



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH

Department of Social and
Behavioral Sciences

Curriculum and Advising Guide

Academic Year 2015-2016

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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 2015.

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. Use the information in this guide and the help of your academic advisor to design your program. **(The Harvard T.H. Chan School 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 Harvard Chan Student Handbook.)**

We all have goals for our time here at Harvard T.H. Chan School of Public Health. 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 Harvard T.H. Chan 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/sbs-curriculum-guide/>

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

CURRICULUM AND ADVISING GUIDE

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.

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.

2015-2016 SBS Calendar Highlights

Date	Event
Monday, Aug 24, 2015	Check-in, new students
Tuesday, Aug 25	SBS Orientation Program
Wednesday, Sep 2	Fall Semester and Fall 1 Term begin
Monday, Sep 7	Labor Day - holiday
Friday, Sep 18	Add/Drop/Change Deadline: Fall semester & fall 1Term
Monday, Oct 12	Columbus Day - holiday
Friday, Oct 23	Fall 1 Term ends
Monday, Oct 26	Fall 2 Term begins
Friday, Oct 30	Add/Drop/Change Deadline: Fall 2 Term
Wednesday, Nov 11	Veterans' Day - holiday
Wednesday, Nov 25 –	Thanksgiving Recess
Friday, Nov 27	
Friday, Dec 18	Fall Semester and Fall 2 Term end
Friday, Dec 18	Doctoral students who passed the written exam – end of 5 th semester*: deadline to submit the Final Program Form and Nomination of Oral Qualifying Examination Committee Form
Monday, Dec 21 –	Winter Recess
Thursday, Dec 31	
Friday, Jan 1, 2015	New Year's Day observed - holiday
Monday, Jan 4	Winter Session begins
Monday, Jan 4	Doctoral students (normally in their 2 nd year*) turn in a completed tracking sheet signed by the advisor and any approved waiver forms
Monday, Jan 18	Martin Luther King, Jr. Day - holiday
Friday, Jan 22	Winter Session ends
Monday, Jan 25	Spring Semester and Spring 1 Term begin
Friday, Feb 12	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 12	Add/Drop/Change Deadline: Spring Semester & spring 1 Term
Monday, Feb 15	Presidents' Day – holiday
Friday, Mar 11	Spring 1 Term ends
Monday, Mar 14 –	Spring Recess
Friday, Mar 18	
Monday, Mar 21	Spring 2 Term begins
Friday, Mar 25	Add/Drop/Change Deadlines: Spring 2 Term
Friday, Mar 25	3 rd 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 st year doctoral students - end of 2 nd semester*: deadline to submit doctoral Prospective Program Form
Friday, May 15	Spring Semester and Spring 2 Term end
Thursday, May 26	Commencement
Monday, May 30	Memorial Day

* Based on full-time studies

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.

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.

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)

- 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)

- 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)

- 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)

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

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

(Kresge Room 720; 617-432-1029; 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)

- 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)

- 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)

- 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)

- 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)

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

Rima E. Rudd, M.S.P.H., Sc.D., Senior Lecturer on Social and Behavioral Sciences. (Kresge Room 719; 617-432-3753; rrudd@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., 4th Floor, Cambridge; 617-496-1224; 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)

- 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)

- 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)

- 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)

- 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

Kasimomayajula “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)

- 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)

- 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)

- 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)

- 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)

- 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

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)

- 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)

- 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)

- 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)

- 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)

- 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)

- 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)

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

Adjunct

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)

- 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)

- 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)

- 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; Northeastern Univ.; 617-373-4966; 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; orfeu@psu.edu)

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

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

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

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)

- 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)

- 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)

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

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)

- 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)

- 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

Christina Roberto, Ph.D., Adjunct Professor of Social and Behavioral Sciences and Nutrition. (Kresge 617; 617-432-7454; 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

SBS Staff

Loretta Alamo (617-432-3758; lalamo@hsph.harvard.edu) Assistant Director of Operations and Administration (Room 703a), oversees human resources, accounts payable, purchasing and facilities.

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

Caroline Huntington (617-432-3759; 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) 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) Grants Manager (Room 706a), is responsible for grant preparation for all new and continuing grant applications for faculty and students in the Department..

Trish Lavoie (617-432-0964; 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) Staff Assistant, serves as our 7th 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) Accounting Assistant (Room 712a), 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) Director of Administration (Room 711) is responsible for the overall management and oversight of the administrative, financial and academic units in the Department.

Rubim Rwakabuba (617-384-9696; or 617-432-2607; rrwakabu@hsph.harvard.edu) Finance Coordinator (Landmark Center, 4 West Room 428-F; or Kresge Room 712) 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) 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 (617-432-5042; mszperka@hsph.harvard.edu) Academic Appointments and Visa Specialist (Room 703), processes faculty re/appointment, scholars' annual appointment and visa paperwork in cooperation with OFA and HIO; she also serves as Search Administrator for faculty searches in the department, and assists DA and faculty on ad hoc projects.

***Whitney Waddell** (617-432-3689; wwaddell@hsph.harvard.edu) Academic & Communications Coordinator (Room 614), serves as the course manager for the Department, curriculum/program coordinator for the NCI Fellowship in Cancer Prevention and Control, communications coordinator, SBS newsletter co-coordinator and Webmaster; coordinates academic events.

Alberta Zoummar (617-432-3915; azoummar@hsph.harvard.edu) Staff Assistant (Room 710) provides administrative support to Faculty and is responsible for updating bisketches; managing for indexing and archiving; scheduling meetings; maintaining students and alumni information; logging information in Harvard's Grants management Application Suite (GMAS).

***Academic affairs staff**

ACADEMIC PROGRAMS

Introduction to Educational Programs

This section sets out the requirements for the departmental programs for those students matriculating in the 2015/16 academic year. The general department requirements for each degree program and those specific to the particular area of interest are listed below.

The Harvard T.H. Chan School of Public Health 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

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

SBS DOCTOR OF SCIENCE PROGRAM

Program Coordinator: Dr. Steve Gortmaker

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 Communications, 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. Written and oral examinations are taken subsequent to the end of the two years of course work ([written and oral examinations](#)) (also see page 27 of this guide). Students who satisfactorily complete these requirements become doctoral candidates and proceed to conduct original research and prepare and defend their dissertation. ([Doctoral Timetable](#))

Doctoral Course Requirements

Required Courses for all Harvard T.H Chan Doctoral Students

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

- 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
- BIO 226, Applied Longitudinal Analysis, 5 credits
- GSE S030, Intermediate Statistics: Applied Regression & Data Analysis, 5 credits (this is the only course outside the Department of Biostatistics that may be counted towards the school-wide requirement)

Note: the above intermediate-level courses MAY be used for a major or minor.
Departmental Requirements:

Departmental Requirements:

All SBS doctoral students are required to take the following courses for ordinal credit which, along with Intro BIO and EPI, form the basis for the content of the written qualifying exam:

- SBS 201, Society and Health, 2.5 credits
- SBS XXX, New SBS Theory course to be offered in 2016-17 (2.5 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
- EPI 202 Epidemiologic Methods2: Elements of Epidemiologic Research, 2.5 credits
- Additional 2.5 credit SBS course of choice

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

Area of Interest Requirements and Electives

In addition to BIO and EPI requirements SBS doctoral students must fulfill the requirements in their chosen area of interest and enroll in additional elective course to fulfill the total required 80 course credits for the program.

Links to the tracking sheets for each area of interest are available below:

[Planned Social Change Tracking Sheet](#)

[Social Determinants of Health Tracking Sheet](#)

Minimum Grade Requirements for General SBS Requirements

All General SBS Requirements 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.

1. A doctoral student who receives a grade below a B minus on any of the General SBS Requirements must:
 2. Retake the course in the form of an independent study.
 3. 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.
 4. 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.
 5. The student is required to attend all classes, complete all coursework and take all exams associated with the departmental course.
 6. 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.**
 7. 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 C 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.

Please note that all doctoral students should review the ***Doctoral Student Supplement*** in the ***Harvard T.H. Chan School of Public Health Student Handbook***. Please meet with your advisor for help in meeting your degree requirements.

In addition, during your final year of coursework (normally your 2nd 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 should be turned in to Elizabeth Solomon by Jan 5th of the year you plan to take the department written qualifying exam.

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.

Links to:

[Social Determinants of Health Tracking Sheet](#)

[Planned Social Change Tracking Sheet](#)

[Core Course Waiver Form](#)

[Substitution/Exemption Form](#)

Doctoral Program Concentrations (Optional)/Minors:

Women, Gender and Health Concentration/Minor:

- See Page 39

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

- See Page 40

Health Communication Concentration/Minor:

- See Page 41

Obesity Epidemiology and Prevention Concentration/Minor:

- See Page 42

Public Health Leadership/Minor:

- See Page 43

Nutrition and Global Health Concentration/Minor

- See Page 44

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 2nd 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 4th.

Oral Exam

Doctoral students are expected to complete their Oral Examination by the Department no later than March 25th 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 page 29 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 Harvard T.H. Chan School of Public Health 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).**

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.** **Please note that dissertation work for publications must be submitted to your committee members and the department prior to submission to a journal.**

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.

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

For additional information regarding the Office of Human Research Administration please click on link. [OHRA](#)

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 dissertation work for publication must be submitted to your committee the department prior to journal submission.**

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.

Doctoral Timetable

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 SBS Calendar Highlights on page 7: 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 Harvard T.H. Chan School of Public Health 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 Harvard T.H. Chan School of Public Health 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

Harvard School of Public Health Registrars' Doctoral Timetable

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

Notes:

*Double the time for part-time student

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”.

[Link to: COMMON COMPETENCY DEVELOPMENT GRID](#)

Doctoral Desk Policy

- a. Doctoral desks at Landmark are designated for academic purposes. Due to space limitations, Landmark desks will only be assigned to 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.
- **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 Alfredo Perez aperez@hsph.harvard.edu 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.

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 1st priority for a desk space at the Landmark Center Building.

ONE YEAR MASTER OF SCIENCE PROGRAM

Program Coordinator: Dr. Alan Geller

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 area of interest. 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 tracking sheets for the doctoral program). 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 page 40 of this guide for additional details.

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.

Harvard T.H. Chan School of Public Health Requirements and Courses:

The Harvard T.H. Chan School of Public Health School 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)

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 page 40 for additional information.

SBS students traditionally choose from an array of courses in the various departments of the Harvard T.H. Chan School of Public Health as well as in the Graduate School of Education, the Harvard 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.

One-Year Masters Degree Requirements Tracking Sheet

The following link takes you to 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. A completed tracking sheet and any approved waiver forms should be turned into the Academic Affairs staff by Feb 13th.**

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.

Students wishing to petition for course waivers and substitutions should use the following forms:

[Waiver of Core Courses Form](#)

[Substitution/Exemption Form](#)

DUAL DEGREE PROGRAM WITH SIMMONS COLLEGE

Program Coordinator: Dr. Marie McCormick

This Program is being revised. Please contact Caroline Huntington at chunting@hsph.harvard.edu or Trish Lavoie at tlavoie@hsph.harvard.edu For more information

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

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 21st 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 five departments: Social and Behavioral Sciences, Nutrition, Global Health and Population, Epidemiology and Health, Policy and Management as well as students in the Health and Social Behavior (HSB) and Global Health (GH) and Health Care Management and Policy Concentration (HPM) concentrations of the MPH program. Please refer to page 60 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 and Caroline Huntington, 617-432-3759, chunting@hsph.harvard.edu.

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.

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.

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

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/>.

OUTSIDE COURSES

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.

HSPH Department Contacts

Department/ Program	Contact	Telephone #	E-mail
Biostatistics	Jelena Tillotson-Follweiler	617-432-1087	jtillots@hsph.harvard.edu
Div. of Biological Sciences	Holly Southern	617-432-4397	hsouthern@hsph.harvard.edu
Environmental Health	Barbara Zuckerman	617-432-2109	bzuckerm@hsph.harvard.edu
Epidemiology	Ellen Furxhi	617-432-1055	elfurxhi@hsph.harvard.edu
Genetics & Complex Diseases	Deirdre Duckett	(617) 432-4397	dduckett@hsph.harvard.edu
Global Health & Population	Allison Gallant Barbara Heil	617-432-2253 617-432-1179	agallant@hsph.harvard.edu bheil@hsph.harvard.edu
Health Policy & Management (includes RDS courses)	Elizabeth Nolan	617-432-4506	enolan@hsph.harvard.edu
Immunology & Infectious Diseases	Andrea Sabaroff	617-432-1023	asabarof@hsph.harvard.edu
Master of Public Health	Emily Davies	617-432-3042	edavies@hsph.harvard.edu
Nutrition	Stefanie Dean	617-432-1528	sdean@hsph.harvard.edu

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
- **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 noncredit course work. For example, English as a Second Language Courses (ESL) can be found at the **Harvard Extension School**; www.extension.harvard.edu; 617-495-4024. [Note: preliminary placement examination required.]

ACADEMIC PROCEDURES

PLEASE NOTE: The Harvard T.H. Chan School of Public Health 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.

Course Waivers and Substitutions

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.

Courses Required for SBS programs

The *Substitution/Exemption Form* for all other courses required for departmental programs are available for printing in this guide and on the current student tab of the department website. 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 Page 45 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.

Winter Session Requirements

Harvard School of Public Health requires that all full time students be engaged in academic work during the Winter Session. (This is not required for part-time students.) General information on Winter Session can be found at 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 Winter Session 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.).
- 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 Winter Session 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.



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.

Advisors and Advising

Official Harvard T.H. Chan School of Public Health guidelines for advising are contained in the Harvard T.H. Chan School of Public Health Faculty Handbook and the Harvard T.H. Chan School of Public Health 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 Harvard T.H. Chan School of Public Health. 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, on page 57)

Office Hours

Note that advisors usually 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 Harvard T.H. Chan School of Public Health 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 Harvard T.H. Chan School of Public Health (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 Harvard T.H. Chan School of Public Health.
- 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 a [Change Advisor Form](#) 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

- 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 Harvard T.H. Chan School of Public Health Student Handbook.

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, Harvard T.H. Chan School of Public Health 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 (617) 432-0488 or the Ombudsperson at (617) 432-4040 or the Harvard University Health Services on 275 Longwood Ave. at (617) 495-5711. 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.

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, 3rd floor. To learn more about OHRA, please visit its website at 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 or 617-432-2157.

See Page 58 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>.

FUNDING

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. Please keep in mind that there is no guarantee of department scholarship renewal for a 2nd 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.

Funding is occasionally available for unpaid summer work (when that work is, according to the advisor, important to a student's course of study) - inquiries should be directed to the Student Financial Services Office.

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. 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 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 www.hsph.harvard.edu/cancer-prevention-fellowship, or email sbsnci@hsph.harvard.edu

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 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; 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; 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, 3rd Floor, Cambridge; 617-496-9367; fax 617-496-4545; www.scholarships.harvard.edu; cgs@fas.harvard.edu

Associated Grant Makers, 133 Federal Street, Suite 802, Boston; 617-426-2606; 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!!!

Websites for Outside Resources

HSPH Student Financial Services Office's "Funding Finder": www.hsph.harvard.edu/osfs/scholarship-information/external-funding-opportunities/

MCH Grants Program: www.mchb.hrsa.gov

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