

# Harvard T.H. Chan School of Public Health

Department of Social  
and Behavioral Sciences

## *Student Guide to the Department & SBS Academic Policies*

Academic Year 2019-2020

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## DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

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 2019.

This is the guide for all SBS students who are in a SBS degree program during the 2019-2020 academic year.

The Guide's main purpose is to provide details of the academic policies for the department of social and behavioral science. Students should consult the program guide for the year they entered their degree program for information on program and degree requirements. **(The Harvard T.H Chan School and Graduate School of Arts and Sciences student handbooks are the final word on all academic procedures and take precedence over this Curriculum Guide. As a result, all students should be familiar with the contents of the Harvard Chan and GSAS Student Handbooks.)**

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. 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.

I wish you the very best 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!

David Williams  
Department Chair

Need to change title

***Please contact Whitney Waddell, Assistant Director of Academic Affairs, (wwaddell@hsph.harvard.edu) regarding any corrections, updates or suggestions for changes to this document.***

# **DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES**

## **Mission & Focus**

The mission of the Department of Social and Behavioral Sciences is to understand and intervene on the social determinants of health and health equity across the life-course. 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.

## 2019-20 SBS Calendar Highlights

<b>Date</b>	<b>Event</b>
Monday, Aug 26, 2019	Check-in, new students
Tuesday, Aug 27-30	HSPH, GSAS & SBS Orientation Program
Monday, Sep 2	Labor Day - holiday
Tuesday, Sep 3	Fall Semester and Fall 1 Term begin
Thursday, Sep 12	Add/Drop/Change Deadline: Fall semester & Fall 1 term
Monday, Oct 14	Indigenous Peoples Day- holiday
Friday, Oct 25	Fall 1 term ends
Monday, Oct 28	Fall 2 term begins
Thursday, Nov 7	Add/Drop/Change Deadline: Fall 2 term
Monday, Nov 11	Veterans' Day - holiday
Wednesday, Nov 27 –	Thanksgiving Recess
Friday, Nov 29	
Friday, Dec 20	Fall Semester and Fall 2 Term end
Monday, Dec 23 –	
Tuesday Dec 31	Winter Recess
Wednesday, Jan 1, 2020	New Year's Day observed - holiday
Monday, Jan 6	Winter Session begins
Monday, Jan 20	Martin Luther King, Jr. Day - holiday
Friday, Jan 24	Winter Session ends
Monday, Jan 27	Spring semester and Spring 1 term begin
Thursday, Feb 06	Add/Drop/Change Deadline: Spring semester & Spring 1 term
Friday, Feb 07	45 credit masters students (in their final year of studies) turn in a completed tracking sheet signed by the advisor and any approved waiver forms
Monday, Feb 17	Presidents' Day – holiday
Friday, Mar 13	Spring 1 term ends
Monday, Mar 16 –	Spring Recess
Friday, Mar 20	
Monday, Mar 23	Spring 2 term begins
Thursday, Apr 2	Add/Drop/Change Deadlines: Spring 2 term
Friday, May 15	Spring semester and Spring 2 term end
Monday, May 25	Memorial Day
Wednesday, May 27	Convocation
Thursday, May 28	Commencement

## **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 and the Social and Behavioral Sciences area of interest in the PhD Program in Population Health Sciences.



## Faculty

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

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

#### ***Chair***

**David Williams, M.S., M.P.H., Ph.D., Florence Sprague Norman & Laura Smart Norman Professor of Public Health.** (Kresge Room 709; 617-432-6807; [dwilliam@hsph.harvard.edu](mailto:dwilliam@hsph.harvard.edu))

- Socioeconomic and racial/ethnic disparities in health
- Racism, discrimination and health
- Social Distribution of Stress and Health
- Religion/Spirituality and health
- Social factors and mental health

#### ***Faculty***

**Mary Travis Basset, M.D., Francois-Xavier Bagnoud Professor of the Practice of Health and Human Rights; Director of the Francois-Xavier Bagnoud (FXB) Center for Health and Human Rights** (651 Huntington Avenue FXB Building, 7th Floor; [mbassett@hsph.harvard.edu](mailto:mbassett@hsph.harvard.edu))

- Advancing health equity
- Closing gaps in population health

**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; 617-495-8498; [lberkman@hsph.harvard.edu](mailto:lberkman@hsph.harvard.edu))

- Social epidemiology
- Epidemiology of aging

**Karen Emmons, Ph.D., Professor of Social and Behavioral Sciences.** (Kresge Room 601; 617-432-4870; [kemmons@hsph.harvard.edu](mailto:kemmons@hsph.harvard.edu))

- Cancer prevention and cancer disparities
- Implementation science
- Improving the scalability of cancer risk reduction interventions
- Reducing multiple cancer risk factors

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

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

**Steven Gortmaker, M.S., Ph.D., Professor of Social and Behavioral Sciences.**  
(Kresge Room 720; 617-432-1029; [sgortmak@hsph.harvard.edu](mailto:sgortmak@hsph.harvard.edu))

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

**Ichiro Kawachi, M.D., Ph.D., John L. Loeb and Frances Lehman Loeb Professor of Social Epidemiology.**

(Landmark West Wing 4<sup>th</sup> floor Room 403; 617-432-3915;  
[ikawachi@hsph.harvard.edu](mailto:ikawachi@hsph.harvard.edu))

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

**Erica Kenney, M.P.H, ScD, Assistant Professor of Public Health Nutrition** (655 Huntington Avenue, [ekenney@hsph.harvard.edu](mailto:ekenney@hsph.harvard.edu))

- Identifying successful, efficient, and cost-effective strategies to modify children's environments
- How children's environments can be feasibly changed to promote healthy eating habits and less screen time

**Karestan Koenen, M.A., Ph.D., Professor of Psychiatric Epidemiology.**

(Kresge Room 505; [kkoenen@hsph.harvard.edu](mailto:kkoenen@hsph.harvard.edu))

- Trauma and violence
- Posttraumatic stress disorder
- Global mental health
- Psychiatric Epidemiology
- Neuropsychiatric genetics

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

- Social epidemiology: its history, theories (including ecosocial theory), concepts, and methods for analyzing and monitoring current and changing health inequities
- Social inequalities in health, especially in relation to social class, race/ethnicity, racism, and gender

- Somatic diseases, including cancer (especially breast cancer), cardiovascular disease, and their health inequities
- Geocoding and use of area-based socioeconomic measures, segregation measures, public health surveillance, and research

**Laura Kubzansky, M.P.H., Ph.D., Lee Kum Kee Professor of Social and Behavioral Sciences.** (Kresge Room 603; 617-432-3589; [lkubzans@hsph.harvard.edu](mailto:lkubzans@hsph.harvard.edu))

- Social inequality and health, with a focus on stress and psychological factors that may explain this relationship
- Emotion, stress and chronic disease
- Positive psychosocial factors, resilience and healthy aging
- Early social environments, child psychological factors, and health across the life course
- Interactions between stress and environmental exposures (e.g., air pollution) in relation to health

**Shoba Ramanadhan, Sc.D., Assistant Professor of Social and Behavioral Sciences** ([sramanadhan@hsph.harvard.edu](mailto:sramanadhan@hsph.harvard.edu))

- Capacity-building interventions for staff of community-based organizations to implement evidence-based interventions in the US and in low- and middle-income countries.
- Interventions to strengthen and leverage staff social networks in community organizations as a means to promote the use of research evidence in community settings.
- Participatory approaches to implementation science to increase the impact of community-based organizations and increase the flow of practice-based evidence into the academic literature.

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

- Tobacco control research and policy
- Community-based cessation and prevention interventions for tobacco, drugs and high risk behaviors
- Substance use and dependence, and drug policy

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

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

**Jack P. Shonkoff, M.D., Julius B. Richmond FAMRI Professor of Child Health and Development (HSPH and HGSE); Professor of Pediatrics (HMS and Children's Hospital Boston).** **On Sabbatical during 2019-20** (Center on the Developing Child, 50 Church St., 4<sup>th</sup> Floor, Cambridge; 617-496-1224; [jack\\_shonkoff@harvard.edu](mailto:jack_shonkoff@harvard.edu))

- The biology of disparities in health, learning, and behavior
- Early childhood health and development
- Leveraging advances in science to catalyze the development of new intervention strategies that achieve breakthrough impacts for children facing adversity

- Interactions among early childhood research, policy and practice, and the translation of science for policymakers and civic leaders

**Glorian Sorensen, M.P.H., Ph.D., Professor of Social and Behavioral Sciences.**

(Dana Farber Cancer Institute, 375 Longwood Ave., Room 717; mail: 44 Binney St.; 617-632-4673; [glorian\\_sorensen@dfci.harvard.edu](mailto:glorian_sorensen@dfci.harvard.edu))

- 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.**

**On Sabbatical during 2019-20** (Kresge Room 716; 617-432-6299; [svsubram@hsph.harvard.edu](mailto:svsubram@hsph.harvard.edu))

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

**Andy Tan, M.B.B.S., M.P.H., M.B.A., Ph.D., Assistant Professor of Social and Behavioral Sciences.**

(Dana Farber Cancer Institute, 375 Longwood Ave., Room 633; Mail: 450 Brookline Ave.; 617-582-7643; [andytan@hsph.harvard.edu](mailto:andytan@hsph.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

**Henning Tiemeier, MA, MD, Ph.D., Sumner and Esther Feldberg Professor of Maternal and Child Health.**

(Kresge Room 619; 617-432-1081; [tiemeier@hsph.harvard.edu](mailto:tiemeier@hsph.harvard.edu))

- Etiology of child developmental problems with a focus on prenatal exposures
- Genetic and early life exposures
- Environmental risk factors and how they relate to brain development

**Kasisomayajula “Vish” Viswanath, M.C.J., M.A., Ph.D., Lee Kum Kee Professor of Health Communication. On Sabbatical in Spring 2020**

(Kresge Room 605; Dana Farber Cancer Institute, 375 Longwood Ave., Room 630; mail: 450 Brookline Ave.; 617-632-2225; [vish\\_viswanath@dfci.harvard.edu](mailto:vish_viswanath@dfci.harvard.edu))

- Communication inequalities and health disparities
- Mass media and public health
- Health journalism
- Risk communication
- Public health preparedness

- Digital Health: E-health, mHealth, social media and digital divide
- Knowledge translation and implementation
- Community-based participatory research

## **Additional Appointments**

### **Secondary**

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

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

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

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

**Jennifer S. Haas, M.D., M.S., Associate Professor in the Department of Social and Behavioral Sciences.** (Harvard Medical School; 617-732-7063; 1620 Tremont Street; 617-965-4191; [jhaas@partners.org](mailto:jhaas@partners.org))

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

**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; Gordon Hall Room 206; 617-432-1540; [elieberman@partners.org](mailto:elieberman@partners.org))

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

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

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

**Judith Palfrey, M.D., T. Berry Brazelton Professor of Pediatrics, Harvard Medical School; Professor in the Department of Social and Behavioral Sciences.**

(Children's Hospital; contact Yourlanda at 617-355-4662; [yourland.johnson@childrens.harvard.edu](mailto:yourland.johnson@childrens.harvard.edu))

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

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

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

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

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

**Sabra L. Katz-Wise, PhD, Assistant Professor in the Department of Social and Behavioral Sciences.**

[sabra.katz-wise@childrens.harvard.edu](mailto:sabra.katz-wise@childrens.harvard.edu)

- Sexual orientation and gender identity development and fluidity
- Health inequities related to sexual orientation and gender identity in adolescents and young adults
- Psychosocial functioning in families with transgender youth

**Jonathan S. Litt, MD, MPH, SCD, Assistant Professor in the Department of Social and Behavioral Sciences.**

[Jonathan.Litt@childrens.harvard.edu](mailto:Jonathan.Litt@childrens.harvard.edu)

- Understanding the long-term impact of preterm birth on physical health and cognitive, behavior, and social development
- Examining the relationship between chronic health conditions like asthma on cognitive, behavior, and social development among high-risk infants
- Determining the appropriate population, content, and methods for clinical follow-up and developing innovative ways to ascertain the receipt of care and assessment of its effectiveness for high-risk infants after NICU discharge

**Clyde Lanford Smith, MD, MPH, Assistant Professor in the Department of Social and Behavioral Sciences** ([csmith117@bwh.harvard.edu](mailto:csmith117@bwh.harvard.edu))

- Liberation medicine, health equity, and social determinants of health
- Tropical medicine and common infectious diseases (e.g., strongyloidiasis, viral hepatitis, tuberculosis, HIV)
- Community health and trauma-informed care (including assessment of and care for asylum seekers, refugees and immigrants)
- Art, healing and health justice



**Alden Landry, MD, MPH, Assistant Professor in the Department of Social and Behavioral Sciences.** ([alandry@bidmc.harvard.edu](mailto:alandry@bidmc.harvard.edu))

- Imposter Syndrome in Medical Education - What is the impact of imposter syndrome on career planning for medical students?
- Assessing provider's availability to communicate effectively with Patients with Limited-English Proficiency
- Impact on a dental referral program for patients presenting to the ED for dental emergencies.
- Improving health equity education in undergraduate medical education through formalized and parallel curricula.

## **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](mailto:mavendan@hsph.harvard.edu))

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

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

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

**Kirsten Davison, Ph.D., Adjunct Professor of Nutrition and Social and Behavioral Sciences** ([kdavison@hsph.harvard.edu](mailto:kdavison@hsph.harvard.edu))

- Families and child health
- Family-centered interventions for obesity prevention
- Parenting effects on youth lifestyle behaviors (diet, physical activity, media use, sleep)
- Development and application of conceptual models for obesity prevention
- Program evaluation; longitudinal research designs

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

- Qualitative research methods
- Social context of health for diverse populations/health disparities
- Video and print health communication for diverse populations, including language and ethnic minority, low-income, low-literacy, and the elderly
- Physician-patient communication



- eHealth/Health IT interventions
- Primary care and prevention
- Patient-centered medical home transformation and evaluation

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

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

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

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

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

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

**Cassandra Okechukwu, ScD, MPH, Adjunct Associate Professor of Social and Behavioral Sciences** (MITRE Corp., Public Health and Life Sciences Expert, Clinical Quality and Informatics; [cokechuk@hsph.harvard.edu](mailto:cokechuk@hsph.harvard.edu))

- Impacts of work-family interface on workers’ health and productivity
- Design and evaluation of worksite-based cancer prevention programs
- Theories and methods for community-based intervention research
- Impact of workplace injustice and other experiences related to social disadvantages (gender, sexual orientation, race/ethnicity, socioeconomic position etc.) on health and health behaviors

**Sotiris Vitoros, Adjunct Associate Professor of Social and Behavioral Sciences.** (Landmark Ctr, Room 403U, 401 Park Dr; [vitoros@hsph.harvard.edu](mailto:vitoros@hsph.harvard.edu))

- Health economics
- The impact of economic conditions and uncertainty on health and health-related behavior
- Policies affecting health and health behavior

## **Administrative Staff**

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

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

**\*Teresa Bellone** (617-432-3775; [tbellone@hsph.harvard.edu](mailto:tbellone@hsph.harvard.edu)) Academic Affairs Assistant (Room 618) Provides academic tracking, student and course administration services, planning and scheduling of events and meetings, and academic communications and correspondence.

**Mei Chang** (617-432-4794; [mchange@hsph.harvard.edu](mailto:mchange@hsph.harvard.edu)) Executive Assistant (712) Provides executive assistance to the chair.

**Amanda C. Harris** (617-432-3915; [aharris@hsph.harvard.edu](mailto:aharris@hsph.harvard.edu)) Executive Assistant (701), provides executive assistance to faculty Ichiro Kawachi, Nancy Krieger, Vaughan Rees and Shoba Ramanadhan.

**Bethany Kotlar** (617-432-3759; [bkotlar@hsph.harvard.edu](mailto:bkotlar@hsph.harvard.edu)) Program Manager, Maternal and Child Health/Children, Youth and Families (Room 624a).

**Elaine Lynch** (617-432-0156; [elynch@hsph.harvard.edu](mailto:elynch@hsph.harvard.edu)) Accounting Assistant (Room 710a), processes accounts payable transactions and reimbursements and coordinates temporary and work-study payroll related to student employment.

**Beth MacEachran** (617-432-1136; [bmaceachran@hsph.harvard.edu](mailto:bmaceachran@hsph.harvard.edu)) Senior Grants & Contracts Manager Responsible for grant preparation and submission for faculty, post docs and students in the department. She also is responsible for the financial management of the awarded grants.

**Heidi Smith Pento** (617-384-5388; [hspento@hsph.harvard.edu](mailto:hspento@hsph.harvard.edu)) Senior Grants Manager (Landmark Ctr.), is responsible for grant preparation for all new and continuing grant applications for faculty and students in the Department.

**Rubim Rwakabuba** (617-384-9696; or 617-432-2607; [rrwakabu@hsph.harvard.edu](mailto:rrwakabu@hsph.harvard.edu)) Finance Coordinator (Landmark Center, 4 West Room 428-F; or Kresge Room 710) coordinates accounts payable, reimbursements and local operations for the Center for Global Tobacco Control, Program for Community Research and LAMPS; IT and phone services liaison; co-coordinator of the SBS quarterly newsletter.

**\*Elizabeth Solomon** (617-432-3761; [esolomon@hsph.harvard.edu](mailto:esolomon@hsph.harvard.edu)) Director of Administration (Room 711), is responsible for the overall management and oversight of the administrative, financial and academic units in the Department and works closely with the chair to achieve the department's strategic and programmatic goals.

**Monika Szperka** (617-432-5042; [mszperka@hsph.harvard.edu](mailto:mszperka@hsph.harvard.edu)) Academic Appointments and Visa Specialist (Room 712a), 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](mailto:wwaddell@hsph.harvard.edu)) Assistant Director of Academic Affairs (Room 622) responsible for the management and oversight of the department's academic and fellowship programs.

**Alberta Zoummar** (617-432-3893; [azoummar@hsph.harvard.edu](mailto:azoummar@hsph.harvard.edu)) Grant Manager (Landmark), Responsible for grant preparation and submission for faculty, post docs and students in the department. She also is responsible for the financial management of the awarded grants.

\*Academic affairs staff

## Centers

### Center for Health and Happiness

Melia Dunbar (617-432-9202; [mdunbar@hsph.harvard.edu](mailto:mdunbar@hsph.harvard.edu))  
Administrative Assistant, Lee Kum Sheung Center for Health and Happiness

### India Center

Ananya Awasthi, Assistant Director of the Harvard Chan India Research Center.  
([awasthi@hsph.harvard.edu](mailto:awasthi@hsph.harvard.edu))

### Prevention Research Center on Nutrition and Physical Activity

Telephone: (617) 384-8919  
Fax: (617) 384-8730  
Email: [hprc@hsph.harvard.edu](mailto:hprc@hsph.harvard.edu)

### Harvard Center for Population and Development Studies

Phone: 617-495-2021  
[popcenter@hsph.harvard.edu](mailto:popcenter@hsph.harvard.edu)

## **Degree Program Coordinators**

**Doctoral Program:** Dr. Steve Gortmaker

### **Masters Programs:**

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

**Dual SBS/Simmons Master's Program:** Dr. Vaughan Rees

**45-credit Master of Public Health/Health and Social Behavior (MPH) Program:**  
Dr. Vaughan Rees

**65-credit Master of Public Health/Health and Social Behavior (MPH) Program:**  
Dr. Alan Geller



## ACADEMIC PROCEDURES

PLEASE NOTE: The Harvard T.H. Chan School of Public Health and Graduate School of Arts and Sciences Student Handbooks are 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 Handbooks.

### Course Waivers and Substitutions

#### HSPH School-Wide Requirements in Biostatistics and Epidemiology

Master's 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 the original signed form to the Harvard Chan registrar's office, provide a copy to the SBS Academic Affairs staff for the departmental records, and retain a copy for your own files.

#### PHS Core requirements

For some students who have successfully completed graduate-level coursework, PHS core course requirements may be waived if graduate-level competence is demonstrated. The PHS Course Waiver Form is available under the "Current Students" tab on the SBS website or it may be requested from the PHS Program Office.

Signatures from the course instructor and your academic advisor must be obtained prior to submission of the form. After the form has been signed by both the academic advisor and the course instructor the student submits the form to the SBS academic affairs staff using the "student forms" lockbox outside of Room 622. The academic affairs staff will forward the form to the appropriate faculty program coordinator and to the PHS office for the approval/denial of the petition. **Important note: final determination of the appropriateness of the petition lies with PHS office.** **Acceptance of the petition is not complete until the PHS office has provided signed approval.**

*Please note, however, the number of total course credits required to complete the coursework part of the curriculum will remain the same.* Thus, students are encouraged to take more advanced courses or additional core courses if a course waiver is approved.

#### Courses Required for SBS programs

The *Substitution/Exemption Form* for all other courses required for departmental requirements is available on the Curriculum Guide page under the current students 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 faculty program coordinator (*MPH 45 – Vaughan Rees; MPH 65- Alan Geller; SD/PhD - Steve Gortmaker*) with an explanation of why the course should be waived or substituted. The student should build a case for the petition, giving the program coordinator clear reasons for the substitution or exemption. The Substitution/Exemption Form should also be completed and, for course exemptions, copies of relevant course syllabi and unofficial transcripts supporting the exemption must be included
2. The student's academic advisor reviews and signs the petition.
3. If the petition is for a required SBS course, the course instructor must first review the petition. The instructor's signature on the form indicates that the instructor has reviewed the petition and believes that the petitioner's prior course work has provided sufficient preparation in the course material or that the substitute is suitable.
4. After the form has been signed by both the academic advisor and the course instructor **the student submits the form to the SBS academic affairs staff using the "student forms" lockbox outside of Room 622.** The academic affairs staff will forward the form to the appropriate faculty program coordinator for review 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.**
5. The SBS academic affairs staff will submit documentation of the petition to the student's academic advisor and to relevant program offices (e.g MPH or PHS).
6. Please note the number of total course credits required to complete the coursework part of the curriculum will remain the same regardless of approved course waivers. Students are encouraged to take more advanced courses if a course waiver is approved.

## 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 <https://www.hsph.harvard.edu/office-of-education/master-of-public-health/mph-winter-session-policy/>

SBS does not require reporting on winter session activities, however all SBS students should meet with their advisors during the Fall semester to discuss plans for their Winter Session activities and check with their appropriate school program offices (MPH, PHS) regarding any program reporting requirements.

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”. All independent study courses must be taken for pass/fail credit. The numbers of credits are variable and are dependent upon the time spent working on the project.

It should be noted that faculty are not compensated for their independent study teaching time. Availability varies. Some non-faculty researchers (research fellows, research associates, and research scientists) in the department may be willing to supervise independent studies in specific areas related to their research. However, in these cases, a member of the SBS faculty must be the official course instructor of record for the independent study.

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.) 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. PHS students must complete and submit a SBS independent study contract prior to the add/drop deadline for the term in which the independent study is being taken. While it is not necessary for master’s students to develop an official written contract, we strongly recommend that you and the faculty sponsor develop written guidelines regarding the scope, number of hours, and specific deliverables related to the independent study.

### Guidance on 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 HSPH 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

## Course Enrollment

Enrollment in all courses is done electronically via [my.harvard](https://my.harvard.edu). Detailed information regarding enrollment processes are available at <https://www.hsph.harvard.edu/fall-enrollment-information/pre-registration-procedures/>

Please note that your **class enrollment is considered finalized only after you have met with your advisor**. Your class enrollment will be locked on the Add/Drop/Change deadline of the associated term, so you must meet with your advisor prior to these deadlines to review your enrollment. Once you have met with your advisor, he/she will electronically approve your class enrollment via my.Harvard.

- Note that students cannot receive graduate credit for undergraduate level courses. Any undergraduate-level courses taken will not count towards your degree requirements. Be particularly attentive to courses at the School of Arts and Sciences and at MIT.

If you have any questions or concerns about enrollment processes, call the **HSPH Registrar's Office: 617-432-1032**. SBS academic affairs staff members are also a resource for any administrative questions or issues.

## 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 with courses that will help them to find 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 have extensive experience with the school's administrative structures and can assist with negotiating departmental and school administrative issues.
- Assist students experiencing serious academic troubles. There are also 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 30)

## Office Hours

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

## Meetings

It is the student's responsibility to schedule regular meetings with advisors. The official 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 master's students).

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.

## 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.

## 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.**
- Prior to enrolling in your final semester, check the number of credits accumulated. This helps assure that you are on track to graduate. Check to be sure that at least half of all accumulated credits will 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.

Advisors will generally request an up-to-date copy of your tracking sheet during your advising meetings. **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 everything. 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 members in the department are Teresa Bellone and Whitney Waddell; they are happy to assist with administrative issues.**

### **Group Meetings**

Advisors may hold individual and group meetings. In the past, some faculty members have invited their advisees for an evening of conversation and pizza. These events offer opportunities for faculty to get to know students better, enables students to get to know and learn from one another, and enriches 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.

**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 to 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.

## **Acknowledging and Coping with Stress**

The first semester here can be stressful for most students. Many, new to the area or to the country, have not yet developed a local support system or network. Others, who have been most recently engaged in paid work, find they need to make adjustments to their new "student role." In addition, students are likely to feel stretched (and perhaps overwhelmed) by the 7 - 8 week course schedule. Given all of these issues, the Fall term of first year tends to be challenging for incoming students; please know that this is normal.

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

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 and administrators can assist students in assessing their needs and make appropriate referrals to necessary resources.

This school brings together students, faculty, and staff from different places and cultures who come to the school with varied backgrounds and expectations. As a department, we are committed to increasing dialogue and understanding. As a result, everyone in the department is urged to be attentive to multi-cultural concerns. On a school-wide level several student organizations and support groups exist to bring students together. In addition, the Office for Diversity and Inclusion, located on the G-level of Kresge, is a resource for all and provides programming throughout the year.

Finally, keep in mind that the admissions process to SBS is rigorous and competitive. Everyone is here because they have been deemed excellent!

## 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 the Quality Improvement Program (QIP). IRB Operations manages and supports two IRB panels that review studies involving human participants, or their identifiable information, conducted by Harvard Chan School, HMS and HSDM faculty, staff and students. QIP provides various assistance to investigators including new investigator/study staff training, IRB submission assistance, study management tools, etc.

OHRA is located at 90 Smith Street, 3<sup>rd</sup> floor. To learn more about OHRA, please visit its website at <https://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. The IRB's review 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 encouraged to review OHRA's Investigator Manual (<https://www.hsph.harvard.edu/ohra/investigator-manual/>) and the Harvard Longwood Medical Area Human Research Protection Plan (<https://cdn1.sph.harvard.edu/wp-content/uploads/sites/2102/2017/04/HRP-101-HRPP-Plan.pdf>). In addition, investigators, including student investigators, who are working directly with human participants or data or tissue that can be linked back to individual participants, must satisfy human research training requirements as described in the Investigator Manual. Please contact ORARC Coordinator Alexis Fagan directly for training related questions at [afagan@hsph.harvard.edu](mailto:afagan@hsph.harvard.edu) or 617-432-2157.

See Page 1 of this guide for guidelines regarding human participants' protection for SBS dissertations.

In instances where the proposed activities do not meet the definition of human subjects' research, investigators are not required to complete human participants research training requirements. You can consult with your department-assigned IRB Review Specialist at <https://www.hsph.harvard.edu/ohra/department-assignments/> 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

#### **Tuition and School-Based Funding**

A small minority of our master's students receive partial tuition assistance through the Student Financial Services Office. If you do receive school-based financial assistance, please keep in mind that there is no guarantee of the renewal of tuition assistance in subsequent years of study. Some of funding streams may have restrictions or obligations attached. For example, the study of children's issues is a requirement for some tuition scholarships.

The Department hosts an NCI cancer prevention and control fellowship with limited slots for pre-doctoral and post-doctoral students. In order to qualify, you must be a U.S. citizen or a permanent resident. See <https://www.hsph.harvard.edu/cancer-prevention-fellowship/>, or email [sbsnci@hsph.harvard.edu](mailto: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 Bethany Kotlar: [bkotlar@hsph.harvard.edu](mailto:bkotlar@hsph.harvard.edu); 617-432-3759 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.

Additional university-wide funding opportunities may be available via The Harvard Committee on General Scholarships, 14 Story Street, 3<sup>rd</sup> Floor, Cambridge; 617-496-9367; fax 617-496-4545; [www.scholarships.harvard.edu](http://www.scholarships.harvard.edu)



## **Conferences**

Department funding is available to offset costs for conferences at which you are an invited presenter. The application form is available at <https://www.hsph.harvard.edu/social-and-behavioral-sciences/conference-travel-awards/>. The award requirements include: 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.

## **Student Jobs**

Students may also receive remuneration through teaching or research assistantships. 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. Students are encouraged to mention funding concerns to their advisor.

Student job announcements will be included in the SBS Student Digest that is sent via email on Thursdays to all SBS students.

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.

## **Required Practica**

Funding may be available depending on the project or course. Information will be available in October through your practice course instructor. Application instructions for the MPH-45 program are available [here](#); and instructions for eligible students in the MPH-65 program are available [here](#). Funding is not available for travel to projects in the metro-Boston area.

## **OUTSIDE FUNDING**

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.

**IMPORTANT NOTE:** Applications by students for individual training grants or other grant proposals (including subcontracts) must first be discussed with the student's advisor. In addition students should consult with Elizabeth Solomon prior to initiating the grants application process. Once the advisor endorsement is obtained and you have consulted with Elizabeth, **the grant proposal must then be channeled to Robin Blum Flaig**, Associate Director of Research Administration & Finance in SBS. Robin will triage the grant application submission to the appropriate grant manager. Typically grant applications are handled by the faculty mentor grant manager, but GM workload and capacity is also considered when assigning grant application administration to team members. Please contact Robin **at least three**

**months** prior to the deadline to ensure the feasibility of the proposed application and award mechanism as well as to secure the required School, University, and Sponsor approvals. **No grants may be submitted without prior authorization from Robin Blum Flaig (or Loretta Alamo, back up).**

**Please be aware that most applications are due in the fall for funding for the following academic year. Additionally, your degree program may have specific requirements related to the submission of grant awards and the awarding of successful applications may affect your loans or other school funding. Plan ahead!!!**

### **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 706a ([ainezian@hsph.harvard.edu](mailto:ainezian@hsph.harvard.edu); 617-432-3762) if you have additional questions. Student training sessions on the NRSA process will be provided periodically by Armand.

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

The Harvard Chan Office of Research Strategy and Development provides links to a number of online search engines for grants:

<https://www.hsph.harvard.edu/research-strategy-and-development/funding-announcements/search-engines/>

Associated Grant Makers, 133 Federal Street, Suite 802, Boston; 617-426-2606;  
[www.agmconnect.org](http://www.agmconnect.org)

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

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

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

## **Concentrations**

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

Addressing issues of women, gender, and health requires the study of the health of women and girls – and men and boys – throughout the lifecourse, with gender, gender equality, 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:

<https://www.hsph.harvard.edu/women-gender-and-health/>

### **MATERNAL AND CHILD HEALTH/ CHILDREN, YOUTH AND FAMILIES CENTER OF EXCELLENCE**

The Maternal and Child Health/Children, Youth and Families (MCH/CYF) Center of Excellence 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. As the concentration does not offer a degree, prospective students must apply to a department-based degree program **or a Field of Study in a School-wide program such as the MPH program** and must complete the requirements for both the academic program and the concentration. The number of required credits for the concentration ranges from 7.5 to 10, depending on the student's degree program. Please refer to page 60 for information about our training grants. For further information, please visit the MCH/CYF Concentration website <https://www.hsph.harvard.edu/mch-cyf-concentration/mch-concentration/>

The MCH/CYF contact is Bethany Kotlar 617-432-3759: [bkotlar@hsph.harvard.edu](mailto:bkotlar@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 Harvard Chan. HCC prepares the student to apply rigorous, evidence-based principles 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 communication in public health, to be a critical consumer of health communication literature, and to obtain skills in using communication to promote public health policy and practice. Please visit the HCC website for more information and updates: [www.hsph.harvard.edu/hcc](http://www.hsph.harvard.edu/hcc).

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

This interdisciplinary concentration is designed for students interested in training in the theoretical, methodological, and applied knowledge and skills necessary to conduct obesity-related epidemiologic and prevention research. The concentration includes obesity epidemiology and prevention in international settings. Areas of training include assessment of obesity in individuals and populations; biological and social determinants of obesity; epidemiologic and prevention study designs; health and social consequences of obesity; worksite-, community-, and school-based interventions; gene-environment interactions; and global obesity epidemiology and prevention. As the concentration is a nondegree program, prospective students must apply to a program in one of the participating departments or Fields of Study in School-wide programs such as the MPH program, which will issue the degree. Upon matriculation, students may elect to participate in this concentration. Students are responsible for fulfilling the requirements of the academic program within the home department or Field of Study within a School-wide program in addition to the requirements of the concentration. Students who complete the required 15 credits receive a Certificate of Completion. Please visit <https://www.hsph.harvard.edu/obesity-program/students/> for further information and updates.



## **PUBLIC HEALTH LEADERSHIP INTERDISCIPLINARY CONCENTRATION**

Public health leaders understand systemic problems, set new directions, lead change and learn quickly from mistakes. Public health leaders connect with and inspire others to join them in addressing the most intractable population health challenges.

The Public Health Leadership Lab is a year-long, team-based leadership development program that provides students the opportunity to develop a greater understanding of themselves as leader and learner. A key part of the lab is participation in a four-month, student-led, team project. Through workshops, applied-learning, coaching, and reflection, students learn how to work in teams, improve their self-awareness, and how they view and engage with others. All Harvard Chan School students are welcomed to participate in the programming regardless of degree program. This program includes students who are working towards the Interdisciplinary Public Health Leadership Concentration. Contact Info: [phl@hsph.harvard.edu](mailto:phl@hsph.harvard.edu) Web: <https://www.hsph.harvard.edu/phl/>

## **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 are: To provide training on the methods, substantive knowledge, and translation/implementation skills necessary to prepare students to conduct nutrition and global health research; To bring together students, faculty and scientific researchers from varying disciplines and departments in these domains; To foster collaboration among faculty in the School and University in developing research and programs for nutrition and global health; 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, visit: <https://www.hsph.harvard.edu/nutrition-and-global-health/concentration/>

## COURSES Outside of SBS

There are many courses of interest at Harvard Chan 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-enrollment guide website [my.harvard.edu](http://my.harvard.edu) 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-enrollment deadlines.

### HSPH Department Contacts

<b>Department/ Program</b>	<b>Contact</b>	<b>Telephone #</b>	<b>E-mail</b>
Biostatistics	Jelena Tillotson-Follweiler	617-432-1087	<a href="mailto:jtillots@hsph.harvard.edu">jtillots@hsph.harvard.edu</a>
Div. of Biological Sciences	Tatevik Holmgren	(617) 432-4397	<a href="mailto:tholmgren@hsph.harvard.edu">tholmgren@hsph.harvard.edu</a>
Environmental Health	Barbara Zuckerman	617-432-2109	<a href="mailto:bzuckerm@hsph.harvard.edu">bzuckerm@hsph.harvard.edu</a>
Epidemiology	Eric DiGiovanni	617-432-1328	<a href="mailto:digiova@hsph.harvard.edu">digiova@hsph.harvard.edu</a>
Genetics & Complex Diseases	Katrina Soriano	(617) 432-0760	<a href="mailto:kwright@hsph.harvard.edu">kwright@hsph.harvard.edu</a>
Global Health & Population	Allison Conary Barbara Heil	617-432-2253 617-432-1179	<a href="mailto:agallant@hsph.harvard.edu">agallant@hsph.harvard.edu</a> <a href="mailto:bheil@hsph.harvard.edu">bheil@hsph.harvard.edu</a>
Health Policy & Management (includes RDS courses)	Nicole Pires Jennifer Moltoni	617-432-4506 617-432-4324	<a href="mailto:npires@hsph.harvard.edu">npires@hsph.harvard.edu</a> <a href="mailto:jmoltoni@hsph.harvard.edu">jmoltoni@hsph.harvard.edu</a>
Immunology & Infectious Diseases	Andrea Sabaroff	617-432-1023	<a href="mailto:asabarof@hsph.harvard.edu">asabarof@hsph.harvard.edu</a>
Master of Public Health	Emily Davies Cleo Hereford Anne Occhipinti	617-432-0090	<a href="mailto:mph@hsph.harvard.edu">mph@hsph.harvard.edu</a>
Nutrition	Stefanie Dean	617-432-1528	<a href="mailto:sdean@hsph.harvard.edu">sdean@hsph.harvard.edu</a>

## **Cross-Registration at other Schools**

To cross-register at another Harvard school or other schools in the Cross Registration Consortium, please see: <https://www.hsph.harvard.edu/registrar/cross-registration/>

The Harvard University Cross-Registration Consortium provides students access to over 8,000 courses within 100 department empowering them to enhance their academic experience through exposure to multiple perspectives. Degree-seeking students interested in cross-enrollment, pending available space, can petition to take courses at:

- Harvard Schools
- Massachusetts Institute of Technology (MIT)
- Tufts Fletcher School of Law and Diplomacy & Friedman School of Nutrition Science and Policy.
- MGH Institute of Health Professions (MGH-IHP)

\*\* The Harvard Extension School is not part of the Consortium.\*\*



# **APPENDICES**

## **A. CAREERS**

### **I. Available Resources**

[Getting Started](#)

[Career Advancement](#)

[Extensive Online Job Search Resources](#)

II. *Jobs Taken By Departmental Alumni/ae*

III. *Masters' Students Internships/Practicum Placements*

IV. *Doctoral Dissertations*

## **B. SBS TA POLICY**

## **RESOURCES**

***Global Support Services (GSS)***: If you're traveling abroad on Harvard business, you can visit the Global support Services website <https://www.globalsupport.harvard.edu/> for informational resources. The University asks that you register your itinerary with the International Travel Registry so that you can be located quickly and receive assistance in the event of an emergency (i.e., natural disaster, civil unrest, etc.). **Registering is required for all students traveling with Harvard sponsorship or as part of their degree program** and is strongly recommended for everyone. To register your travel itinerary, please visit [www.traveltools.harvard.edu](http://www.traveltools.harvard.edu) then click on the Harvard Travel Registry.



## **CAREERS**

### **Office of Alumni Affairs and Career Advancement**

Jim Smith, Assistant Dean for Student and Alumni Affairs

617-432-1034

Kresge, Room G4

Office Hours: Monday – Friday, 9 am – 5 pm

E-mail: [careers@hsph.harvard.edu](mailto:careers@hsph.harvard.edu)

Web site: [www.hsph.harvard.edu/careers](http://www.hsph.harvard.edu/careers)

## Getting Started

It is never too early to begin your job search. We recommend that you start to build your professional network as soon as you arrive on campus. This network, whether it consists of faculty, fellow students, experts in your field, alumni, or employer representatives, will help you to gain the knowledge necessary to make meaningful career decisions and to easily transition into a position that matches your career goals upon graduation.

The Harvard T.H. Chan School of Public Health faculty are a rich resource for career advice, job search tips, and referrals to experts able to advise you on your field of interest. It is important for you to get to know members of the faculty so they will be better equipped to advise you and provide recommendations on your behalf to prospective employers. Assisting a faculty member with research, participating in winter session, and taking several classes with the same faculty member are all ways that a student can build relationships with faculty.

Alumni are another resource you can take advantage of. There are over 12,000 alumni around the world. Many, including over 400 alumni mentors and volunteers, are more than willing to assist you or give you advice and suggestions as you determine your field of practice. Students can search the Alumni Database to find alumni that match their interest. Over the course of your time at HSPH, you will meet dozens of alumni from a variety of fields and areas of practice. We encourage you to take the time to build your alumni network while you are a student.

To further prepare for the job application process, you should build a "portfolio" that contains writing samples and examples of your work. Often these project samples will impress prospective employers with your ability to perform on the job. For example, a logic model you prepared for a class project can be a very concrete and impressive indication of your skills in the area of monitoring and evaluation.

In the fall/spring, the Harvard T.H. Chan School of Public Health Career Advancement team schedules employer information sessions as well as three targeted career fairs – two in the fall and one in the spring. Additional career-related events are scheduled throughout the academic year to help students learn about possible career paths and job opportunities, network with alumni and employers, and gain job search skills.

At Harvard T.H. Chan School of Public Health there are a great many opportunities to meet and learn from individuals in your field. The faculty frequently bring in experts to present in their classes and there are numerous presentations on a wide range of cutting edge public health topics that are offered on campus each week. Take advantage of as many of these opportunities as possible.

## Office for Alumni Affairs and Career Advancement

The Office of Alumni Affairs and Career Advancement “OAACA” will help you *develop a career strategy and implement it*, which includes helping you explore career options, clarify direction and make decisions. They can assist you with your job search materials, networking strategies and the skills to market yourself to prospective employers. The office also *facilitates connections with students, alumni and a broad range of employers*, domestically and internationally, as well as with faculty, staff and others who can assist you in achieving your career goals. The office *provides information and job listings re: employment opportunities in public health*, which include internships and fellowships and the timetable for applying for different types of positions.

OAACA suggests that students begin their job search process (self-assessment, career exploration, updating resume/cv) as soon as possible, but no later than one year in advance of graduation. Please visit the OAACA [website](#) for more specific resources, including job search tools, information about upcoming programs, job listings and how to schedule an appointment with a Career Coach. The website also includes information on how to order Harvard TH Chan student business cards as well as links to [Harvard Chan alumni and events](#) and [Harvard University alumni community](#).

**Make sure you read the Career Advancement Weekly Update – a newsletter sent by OAACA via e-mail every Sunday** – it will highlight upcoming career-related programs at Harvard Chan and other Harvard schools as well as include job search tips and employer information.

**When you get a chance, please stop by and meet the Office for Alumni Affairs and Career Advancement team:**

In Kresge, G-4 suite:

Sheila Krishnan, Assistant Director/Career Coach, [skrishnan@hsph.harvard.edu](mailto:skrishnan@hsph.harvard.edu)

Suprawee Tepsuporn, PhD, Assistant Director/ Career Coach--  
[stepsupo@hsph.harvard.edu](mailto:stepsupo@hsph.harvard.edu)

Maria Ramos, Senior Program Coordinator – [mramos@hsph.harvard.edu](mailto:mramos@hsph.harvard.edu)

[Office e-mail: careers@hsph.harvard.edu](mailto:careers@hsph.harvard.edu)

At 90 Smith Street:

David Rogers, Director of Alumni and Student Engagement, [drogers@hsph.harvard.edu](mailto:drogers@hsph.harvard.edu)

Jim Smith, Assistant Dean for Student and Alumni Affairs, [jsmith@hsph.harvard.edu](mailto:jsmith@hsph.harvard.edu)

Alison McAlear, Assistant Director, Employer Development and Engagement,  
[amcalear@hsph.harvard.edu](mailto:amcalear@hsph.harvard.edu)

Amelia Clouse, Manager of Alumni Volunteer Engagement, [aclouse@hsph.harvard.edu](mailto:aclouse@hsph.harvard.edu)

Marielle Boudreau, Alumni Data and Administrative Coordinator  
[mboudreau@hsph.harvard.edu](mailto:mboudreau@hsph.harvard.edu)

## **Jobs Taken by Departmental Alumni/ae**

### **Doctor of Science/ Doctor of Public Health**

- Epidemiologist, Center for Behavioral and Preventive Medicine, Miriam Hospital and Brown University Medical School, Providence, RI
- Assistant Professor, Boston University SPH, Behavioral Sciences Dept., Boston, MA
- MA Dept. of Public Health, MCH programs, Boston, MA
- Post-doctoral fellow, Dept. of Nutrition, HSPH, Boston, MA
- Research Associate, Dept. Society, Human Development and Health, HSPH, Boston, MA
- MCH Epidemiologist, Maine Bureau of Health, Augusta, ME
- Asst. Professor, Center for Medical and Refugee Trauma, BU School of Medicine, Boston, MA
- Assistant Professor, Dept. of MCH, BU School of Public Health and Nurse Practitioner, Dept of Pediatrics, Boston Medical Center
- Chief, Lead Poisoning Prevention Branch, Centers for Disease Control and Prevention, Atlanta, GA
- Director, St. Louis County Dept. of Health, St. Louis, MO
- Asst. Professor, Portland State Univ., Portland, OR
- Associate Director for Production & Research, HMS Center for Mental Health/Media, Boston, MA
- Senior Program Officer, Management Sciences for Health, Boston, MA
- Assoc. Professor, Emory Univ., Atlanta, MA
- Asst. Research Professor/MCH Epidemiologist, Univ. of Southern Maine/Maine Bureau of Health
- Fellow, Dana Farber Cancer Institute, Boston, MA
- Assoc. Director, National Center for Children & Families, Columbia Univ.
- Researcher/Post-doc, INSERM, France



- Director of Strategy, Cogent Research, Cambridge, MA
- Research Associate, HMS, Boston, MA
- Pediatric Resident, Johns Hopkins Hospital, Baltimore, MD
- Epidemiologist, Western Sydney Area Health Service, Sydney, Australia
- Asst. Professor, SHDH Dept., HSPH
- Research Psychologist, Natick Labs, Natick, MA
- Senior Epidemiologist, Merck Research Labs, Blue Bell, PA
- Director, Medicaid & Uncompensated, Partners Health Care, Boston, MA
- Asst. Professor, Johns Hopkins Univ., Baltimore, MD
- Post-doctoral Fellow, Dept. of Epidemiology, Univ. of Michigan School of Public Health, Ann Arbor, MI
- Assistant Professor, University of Minnesota SPH, Epi and Community Health Dept., Minneapolis, MN
- Robert Wood Johnson Foundation Health and Society Scholar, University of Michigan, Ann Arbor, MI
- Health and Society Fellow, University of CA, San Francisco
- Research Associate, Global Health Institute, Duke University, Durham, NC
- Post-doctoral Fellow in Cancer Prevention and Control, Dept. of Oncological Sciences, Mount Sinai School of Medicine, New York, NY
- Congressional Fellow, American Association for the Advancement of Science/Society for Research in Child Development, Washington, DC
- Researcher, Montana State University, Bozeman, MT
- Director, Research and Evaluation, The Medical Foundation, Boston, MA
- Deputy Director, Legal and Compliance Office, Bureau of Clinical Recruitment and Service, Health Resources and Services Administration, Washington, DC
- Post-doctoral Fellow in Global Health, Yale School of Public Health, New Haven, CT

- Robert Wood Johnson Foundation Health and Society Scholar, University of Wisconsin, Madison, WI
- Post-doctoral Fellow, HSPH Department of Epidemiology, Boston, MA
- AAAS/SCRD Congressional Fellow, House of Representatives, Washington, DC
- Post-doctoral Research Fellow, Brown University Center for Alcohol and Addiction Studies, Providence, RI
- Tobacco Policy and Control Program Manager, Philadelphia Department of Public Health, Philadelphia, PA
- Post-doctoral Fellow, Population Council, New Delhi, India
- Epidemic Intelligence Service Officer, Maternal and Child Health Epidemiology Program and Pregnancy Risk Assessment Monitoring System Teams, CDC, Atlanta, GA
- Research Fellow, Department of Epidemiology, HSPH, Boston, MA
- Strategist, McCann Healthcare Worldwide
- Fred H. Bixy Fellow, Population Council, New Delhi, India
- Senior Analyst, Domestic Health Division, Abt. Associates Inc., Cambridge, MA
- Assistant Professor, Yale School of Public Health, New Haven , CT
- Associate Professor, University of Massachusetts, Lowell
- Associate Research Scientist, Institute of Urban Health, Northeastern University, Boston, MA
- Assistant Professor, Columbia University, New York, New York
- Epidemiologist, Centers for Disease Control (CDC), Atlanta, GA
- Associate Director of Epidemiology, Pfizer Medical Division, New York, New York
- Post-doctoral fellow, University of Pittsburgh School of Medicine
- Assistant Professor, Colorado School of Public Health, Aurora, Colorado
- Senior Health Policy Advisor, Office of the Mayor, New York City, NY
- Research Scientist, Dana Farber Cancer Institute, Boston, MA
- Research Scientist, Heller School, Brandeis University, Waltham, MA

- Behavioral Scientist, CDC, Atlanta, GA
- Assistant Professor, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- Director, Health Resources in Action, Boston, MA

## **Master of Science (2-Year & 1 Year Programs)**

- Research Associate, METIS Associates, NY, NY
- Project Coordinator, Dept of Nutrition, HSPH, Channing Lab, Boston, MA
- Harvard Street Neighborhood Health Center, Dorchester, MA
- Care Management Consultant, Care Management Institute, Kaiser Permanente, Oakland, CA
- Certified nurse midwife
- Research Coordinator, Seattle HPTU/HVTU, Seattle, WA - HIV Prevention and Vaccine Research, Univ of Washington
- Medical schools and doctoral programs
- Associate, Health Advances, Weston, MA
- Population Council (Ghana), and WHO in Geneva
- Senior Research Associate, University of Michigan, School of Dentistry, Ann Arbor, MI
- Research Analyst, National Association of Public Hospital and Health Systems, Washington, Dc
- National SAFE KIDS Campaign, Washington, DC
- Administrator/Program Manager, Nutrition Programs, Children's Medical Missions of Haiti
- APRN, Caritas Christi Health Care System, St. Elizabeth's Med Ctr, Gyn/Oncology, Boston, MA
- Program Coordinator, Nutrition Public Health Doctoral Program, Nutrition Dept. HSPH, Boston
- Research Fellow, Brigham & Women's Hospital, Div of Endocrinology, Diabetes & Hypertension, Boston, MA
- Clinical Research Coordinator, Mass General Hospital, Dept of Genetics and Teratology, Fetal Alcohol Syndrome Project, Boston, MA
- Cluster Coordinator, HIV/AIDS program, World Health Organization, HoChiMinh City, Vietnam
- Senior Research Associate, ORC Macro International, Atlanta, GA
- Ass't Dir, U.S. Schweitzer Fellow Programs, The Albert Schweitzer Foundation, Boston, MA
- Health Services Coordinator, San Mateo Count Head Start and EHS programs, South San Francisco, CA

- Division of Pharmacoepidemiology and Pharmacoeconomics, Dept of Medicine, Brigham and Women's Hospital, Boston, MA.
- Research Associate, State of the Art, Inc., Washington, DC
- Injury Control Center, Kampala, Uganda
- Pre-Doctoral Director of Pediatric Dentistry, Dept Oral Developmental Bio, HSDM
- Program Manager-Emergency Preparedness, North Shore-Long Island Jewish Health System, Long Island, NY
- Junior Professional Associate, The World Bank Group, Wash D.C.
- Research Analyst, Mathematica Policy Research, Inc, Cambridge, MA
- Harvard Traveling Fellow: Africa Centre, Mtubatuba, 3935, South Africa
- Lecturer, Univ. of Conn., Dept. of Anthropology
- Education & Outreach Coordinator, Casa Myrna Vazquez Inc., Boston, MA
- Project Manager, USC School of Medicine, Los Angeles, CA
- Research Assistant, Ph.D. Student, John Hopkins School of Public Health, Baltimore, MD
- Associate Director, HIPAA Services, Trinity Health, Novi, MI
- RN, Mass General Hospital, Boston, MA
- Program Coordinator, St. Lukes-Roosevelt Hospital, NY, NY
- Vice President for Programs, The Medical Foundation, Boston, MA
- Associate, Russell Reynolds Associates, NY, NY
- Chief Operating Officer, Albuquerque Health Care for the Homeless, Albuquerque, NM
- Research Director, EDC, Newton, MA
- Attorney/Associate, Choate, Hall & Steward (law firm), Boston, MA
- Clinician, Home for the Wanderers, Boston, MA
- Editorial Director, Integrative Medicine Communications, Newton, MA

- Data Analyst/Evaluation, Brigham & Women's Hospital, Boston, MA
- Senior Scientist, Quality Metric Incorporate, Lincoln, RI
- Program Coordinator, Bellevue Hospital HIV Services, NY, NY
- Research Associate, EDC, Newton, MA
- Adjunct Instructor, Greenfield Community College, Community College of Vermont
- Professor, Emory University, Atlanta, GA
- Director for Marketing & Training, MA Dept. of Public Health/WIC Program, Boston, MA
- Program Manager, MA Public Health Assn., Boston, MA
- Project Director, Kids in the Back, HSPH, Boston, MA
- Research Project Manager, National Initiative for Children's Healthcare Quality, Boston, MA
- Air Resources Specialist, Puget Sound Clean Air Agency, WA
- Consultant, County of Alameda, CA
- Public Health Prevention Specialist, CDC, Atlanta, GA
- Research Coordinator, Children's Hospital of Philadelphia, PA
- Pre-medical Program, Bryn Mawr College, Bryn Mawr, PA
- Medical School, University of Arizona College of Medicine, Tucson, AZ
- Public Health Fellow, Boston Public Health Commission, Boston, MA
- Epidemiologist, Decision Resources, Inc., Waltham, MA
- Senior Associate, Program Management, Health Dialog, Boston, MA
- Special Project Manager, Harvard Dental Center, Boston, MA
- Project Manager, Division of Women's Health, Brigham & Women's Hospital, Boston, MA
- Health Communication Specialist, CDC Division of Heart Diseases and Stroke Prevention, Atlanta, GA
- Wellness Coordinator, IDEA Public Schools, Weslaco, TX

- Program Officer, Kaiser Family Foundation, Menlo Park, CA
- Program Manager, Research & Evaluation, Consortium for Energy Efficiency, Boston, MA
- Fellow, California Department of Public Health, Sacramento, CA
- Researcher, Maternal Mortality Research Project, Partners In Health, Haiti
- Coordinator, Illinois Department of Public Health, Chicago, IL
- Assistant Professor in Sociology, Pontificia Universidad Católica de Chile, Santiago, Chile
- Section Chief, Ministry of Agriculture of the Japanese Government, Tokyo, Japan
- Program Manager, Education and Research, Brigham and Women's Hospital, Boston, MA
- Coordinator, Bullying Prevention, Division of Injury and Violence Prevention, Virginia Department of Health, Richmond, VA
- Intern, The Partnership of Maternal, Newborn and Child Health, World Health Organization, Washington, DC
- Deputy Commissioner, State of Vermont, Department of Vermont Health Access
- Senior Policy Analyst, New York City Council, New York, NY
- Senior Program Analyst, National Association of County and City Health Officials, Washington, D.C.
- Legislative Assistant, U.S. Congress, Washington, D.C.
- Senior Program Officer, Kaiser Family Foundation, Menlo Park, CA
- Analyst, ABT Associates, Cambridge, MA
- Strategic Planner, McCann Healthcare Worldwide, Japan
- Coordinator, Partners in Health, Cambridge, MA
- Coordinator, Virginia Department of Health
- Assistant Researcher, Center for Urban Population Health, Milwaukee, Wisconsin
- Research Associate, Institute for Healthcare Improvement, Cambridge, MA
- Associate, The Pew Charitable Trust, New York, NY

- Consultant, John Snow, Inc., Boston, MA
- Project Manager, Harvard School of Public Health, Boston, MA
- Senior Product Manager, Genzyme, Boston, MA
- Project Director, Boston Public Health Commission, Boston, MA



**SBS Masters Practicums/Internships**

<u>Grad. Year</u>	<u>Agency</u>	<u>Project</u>
2013	Harvard Prevention Research Center, Boston, MA	Assist with Data Collection, Organization and Presentation Efforts for Childhood Obesity Interventions
2013	UNAIDS Venezuela, Caracas, Venezuela	Develop Advocacy Plan for Zero New Infections; Create Plan for Private Sector Partnership
2013	Center on the Developing Child, Harvard University, Cambridge, MA	Conduct Phone Interviews, Produce Report on Early Childhood and Life-Long Health; Design Virtual Meeting for Frontiers of Innovation
2013	PREP Clinic, Children's Hospital, Boston, MA	Maintain and Build Database with SPSS; Research Adolescent Obesity Intervention Curricula
2013	Health Research for Action, Berkeley, CA and Vietnam	Serve as Lead Investigator, Conduct 3-year Study: Vietnam Tooth Project
2013	Connect to Protect, Fenway Institute at Fenway Health, Boston, MA	Coalition Building and Community Outreach Methods; Perform Research, and Develop Materials
2013	NOURISH Research Study, HSPH, Boston, MA	Site Visits, Develop Survey, Perform Analysis to Inform Nutrition Bill and Submit Grant Proposal
2013	UC San Diego School of Medicine, San Diego, CA	Assist in Preparing Grant Submissions and Implementation of Active Grants
2013	Brigham and Women's Hospital, Division of Women's Health, Boston, MA	Literature Reviews, Data Abstraction, Data Quality Monitoring, Analysis of Project Data, Write-up Results

2013	Sesame Workshop, New York, NY	Launch Multimedia Intervention, Write Strategy Memos, Proposals, Influence Maps, Review and Edit Scripts and Visuals, Research Potential Partners
2013	World Health Organization, Geneva, Switzerland	Update BRICS Data Template, Contribute to Writing of Report, Prepare Induction Training
2013	UCLA Program in Global Health, Lima Peru	Conduct Independent Evaluation, Partner with Grassroots Organization, Lead Series of Workshops, Conduct Interviews
2013	Massachusetts Department of Public Health, Boston, MA	Assist in Development of Policy for EMS, Develop Sustainable Alternative Funding Recommendations, Improve SRE Accountability, Improve Funding Streams
2013	Institute for Community Health, Cambridge, MA	Develop and Submit IRB Application, Conduct Survey Administration Training , Organize and Support Data Collection, Database Development and Analysis
2013	US Department of Health and Human Services, Washington DC	Evaluate Implications and Feasibility of Large-Scale Genomics into Clinical Practice, Analyze CDC Budget and Legislative Proposals, Produce Memo on Sustainable Communities Partnership
2013	Health Resources in Action, Boston, MA	Curriculum Development and Program Evaluation, Youth Development Program Planning
2013	Boston Public Market Association, Boston, MA	Develop and Implement Surveys, Analyses Using Biostatistical Methodology, Community Outreach
2013	Harvard School of Public Health, Boston, MA	Conduct Analyses with MIDUS Data Set, Research and Literature Reviews, Prepare Data, Present Analyses

2014	Harvard Prevention Research Center	Build and Conduct a Literature Review of Interventions to Promote Physical Activity among Children; Contribute to childhood obesity literature
2014	Dept. of Health Policy and Management, HSPH	Assist with Survey Project of Medicaid Directors and Project Focusing on the Relationship Between Poverty and Mortality
2014	University of Chile Institute of Nutrition and Food Technology	Investigate the Association between Maternal Obesity and Breastfeeding Women in Santiago, Chile; Develop a Data Analysis Plan and Define Proper Study Methodology
2014	Boulder County Sexual Health Coalition, Boulder, CO	Health Education Curriculum Development
2014	The Michael and Susan Dell Foundation, Austin, TX	Implement and Evaluate Place-Based Intervention Centered on Childhood Obesity Prevention
2014	Social and Behavioral Dept., HSPH	Assess the Extent to which Pregnant Mothers' Level of Inflammatory Markers Can be Explained by Maternal Stressors and How These Factors in Combination with Childhood Environment Predict the Offspring's Adult Depression
2014	Community Catalyst, Boston, MA	Writing a Health Policy Research Paper on the Financial and Health Consequences of Children's Health Insurance Churn

2014	Native Health, Center for Clinical and Epi Research, University of Washington	Participate in Data Analysis of a Community Survey Assessing Family History of Disease, Basic Demographic Information and Attitudes towards Organ and Tissue Donation Collected During Campaign Events at Five Tribal Colleges and Universities (TCU's); Revision of Colorectal Cancer Control Media Campaigns
2014	Harvard Graduate School of Education	Conducting Descriptive and Inferential Analyses for 2 Longitudinal Experimental Evaluations of Social Emotional Learning Program in Early Childhood and Elementary School Settings
2014	Harvard Prevention Research Center on Nutrition and Physical Activity	Data Collection to Evaluate the Effectiveness of Public Health Initiatives in the State and the City
2014	Strategic Training Initiative for the Prevention of Eating Disorders (STRIPED) and the Psychology of Eating and Consumer Health (PEACH) Lab at HSPH	Weight-Loss Product Research Practicum: Current Research and Policies around Food and Weight-Loss Products; Conducting Fieldwork in Drugstores and Large Retail Stores to Analyze Claims of Weight-Loss and Diet Products in Order to Quantify the Scope and Influence of Marketing Practices
2014	Partners Healthcare System, Inc, Charlestown, MA	Policy Analysis, Data Analytics, Policy Research, Strategy Development and Acquire Knowledge of the Health Care System in MA and Nationally

2014	The Massachusetts State House Joint Committee, on Public Health, Boston, MA	Examine How Community Benefits Can Improve Population Health; Examine How the Implementation of Provisions in the MA's Payment Reform, Including Global Payments and Market Impact Reviews, could Complement the Affordable Care Act's Community Benefits Provisions
2015	Massachusetts Dept. of Public Health, Office of Oral Health, Office of Community Health Workers	Community Health Worker Integration and the MA Burden of Oral Disease: Compile and summarize key research; Developed documents for public consumption; Address stakeholder concerns; Revise the Status of Oral Disease in Massachusetts report; Drafted the Department policy statement on community water fluoridation
2015	Health Resources and Services Administration, Office of Planning, Analysis and Evaluation - Office of Research and Evaluation	Effectiveness of Patient-Centered Medical Homes: A Literature Review; Develop literature reviews and briefing materials; Evaluate medical home effectiveness among safety net populations; Conduct qualitative interviews
2015	Bill and Melinda Gates Foundation	Polio Legacy Project: Examine the opportunities and challenges for the transition of global polio programs to benefit other areas of child health

2015	U.S. Government Accountability Office	Chattanooga's "Hard to House": Policy Recommendations for Mayor Andy Berke: Collect data that results policy recommendations
2015	Urban Land Institute, Building Health Places Initiative	Building Healthy Places Handbook: Report on the connection between the built environment and health
2015	SproutsIO, Inc.	SproutsIO Protocol case study
2015	Center for Population Health, Care Management Institute, Kaiser Permanente	Conduct an environmental scan to identify initiatives in the United States and abroad in which the health care system has made "upstream" investments in social determinants of health. Collect data; Evaluate Programs
2015	Harvard Graduate School of Education/Ecological Approaches to Social Emotional Learning (EASEL) lab	Descriptively characterize the prevalence of stressors that accumulate in the lives of socioeconomically disadvantaged children, as well as when exposure began and for how long it persisted over time

2015	Epidemico	User Behavior Analysis and Userbase Development for a Pharmacoeconomic Crowdsourcing Tool: Planned and implemented an outreach campaign for StreetRX.com; Prepare and deliver presentation at the 2014 National Harm Reduction Conference on StreetRx's user behavior and utility as a platform for health promotion for hard-to-reach populations.
2015	Boston Children's Hospital, PREP Program	Development of PREP Physical Activity Education Module: Use a multi-disciplinary approach for evaluation and treatment of overweight or obese adolescents and young adults.
2015	National Women's Law Center	Conducted research support and policy analysis on projects aimed to ensure the successful implementation of the ACA and improve women's health

2015	WBUR, CommonHealth blog	Intern for CommonHealth, health blog of WBUR, Boston's NPR station; Pitch story ideas; Conducted research and interviews with key experts; Wrote blog posts on public health research and health policy news; Wrote stories; Translate complex health research and news into digestible and actionable information for consumers and other stakeholders
2015	Boston Medical Center/Department of Pediatrics	Assessing the Burden of Behavioral and Mental Health Comorbidities for Children with Sickle Cell Disease; Assess the burden of behavioral and mental health comorbidities among children with SCD compared to controls and its impact on health care utilization
2015	The American Legacy Foundation, Research & Evaluation Department	Assist the American Legacy Foundation with their implementation and evaluation strategy for the re-launch of the esteemed "truth" campaign; Conduct literature reviews



2015	Homes for Families	Direct a community-based participatory research project to assess the needs of homeless families in the shelter system in Massachusetts; Conduct data collection, survey design, item construction, data analysis, and qualitative techniques
2015	Runa Foundation-Huapo, San Martin, Peru	Health Needs Assessment in a Rural Community of the Jungle Region on Peru: Design and administer a survey; Conduct a health needs assessment of the Huapo community to explore ways in which the Runa Foundation can collaborate with existing private and public health institutions
2015	Dana-Farber Cancer Institute Office of Community Benefits	Boston Youth Cancer Prevention/Sexual Health Education Pilot Program; Work in conjunction with the Director of Community Benefits on the development and implementation of a cancer prevention and sexual health education program; Assist in grant proposals; Develop a factsheet; Create and present program overviews to the Dana-Faber External Advisory Committee

2015	Institute for Community Health	Cambridge Fatherhood Workgroup: Design and implement two 90-minute focus groups with fathers who live, work, or spend time in Cambridge, MA to learn more about their experiences parenting in Cambridge.
2015	Multi-Service Eating Disorder Association	Research and evaluate current prevention and awareness programs; Conduct literature review; Provide analysis and recommendations
2015	Yale Rudd Center for Food Policy and Obesity; Department of Psychology	Compile original data to examine how food companies target the Hispanic and black populations in the US through TV and internet advertisements; Assisted with the Sugary Drinks FACTS report analyzing internet banner ads on children's websites
2015	Harvard Injury Control Research Center	Read, organize and analyze articles; Create a summary table

2015	Rhode Island Public Health Institute	Research potential fundraising opportunities; Work on grants; Assist in organizational budgeting and other financial administrative tasks; Conduct background research; Assist on creating a mission statement for RIPHI's work; Communications and marketing
2016	Harvard Innovation Lab	The Nutrition Algorithm: Conduct survey, interview, and market research to inform the development of a web resource for healthy eating
2016	Harvard Prevention Resource Center	CORD Costing Project: Generate an intervention implementation cost estimate for the Childhood Obesity Research Demonstration project; researched and synthesized evidence; gathered cost data; peer-review literature and federal survey and report data; gather and analyze quantitative and qualitative data.
2016	Massachusetts General Hospital	Behavioral economics and value-based healthcare: Implemented a set of program proposals to improve performance among providers and engage patients to comply with their care

2016	Blue Cross and Blue Shield Association	Implementing Value-Based Care at BlueCross BlueShield Association: Assess each Plan's state of completion based on the number of clients participating, and then mapping this out to the total number of people eligible to participate in value-based programs
2016	Dana-Farber Cancer Institute	A Qualitative Study on Developing a Conceptual Model of Financial Well-Being for Public Health Research
2016	Cambridge Health Alliance	Help the Patient Family Advisory Council choose some action projects, prepare a recruitment strategy, launch a new webpage, and build out an orientation for new members
2016	Ariadne Labs	Perinatal Quality Collaboratives: Stakeholder Variation and Implications for Maternal and Child Health; Performed mixed-methods study
2016	Harvard T.H. Chan School of Public Health	Product Reformulation After New Competitive Food Standards in Schools; Assess the nutritional changes among competitive foods and beverages, and whether products were reformulated after Massachusetts enacted school competitive food and beverage standards
2016	Harvard T.H. Chan School of Public Health	Assess the global health and economic burden of cancer on policymakers worldwide

2016	Strategic Training Initiative for the Prevention of Eating Disorders	Leveraging Corporate Social Responsibility to Increase Consumer Safety of Dietary Supplements Sold for Weight Loss and Muscle Building; Discuss the potential to motivate corporate social responsibility (CSR) among manufacturers and retailers of dietary supplements sold for weight loss and muscle building
2016	San Francisco Department of Public Health	Capacity and Gap Assessment of the San Francisco Health Care Services Master Plan; Update San Francisco's Health Care Services Master Plan (HCSMP); Examine the prevalence of the relevant health issues; disparities in care; quality of care; as well as the capacity; utilization; and geographic, cultural, and linguistic access to care
2016	Harvard T.H. Chan School of Public Health	Assess the global health and economic burden of cancer on policymakers worldwide
2016	Wellframe	Establishing Health Communication & Health Literacy Guidelines: Conduct a thorough review of existing Wellframe disease programs, developed guidelines, and ensured health literacy standards were met for existing and future content
2016	Massachusetts General Hospital	Developmental Timing of trauma and maltreatment exposure: Depression and PTSD symptoms in adulthood: Perform literature review and synthesis, data cleaning and analysis, results interpretation, and manuscript drafting

2016	Boston Children's Hospital	Does proximity drive visits? Using real-time GPS data to understand youth access and patronage of food establishments
2016	Self	Experiences within inpatient psychiatric facilities from the consumer and staff perspective: A mixed methods approach
2016	Harvard T.H. Chan School of Public Health & Brigham and Women's Hospital	End of Life Communication Skills Training for Perioperative Providers: A Systematic Review of the Literature and Recommendations for Future Curriculum Design and Evaluation
2016	Commonwealth Care Alliance	Coordination of Care for Methadone Users: Use Commonwealth Care Alliance data sources and patient charts to understand if those receiving methadone treatment for substance abuse have quality coordination of care with the CCA
2016	DentaQuest Foundation	Access For Older Adults: Advocating For Oral Health In Medicare; Design a Medicare dental benefit and aligning stakeholders to advocate for legislation to include dental care in Medicare
2016	Massachusetts General Hospital, Benson-Henry Institute for Mind Body Medicine	Resilience and Wellness in Medical Training: Help the Benson-Henry Institute develop an implementation toolkit for a resiliency curriculum
2016	Program in Global Surgery and Social Change	A Baseline Assessment of Surgical Capacity in Ethiopia: Aim to understand and document the challenges and opportunities to improve surgical care in Ethiopia using a mixed methods analysis

2016	Boston Children’s Hospital, Division of Adolescent Medicine	Trait Mindfulness on Marijuana Behaviors and Beliefs in Adolescents; Provide assistance to researchers on two projects related to marijuana use among adolescents and young adults
2016	Harvard T.H. Chan School of Public Health	Women and Public Health Leadership; Develop curriculum for Women Leaders in Public Health; Perform literature review, followed by key informant interviews and coding of the resultant qualitative data
2016	Welcome Johnny and Jane Home Project	Promulgate the notion of supporting veterans through the power of listening
2016	Welcome Johnny and Jane Home Project	Promulgate the notion of supporting veterans through the power of human connection by promoting, conducting, and recruiting students and veterans for listening sessions in the Greater Boston area; Aim to raise public awareness and spread the message to “Listen to a veteran.”
2016	The Fenway Institute	Collecting Sexual Orientation and Gender Identity Data in Electronic Health Records: Conduct a review of how providers are asking Sexual Orientation/Gender Identity questions in clinical settings in order to develop a best practices guide on SOGI data collection
2016	Boston Children's Hospital	Assess of support needs of primary care practitioners who refer to the ASK clinic at Boston Children's Hospital; Conduct literature review, audit of referrals and survey of PCPs

2016	Harvard T.H. Chan School of Public Health	Describing the strategies schools use to improve student health and well-being: Conduct a mixed-methods study of school administrators and contributing factors to students' health
2016	Codman Square Health Center	Characterizing Support for At-Risk Families at Codman Square Health Center: Performed an in-depth analysis of the primary care-based mental health integration program for children and families, the LAUNCH Program
2016	Harvard T.H. Chan School of Public Health	Conducted a literature review to investigate the methods and tools used to assess health literacy among the adolescent population
2016	Massachusetts Joint Committee on Public Health	Research various topics and providing the Senator with evidence and background information for specific public health policies
2016	Harvard T.H. Chan School of Public Health	Communities for Healthy Living: Assist in implementing a family-centered obesity prevention program at Head Start centers around Boston
2016	Division of Newborn Pediatrics	Assess the views of new mothers on factors influencing child development in a cross-sectional study of 200 first-time mothers of healthy singleton newborns at the Brigham and Women's Hospital (BWH) on the Faculty Newborn Service



2016	Massachusetts Health Quality Partners	Patient Engagement among Primary Care Practices in Massachusetts: Assess what evidence based patient engagement strategies are currently being implemented across the state of Massachusetts
2016	Boston Health Care for the Homeless Program	Pilot Study of a Health Communication Text Messaging Intervention for Homeless Patients with Type-2 Diabetes and/or Depression
2016	FXB India Suraksha	Evaluate impact of three-year poverty alleviation program in two rural villages in Villapuram, Tamil Nadu, India; Utilize findings to inform program design/plan of new poverty alleviation intervention in urban slums in New Delhi
2016	Boys & Girls Club Boston	Evaluate and assess the implementation of the Health360 Policies at the various clubs; Developed surveys, interviews, and quantitative summary
2016	Harvard T.H Chan School of Public Health	Investigate the effects of community salon participation on the health related behaviors of the elderly participants in Taketoyo Japan
2016	Boston Children's Hospital	Promoting LARC Use in Teenagers: worked with the team of researchers in the Adolescent Medicine division of Boston Children's Hospital on a quality improvement project related to the use of long-acting reversible contraceptive methods in their patients

2017	Boston Children's Hospital/Harvard Medical School	Bisexual Health Study: Work with the Bisexual Health Study through Boston Children's and Harvard Medical School; Created a survey to collect data on perceived discrimination of bisexual individuals and adverse health outcomes
2017	City of Boston	Assist in Councilor Pressley's policy reform and public education project; evaluate the intent and impact of school climate and policies, and use the information gathered to direct future policy to make Boston a model city of equitable education policy
2017	Worcester Department of Health & Human Services	An Evaluation of Health Education in the Worcester Public School System: Creating an evaluation plan to assess the current health education curriculum in relation to sexual and reproductive health outcomes of Worcester high school students
2017	Children's Health Initiative, Cambridge Health Alliance	Involves participation on a multi-disciplinary research team, the Children's Health Division (CHI), at Cambridge Health Alliance; Analysis of health status, service use, and expense outcomes, with participation in manuscript preparation related to this innovative pediatric mental health intervention
2017	Havas Health	Conduct research, strategy, design, and execution of strategic communication plans for pharmaceutical clients

2017	Partners for a Healthier Community	Update the Springfield Health Equity Report with the latest Department of Public Health data on racial/ethnic disparities in disease and premature mortality; Working with a data set from the Springfield Youth Health survey to help PHC analyze survey results and help present it for a hard copy report and for an online platform
2017	Boston Medical Center	Qualitative Research to Improve Youth Addiction Treatment: Conduct qualitative semi-structured interviews with youth, and separately, their caretakers; Conduct interviews with key informants; Analyze/interpret data
2017	Save The Children	Focus on helping STC(Save The Children) assess and transition their services to better provide services that match the shifting conditions their clientele face
2017	Senate Health Education Labor and Pensions Committee	Assisting Committee staff in performing office duties, conducting research, analyzing legislation, drafting memorandums, and organizing hearings
2017	Beth Israel Deaconess Medical Center	Conduct a literature review, and work with biostatisticians and under the mentorship of Dr. Changyu Shen to develop a research paper building on pre-existing work in the field; Present their research findings and progress to the Smith Center faculty to get feedback and strengthen the research.

2017	Children's Health Initiative, Cambridge Health Alliance	Assisting with establishing a coordinated system of care for children's behavioral health services at Cambridge Health Alliance; Adapting legacy protocols and procedures from the Mental Health Services Program for Youth (MHSPY) as well as developing new materials and procedures for families, clinicians, and administrators; develop training on patient-centered communication for CHA clinicians and establish communication channels between project stakeholders
2017	UnitedHealth Group	Aiding the myMoney team to research, design and implement programs, services and opportunities that will engage UnitedHealthcare members around the issue of financial literacy
2017	Massachusetts Immigrant & Refugee Advocacy Coalition (MIRA)	Developing a project that will attempt to assess the access to culturally competent family planning services that exist in Boston for immigrants who are low income and non-English speaking
2017	Gain Life	Work with scientific advisors Using Gain Life's newly updated behavior change strategy to determine what additional behavior change components could have the biggest impact with users
2017	Massachusetts Department of Public Health	Collaborate and assist with data collection toward a regional assessment of the prevalence of dementia diagnoses; conduct an analysis of data collected; identify individuals in need of support; and assist with the development of strategies that will enhance our outreach capacity

2017	Greater Boston Food Bank	Hunger Free Project: Perform literature reviews and craft questions for listening sessions
2017	The Family Van	Principles and Practice of Community Engagement in Health Care and Public Health

## EXAMPLES OF SBS DOCTORAL DISSERTATIONS

<u>Grad. Year</u>	<u>Student's Name</u>	<u>Dissertation Title</u>
2005	Roy Ahn	Corporate Social Performance in the Context of Global Public Health: Framework & Analysis
2005	Lisa Bates	Immigration & Health: Analyses of Smoking, Self-Rated Health, & Body Mass Index Among Immigrants to the U.S.
2005	Tamara Dubowitz	The Social Context of Diet: Using Mixed Methods to Understand Individual & Contextual Effects Among Low-Income, Postpartum Women
2005	Susan Koch-Weser	Health Literacy, Word Use & Doctor-Patient Talk
2005	Jocelyn Lehrer	Depressive Symptomatology as a Predictor of Sexual Risk Behavior & Exposure to Intimate Partner Violence Among U.S. Adolescents
2005	Chi-Chi Liao	Estimates of Trends in Dental & Mental Health Utilization & Expenditures for Children: Impact of State Children Health Insurance Program (SCHIP)
2005	Erika Lichter	Psychological & Behavioral Correlates of Intimate Partner Violence & Child Abuse
2005	Linda Marc	Social Determinants of Therapeutic Effectiveness in Initial Therapy for HIV-1 Infection
2005	Joanna Maselko	Religious Engagement as a Predictor of Health & Well-Being
2005	Candace Miller	The Orphan Epidemic in Botswana
2005	Arjumand Siddiqi	The Political Economy of Children's Developmental Health: A Cross-National Study

2005	Pamela Surkan	Social, Behavioral, & Biological Dimensions of Intrauterine & Early Childhood Growth
2005	Rochelle Tucker	Dieting, Weight-Focused Behavior & Depression in a Population of Canadian Adolescents
11/05	Jodie Abbatangelo-Gray	Health & Diet Among Young Hispanic & Non-Hispanic Women: Assessing the 2003 TV Food Advertising Environment
11/05	Hye-Seung Lee	TV, Diet, Children & Their Mothers: Longitudinal Study
11/05	Theresa Osypuk	Demographic & Place Dimensions of Racial/Ethnic Health Disparities
2006	Belinda Dinno	Urban Residential Abandonment, Urban Greenspace & Chronic Life Stress: New Theory & Empirical Research
2006	Toben Nelson	Social & Contextual Determinants of Overweight & Physical Activity among U.S. College Students: Multilevel Analyses
2006	David Rehkopf	The Non-linear Impacts of Income on Mortality, Biomarkers & Growth
2006	Corrine Williams	Violence Against Women: Implications for Women's Reproductive & Sexual Health
11/06	Magdalena Cerda	Multi-Level Analyses of Neighborhood Influences on Health
11/06	Emma Sanchez Suet	Heterogeneities in the Distribution of Body Mass: The Influences of Birthplace, Neighborhoods and Socioeconomic Status
3/07	Donald Keith McInnes	Evaluating Models of Organizational and Clinician Change
2007	Leland Ackerson	Health Inequalities of Women in India
2007	Sarah Williamson Ball	Predictors and Outcomes Associated with Childhood ADHD

2007	Hui Chae	Discrimination and Health among Asian American and Sexual Minorities
2007	Sonia Jain	Multilevel Social Determinants of Resilience in the Context of Violence
2007	Matthew Mimiaga	New Methods and Intervention Development: Primary and Secondary HIV Prevention
2007	Wezi Msisha	Socioeconomic Status, Gender and HIV in Sub-Saharan Africa
2007	Cara Osborne	The Impact of Perinatal Care on Birth, Neonates, and Future Reproduction
2007	Kathleen Sherrieb	Social Determinants for the Utilization of Mental Health Services by Children and Adolescents in Chicago Neighborhoods
11/07	Kerith Conron	Contextual Influences on Child & Adolescent Health
11/07	Jhumka Gupta	Political Violence & Migration & Their Relations to Men's Perpetration of Intimate Partner Violence
11/07	Kaja LeWinn	Social & Biological Influences on Cognitive Performance in Childhood
11/07	Elizabeth Reed	The Relevance of Social & Environmental Context to Intimate Partner Violence Victimization & Perpetration
2008	Joanna Almeida	The Social Epidemiology of the Latino Health Paradox
2008	Jeffrey Blander	Psychosocial Interventions to Improve Infectious Disease Management in Tanzania
2008	Michele Decker	Men's Violence Perpetration: Discrimination and STI/HIV
2008	Karen Ertel	Depression: Predictors and Consequences
2008	Rebecca Firestone	Socioeconomic Determinants of the Double Burden of Child Malnutrition in Thailand



2008	Jill Fromewick	U.S. State Policy Context and the Health of Infants and Children
2008	Cassandra Okechukwu	Work Environment and Smoking Behaviors Among U.S. Working Class Populations
2008	Amy Sapp	Social Determinants of Workers' Health Behaviors
2008	Rachel Shelton	Understanding Cancer Disparities Using a Social Contextual Framework
2008	Shalini Tendulkar	It Takes a Village to Raise a Parent: The Relationship Between Residential Context, Adolescent Mental Health and Parenting
11/08	Elizabeth Greenwell	The Influence of Pregnancy and Perinatal Risk Factors on Adverse Neonatal Outcome
11/08	Daniel Kim	Contextual Influences of Social Capital and Socioeconomic Environments on Health
11/08	Carmen Mandic	Barriers to Functioning and Participation Among Children with Disabilities
11/08	Shoba Ramanadhan	Organizational Determinants of Health Promotion Program Implementation
11/08	Lindsay Rosenfeld	Exploring Disparities in Asthma at Multiple Levels: Individual, Building and Neighborhood Issues
2009	Candice Belanoff	Population Disparities in Breastfeeding in the United States
2009	Jennifer Bishop	The Role of Health Information Seeking and Discrimination in Producing and Alleviating Racial/Ethnic Health Disparities
2009	Kelly Blake	Deconstructing Public Opinion to Inform Population Strategies in Pandemic Flu Preparedness and Tobacco Control
2009	Sharon Iron-Segev	Lifecourse Approach to Disordered Weight Control Behaviors: A Theoretical Framework and Empirical Evidence

2009	Malinda Kennedy	Disparities in Community Influences on Child Obesity
2009	Jooeun Lee	Environmental and Sociocultural Predictors of Smoking Among Korean Immigrants in California
2009	Rebecca Lobb	The Impact of Policy on Breast Cancer Outcomes for Low-Income Women
2009	Beth McManus	Social Determinants of Neurodevelopmental Vulnerability in Children with Developmental Delays and Disabilities
2009	Mona Mowafi	Social Epidemiology of Obesity in Cairo, Egypt
2009	Kim Nguyen	Expanding our Understanding of Prenatal Smoking: Investigations of the Individual and Area-Level Influence of Tobacco Use During Pregnancy
2009	Malavika Subramanyam	Social Epidemiology of Self-Rated Health and Childhood Undernutrition: Multilevel Analyses from the United States and India
2009	Reginald Tucker-Seeley	Perceived Neighborhood Safety, Financial Hardship, and Health among Older Adults
2009	Vanessa Watts	Native American Health: Social and Cultural Factors Affecting Prevention and Screening Behaviors
2009	Lisa Wolff	Subjective Social Status and Health in an Ethnically Diverse U.S. Sample
11/09	Binta Beard	Social Determinants of Childhood Obesity: Investigating Neighborhood and State Level Factors
11/09	Margie Skeer	The Etiology of Adolescent Substance Use Disorders: Family and Neighborhood Risks
2010	Timothy Cunningham	Essays on Discrimination and Cardiometabolic Risk

2010	Lorraine Dean	Social Capital and Residential Segregation as Macro-Level Determinants of Health
2010	Eve Nagler	Using the Social Contextual Model of Health Behavior Change to Improve Worker Health
2010	Elise Robinson	Heterogeneity in the Genetic and Developmental Etiology of Autistic Traits
2010	Natalie Slopen	Social and Economic Determinants of Mental Health in Childhood, Adolescence and Adulthood
2010	Deborah Stone	The Nature of Child Maltreatment and Psychological Adjustment Over Time: Results from the National Survey of Child and Adolescent Well-Being
11/10	Allison Appleton	Examining Childhood Emotional Functioning as a Determinant of Physical Health Over the Life Course
11/10	Emily Kontos	Disentangling the Web: An Examination of Communication Inequalities and Their Impact on Health Disparities
11/10	Shagun Sabarwal	Impact of Son Preference and Intimate Partner Violence on Health of Women and Children in India
11/10	Meghan Woo	[Not] Other: The Mental Health and Assessment of Race for the U.S. Multiracial Population
2011	Dustin Duncan	A Spatial Analysis of Obesogenic Neighborhood Environmental Influences Among Children and Adolescents
2011	Jessie Hood	The GI Bill and Chronic Health Conditions Among WWII-Era Men
2011	Adebola Odunlami Tafawa	Social Stratification and Tobacco Consumption Among Sub-Groups of Blacks in the U.S. and Nigeria

11/11	Erin Dunn	The Etiology of Youth Depression: From Genes to School Social Environments
11/11	Rebecca Lundin	Distribution of Sugar Sweetened Beverage Consumption in the United States and its Associations with Blood Lipids and Food Stamp Eligibility
2012	Benjamin Capistrant	Global Evidence on Old Age Disability and Its Consequences
2012	Caitlin Eischer Caspi	The Social and Physical Neighborhood Environment and the Health Behaviors of Low-Income Housing Residents
2012	Alison El Ayadi	Social Determinants of Pregnancy-Related Mortality and Care Seeking for Obstetric Complications in Bangladesh
2012	Josephine Hahn	Examining Risk Factors for Intimate Partner Violence Perpetration and Victimization in the General Population
2012	Natalia Linos	Gender, Violence, and Health: Examining Public Health Consequences
2012	J. Robin Moon	Major Life Transitions in Adulthood and their Differential Effect on Health
2012	Erika Sabbath	Occupational Exposures as Social Determinants of Aging
2012	Nancy Street	Asleep in the City: Examining the Consequences and Context of Sleep Deprivation in Urban Youth
2012	Monica Wang	Risk and Protective Factors of Disordered Weight Control Behaviors Among Youth
11/2012	Marlene Camacho-Rivera	The Social Epi of Asthma Among Children and Adolescents in Los Angeles Neighborhoods
11/2012	Kathry Falb	Gender-Based Violence Among Conflict-Affected Women
11/2012	Heather McCauley	The Impact of Interpersonal Violence on Health in the US and Latin America

11/2012	Melissa Neuman	Economic Development, Urban Residence, Socioeconomic Status, and Body Mass Index in Low and Middle-Income Countries
11/2012	Sabrina Selk	Associations Between Childhood Maltreatment and PTSD Symptoms with Adult Reproductive Outcomes
2013	Madina Agenor	Social Inequalities in Cervical Cancer Screening among US Women by Sexual Orientation and Race/Ethnicity: Quantitative and Qualitative Inquiries
2013	Amenah Agunwamba	How Does Place Matter for Health Outside the City Lines? Explaining Rural Tobacco Disparities
2013	Mariana Arcaya	Spillover Effect of the Great Recession on Health
2013	Nandita Bhan	Social Determinants of Asthma Inequalities in the US
2013	Lauren McCarl	An International Analysis of Injustice and Smoking in South Africa and the US
2013	Bernice Raveche Garnett	The Intersections of Discrimination, Bullying, and Coping Among Ethnically Diverse Urban Youth: Highlighting Weight-Based Discrimination Through a Mixed-Methods Framework
2013	Guy Harling	Socioeconomic Status, Socioeconomic Context and Sexually Transmitted Infections
2013	David Hurtado	Flexible Work Arrangements and the Health of Direct-Care Workers
2013	Rebekka Lee	Advancing Implementation Science for Community Health: Results from the Out-of-School Nutrition and Physical Activity Group-Randomized Trial
2013	Michael Long	A Systems Approach to Obesity Prevention
2013	Akihiro Nishi	Essays on the Social, Genetic, and Policy Determinants of Health

2013	Sereno Reisner	Gender ID as a Social Determinant of Health: Methods for Transgender Health Research
11/2013	Erica Kenney	Preventing Obesity and Improving Opportunities for Obese Children: The Promise of Educational Settings
2014	Zinzi Bailey	Incarceration as a Social Determinant of Risk Factor for Cancer
2014	Sharrelle Barber	Neighborhoods and Cumulative Risk of Disease: An Investigation among African American Adults Living in the (Deep) South
2014	Hannah Carliner	Adversity, Trauma, and Mental Illness: Childhood Exposures, Social Justice, and Forgiveness
2014	Madeleine DeBlois	The Development and Importance of Self-Regulation: A Public Health Perspective
2014	Paola Gilsanz	Short- and Long-Term Depressive Symptoms and Arrhythmic Pathways to Stroke
2014	Emily Kroshus	Exploring the Influence of Within-Group Communication and Norms on the Health Behaviors of Collegiate Athletes
2014	Jonathan Litt	The Effect of Early Intervention Programs for High-Risk Infants on School-Age Special Service Use and Parental Domain Specific Self-Efficacy
2014	Rachel McCloud	Beyond Access: Barriers and Facilitators to Health Information Engagement among Individuals from Low Socioeconomic Position
2014	Thu Nguyen	The Impact of Educational Attainment and Literacy on Dementia, Depressive Symptoms, and Mortality
2014	Ashley Winning	Childhood Origins of Adult Disease: Social Disadvantage, Psychological Functioning, and Cardiometabolic Risk

3/15	Anusha Murthy Vable	Changes to the Social Patterning of Economic Resources and the Distribution of Mental and Biological Health Markers
2015	Shaniece Criss	Media, Health Communication, and the Cancer Risk Factors of Smoking and Obesity
2015	Allegra Raboff Gordon	Gender Expression, Discrimination, and Health Among U.S. Adolescents and Young Adults: Quantitative and Qualitative Approaches
2015	Emily M. O'Donnell	The Cardiometabolic Effects of Work and Family Stress
11/15	Felicia Amira Browne	HIV Risk Behavior Among Adolescents and Young Adults in Cape Town, South Africa: The Role of Economic Support and Employment
11/15	Kia La Trece Davis	Smoking and Obesity in a Social Context: What Is the Role of Stress?
11/15	Clare Rosenfeld Evans	Innovative Approaches to Investigating Social Determinants of Health—Social Networks, Environmental Effects and Intersectionality
11/15	Aditi Krishna	Social and Intergenerational Determinants of Children's Physical and Cognitive Development
3/16	Jessica Rachel Marden	Predictors of Dementia and Memory Decline: Lifecourse Socioeconomic Status and Diabetes
2016	Rebecca Noel Latka Franckle	Sugar-Sweetened Beverages and Their Role in Obesity Prevention Programs and Policies
2016	Kafui Adjaye-Gbewonyo	Income Inequality, Social Capital, and Risk for Cardiovascular Disease and Depression in South Africa
2016	Elizabeth Yasser Barnett	Physical Activity and Enjoyment: Measurement, Evaluation, and Theory

2016	Ying Chen	Health Assets in the Family and Maintaining Optimal Weight Across the Lifespan
2016	Inyang A. Isong	Early Childhood Obesity in the United States: An Assessment of Racial/Ethnic Disparities and Risk Factors
2016	Elizabeth Frances Janiak	Identifying Opportunities to Improve Integration of Sexual and Reproductive Health Services into Primary Care: Qualitative and Quantitative Approaches
2016	Jane An Lee	The Effects of Socially-Patterned Exposures on Early Childhood Growth
2016	Liyong Shen	Stigma Against Mental Illness and Cerebral Palsy in China
2016	Jackie Ai-Chieh Soo	Point-of-Purchase Food Marketing and Policy Solutions
2016	Nicole Kau’I Hong Baumhofer	Sociodemographic Factors Influencing Island Food Consumption in the Pacific Islander Health Study
11/16	Hanae Hayashi	Communication to Promote Healthier Behaviors—Understanding the Roles of Channels and Message Formats
11/16	Jill Sue Roncarati	Examining the Mortality of an Unsheltered Homeless Cohort From Boston, MA, 2000 Through 2009
11/16	Esther Elizabeth Marae Velasquez	Evaluating the Ability of Conditional Cash Transfers to Promote Human Capital Through the Protection of Health
3/17	Kelsey Elizabeth Holt	Measuring the Quality of Reproductive Health Services in Mexico and the United States
2017	Jodi Susan Anthony	Smoke-Free Policy in Low Income Housing
2017	Amy Lynn Ehntholt	Pills, Progress, Perils: Two Tales Told from the Lifecourse Perspective
2017	Candace Hillary Feldman	Medication Nonadherence in Rheumatic Diseases



2017	Rochelle Lynn Frounfelker	War-Affected Populations and Mental Health Throughout the Lifespan: From World War II to Sierra Leone
2017	Jewel Marie Gausman	Individual and Population Perspectives on Sexual and Reproductive Health in Low and Middle Income Countries
2017	Rockli Kim	Variations in Individual and Population Health and Well-Being: A Multilevel Perspective
2017	Yongjoo Kim	Social Determinants, and Psychiatric and Cardiometabolic comorbidities of Disordered Weight Control Behaviors and Body Weight Misperception
2017	Xiaoyu Li	Social and Behavioral Determinants of Sleep
2017	Jennifer Anne O'Donnell	Access to Abortion: The Intersection of 'Who You Are' and 'Where You Live'
2017	Carolyn Jean Brooks	Clinical, Community, and Epidemiologic Considerations for Addressing Racial/Ethnic Disparities in Chronic Disease
2017	Katie Cueva	Culturally-Relevant Strategies to Build Capacity Among Health Workers: Lessons From Alaska

## SBS TA Policy

### 2019-20 SBS TA Policy

#### GENERAL POLICIES

- Instructors who anticipate needing a TA for a course must now complete the online TA request form prior to the start of any work by the TA. This online form allows the department to accurately anticipate the financial obligations related to TA compensation. In addition, the department is required to provide quarterly data to the Office of Education for the purpose of course evaluations. The link to the form will be sent out prior to the start of each term.
- PHS students fulfilling their TF requirement should normally get priority in the selection process. For courses with two or more TAs, PHS students fulfilling their TF requirement should be the primary TA.
- TA work is meant for teaching related activities only and includes attending class, running labs, grading enrollee assignments, prep for teaching sessions, course planning meetings with the instructors/other TAs, and answering student's course related questions. In courses with TAs the TAs are also responsible for course web-site maintenance and scheduling speakers. **Teaching assistants should perform only actual teaching related duties in SBS courses.**
- If it is determined that the job duties outlined on the TA Request form are administrative in nature, the Department will recommend that instructors hire a course assistant. A Course Assistant solely handles administrative logistics such as managing the CANVAS site, coordinating guest lectures, assisting with course materials, or coordinating AV needs. TAs are paid a lump sum whereas Course Assistants are paid hourly (on the weekly temp payroll), not to exceed 4-6 hours/week.
- Auditors are allowed to enroll in courses as a courtesy based upon their affiliation with the school and do not contribute financially to the course. As such, auditors are not entitled to TA services.

#### TA RESPONSIBILITIES

##### Course Materials Prep

Prior to the beginning of each term TAs will assist faculty with the tasks related to the preparation of course materials. All instructors assigning reading materials that **require copyright clearance** for reproduction, either electronically or as part of a course packet, are asked to submit syllabi to the Curriculum Center **four weeks in advance** of the start of each term. If you are **not** assigning readings that require clearance please submit your syllabi to [sbsacadaff@hsph.harvard.edu](mailto:sbsacadaff@hsph.harvard.edu) at least three weeks in advance of the start of the term.

The following tasks are usually included in the course material preparation process:

- Determining whether required readings are available electronically through Hollis.
- Posting required readings that are available via Hollis onto the course web-site using the established guidelines in the Curriculum Center's handbook.
- Assuring the established permalinks are correct and robust.
- Other than links via Hollis, **no course reading materials may be posted by TAs directly on the Canvas web-site without first receiving clearance from the Curriculum Center.**
- Assembling a master copy of any readings that need to be included in a course packet and delivering them to the Curriculum Center.
- Having a working knowledge of the Curriculum Center's policies and guidelines and providing all courses materials to the Curriculum Center in accordance with their deadlines.
- Contact for the Curriculum Center is Allison Bodznick: [abodznic@hsph.harvard.edu](mailto:abodznic@hsph.harvard.edu) 617-432-7978. The Curriculum Center is located in Kresge 121.

### Course Canvas Site

- Prior to the beginning of each term TA will assist faculty with the tasks related to the preparation of the Canvas website. Questions about or assistance with the Canvas site should be directed to the METS Team [mets@hsph.harvard.edu](mailto:mets@hsph.harvard.edu)

### Arranging for Audio Visual Needs

- All equipment needs/media services assistance must be made through Media Services. The course TA must submit an online form. Please use the following link: <https://www.hsph.harvard.edu/information-technology/forms-fees/media-services-request/>

### Room Changes/Reservations

- All changes to classrooms or reservations for breakout rooms must be coordinated through the department. Whitney Waddell [wwaddell@hsph.harvard.edu](mailto:wwaddell@hsph.harvard.edu) is the contact for this process. TA's **should not** contact the registrar's office for room issues.

### Papers and Exams

- Because of privacy issues, **graded materials may not be dropped off or picked up from mailboxes or in a public area.** Alternative arrangements must be made by the TA in consultation with the course instructor.

## COURSE ELIGIBILITY FOR TEACHING ASSISTANTS

### Policy for courses without labs

- Courses with 20 enrolled students will be eligible for 1 TA
- Courses with 30 enrolled students will be eligible for 1.5 TAs
- Courses with 40 enrolled students will be eligible for 2 TAs
- For the purposes of the authorization of TA coverage, the department will calculate course enrollment by counting only those students who have officially enrolled in the course for a grade. Auditors will not be counted.
- If the course enrollment drops below 18 students after the drop/add period, TA coverage will no longer be available and TAs will be paid a one-time flat rate “Enrollment Shortfall” payment (see TA payment structure section below). No additional payment will be issued and the TA must discontinue work on the course.
- A half-time TA may not start working on a course until after the add/drop deadline. A half-time TA cannot be paid a one-time shortfall payment if they end up not being needed for the course. The full-time TA would receive shortfall payment if enrollment drops below 18 after add/drop.

**Policy for courses with required labs (SBS 201 and SBS 281)**

- For the purposes of this policy, lab courses are defined as those courses in which attendance at a lab is listed in the course description as a required part of the course and for which sessions and rooms are scheduled through the HSPH registrar’s office.
- **If the course lab sessions are run by students, then courses with labs will automatically be provided with a teaching assistant as long as the course enrollment is above 10 students.**
- Courses with up to 20 enrolled students will be eligible for 1 TA
- Courses with 30 enrolled students will be eligible for 1.5 TAs
- Courses with 40 enrolled students will be eligible for 2 TAs
- For the purposes of the authorization of TA coverage, the department will calculate course enrollment by counting only those students who have officially enrolled in the course for a grade. Auditors will not be counted.
- If the course enrollment drops below 10 students after the drop/add period, TA coverage will no longer be available and TAs will be paid a one-time flat rate “Enrollment Shortfall” payment (see TA payment structure section below). No additional payment will be issued and the TA must discontinue work on the course.
- A half-time TA may not start working on a course until after the add/drop deadline. They cannot be paid a one-time shortfall payment if they end up not being needed for the course. The full-time TA would receive shortfall payment if enrollment drops below 10 after add/drop.

**TA PAY STRUCTURE**

**TEACHING ASSISTANTS PAYMENTS**

**NON – LAB COURSES**

Registered Students**	Course Credits		
	1.25	2.5	5.0
20 – 39 (1 TA)	\$875	\$1,750	\$3,500
Each additional TA (with class enrollment increase of groups of 20 )	\$875	\$1750	\$3,500

\*\* Figures based on # of students registered for a grade from HSPH Registrar after add/drop deadline.

### LAB COURSES

Registered Students**	Course Credits		
	1.25	2.5	5.0
10 – 19 (lab courses only)	N/A	\$1,750	\$4,000
20 – 39 (1 TA)	\$875	\$2,100	\$4,000
Each additional TA (with class enrollment increase of groups of 20 )	\$875	\$2,100	\$4,000
Head TA (only for course with 7 or more TAs)	N/A	\$2,500	\$4,400

\*\* Figures based on # of students registered for a grade from HSPH Registrar after add/drop deadline.

Payment for a 1 term course (for full time students) will be paid as one lump sum on the 15<sup>th</sup> of the month in which the course starts. Payment for part-time students will be processed via the weekly payroll for 8 weeks from the beginning of the course. Payments for full semester and full year courses will be pro-rated and paid a lump sum once per term on the 15<sup>th</sup> of each month closest to the start of the course. Part-time students who are hired as TAs will be added to the weekly temp payroll for the duration of the term.

### TA coverage for courses with enrollment close to 20

Each term some courses which have enrollment numbers well above 20 students at the start of classes end up with final enrollments below 20 students at the end of add/drop period. In order to try to mitigate the loss of a TA in these cases we have instituted the following policies:

- An enrollment shortfall for courses that drop below the required enrollment numbers. This will compensate TAs for the work they have done prior to the add/drop period if their TA position is terminated because of the loss of enrollment. This is the only payment that will be made to TA's and the TA must not perform any additional work after the add/drop deadline.
- TA coverage will not be terminated for reduced enrollment if the following conditions are met:
  - There are 24 or more for-credit students enrolled in the class on the first day of class
  - There is a final enrollment of 18 or more for-credit students at the end of add/drop

**ENROLLMENT SHORTFALL**

	Course Credits		
	1.25	2.5	5.0
Enrollment Shortfall* (enrollment below 10 students for a lab course or below 20 students for a non-lab course)	\$ 125	\$ 225	\$ 375

**\* This is a flat fee payment made to the TA of a course with an enrollment shortfall after the add/drop deadline. In this instance, the TA should discontinue working as no further payment will be issued.**