take independent study or tutorial credits; however, these credits and any other SBS courses taken for P/F options do not count towards the required number of credits for SBS. All 20 required credits must be for ordinal grades.  <b>LIST:</b>            _____            _____            _____            Other: <b>[attach letter]</b> _____</p>	
<p><b>E. ADDITIONAL COURSE WORK</b>  <b>Please list:</b>            _____            _____            _____</p>	
<p><b>F. REVIEW CHECK LIST</b>            Total # of credits: SM2 requires 80 _____            # of credits ordinal: SM2 requires 60 min. _____            % outside HSPH _____  <u>Required:</u>            CEPH On-Line Practice Reporting Form (subsequent to culminating experience)            Yes ____ No ____</p>	

**Areas of Concentration/Strength:**

\_\_\_\_\_

**Work/Practice Experience:**

\_\_\_\_\_

**Advisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**COMPETENCY DEVELOPMENT GRID**

**2.5.4. Program Competencies**

**Social and Behavioral Sciences**

**Two Year Master of Science**

<b>Specific competencies</b>	<b>Course #</b>	<b>Course Title</b>
Identify basic theories, concepts and models from a large range of social and behavioral disciplines that are used in public health research and practice.	SBS 201 SBS 265  SBS 231  SBS 503	Society and Health Program Planning: Design and Evaluation Community Intervention Research Methods Explaining Health Behavior --2.5 credits in Human Development One of the following courses: SBS 254; SBS 299; ID 540 --2.5 credits in Behavioral Theory One of the following courses: SBS 221; SBS 226; SBS 503; SBS 506; SBS 509
Identify the causes of social and behavioral factors that affect health of individuals and populations.	SBS 201 SBS 281	Society and Health Methods for Research --2.5 credits in Human Development One of the following courses: SBS 254; SBS 299; ID 540
Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.	SBS 265  SBS 231	Program Planning: Design and Evaluation Community Intervention Research Methods
Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.	SBS 265  SBS 231	Program Planning: Design and Evaluation Community Intervention Research Methods
Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	SBS 265  SBS 231	Program Planning: Design and Evaluation Community Intervention Research Methods Practicum Experience
Describe the role of social and community factors in both the onset and solution of public health problems.	SBS 201	Society and Health
Describe the merits of social and behavioral science interventions and policies.	SBS 201 SBS 265  SBS 231	Society and Health Program Planning: Design and Evaluation Community Intervention Research Methods
Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.	SBS 281 SBS 259	Methods for Research SBS Masters Seminar Practicum Experience

## COMPETENCY DEVELOPMENT GRID

Apply ethical principles to public health program planning, implementation, and evaluation.	SBS 259	SBS Masters Seminar Practicum Experience
Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	SBS 201 SBS 265 SBS 231	Society and Health Program Planning: Design & Eval Community Intervention Research Methods

### **2.5.5. Curriculum Planning**

#### **Exit Competencies**

Advisors and advisees are encouraged to discuss the competencies they wish to have at the end of their program and plan a course of study suitable for the individual needs of the student. Advisors and advisees should set aside some time to review students' college and masters level courses. This review should be conducted with an eye toward filling in theory as well as quantitative knowledge/skills.

A list of general public health competencies is provided in appendix B. Review these periodically as you develop your career and academic plans. Feedback from recent graduates\* emphasizes the need to develop skills in program planning and evaluation, management, cultural competence, grant-writing and public speaking. Those in health education emphasize the need for a thorough knowledge of theory and how to apply it in practice.

#### **General Requirements**

The masters program in the Department of Social and Behavioral Sciences is shaped by two sets of overlapping requirements for degree candidates.

1. All students in public health masters programs are prepared for public health practice by completing the following requirements for all schools of public health:

- Take courses in the five pillars of public health practice: biostatistics, epidemiology, environmental health, health policy and management, and the social and behavioral sciences
- Engage in a practice experience to apply these skills and provide documentation of the integration of the practice experience with coursework.

2. Next, all students in the Department take a set of courses that provides a foundation for studies related to the department focus. These courses offer an overview and analysis of society and health, an understanding of research methods, and of human development. These requirements are listed on the Tracking Sheet for 2-Year SM students (Section 2.5.3. in this guide).

This dual framework for studies still allows ample room for candidates to shape their own studies, to accrue needed skills and to follow their own interests.

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\*Roberta Friedman, 2001. Survey of Health Promotion and Education Practitioners. HSPH Independent study.

## **Masters Program Pathways**

Masters students in prior classes requested greater specificity about groups of courses that would enhance the development of more focused skills and knowledge. One method of focused study involves taking one of the 7 optional concentrations available to SBS students: Health Communication, Maternal and Child Health/Children, Youth and Families, Obesity Epidemiology and Prevention, Public Health Leadership, Nutrition and Global Health, Women, Gender and Health or Humanitarian Studies, Ethics and Human Rights (see concentration descriptions in Sections 2.6. – 2.12.). Additionally, the SBS Masters Curriculum Committee of faculty and students has delineated courses of interest related to specific skill-based pathways. Please note that the pathways provided are only examples of grouped coursework to assist students in curriculum planning. They are neither required nor inclusive.

### **1. Analytic Skills Pathway**

Analytic skills are essential to our work as researchers and practitioners. Methods include rigorous approaches to and analysis of quantitative as well as qualitative data.

- SBS 263, Multilevel Statistical Methods: Concept & Application
- SBS 281, Methods for Research on Social and Behavioral Dimensions of Public Health
- RDS 286, Decision Analysis in Clinical Research (not offered 2014/15)
- BIO 210, The Analysis of Rates and Proportions
- BIO 212, Survey Research Methods in Community Health
- ID 236, Social Epidemiology
- GSE S-030, Intermediate Statistics: Applied Regression and Data Analysis
- GSE S-052, Applied Data Analysis

### **2. Program Planning and Evaluation Pathway**

- SBS 265, Program Planning: Design and Evaluation
- SBS 231, Community Intervention Research Methods
- GHP 251, Planning and Evaluation of Health Programs (not offered 2014/15)
- SBS 550, Program Evaluation
- BIO 212, Survey Research Methods in Community Health
- KSG SUP 500, Introduction to Health Care Policy
- GHP 263, Grant Writing for Funding of Research and Health Care Projects
- HPM 219, Financial Transactions and Analysis
- HPM 220, Financial Management and Control

### **3. Health and Social Policy Pathway**

This pathway focuses on the effects of various social and health-related policies on population health and well-being. Courses address a range of topics, including methodologic approaches to analyzing policy, investigating political dimensions of US health policy, how resource allocations shape health outcomes, and the influence of immigration and housing policies on population health, among other topics.

Courses in this area would prepare students for job opportunities in policy and analysis in a range of public and private employment settings, such as local state or

national legislative offices, regulatory agencies, and non-governmental health advocacy organizations.

- SBS 298, Issues in Minority Health Policy
- ID 292, Justice and Resource Allocation
- HPM 275, Health Policy and Access to Dental Services
- SBS 281, Methods for Research on Social and Behavioral Dimensions of PH
- SBS 299, Mobilizing the Science of Early Childhood Development to Drive Innovation in Policy and Practice
- KSG SUP 582, Health Policy Reform: Comparative Approaches to Reducing Inequalities

#### **4. Community Health Practice Pathway**

Students completing coursework within the Community Health Practice Pathway will be provided with skills and a knowledge base related to common models of public health intervention in communities, design and evaluation of community-based and other public health programs, and leadership skills for public health practice. Students completing this pathway would likely pursue employment as program evaluators, program directors, senior program managers, state or federal public health administrators, or positions within practice settings.

- HPM 245, Public Health Leadership Skills
- HPM 223, Public Speaking for Managers
- SBS 296, Leadership in Minority Health Policy
- HPM 278, Skills & Methods of Health Care Negotiation & Conflict Resolution

The concentrations and these delineated pathways are not, however, the only routes for SBS students. You may well want to pursue a focused area of interest as well as accrue new skills. The two scenarios below offer some insight into how some students can pursue their content interests:

1. A student enters with several years' work experience in an agency assisting people with HIV/AIDS. Objectives for her program of study include focused coursework in program planning and evaluation to provide a better understanding of theory-based program design and in analytic skills to improve capacity for technical discussions with program evaluators. Future career plans involve the direction of programs and possibly non-profit organizations. Consequently, a potential course plan would involve taking the Program Planning and Evaluation Pathway supplemented by courses from the Community Health Practice Pathway or other courses in management.
2. A student enters the department with a focused interest in health issues for people with disabilities. In this case, the student might want to take courses specific to disabilities from the Health and Social Policy Pathway augmented by courses either in HSPH or other Harvard schools.

If you pursue a particular area and wish to contribute to this guide, please contact Michele Brooks.

### **2.5.6. The Culminating Experience: the Field Practicum Project or Internship; and SBS 259, SBS Masters Seminar**

#### **Overview**

The culminating experience consists of two components: the Practicum Project or Internship, and SBS 259. Both components are required for the 80 credit Master of Science in the SBS Department. The first component is a field practicum based on an internship or project opportunity that the student creates and plans during their first year and usually completes during the summer between first and second years. The second component (SBS 259) is a seminar held during the fall semester of the second year. During this seminar, students will prepare a written report.

The purpose of these courses is to allow students to use the practicum to integrate knowledge and skills that they have learned up to that point, and then to reflect on and further integrate their HSPH experiences in the preparation of the report and in the seminar discussions.

- ❖ Students usually complete the practicum in the summer between the first and second years of study and register for SBS 259, the seminar component, in the fall semester of their second year (2.5 credits).
- ❖ Full instructions for the Field Practicum are located in Appendix C.

#### **THE FIELD PRACTICUM**

The practicum is designed to enable students to function in public sector and community health settings through a supervised field placement in a sponsoring organization. Field placements are projects in which students work as team members under the supervision of a faculty advisor and field preceptor. Students meet/communicate regularly with their preceptor and faculty advisor to solicit feedback and support.

#### **Leadership and Decision Making**

An important purpose of the field practica is to develop leadership skills necessary to implement change in public health settings. With this in mind, it is our intention that the field experience provides excellent exposure to all facets of negotiating and managing a complex project. By communicating ideas to senior-level staff in a persuasive and compelling manner, and by confronting unanticipated problems as they arise, students will be given a first-hand look at some of the challenges that public health professionals regularly encounter.

A second essential goal of the field practica is to develop the student's ability to work in a team environment. Although team projects typically require a high degree of coordination and control, the team-generated project is nearly always superior to a purely individualized effort. For this reason, the team model of project management is increasingly becoming the institutional norm in a variety of non-profit and for-profit settings. The team may be defined as one or more students working with one or more members of the sponsoring agency.



The field practica is intended to provide students opportunities to apply quantitative and qualitative knowledge and skills in the field. They may pursue projects to gain experience in needs assessments, policy development, program evaluation, research methods, clinical practice, management, or other leadership skills.

### **Objectives**

Public Health Field Practicum in Social and Behavioral Sciences is designed to enable students to:

- Integrate and strengthen technical knowledge and quantitative skills developed in other courses;
- Develop the capacity to work with others to respond effectively and creatively to the needs of an organization;
- Function within a professional network in the health care field; and
- Enhance oral and written communication skills.

### **THE SEMINAR (SBS 259)**

The seminar is designed as the culminating experience for students in the SBS 2-year Master of Science degree. The purpose is to allow students the opportunity to reflect upon and integrate their experiences at HSPH, to plan for the future, and to lay the foundation for effective professional lives. To accomplish this, students will spend the semester working on a formal paper, based upon the field practicum where possible, that addresses a public health issue and that integrates the student's HSPH learning experiences.

## **2.6. WOMEN, GENDER AND HEALTH INTERDISCIPLINARY CONCENTRATION**

Addressing issues of Women, Gender and Health (WGH) requires the study of the health of women and girls--and men and boys--throughout the life course, with gender, gender inequality, and biology understood as important and interacting determinants of well-being and disease. Also included are the study of gender and gender inequality in relation to individuals' treatment by and participation in health and medical care systems, the physical, economic, and social conditions in which they live, and their ability to promote the health of their families, their communities and themselves. Inherent in this definition is recognition of diversity and inequality among women - and men - in relation to race/ethnicity, nationality, class, sexuality and age, and that protection of human rights is fundamental to health. Please visit the WGH website for more information on the WGH Concentration and updates: [www.hsph.harvard.edu/wgh](http://www.hsph.harvard.edu/wgh)

## **2.7. MATERNAL AND CHILD HEALTH/CHILDREN, YOUTH AND FAMILIES CONCENTRATION**

The Maternal and Child Health/Children, Youth and Families (MCH/CYF) Concentration is designed for those who aspire to future leadership in the promotion of maternal and child health. It recognizes that contributions to MCH can be in research, policy development, advocacy, education, practice and in program planning and management. Leadership in MCH requires mastery of the knowledge of the special health care needs of MCH populations, analysis of the issues, and the programs addressing these needs worldwide. The curriculum is guided by the competencies in MCH. “Maternal and Child Health Competencies, Version 3.0” [<http://leadership.mchtraining.net>]. The competencies can be grouped into those involving the scientific basis of MCH, methodological and analytic skills, management and communication skills, and policy and advocacy skills. In addition, leaders in MCH should be aware of the emerging areas in public health practice identified in the 2003 Institute of Medicine report on the Future of the Public’s Health in the 21<sup>st</sup> century. These include informatics, genomics, communication, cultural competence, community-based participatory research, policy and law, and ethics. MCH/CYF participants may come from one of four departments: Social and Behavioral Sciences, Nutrition, Global Health and Population, and Epidemiology, as well as students in the Health and Social Behavior (HSB) and Global Health (GH) concentrations of the MPH program. Please refer to Section 5.1. for information about our training grants. For further information, please visit the MCH/CYF Concentration website (<http://www.hsph.harvard.edu/mch-cyf-concentration/>).

MCH/CYF contacts are Trish Lavoie: 617-432-0964: [tlavoie@hsph.harvard.edu](mailto:tlavoie@hsph.harvard.edu) and Caroline Huntington, 617-432-3759, [chunting@hsph.harvard.edu](mailto:chunting@hsph.harvard.edu).

## **2.8. HEALTH COMMUNICATION CONCENTRATION**

The Health Communication Concentration (HCC), is housed within the Department of Social and Behavioral Sciences but available to all students of HSPH. HCC prepares the student to apply rigorous, theory-based research and methods to health and risk communication and to apply and evaluate health communication technologies.

Through coursework and practical experience, HCC provides a rich mix of conceptual, analytical and applied competencies to understand the role of mass media institutions in public health, to be a critical consumer of health communication literature, and to obtain skills in using communication to promote public health policy and practice.

Please visit the HCC website for more information and updates:

[www.hsph.harvard.edu/hcc](http://www.hsph.harvard.edu/hcc).

## **2.9. OBESITY EPIDEMIOLOGY AND PREVENTION INTERDISCIPLINARY CONCENTRATION**

The Obesity Epidemiology and Prevention Concentration is an interdisciplinary concentration which includes three participating departments: Nutrition, Epidemiology, and Social and Behavioral Sciences. This concentration is geared toward students who desire careers in research, teaching, and programs related to obesity. The Obesity Program is created to meet the challenge of the escalating obesity epidemic in the U.S. and worldwide through multidisciplinary research and training, international collaboration, and public health policy and outreach. It is designed to build on a strong base of ongoing research, teaching and training in obesity epidemiology and prevention at HSPH. The program addresses the global obesity epidemic through international collaborative research, training of international students and fellows, and developing strategies and policies to promote healthy diet and lifestyle and reduce the global burden of obesity and chronic diseases. Please visit <http://www.hsph.harvard.edu/obesity-program/index.html> for further information and updates.

## **2.10. PUBLIC HEALTH LEADERSHIP INTERDISCIPLINARY CONCENTRATION**

Students who successfully complete the Public Health Leadership (PHL) Concentration will be better prepared to 1) become effective change agents in health care and public health; 2) create collaborations in health care and public health; 3) design unique and strategic approaches to address public health priorities; 4) lead teams to implement public health reforms involving multiple stakeholders; 5) communicate a clear mission, measurable goals, and authentic values in support of public health; and 6) prepare and implement a leadership self-assessment plan. Contact information - Email:

[PHL@hsph.harvard.edu](mailto:PHL@hsph.harvard.edu); Web:

<http://www.hsph.harvard.edu/policy-translation-leadership-development/leadership-programs/center-for-public-health-leadership/>

### **2.11. NUTRITION AND GLOBAL HEALTH CONCENTRATION**

The Nutrition and Global Health Concentration is designed to build upon a strong base of ongoing research and teaching in nutrition and global health at the Harvard School of Public Health. It is an interdisciplinary concentration and includes four participating departments: Global Health and Population, Nutrition, Epidemiology, and Social and Behavioral Sciences. The purpose/goals of this concentration is 1) to provide training on the methods, substantive knowledge, and translation/implementation skills necessary to prepare students to conduct nutrition and global health research; 2) to bring together students, faculty and scientific researchers from varying disciplines and departments in these domains; 3) to foster collaboration among faculty in the School and University in developing research and programs for nutrition and global health; and 4) to create a focal point within the School for key external collaborations and ventures to address the pressing needs of populations affected by under-nutrition and over-nutrition. For more information about the Nutrition and Global Health Concentration, program requirements, and how to apply, please visit: <http://www.hsph.harvard.edu/nutrition-and-global-health/>

## **2.12. HUMANITARIAN STUDIES, ETHICS AND HUMAN RIGHTS CONCENTRATION**

The Interdisciplinary Concentration in Humanitarian Studies, Ethics and Human Rights (HuSEHR) provides an organized program of study that focuses on the normative underpinnings and practice of humanitarian response and human rights. The curriculum covers a broad range of areas including civilian protection, international humanitarian law, human rights, disaster response, coordinated aid, crisis dynamics, sector-based assistance, health and human security of internally displaced people, geopolitical context, monitoring and evaluation, strategic planning, situation analysis, ethics and standards. Upon successful completion of the concentration, students will be prepared to assume research, leadership and managerial roles within the humanitarian and human rights global community. The concentration is managed through the Humanitarian Academy at Harvard, a University-wide project based at the Harvard School of Public Health. The Academy is the first global center of its kind – dedicated to educating and training current and future generations of humanitarian leaders in the areas of human rights, disaster response, humanitarian service delivery, crisis leadership, and other dimensions of thinking and acting in acute settings affecting large populations. The Academy is affiliated with the Harvard Humanitarian Initiative and supported by 4 departments within the School (Global Health and Population, Health Policy & Management, Social and Behavioral Sciences and Epidemiology), as well as by the FXB Center for Health and Human Rights. Entering HSPH MPH and 2-year SM students from the 4 supporting departments are eligible for this concentration. Its aim is to educate and train the next generation of leaders in ways to anticipate and respond to a wide range of crises, such as war, armed conflict, and disaster that expose individuals, families, and large populations to serious risk of harm. Students will acquire the knowledge and skills to develop and implement strategies of early ascertainment, immediate and longer term response, and post-crisis recovery. Students with an interest in developing expertise in humanitarian studies, ethics and human rights through the completion of an integrated curriculum and connection to the humanitarian, ethics, and human rights community at Harvard are encouraged to apply. Please visit [www.hsph.harvard.edu/husehr](http://www.hsph.harvard.edu/husehr) for further information and the HuSEHR application. Email questions to [hah@harvard.edu](mailto:hah@harvard.edu).





### 3. OUTSIDE COURSES

#### 3.1. Introduction

There are many courses of interest at HSPH and at other Harvard Graduate Schools. Note that across Harvard, course offerings change yearly. Course listings for all schools will be found on the Web. The cross-registration guide website <http://coursecatalog.harvard.edu/icb/icb.do> allows you to connect with other school's Registrar's Offices and view course offerings, provides guidelines to convert credits between schools and lists cross-registration deadlines.

#### 3.2. HSPH Department Contacts

The following directory of HSPH department contacts is offered for questions regarding a department's courses:

<b>Department/ Program</b>	<b>Contact</b>	<b>Telephone #</b>	<b>E-mail</b>
Biostatistics	Jelena Tillotson-Follweiler	617-432-1087	<a href="mailto:jtillots@hsph.harvard.edu">jtillots@hsph.harvard.edu</a>
Div. of Biological Sciences	Holly Southern	617-432-4397	<a href="mailto:hsouthern@hsph.harvard.edu">hsouthern@hsph.harvard.edu</a>
Environmental Health	Barbara Zuckerman	617-432-2109	<a href="mailto:bzuckerm@hsph.harvard.edu">bzuckerm@hsph.harvard.edu</a>
Epidemiology	John Paulson	617-432-1055	<a href="mailto:jpaulson@hsph.harvard.edu">jpaulson@hsph.harvard.edu</a>
Genetics & Complex Diseases	Marjorie Tatum	617-432-3763	<a href="mailto:mtatum@hsph.harvard.edu">mtatum@hsph.harvard.edu</a>
Global Health & Population	Allison Gallant Barbara Heil	617-432-2253 617-432-1179	<a href="mailto:agallant@hsph.harvard.edu">agallant@hsph.harvard.edu</a> <a href="mailto:bheil@hsph.harvard.edu">bheil@hsph.harvard.edu</a>
Health Policy & Management (includes RDS courses)	Anne Occhipinti Elizabeth Nolan	617-432-4511 617-432-4506	<a href="mailto:aocchipi@hsph.harvard.edu">aocchipi@hsph.harvard.edu</a> <a href="mailto:enolan@hsph.harvard.edu">enolan@hsph.harvard.edu</a>
Immunology & Infectious Diseases	Andrea Sabaroff	617-432-1023	<a href="mailto:asabarof@hsph.harvard.edu">asabarof@hsph.harvard.edu</a>
Master of Public Health	Roberta Gianfortoni	617-432-3530	<a href="mailto:rgianfor@hsph.harvard.edu">rgianfor@hsph.harvard.edu</a>
Nutrition	Amelia Marsh	617-432-6993	<a href="mailto:amarsh@hsph.harvard.edu">amarsh@hsph.harvard.edu</a>

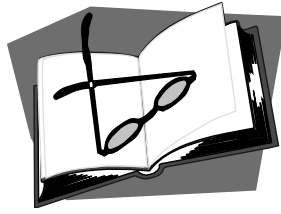
### 3.3. Cross-Registration at other Schools

To cross-register at another Harvard school or other schools in the Cross Registration Consortium, please see <http://www.hsph.harvard.edu/administrative-offices/registrar/cross-registration/from-hsph/>. You can use the searchable data base to look for course options at <http://coursecatalog.harvard.edu/icb/icb.do>.

**Please be sure to check the course offerings for the following schools/ universities: (Note: please be aware that cross-registration deadlines vary.)**

- **GSAS** (the Graduate School of Arts and Sciences) – <http://www.registrar.fas.harvard.edu/fasro/grad/courses.jsp?cat=grad&subcat=courses>
- **HDS** (the Harvard Divinity School) – <http://www.hds.harvard.edu/academics/courses>
- **HMS** (the Harvard Medical School) – <http://medcatalog.harvard.edu>
- **GSE** (the Graduate School of Education) -- most especially for course work in statistics, evaluation, methods, communication, and about children – [http://www.gse.harvard.edu/academics/catalogue/courses/all\\_courses\\_by\\_num.shtml](http://www.gse.harvard.edu/academics/catalogue/courses/all_courses_by_num.shtml)
- **KSG** (the Kennedy School of Government) -- most especially for course work in policy – <http://ksgaccman.harvard.edu/courses>
- **MIT** (the Massachusetts Institute of Technology) -- most especially for course work in environmental health, business, and marketing – <http://web.mit.edu/catalogue/>
- **Tufts's Fletcher School of Law and Diplomacy** – <http://fletcher.tufts.edu/Academic/Courses>

Note that you will also be able to take non credit course work. For example, English as a Second Language Courses (ESL) can be found at the **Harvard Extension School**; [www.extension.harvard.edu](http://www.extension.harvard.edu); 617-495-4024. [Note: preliminary placement examination required.]



## 4. ACADEMIC PROCEDURES

PLEASE NOTE: The HSPH Student Handbook is the final word on all academic procedures and takes precedence over this Curriculum Guide. As a result, all students should familiarize themselves with the Student Handbook.

### 4.1. Course Waivers and Substitutes

#### 4.1.1. **School-Wide Requirements in Biostatistics and Epidemiology**

Students wishing to waive core courses in either Biostatistics or Epidemiology must obtain a *Waiver of Core Course Form* from the HSPH Registrar's Office and have it signed by the relevant instructor. Students must present a transcript and a copy of the course description to the instructor to verify appropriate coursework. You should submit a copy of this signed form to a member of the SBS Academic Affairs staff for the departmental records, and retain a copy for your own files.

#### 4.1.2. **Courses Required for SBS programs**

The *Substitution/Exemption Form* for all other courses required for departmental programs are available for printing in this guide. They are also available from the Academic Affairs staff.

The procedure for requesting that a required course be waived or substituted is as follows:

1. The student prepares a petition to the relevant SBS program coordinator with an explanation of why the course should be waived or substituted. The student should build a case for the petition, giving the committee clear reasons. The Substitution/Exemption Form should also be completed.
2. The student's academic advisor approves the petition.
3. If the required course is an SBS course (SBS or ID course number), the course instructor must first approve the waiver. The instructor's signature on the Form certifies agreement that the petitioner is sufficiently prepared in the material or that the substitute is suitable. (An instructor's signature is usually not required for non SBS courses.)

4. If the required course is in another department, (e.g. core courses in Environmental Health or Health Policy and Management for the SM2) permission to waive the course must come from the department that offers the course. See Section 3.2. for a list of departmental contacts.
5. The Faculty Doctoral or Masters Program Coordinator for the relevant program signs approval/denial of the petition. **Important note: final determination of the appropriateness of the petition lies with the faculty program coordinator.** Acceptance of the petition is not complete until the faculty coordinator signs his/her approval.
6. The student is responsible for submitting a copy of the completed form to their advisor as well as the SBS Academic Affairs staff for the student's file.

HARVARD SCHOOL OF PUBLIC HEALTH  
Department of Social and Behavioral Sciences

**Substitution/Exemption Form**

***\*This form must be completed and approved prior to the drop/add deadline for the period in which the required course starts***

\_\_\_\_\_ of the \_\_\_\_\_ Program has my permission  
(student's name) (doctoral/SM)  
to waive/substitute \_\_\_\_\_  
(required course's number and name)

This exemption/substitution is granted because:

- Equivalent work was done at the graduate level at Harvard or another university with a grade of A- or A. ***(Course description and transcript are attached.)***

\_\_\_\_\_  
(course name, number and grade)

- A substitute course will be completed. ***(Course description is attached.)***

\_\_\_\_\_  
(course name and number)

\_\_\_\_\_  
**(signature of student's advisor)**

\_\_\_\_\_  
**(date)**

\_\_\_\_\_  
**(signature of course instructor  
(Dept. Curriculum Coordinator for non-SBS core courses)**

\_\_\_\_\_  
**(date)**

\_\_\_\_\_  
**(signature of the SBS Faculty Program Coordinator)**

\_\_\_\_\_  
**(date)**

***Copy to the SBS Academic Affairs staff***

## 4.2. WinterSession Requirements

Harvard School of Public Health requires that all full time students be engaged in academic work during the WinterSession. (This is not required for part-time students.)

General information on WinterSession can be found at

[www.hsph.harvard.edu/administrative-offices/registrar/winter-session/](http://www.hsph.harvard.edu/administrative-offices/registrar/winter-session/).

All SBS students should meet with their advisors during Fall 1 to discuss plans for their WinterSession activities.

In general, full-time SBS students are expected to participate in activities that will enhance the student's academic experience. Students are not required to take courses. Because the nature of these experiences is broad, the following are some of the activities that would be appropriate:

- Courses on campus – these may be credit or non-credit courses at HSPH or at other Harvard graduate schools or MIT. Note: students are not required to take more than 1 course, regardless of the length.
- School-sponsored field trips.
- Workshops (i.e., Designing a Website, Public Speaking, community education course, Spanish for Medical Professionals, etc.).
- 2<sup>nd</sup> Year masters students can write up their summer practice work; 1<sup>st</sup> year masters students can make initial contacts and plans for summer work.
- On-line courses.
- Work on a paper for publication, an op. ed. piece, etc.
- Practice job-related skills: writing resumes, interviews, networking interviews, etc.
- Independent study (does not need to be for credit).
- Independent work: to develop practical experience, independent research, or field study.
- Research work (Note: Human Subjects Committee approval may be needed; verify with advisor).
- Site visits relevant to career opportunities.
- Community based volunteer work clearly linked to learning objectives.
- Doctoral students need to be engaged in preparation for the written doctoral exam, or for their oral exam or else be working on their dissertation.

Any completed WinterSession courses (up to 5 credits) will be added to a student's spring credit totals.

Note: part-time students will be charged tuition costs for any credit courses taken.



### 4.3. Independent Studies

#### 300-Level Courses

You have the opportunity to take 300-level courses with the title “Independent Study”.

It should be noted that faculty are not compensated for their independent study teaching time. Availability varies. Some of the Post-Doctoral researchers in the department will consider supervising independent studies in specific areas related to their research. A member of the SBS faculty must be the official course instructor of record for these independent studies.

You are responsible for defining an area of study, delineating learning goals and objectives, and specifying an outcome or product (e.g. an annotated bibliography, a literature review, a research paper, etc.). You must seek faculty sponsorship. In advance to registering on-line for an independent study, you and the faculty sponsor should agree upon both the parameters and the number of credits of the independent study and then sign a written contract outlining the agreed upon parameters. **Copies of the independent study contract must be submitted to your faculty advisor and to the SBS Academic Affairs staff.**

#### Determining Credits

The number of credits for an independent study/tutorial is determined by the amount of time spent on the work/project. You may take up to five credits per independent study/tutorial. The following guidelines are defined by the registrar and must be followed:

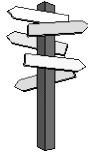
1. For a 16 week independent study:
  - 1 hour per week = .5 credits
  - 2 hours per week = 1 credit
  - 10 hours per week = 5 credits
2. For an 8 week independent study:
  - 1 hour per week = .25 credits
  - 4 hours per week = 1 credit
  - 10 hours per week = 2.5 credits

#### SBS Research Training

Doctoral students who have passed their school-wide Oral Qualifying Examination and who are prepared to undertake advanced work along the lines of fundamental or applied research in SBS may enroll for research credit toward the completion of their dissertation.

Doctoral students who have completed all required coursework, but who have not passed their Oral Qualifying Examination may register for research credits for **one semester only**. You must obtain permission to pursue research by submitting a completed *General Petition Form* (available at the Registrar's Office). The signatures of the SBS chair and your advisor must appear on the *General Petition Form* indicating approval to undertake research in your field prior to passing the Oral Qualifying Examination.





#### 4.4. [Advisors and Advising](#)

Official HSPH guidelines for advising are contained in the HSPH Faculty Handbook and the HSPH Student Handbook. The advising notes here do not duplicate the information in these handbooks -- but do highlight department specific concerns.

Student-advisor ties are very important for both masters and doctoral students. Establishing an effective relationship with your advisor (and with other faculty members) will enhance your time at HSPH. Advisor/student relationships vary depending on the interests, abilities, and personalities of the student and the advisor. You should consider the types of assistance you want from your advisor and be up-front about requesting that help. Please note that advisors are not automatically aware of a student's financial status, so if you'd like your advisor to be privy to this information, you'll need to initiate the sharing of such information with your advisor. Faculty advisors typically help at some level in the following ways:

- Help students develop a plan reflecting their specific academic and career objectives. This may be the most important role of an advisor. Masters students, in particular, should develop a tentative study plan (including subject and skill areas of concentration) within the first semester since masters programs are only one or two years in duration for full-time students.
- Keep students on track to finding work they feel passionately about.
- Try to provide students with a realistic appraisal of their strengths and weaknesses.
- Help students meet other people who can help them achieve their educational and career goals.
- Help students navigate the administrative procedural tangles encountered in HSPH. Although some faculty and students consider this to be among the primary roles of an advisor (and their involvement to some extent is obligatory), there are disadvantages to depending on your advisor for this sort of assistance. Most importantly, time your advisor spends helping you fill out forms is time he/she does not spend helping you with other issues. Please note that the departmental Academic Affairs staff can assist with negotiating departmental and school administrative issues.
- Assist students experiencing serious academic troubles. There are other resources in HSPH to help with both academic and emotional issues, and students should also use these resources. (See "Acknowledging and Coping with Stress", Section 4.5. below.)

#### **Office Hours**

Note that advisors post hours during registration weeks. At other times, faculty may list hours or will provide either a phone number or an e-mail address to be used to set up appointments. If your advisor does not post hours, you should use email, a note, or the phone to set up an appointment.

## ☐ Meetings

It is the student's responsibility to schedule regular meetings with advisors. The official HSPH student handbook states that students must meet with advisors at least twice during the academic year (once at the beginning of the Fall semester and once at the beginning of Spring semester). Normally, students meet advisors somewhat more frequently (usually at least 4 times a year for masters students).

Contact your advisor immediately if you are having academic difficulties. Because of the short course periods at HSPH (7 - 8 weeks), there is not much time to respond if a student is struggling with coursework. Your advisor may be able to intervene on your behalf to avert potential problems, but only if he or she is aware of the situation early enough.

To give you an idea of what to expect during the first meeting, we asked one advisor to outline what he usually covers in a first meeting (though your advisor's agenda may be different from this one):

- Talk about student's background and why she or he has come to HSPH.
- Talk about long-term goals.
- Develop learning objectives for the year.
- Talk about common problems for students.

## ☐ Advising File

Advisors maintain a file for each of their advisees. Advisors and advisees will want to check the following:

- Each semester, check the number of course credits accumulated. Students need to maintain their full or part-time status. Students with fewer than 15 credits in a semester or fewer than 35 credits in a year may lose their full time status. **This has very serious implications for foreign students.**
- Before mid-year in a students' last year here, check the number of credits accumulated.
- At least half of all accumulated credits must be taken in the School of Public Health.
- Check the number of P/F courses taken. Note that a set percentage of the courses must be taken for ordinal grades:

Tracking sheets are now included in student advising folders. **Keep your own copy of your tracking sheet and any appropriate Substitution/Exemption Forms so that you can check them together with your advisor.**

### **Strategic Use of Advisors – Suggestions from Former Students**

- Don't rely on only one faculty member to shepherd you through the process. Seek advice from and maintain contact with multiple faculty members, including those in other departments.
- Students are expected to be proactive in scheduling meetings with advisors.
- Be selective about how to approach your advisor. Use in-person meeting time carefully - if something can be handled via e-mail, use e-mail. Come to your advisor with clearly defined questions or issues. Try to let your advisor know in advance of a meeting what you would like to discuss.
- Think strategically about how to ally your goals with those of faculty you are working with. Keep in mind their research goals and try to structure work, such as independent studies, tutorials, etc. so they are "win-win" situations.
- Other students (particularly returning students) are valuable resources - use them.
- Do not expect faculty to be experts on classes (they usually have never taken them).
- While faculty members try to be conscientious about knowing school policies, this is generally not their area of expertise. **If possible, look up your administrative questions in a handbook or ask an administrator. The academic administrative staff in the department are Michele Brooks, Whitney Waddell and Elizabeth Solomon; they will be happy to assist with administrative issues.**

### **Group Meetings**

Advisors may hold individual and group meetings. In the past, many faculty have invited their advisees to their home for an evening of conversation and pizza. These events offered opportunities for faculty to get to know students better, enabled students to get to know and learn from one another and enriched the advising process.

### **If You and Your Advisor Are Not a Good Match**

Some advisor-student relationships work great from the start, but most require “care and feeding”. If your advisor isn't helping you in the areas in which you feel you need help, talk to him or her about this. Be clear about your requests. The faculty member may not be able to help you because he or she doesn't have the relevant information or connections. If this is the case, ask who could be more helpful and contact that person. Also, let your advisor know which things he or she does that you find helpful. As one faculty member said, *don't expect faculty to magically improve; they need feedback.*

**Feel comfortable changing advisors.** Changing advisors is not uncommon. The original matches are based on the application essay and stated areas of interest. Interests and goals change. Students who decide to switch advisors sometimes worry about hurting their advisor's feelings by switching. However, faculty and students see school as a place of discovery and change. You should discuss a reassignment with a prospective advisor and your current advisor. You must then prepare a Request To Change Advisor Form (see form at the end of this section). Keep in mind that faculty members have both masters and doctoral students and may not be in a position to take on new advisees. You must have an OK from the new advisor. Once the form is signed, you must submit the form to the SBS Academic Affairs staff. The staff will then make the appropriate changes to the HSPH records. Changes to advisors are not official until this is done.

#### **Registration Forms**

The registrar strongly urges students **not** to request and faculty **not** to sign **blank forms**. The advisor's signature on a form means approval. The registrar noted several problematic areas in the past and alerts advisors and advisees to the following:

- Look carefully at cross registration with other schools. Advisors must sign off that the course is indeed relevant to the student's study. You should be prepared with a course syllabus.
- Note that students cannot get graduate credit for undergraduate level courses. Be particularly attentive to courses at Arts and Sciences and MIT.
- If a student wishes to register for more than 35 credits in one semester, the student submits a general petition to the HSPH Registrar's Office for review by CAD.

If you have any questions or concerns, call the **Registrar's Office: 617-432-1032**.

#### **Appeal Procedures**

The best place to start any appeal process is with your advisor. Guidelines for official school-wide grievance procedures are available in the HSPH Student Handbook, Appendix C.

**DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES  
REQUEST TO CHANGE ADVISOR  
Harvard School of Public Health**

**Instructions:**

Please print. Submit completed form to the SBS Academic Affairs staff.

Name: \_\_\_\_\_ Harvard ID: \_\_\_\_\_

Email: \_\_\_\_\_

Degree Program:  SM1  SM2  Dual Degree w/Simmons  SD

Have you officially changed departments via the HSPH Admissions Office?  Yes  No

If yes, please list former department: \_\_\_\_\_

Former Advisor: \_\_\_\_\_ Department: \_\_\_\_\_

New Advisor: \_\_\_\_\_ Department: \_\_\_\_\_

<b>REQUIRED SIGNATURES OF APPROVAL</b>	
_____ Student	_____ Date
_____ Former Advisor	_____ Date
_____ New Advisor	_____ Date
_____ Department Chair	_____ Date

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**OFFICE USE ONLY**

Banner: \_\_\_\_/\_\_\_\_/\_\_\_\_ Initial: \_\_\_\_\_

#### **4.5. Acknowledging and Coping with Stress**

The first semester here is very stressful for most students. Many, new to the area or to the country, have left their support system behind. Some initially feel overwhelmed or even inadequate. Others, who have been engaged in productive work, are shocked by the nature of the "student role" and feel like school children again. In addition, students and faculty alike feel stretched by the 7 - 8 week course schedule. The Fall 2 term of first year is often a low point for incoming students, but the mood tends to lift in the spring term [warmer weather helps].

Everyone in the department is urged to be attentive to multi-cultural concerns. In the past, HSPH students have felt isolated, invisible, and, at times, discriminated against. Several student organizations and support groups exist to bring students together. We are committed, as a department, to increase dialogue and understanding.

Current students in the Department recommend establishing peer support groups - regular meetings of students to discuss programs, problems, issues, and to lend support and encouragement to one another.

The "Buddy Program" was created to match new incoming students to returning students to help ease the transition into the new school year. If you're having a hard time figuring out which classes will help you develop the skill base you want, returning students are often an invaluable source of advice.

Finally, keep in mind that the admissions process to SBS is rigorous and competitive. Don't be intimidated by all the great things other students have to say about their experiences in those ubiquitous classroom introductions. Everyone is here because she or he has been deemed excellent!

Students feeling overwhelmed by stress or in need of a sympathetic ear are encouraged to contact the Director of Student Affairs at 432-1036 or the Ombudsperson at 432-4040 or the Harvard University Health Services on 275 Longwood Ave. at 432-1370. Faculty advisors and the SBS Academic Affairs staff also function as part of the student support system team. Advisors can assist students in assessing their needs and make any appropriate referrals to the necessary resource.

#### **4.6. The Office of Human Research Administration (OHRA)**

The Office of Human Research Administration (OHRA) at Harvard Longwood Medical Area is comprised of two units, namely, IRB Operations and Quality Improvement Program (QIP). IRB Operations manages and supports two IRB panels that review studies involving human participants, or their identifiable information, conducted by HSPH, HMS and HSDM faculty, staff and students. QIP provides various assistance to investigators including IRB submission, study management tools, etc.

OHRA is located at 90 Smith Street, 3<sup>rd</sup> floor. To learn more about OHRA, please visit its website at [www.hsph.harvard.edu/ohra](http://www.hsph.harvard.edu/ohra).

The IRB reviews each research proposal including the consent form, research protocol and other study related material in order to safeguard the rights and welfare of human participants. To that end, it must determine that each protocol conforms to various ethical and regulatory standards including: a reasonable balance of risks and anticipated benefits; adequate provisions for informed consent, and plans made for the equitable selection of participants. The IRB also considers the scientific design because it is unethical to put humans at risk as participants of badly designed research. IRB's review also protects the interests of investigators by minimizing misunderstandings that could lead to protocol violations, allegation of noncompliance or termination or restriction of grants and other funding for research.

Investigators are required to review OHRA's Investigator Manual (<http://www.hsph.harvard.edu/ohra/investigator-manual/>) and the HSPH Human Research Protection Plan (<http://www.hsph.harvard.edu/ohra/hrpp-plan/>). In addition, investigators, including student investigators, who are working directly with human participants or data or tissue that they can link back to individual participants, must satisfy human subjects training requirements as described in the Investigator Manual. Please contact ORARC Coordinator Staci Landis directly for training related questions at [scushman@hsph.harvard.edu](mailto:scushman@hsph.harvard.edu) or 617-432-2157.

See Section 2.2.7.3. of this guide for guidelines regarding human participants protection for SBS dissertations.

In instances where IRB has determined that the activities do not meet the definition of human subjects research, investigators are not required to complete IRB human participants training requirements. You can consult with your department-assigned IRB Review Specialist at <http://www.hsph.harvard.edu/ohra/department-assignments/hsph/> to find out whether your research activity meets criteria for human subjects research. Alternatively, you can submit your request via the IRB's Electronic Submission, Tracking & Reporting (ESTR) system at <https://irb.harvard.edu>.



## 5. FUNDING

### 5.1. School Resources

Some, but not all, of our students do receive full or partial tuition assistance through the Student Financial Services Office; students with financial needs should stay in close contact with the Student Financial Services Office. As part of the school's financial aid program, the Department is also assigned a limited number of one year, half- and quarter-tuition scholarships. Please keep in mind that there is no guarantee of department scholarship renewal for a 2<sup>nd</sup> year and beyond for returning students. Please note also that some of the funding may have certain restrictions attached. For example, the study of children's issues is a requirement for some of these tuition scholarships. In addition, the university-wide Julius B. Richmond Fellowship for doctoral dissertation research is available through the Center on the Developing Child (<http://www.developingchild.harvard.edu/content/fellowships.html>).

Students also receive remuneration through research assistantships. The department strongly encourages students to seek funding from outside sources including sponsored research grants, fellowships and training grants. Fellowship and related applications may require support from your advisor or mentor and from other members of the department. We recommend you consider possible options, including your own areas of focus and specific factors that would make you eligible for targeted funding sources and discuss your goals with your advisor early in the term.

Department funding is available to offset costs for conferences. The application form is available at <http://www.hsph.harvard.edu/social-and-behavioral-sciences/conference-travel-awards>. Here's an overview of the award requirements: 1) the applicant must have received a confirmation of acceptance for their presentation from the meeting organizers; 2) the applications should be submitted at least 2 months in advance of the conference/meeting; 3) the presentation and meeting/conference must be relevant to the student's current academic studies/research; and 4) the student's advisor must support the application.

All department students should become familiar with the current work of faculty (generally announced during orientation week) and are encouraged to communicate directly with faculty in regard to the possibility of working with them. You should check the job bulletin boards on the 6<sup>th</sup> Floor and the fellowship and internship bulletin boards on the 7<sup>th</sup> Floor in the Department and the job opportunity notebook at the 7<sup>th</sup> Floor receptionist's desk for these and other opportunities for funded work. E-mail job announcements will also be sent out periodically to students. Students are encouraged to mention funding concerns to their advisor.



## **Training Grants**

The department has several slots funded by the NIH Initiative for Maximizing Student Diversity for underrepresented minority doctoral students. This grant is designed to foster research opportunities for underrepresented minorities in public health science. You must be a U.S. citizen or a permanent resident. See Elizabeth Solomon ([esolomon@hsph.harvard.edu](mailto:esolomon@hsph.harvard.edu) or 617-432-3761) for more information.

Additionally, the Department hosts an NCI cancer prevention and control fellowship with limited slots for predoctoral and postdoctoral students. In order to qualify, you must be a U.S. citizen or a permanent resident. See Whitney Waddell ([wwaddell@hsph.harvard.edu](mailto:wwaddell@hsph.harvard.edu) or 617-432-3689) for more information. Further information is also available at [www.hsph.harvard.edu/cancer-prevention-fellowship](http://www.hsph.harvard.edu/cancer-prevention-fellowship).

We also have a training grant from the Maternal and Child Health Bureau (MCHB) of the Health Resources and Services Agency of the Department of Health and Human Services (HRSA-HHS). This grant provides a limited amount of tuition support for health professionals in the master's degree programs (MS1, MS2 and MPH) and for doctoral students. This training grant supports the training of public health professionals for leadership roles in Maternal and Child Health, and, more specifically, for activities consistent with the Bureau's programs. MCHB funding also includes two partial tuition scholarships for the study of MCH epidemiology. Those eligible for support must fulfill the requirements at the least for an MCH/CYF minor or concentration (see Section 2.7.) for their degree program. In addition, training grant recipients are required to take SBS 246, Issues in MCH Programs and Policies and must enroll in SBS 360, MCH/CYF Seminar, for the duration of their program. An open application procedure is planned for the spring of each year, with decisions for funding being made by the MCH/CYF faculty. Any publications or theses completed with assistance from this grant should acknowledge the support of grant number T76MC00001 from the Maternal and Child Health Bureau. MCHB traineeships require US citizenship or permanent residency. Please contact Trish Lavoie: [tlavoie@hsph.harvard.edu](mailto:tlavoie@hsph.harvard.edu); 617-432-0964 for further information.

Doctoral students in the Dept. have also been supported in the past on training grants administered by the Department of Biostatistics and/or the Department of Epidemiology.

## **Individual National Research Service Award (NRSA)**

Individual NRSA's are available at the predoctoral, postdoctoral, and senior levels. Fellowships for doctoral students (predoctoral awards) are available from a limited number of the National Institutes of Health (NIH). The Agency for Health Care Policy and Research (AHCPR), and NIH also support postdoctoral fellowships. Senior fellowships are available only at NIH.

Individual NRSA's (also sometimes known as F-series awards) provide a stipend to the awardee plus a small allowance to the sponsoring institution to defray some of the awardee's training expenses. The specifics are provided in the program announcement (PA) or request for application (RFA).

Further information, including application kits, can be found at <http://grants1.nih.gov/grants/funding/416/phs416.htm>. Please see Armand Inezian in Room 610 ([ainezian@hsph.harvard.edu](mailto:ainezian@hsph.harvard.edu); 617-432-3762) if you have additional questions. Student training sessions on the NRSA process will be provided periodically by Armand.

**IMPORTANT NOTE:** Applications by students for individual training grants or other grant proposals (including subcontracts) must first be discussed with the student's advisor. Once the advisor endorsement is obtained, **the grant proposal must then be channeled to Armand Inezian**, Grant Manager for doctoral scholars. Please contact him **at least three months** prior to the deadline for assistance in obtaining the necessary approvals from our Office for Financial Services. **No grants may be submitted without going through Armand Inezian.**

### **Work Study**

If you are eligible for the federal work-study program and interested in working in a paid position, please obtain the appropriate forms from the Student Financial Services Office.

### **Additional grant-related resources include:**

- The Committee on General Scholarships, 14 Story Street, 3<sup>rd</sup> Floor, Cambridge; 617-496-9367; fax 617-496-4545; [www.scholarships.harvard.edu](http://www.scholarships.harvard.edu); [cgs@fas.harvard.edu](mailto:cgs@fas.harvard.edu)
- Associated Grant Makers, 133 Federal Street, Suite 802, Boston; 617-426-2606; [www.agmconnect.org](http://www.agmconnect.org)
- Sponsored Programs Administration, HSPH, 90 Smith St., Boston; 617-432-8469; <http://hlcra.harvard.edu>

**Please be aware that most applications are due in the fall for funding for the following academic year. Plan ahead!!!**

### **5.2. [Websites for Outside Resources](#)**

HSPH Student Financial Services Office's "Funding Finder":

[www.hsph.harvard.edu/osfs/scholarship-information/external-funding-opportunities/](http://www.hsph.harvard.edu/osfs/scholarship-information/external-funding-opportunities/)

MCH Grants Program: [www.mchb.hrsa.gov](http://www.mchb.hrsa.gov)

NIH grants: <http://grants2.nih.gov/grants>