

DrPH Program

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Course Requirements

The Doctor of Public Health (DrPH) is a School-wide advanced professional degree program designed for the student who has a Masters of Public Health (MPH) or its equivalent and who intends to pursue a leadership career in the professional practice of public health. The focus of the DrPH program in the Department of Health, Behavior and Society is on integrating and applying a broad range of knowledge and analytical skills in leadership, practice, policy analysis, program and budget management, and communication, with an emphasis on the application of behavioral and social science perspectives to contemporary health problems.

The Department focuses its research in a number of areas, including the following (these two areas are examples and not the totality of options for emphasis areas):

Social and Psychological Influences on Health

This area focuses on social and psychological factors and processes in the etiology and prevalence of disease, in health care seeking behavior, adaptation and coping, and disease prevention. Students are exposed to current research on health knowledge, attitudes and beliefs; social and psychological factors in disease etiology; risk reduction; and cultural influences in public health, including cross-cultural studies.

This area emphasizes sociological and psychological conceptualizations of health and illness, theories of stress and coping, as well as the special problems in the design and measurement of social and psychological variables. Emphasis is placed on the interactive and independent roles of psychosocial factors for disease, with a focus on the social context in which illness is defined and treated. The influence of major social structural divisions such as gender, socioeconomic status, and ethnicity is highlighted. The basic structure and function of health care systems of societies are also considered in their social-political context.

Health Education and Health Communication

Research and practice in this area focus on how principles from educational, behavioral, social, psychological, and communication theory influence health practices and behaviors conducive to optimal health in individuals, groups, and communities. Students are exposed to current research on health education and communication, with a particular focus on ecological models of health, evaluating multi-faceted intervention programs, and patient-provider communication.

Health education and communication programs are laboratories for the study of effective intervention strategies. Students in this area focus on needs assessment, planning, implementation and evaluation of comprehensive health promotion programs with an eye toward improving both theory and practice. Specific intervention strategies of interest may include individual behavior change strategies based on learning theory and theories of psychosocial dynamics; use of mass media communication; interpersonal communication; mobilization of social and community support; and advocacy. Program

implementation issues such as administrative and staff development and support are also considered. Interventions studied include those directed at patients, health care professionals, administrators, legislators, the general public, or combinations of the above.

Students should meet with their advisors prior to registering for courses each term to discuss the selection and sequence of required and elective courses outlined in the DrPH curriculum.

At the end of the first year of coursework, DrPH students take the qualifying exam. This exam tests whether the student has mastered the basic knowledge of the field as well as in core DrPH competencies.

Students take the departmental and School-wide preliminary oral examinations by the end of their third year in residence. Upon passing, students pursue their dissertation work under the guidance of an academic advisor and faculty committee. The student's written dissertation is defended at a final School-wide oral examination and presented in a formal public seminar. It should be possible to complete the DrPH degree in four years of full-time study.

School-wide DrPH Curriculum Checklist

The following sections describe the school-wide course requirements. DrPH students are also responsible for meeting the MPH core requirements in environmental health, public health biology, management sciences, and the social and behavioral sciences (see below).

Other courses may be substituted to meet the requirements below with approval from the DrPH Executive Committee. Students are strongly encouraged to identify existing courses or design doctoral-level special studies courses that provide them with the opportunity to develop higher level DrPH competencies. These courses may involve experiential learning and can be designed independently or in conjunction with other students.

DOMAIN 1: PUBLIC HEALTH ANALYSIS

Definition: The ability to identify, synthesize and apply evidence-based public health research and theory from a broad range of disciplines and health-related data sources for problem-solving and to advance programs, policies, and systems promoting population health.

In the domain of Public Health Analysis students must take one of the epidemiology options listed below and one of the biostatistics options listed below.

I Epidemiology -- DrPH students must take all courses listed under Option IA or Option IB or Option IC below:

I A. Epidemiology

Course No.	Units	Course Title (credits)	COMMENTS
340.601	5	Principles of Epidemiology	
<u>OR</u>			
<u>both of the following courses:</u>			

550.694.81	3	Fundamentals of Epidemiology I (on-line only)	
550.695.81	3	Fundamentals of Epidemiology II (on-line only)	
In addition to either 340.601 or 550.694/550.695 students must take at least one additional two-credit course in Epidemiology.			

I B. Epidemiology continued- students must take all three of the following courses

Course No.	Units	Course Title (credits)	COMMENTS
340.751	5	Epidemiologic Methods 1	
340.752	5	Epidemiologic Methods 2	
340.753	5	Epidemiologic Methods 3	

I C. Epidemiology continued-students must take all three of the following courses*

Course No.	Units	Course Title (credits)	COMMENTS
340.601.01/.81	5	Principles of Epidemiology	
340.608.01/.81	4	Observational Epidemiology	
340.763.01	4	Professional Epidemiology Methods	

Some students may wish to take Epidemiological methods 1 and 2 (340.751, 340.752) followed by Professional Epidemiology methods (340.763). This is acceptable to meet DrPH course requirements.

II A. Biostatistics--DrPH students must take all four of the following courses OR all listed in II B.

Course No.	Units	Course Title (credits)	COMMENTS
140.621**	4	Statistical Methods in Public Health I	
140.622**	4	Statistical Methods in Public Health II	
140.623**	4	Statistical Methods in Public Health III	
140.624	4	Statistical Methods in Public Health IV	

****The Biostatistics series 140.651 – 654 may be used as a substitute.**

II B. Biostatistics continued - students must take all six of the following courses

Course No.	Units	Course Title (credits)	COMMENTS
140.611.01/.81	3	Statistical Reasoning in Public Health I	
140.612.01/.81	3	Statistical Reasoning in Public Health II	
140.613 .11/.13	2	Data Analysis Workshops I	
140.614.11/.13	2	Data Analysis Workshops II	

Course No.	Units	Course Title (credits)	COMMENTS
140.620.11	2	Advanced Data Analysis Workshop	
140.624.01	4	Statistical Methods in Public Health IV	

DOMAIN 2: ETHICS

Definition: The ability to identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice.

All new students must take the online course “Academic and research ethics at JHSPH” (550.860.82). DrPH students must also take the online IRB training course. In addition to these two required, non-credit courses, DrPH students must take at least 2 credits of practice/management/policy ethics from the following courses.

DrPH students who receive NIH funding are additionally required to take either 550.600 or 306.665 as part of their ethics requirement.

Course No.	Units	Course Title	COMMENTS
221.616.01/.81	2	Ethics of Public Health Practice in Developing Countries	
306.655	3	Ethical Issues in Public Health	
306.663	3	Legal and Ethical Issues in Health Services Management	
306.625	3	Ethical Issues in Health Policy: Public Health and Health Care	
Course requirements for students receiving NIH funding			
550.600 OR	1	Responsible Conduct of Research	
306.665	3	Research Ethics and Integrity: US and International Issues	

DOMAIN 3: POLICY ANALYSIS, DEVELOPMENT AND IMPLEMENTATION

Definition: The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication and consensus building.

Health Policy--DrPH students must take at least one policy course from the following:

Course No.	Units	Course Title (credits)	COMMENTS
300.600.81	4	Introduction to Health Policy (internet)	
180.628.81	4	Introduction to Environmental and Occupational Health Law	
180.629	4	Environmental and Occupational Health Law and Policy	
221.650	3	Health Policy Analysis in Low and Middle Income Countries	
300.652	4	Politics of Health Policy	
306.650	3	Public Health and the Law	
308.602	3	Role of Government in Health Policy	
180.631	3	Environmental and occupational health policy seminar	
380.624	4	Maternal and Child Health Legislation and Programs	

380.665	4	Family Planning Policies and Programs	
380.740	3	Nutrition Programs, Policy and Politics in the United States: the Impact On Maternal, Child and Family Health	

DOMAIN 4: MANAGEMENT

Definition: The ability to provide fiscally responsible, strategic, and operational guidance within both public and private health organizations, for achieving individual and community health and wellness.

DrPH students must take three credits from the following courses **in addition** to the MPH Management requirement:

Course No.	Units	Course Title (credits)	COMMENTS
221.602	3	Applications in Managing Health Organizations in Low and Middle income countries	
551.601.81	4	Managing Health Services Organizations	
312.601.01	5	Fundamentals of Management for health care organizations	
551.608	3	Managing Non-Governmental Organizations in the Health Sector	
221.722 OR 221.722.81	4	Quality Assurance Management Methods for Developing Countries	
551.603	3	Fundamentals of Budgeting and Financial Management	
551.605	3	Case Studies in Management Decision Making	
551.607.01	3	Pharmaceutical management for underserved populations	
317.610	3	Risk Policy, Management and Communication	

Students may choose between taking one course in Leadership or one course in Communication

DOMAIN 5: LEADERSHIP

Definition: The ability to enable organizations and communities to create, communicate and apply shared visions, missions and values; inspire trust and motivate others; build capacity; improve performance, enhance the quality of the working environment; and use evidence-based strategies to enhance essential public health services.

DrPH Students must take one of the following courses in Leadership **OR** they may take one of classes listed below under Communication

Course No.	Units	Course Title (credits)	COMMENTS
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551.610.01	3	Foundations of Leadership – A Leadership Survey Course	
380.681.01	4	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	

DOMAIN 6: COMMUNICATION

Definition: The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions in order to promote the health of the public.

DrPH Students must take one of the following courses in Communication OR they may wish to choose one of classes listed above under Leadership

Course No.	Units	Course Title (credits)	COMMENTS
410.654.01	4	Health Communication Programs I: Planning and Strategic Design	
410.655.01	4	Health Communication Programs II: Implementation and Evaluation	
410.755.81	4	Health Communication Programs	
410.650.01	4	Introduction to Persuasive Communications: Theories and Practice	
410.663.01	3	Media Advocacy and Public Health: Theory and Practice	
301.645.01	3	Health Advocacy	
312.670.01	3	Negotiation in Health Care Settings	

7. School-Wide DrPH Seminar: DrPH Students are required to attend eight sessions of the School-wide DrPH Seminar and are encouraged to attend all sessions. Part-time students may choose to participate in the seminar online. Although the seminar is not taken for credit, attendance is documented at each seminar.

Course No.	Units	Course Title (credits)	COMMENTS
No course number	0	DrPH School-wide Seminar	

8. Individual Goals Analysis: before the end of the second term of their first year, all DrPH students are required to complete an Individual Goals Analysis and discuss this with their academic advisor and/or Departmental DrPH Director. There is no credit associated with this requirement, but completion of the individual goals analysis will be documented by each department.

9. DrPH Practicum: DrPH students are required to complete a practicum that further develops their public health skills and competencies. This should be carried out in a public health context, and properly supervised and evaluated. There is no minimum number of hours required, but the typical DrPH student will spend 100-300 hours on their practicum. The number of credits awarded will depend on the extent of the work and the number of hours completed.

Course Number	Units	Course Title	COMMENTS
550.843	TBD	DrPH Practicum	

Additional MPH Core Curriculum Requirements: Students must document that they have fulfilled these requirements either as part of their previous master's program or by completing one of the course options approved by the JHBSPH MPH program. Please see the MPH student handbook at http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current_students/FT%20MPH%20Student%20Manual%202012-13.pdf

I. Environmental Health:

Course Number	Units	Course Title
180.601	5	Environmental Health

II. Public Health Biology: Please indicate how the requirement was fulfilled.

Course Number	Units	Course Title

III. Management Sciences: Please indicate how the requirement was fulfilled.

Course Number	Units	Course Title

IV. Social and Behavioral Sciences: Please indicate how the requirement was fulfilled.

Course Number	Units	Course Title

Recommended Courses

In addition to the required courses listed above, DrPH students may find it useful to take a course from the domain of community and cultural orientation, which is often viewed to be a core domain in public health. Possible courses are described below.

DOMAIN: Community/Cultural Orientation: The ability to communicate and interact with people across diverse communities and cultures for the development of programs, policies and research to advance population health.

The following courses options are suggested but are not required.

Course No.	Units	Course Title (credits)	Course Level	COMMENTS
380.611.01	4	Fundamentals of Program Evaluation		
410.610.01	3	Health and Homelessness		

410.600.01	4	Fundamentals of Health, Behavior and Society		See note in Section IX.
410.620.01	3	Program Planning for Health Behavior Change		
410.630.01	3	Implementation and Sustainability of Community-based Health Programs		
410.631.01	3	Introduction to Community-Based Participatory Research: Principles and Methods		Required for HBS students
410.733.01	4	Communication Network Analysis in Public Health Programs		
224.689.01	4	Health Behavior change at the Individual, Household and Community levels		
221.688.01	4	Social and behavioral foundations of Primary Health Care		

IX. Social and Behavioral Sciences Core Requirements—HBS DrPH students must take the following courses

Course No.	Units	Course Title	
410.860	3	Graduate Seminar in Social and Behavioral Sciences, minimum 4 terms	
410.600	4	Fundamentals of Health, Behavior and Society*	
410.663	3	Media Advocacy and Public Health: Theory and Practice	
410.721	2	Translating Research into Public Health Programs I	
410.722	2	Translating Research into Public Health Programs II	
380.611	4	Fundamentals of Program Evaluation	
410.615	3	Research Design in Social and Behavioral Sciences	
380.635	3	Introduction to Urban Health	
410.631	3	Introduction to Community-Based Participatory Research	
410.690 or 410.710	4 3	Ethnographic Fieldwork Concepts in Qualitative Research for Social and Behavioral Sciences	
410.870	2	HBS Research and Proposal Writing for Doctoral Students I	

410.871	2	HBS Research and Proposal Writing for Doctoral Students II	
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*410.600 Fundamentals of Health, Behavior and Society is highly recommended for those students with little social and behavioral sciences background. Students should discuss this with their advisors to ensure that they have covered the course content and have met the learning objectives of this course in prior coursework. The course should be taken in 1st term by students who plan to take the course.

X. Social and Behavioral Sciences Electives—DrPH Students must take at least 2 of the following courses

Course No.	Units	Course Title	
410.610	3	Health and Homelessness	
410.611	3	Health, Poverty and Public Policy in the U.S.	
410.612	3	Sociological Perspectives on Health	
410.613	3	Psychosocial Factors in Health and Illness	
410.620	3	Program Planning for Health Behavior Change	
410.630	4	Implementation and Sustainability of Community-based Health Programs	
410.631	3	Introduction to Community-Based Participatory Research	
410.651	3	Health Literacy: Challenges and Strategies for Effective Communication	
410.653	1	Contemporary Issues in Health Communication	
410.654 and 410.655 or 410.755	8 4	Health Communication Programs I and II (4 credits each term) Health Communication Programs	
410.656	4	Entertainment Education for Behavior Change and Development	

Recommended Courses

In addition to the required courses listed above, there are a number of courses that are recommended for DrPH students with interests in these areas.

I. Human Rights – The following human rights course options are suggested (but not required) as a complement to the ethics courses listed in I.A above.

Course No.	Units	Course Title (credits)	COMMENTS
180.636	3	Human Rights and Health Seminar	
340.639	2	Assessing Epidemiologic Impact of Human Rights Violations	
301.655	2	Human Rights for Public Health Practitioners	
180.600	2	Special Topics in Health and Human Rights: Public Health Implications of Health as a Human right	

II. Community/Cultural Orientation: The ability to communicate and interact with people across diverse communities and cultures for the development of programs, policies and research to advance population health is an important competency area. **The following courses options are suggested but are not required.**

Course No.	Units	Course Title (credits)	COMMENTS
380.611.01	4	Fundamentals of Program Evaluation	
410.610.01	3	Health and Homelessness	
410.600.01	4	Fundamentals of Health, Behavior and Society	
410.620.01	3	Program Planning for Health Behavior Change	
410.630.01	3	Implementation and Sustainability of Community-based Health Programs	
410.631.01	3	Introduction to Community-Based Participatory Research: Principles and Methods	
410.733.01	4	Communication Network Analysis in Public Health Programs	
224.689.01	4	Health Behavior change at the Individual, Household and Community levels	
221.688	4	Social and behavioral foundations of Primary Health Care	

III. Communication: The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions in order to promote the health of the public is an important competency area. **The following course options are suggested but are not required.**

Course No.	Units	Course Title (credits)	COMMENTS
410.651.01	3	Health Literacy: Challenges and Strategies for Effective Communication	
410.654.01	4	Health Communication Programs I: Planning and Strategic Design	
410.655.01	4	Health Communication Programs II: Implementation and Evaluation	
410.613.01	3	Psychosocial Factors in Health and Illness	

410.650.01	4	Introduction to Persuasive Communications: Theories and Practice	
410.721.01	2	Translating Research into Public Health Programs I	
410.722.01	2	Translating Research into Public Health Programs II	
410.641.17	3	Implementation and Evaluation for Tobacco Control	
410.663.01	3	Media Advocacy and Public Health: Theory and Practice	
312.644	2	Interest-Based Negotiation: Preparation Analysis and Practice	
312.665	2	Conflict Management Skills Training	
312.666	1	Creating Agreement and Managing Conflict in a Health Care Setting: Development of Core Skills	
317.610	3	Risk Policy, Management and Communication	

Course/Credit Load

The Department strongly encourages doctoral students to register for less than 19 credits in any one academic term. While a credit registration of more than 18 credits is possible through the registration system, departmental faculty think that the additional course burden prohibits doctoral students from dedicating the appropriate time needed for their class studies. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's advisor prior to registering. The maximum number of credits per term is 22.

Satisfactory Academic Progress

Doctoral students in the Department of Health, Behavior and Society are expected to maintain satisfactory academic standards for the duration of the degree program. In the department, satisfactory academic progress is defined as follows:

1. A minimum grade point average (GPA) of 3.00. Any doctoral student who does not obtain the minimum 3.00 GPA by the end of the third term during the first year will not be permitted to sit for the written qualifying exams. In this situation, an appropriate course of action will be determined by the Department chair.
2. All courses required for the program must be taken for a letter grade. All HBS departmental courses must be taken for a letter grade except with prior consent of the advisor. The pass/fail option may only be used for elective courses and only with the consent of the student's advisor.
 1. No grades below a "B" in core courses.
 3. All grades will be calculated into the student's GPA.

4. All doctoral students will have their transcript evaluated at the end of their first year. This evaluation will be completed in conjunction with the qualifying exam review process.

Full-time DrPH

Students should register for a minimum of 16 credits per term throughout the program, which will also fulfill the School's residency requirement of four consecutive terms of 16 credits each. Requests for an exception to this policy must be submitted to the HBS Academic Office and will require approval by the Department Chair.

Part-time DrPH

The requirements are the same for full- and part-time students. It is anticipated that part-time students will complete the required coursework within two years, pass the qualifying examination at the end of the second year, complete the school-wide preliminary oral examination within four years, and defend the dissertation within nine years of matriculation.

Departmental Qualifying Examination

As stated in the School's Policy and Procedure Memorandum for doctoral degree programs, the examination is intended to assess the student's written mastery of the knowledge base and methods in their field of study as well as in core DrPH competencies.

Doctoral students become eligible for the departmental qualifying examination upon successful completion of the first-year required courses while maintaining the minimum GPA required.

The exam is offered in June. Specific details on the nature of the exam and policies related to grading will be distributed well in advance of the exam.

DrPH Practicum

DrPH students are required to engage in a practice experience in addition to the activities undertaken as part of their dissertation, so that they will experience a variety of public health practice settings and approaches. Students are encouraged to pursue opportunities of interest with practitioners associated with the Department and throughout the School, as well as those with mentors who may offer practice opportunities off-campus. The practicum can be fulfilled by engaging in either a paid or unpaid project experience, and the student will register for academic credit for the practicum experience.

The practicum can involve participation in any of the following practice activities, including but not limited to: development of a program and evaluation; community development and liaison activities; community needs assessment and its related social, epidemiological, behavioral, or political diagnosis; development and piloting of health interventions or materials; data collection; data analysis and interpretation; policy analysis; manuscript preparation; grant preparation or other forms of practice approved by the advisor and DrPH Program Director.

Students must discuss their plan for fulfilling the practicum requirement with their academic advisor, and the plan must be approved by both the advisor and DrPH Program Director prior to beginning the practicum. It is recommended that students engage in at least two different practice activities, and this

may be related to a single or two separate projects.

A primary mentor on site must be identified and agree to serve in this capacity by signing the practicum agreement. While practicum activities will vary and should be tailored to the student's area of interest and related to their training goals, a minimum of 300 hours is expected. A written report describing the nature of the practicum and how the activity met the student's training goals is required, along with a copy of any work products produced. The report should be reviewed and approved by the practicum mentor and academic advisor.

The practicum plan must be completed before the preliminary oral exam, and students are encouraged to fully complete the activity during the first two years of the program. Completion of this requirement will be monitored by the Department through submission of the Practicum Form to the HBS Academic Office. The form can be obtained from the HBS Academic Office.

JHSPH DrPH Practicum Requirements and Policy

1. Rationale

Beginning in the 2013-14 academic year, all Johns Hopkins Bloomberg School of Public Health professional degree students (MPH, MSPH, DrPH) will need to complete a practicum to comply with the Council on Education for Public Health (CEPH), school of public health accreditation requirements. Many departmental DrPH programs already require a practicum of some sort. This note serves to set common minimum guidelines for the DrPH practicum, which departments may further elaborate.

DrPH students entering the program already have significant work experience (3 years minimum). The purpose of the DrPH practicum is to further the development of higher level competencies, and in particular applied competencies and critical thinking relevant to the student's area of specialization. Practica should form an integral part of student learning, complementing course work, special studies and student dissertations in a way that responds to student learning objectives.

The DrPH program consists of both full time and part time students. Many part-time students are in full-time employment. The practica requirements apply to both of these groups of students, and have been crafted so as to provide valuable learning opportunities for both.

2. Minimum Practicum Requirements

- i. Applies and further develops public health skills and competencies* - the objectives of student practica should be clearly identified as part of an integrated, individualized, academic plan that is approved in advance of the practicum. Students will identify competency domains in which they wish to achieve high-level skills and the DrPH student practicum presents an important opportunity for the application of these skills.
- ii. Is framed and carried out in a public health context* – the practicum will include population-level activities carried out at, or in collaboration with, an organization or agency. Students should not merely crunch numbers, or administer surveys but should be engaged in the larger public health context of their activities.

- iii. Is supervised and supported** – The practicum preceptor will be qualified to evaluate the student’s professional competence and will supervise the student throughout the project. The preceptor will typically be from an outside organization (i.e. community-based organization, health department, private corporation, etc.), but can be a JHSPH faculty member if appropriate. The preceptor will provide background information, directions, feedback, and guidance with regards to student progress on well-defined learning objectives. The faculty advisor will be kept informed of the student’s practicum activities and progress and may provide additional assistance if warranted.
- iv. Is significant** – Given that DrPH students already have significant work experience, the practicum should be more than an opportunity for additional work experience. Practicum projects should make a significant contribution to the organization with which the student is collaborating, as well as constituting a significant investment of student time and effort. There is no minimum number of hours required, but it is estimated that the typical DrPH student may spend 100-300 hours on practica projects. Student practica may take the form of one significant large project or several smaller practica experiences. DrPH student practica do not need to be individual projects, students may work independently but may also be part of a student team, or a team composed of other members of the organization with which they are collaborating. If students are members of a broader team, then their role on the team should be clearly defined.
- v. Is evaluated** - Students will be evaluated on achievement of defined learning objectives and deliverables by the preceptor. Faculty advisors will be informed and have an opportunity to provide feedback on the student’s progress if they choose to do so. As part of the practicum experience students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. Clearly identified outputs from the practicum experience (not necessarily written products, but oral presentations or a new management or information system) should be identified in advance.

The DrPH practicum is designed to be flexible, and to respond to individual students’ prioritized learning needs, as such the practicum should be an important part of the program for all DrPH students, and waivers for practica will only be granted in exceptional circumstances.

3. Practicum opportunities

The DrPH practicum is an opportunity to apply skills acquired in the classroom, as such it can take multiple forms, for example all of the following could constitute practica:

- Work on a project at a specific outside organization such as a health department, community organization, international agency or private corporation;
- Applied work on a research project in which JHSPH faculty are involved, for example, assisting with the coordination of a clinical trial, or translating research findings into a form where they are actionable by practitioners and advocating for their uptake;
- For part time students in employment, the practicum is most likely to take the form of a special project in his or her place of work;
- Some courses provided by JHSPH may count toward practica requirements where they require working closely with outside organizations, in applied public health issues.

For part-time DrPH students in employment, ongoing routine work within their current work place does

not count towards the practicum. Full time students however, may return to a previous place of employment for their practicum, so long as their work there presents clear opportunities for professional growth.

The students' advisors, Departmental DrPH Directors and the DrPH office, will all assist students with the identification of relevant practicum opportunities.

4. Mentoring/Approval of preceptor

All preceptors must be approved by JHSPH prior to the commencement of the practicum. Current JHSPH faculty may act as preceptors where this is appropriate, for example where the faculty member is engaged in collaborative work with an outside agency. Many other individuals working in relevant practice positions will already have an adjunct position at the school, and thus are "preapproved" as preceptors. Where the preceptors does not have any faculty position at the School, their CV should be submitted to the Department DrPH Program Director, along with the practicum proposal, for approval.

5. Documentation and evaluation

- During their first term at JHSPH new DrPH students complete a self-assessment that helps them to identify the competency areas they wish to develop, and different modes of developing those competencies. This self-assessment should be discussed with their advisor and initial ideas about potential practica shared at this point.
- When a student wishes to proceed with a practicum opportunity they will complete a short practicum proposal form that outlines the nature of the project, how it fits with their learning objectives, the location of the practicum, the preceptor, a time frame for the work and outputs. This should be discussed with and approved by the student's advisor and department and the form will be added to the student's file at the department.
- Students working on a practicum should register for the practicum course 550.843 DrPH School-wide Practicum
- At the completion of the practicum, an additional form should be completed by the student and the preceptor that reflects on the experience and lessons learned, and provides constructive feedback to the student to help them develop further. Final outputs from the project should be attached to the form and these should all be submitted to the Department.
- When a student presents for his or her final oral examination, evidence of completion of the practicum requirement should be submitted as part of the student's final paperwork.

Departmental Preliminary Oral Examination

Students must successfully pass the departmental preliminary oral examination before taking the School-wide preliminary oral exam. The format of the exam is similar to the School-wide preliminary oral exam and is intended to determine if the student is academically prepared to pass the School-wide preliminary oral exam and to carry out independent thesis research. Students must have successfully completed the departmental qualifying exam before their oral exams.

The examination requires the student to prepare a thesis protocol that will be examined by the committee members before the exam takes place. This protocol is approximately 30 pages in length and

provides the committee with the student's rationale for the proposed study and the basic hypothesis to be researched.

The departmental preliminary oral committee consists of four faculty members and an alternate. The student's advisor is included in the four committee members. All committee members should have primary appointments in the Department of Health, Behavior and Society (an exception is made when the student's advisor has a primary appointment in another department and a joint appointment in HBS), and one committee member must have professional practice experience related to the public health problem addressed by the student. The senior faculty member from the department who is not the student's advisor will serve as chair of the committee. The exam is closed, with only the committee members and the student in attendance.

The student will coordinate the date of the exam with the exam committee members at least three weeks before the exam is scheduled to be held. The student is required to complete the Departmental Oral Form, available from the HBS Academic Office. The information required on this form includes the names of the committee members, the title of the research protocol and the date, time, and location of the exam. Committee members will receive formal written notification of the exam date and time by memo from the department chairman.

The student will distribute a copy of his/her research proposal to all exam committee faculty members at least three weeks before the scheduled date of the exam.

Immediately following the examination, the committee must evaluate the success or failure of the student. One of the following results must be reported to the HBS Academic Office by the Committee Chair. The two main criteria to determine the outcome of this exam are:

1. The student is academically prepared to pass the School-wide oral examination.
2. The student is academically prepared to carry out his/her thesis research.

Note: Issues of specific thesis methodology will not be major criteria of this exam.

Based on the above criteria, students can then receive:

(a) Unconditional Pass: If the members each vote "unconditional pass" on the first ballot, this result is reported with no further discussion. If one or more members vote "conditional pass" or "fail," then the committee should discuss the specific concerns of those members as discussed below.

(b) Conditional Pass: The committee may decide that further evidence of qualifications is necessary and impose a specific condition that the candidate must fulfill within a given period of time. Those who feel the need for a condition or failure must convince the others, or vice versa. The committee should make a concerted effort to reach a consensus. In the case of a conditional pass, the committee will remain appointed until the condition is removed. Terms of the condition and its removal must be reported in writing to the HBS Academic Office. Students will *not* be permitted to sit for the School-wide preliminary oral until the conditions have been removed. It is recommended that conditions are met within six months unless otherwise recommended by the examination committee.

(c) Failure: If a majority of the committee decides that the candidate has failed the exam, the committee must recommend a future course of action. A student will be permitted to retake the exam only once. The committee may recommend one of the following:

- (1) Reexamination by the same Committee
- (2) Reexamination by a new committee.

HBS Guidelines for the Dissertation Proposal

Research Plan: The student must provide a narrative project description which contains a detailed discussion of the following specific points.

1. A description of the research project and what it is intended to accomplish.
2. The scientific and/or policy problem(s) that will be addressed through the project and their significance.
3. Related research that addresses the identified problem(s). The subjects to be analyzed, questions to be answered, or the hypotheses to be tested by the project including a discussion of literature supporting the study, the relevant theoretical basis of the research and any theoretical and conceptual issues at stake.
4. The methodological procedures to be followed, and whenever applicable, information on such matters as sampling procedures, including the size of the population to be studied and the size of the sample and control groups, as well as description of the types and source of data to be gathered, specific variables to be measured, methodological problems to be encountered, specific statistical or other types of analyses to be made, and steps that will be taken to protect human subjects as appropriate. Non-quantitative proposals should specify the sources and methods to be used and provide a reasoned argument that these are adequate to address the research questions proposed.
5. The organization of the project and work plan, including a schedule of the main steps of the proposed investigation and anticipated timelines.
6. Where relevant, a discussion of the facilities and resources available for the project.
7. Other pertinent information, such as study strengths & weaknesses, deemed appropriate by the student and their advisor.

As a general guide, the thesis proposal, including references, should not exceed 30 double-spaced typewritten pages.

School-wide Preliminary Oral Examination

The School-wide preliminary oral examination takes place after the student has successfully completed the departmental qualifying examination and the departmental preliminary oral examination. The purpose of this examination is to determine whether the student has the ability and knowledge to undertake significant public health problem-solving and analytic research in his/her general area of content. Specifically, the examiners will be concerned with the student's: (1) capacity for logical thinking; (2) breadth and depth of knowledge in public health and evaluative methodologies; and (3) ability to undertake a project aimed at addressing a significant public health problem leading to a completed dissertation. Discussion of a specific proposal, if available, may serve as a vehicle for

determining the student's general knowledge and analytical capacity. However, this examination is not intended to be a defense of a specific proposal. When a proposal is submitted, the student will be expected to defend the public health significance of the problem as well as the methodologies to be used in evaluating solutions to the problem.

The School-wide preliminary oral exam should be taken by the end of the student's third year in residence and before significant engagement in the dissertation work. All requests for extensions beyond the stated time periods to take and pass the School-wide Preliminary Oral Examination or to complete the doctoral degree requirements must be approved by the DrPH Executive Committee. School policy regarding extension requests:

<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/AcademicInformation/Pages/default.aspx> Contact the Academic Administrator for the most up-to-date information on extension policies.

The School-wide preliminary oral examination must be scheduled at least one month in advance. Instructions on scheduling the examination and information on committee composition are available on the Records and Registration web site:

<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>

After successful completion of School-wide preliminary oral exam, students register for 410.820 Thesis Research each term until completion of all degree requirements.

IRB Approval

Among the many issues students should consider in developing a research study is the issue of whether it will qualify as human subjects research. The JHSPH IRB office is charged with making sure that research studies involving human subjects comply with federal, state, and local law, as well as institutional policy. The IRB has posted a guidance document on its website called "What needs review by IRB?" which you may access from this page: http://www.jhsph.edu/irb/Guidance_and_Policies.html. More information about student projects is available here: http://www.jhsph.edu/irb/Student_Projects.html.

The IRB office has prepared a student manual at http://www.jhsph.edu/offices-and-services/institutional-review-board/pdfs-and-docs/Student%20Manual_V15_17Jul14_Final.pdf. Students should review this manual carefully and discuss the issues as they relate to the proposed project with their advisors as a first step in understanding the process and evaluating whether the proposed study will involve human subjects research.

Human subjects research includes both primary data collection from living humans and secondary data analysis of identifiable private information, and use of existing identifiable biospecimens. All student studies involving data about humans should be submitted to the IRB. A faculty member must serve as the Principal Investigator of a student research project. The PI assumes full responsibility for the study. The IRB website includes extensive FAQs about general IRB topics, using the PHIRST electronic application system, completing the CITI human subjects research training, and student research. If there are further questions, contact the IRB office (410-955-3193) and make an appointment to review any questions with a research subjects specialist.

Thesis Advisory Committee

The progress of each doctoral student is followed regularly, at least once a year, by a committee consisting of the dissertation advisor and two to four other faculty members, from both inside and/or outside the student's department. The student and his/her advisor, with the consent of the department chair, decide on the composition of this committee. One committee member must have professional practice experience related to the public health problem addressed by the student. The objective of the Thesis Advisory Committee is to provide continuity in the evaluation of the student's progress during the dissertation phase of the student's training. Students should form their advisory committees and obtain IRB approval soon after passing their preliminary oral exams and well before the Office of Graduate Education and Research deadline.

Each month, the Office of Graduate Education and Research will generate a report of the students who passed their Preliminary Oral Exam within the past three months. (Students receiving a conditional pass must meet the conditions before this contact is initiated.) An e-mail and "Thesis Research Documentation Form" will be sent to the student and copied to the student's Dissertation Advisor (as identified on the Preliminary Oral Exam Committee) and the Academic Administrator. The form is to be completed and returned within three months of contact (or six months past preliminary oral exam date) to the Office of Graduate Education and Research for tracking and inclusion in the student's academic file. A copy is kept in the HBS Academic Office. This documentation will then be attached to the combined Appointment of Dissertation Readers' and Final Oral Exam Committee Composition form in order to obtain final signatory approval from the Sr. Associate Dean for Academic Affairs.

The first meeting of the Thesis Advisory Committee is held when the student is developing his/her dissertation proposal after the preliminary oral examination and prior to submitting the "Thesis Research Documentation Form."

As noted in the "Milestones" table of this handbook, students should schedule meetings with their advisors at least once per term to review their dissertation progress. Students should also plan to meet at least once per year with their Thesis Advisory Committee and provide this committee with a written progress report and a copy of the "HBS Doctoral Dissertation Progress Evaluation Form" (available from the HBS Academic) to be completed by the student's advisor, attached to the progress report, and submitted to the HBS Academic Office for the student's file. The first progress report and evaluation form should be completed by one year from the date the "Thesis Research Documentation Form" was submitted.

Completion of this requirement each year will be monitored by the student's advisor and the Academic Administrator.

Dissertation Guidelines

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society and to a committee of dissertation readers. During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be developed, reviewed, and found acceptable to departmental faculty while the candidate has been enrolled as a doctoral student.

The traditional doctoral dissertation consists of a statement of the problem and specific aims; a literature review; data and research methods; analyses and results; and a discussion of findings and their implications. The form these take will reflect the specific academic discipline or orientation guiding the student's research. Doctoral students also have the option of a manuscript-oriented dissertation as an alternative to the traditional dissertation. See the "Dissertation Policy for HBS Doctoral Students" at the end of this section for more information on manuscript formats.

Students should discuss the advantages and disadvantages of each option with their advisor before deciding on a dissertation strategy.

Completion of a satisfactory investigation in the principal subject and its presentation in the form of a dissertation, approved by a committee of the faculty, is the next step toward the doctoral degree. The material contained in the dissertation should be worthy of publication in a scientific journal in the field involved. The DrPH Executive Committee shall, upon request of the student's department chair, approve a recommended committee of five readers, including the student's dissertation advisor, who serves as a departmental reader. A minimum of three departments of the University must be represented on the Committee. At least one reader other than the advisor shall have professional practice experience related to the public health problem addressed in the dissertation. This reader, who may or may not hold a faculty appointment with the University, shall be identified to the Records and Registration Office during the process of constituting the Committee and will be approved to serve on the Committee by the Program Director, based on a submitted Curriculum Vita. The Committee member fulfilling this practice experience must be explicitly designated on examination forms. A senior full-time faculty member outside the student's Department will normally serve as chair and must hold the rank of Full or Associate Professor. The primary appointment of faculty members determines whether they are considered inside or outside the department. Advisors, however, are considered inside examiners even if their appointment is outside of the department sponsoring the candidate. The chair will be officially appointed by the responsible Associate Dean. An external person who serves on the committee may not serve as chair. Two alternates will be designated, one from inside and the other from outside the department. A third alternate with professional experience may also need to be designated if neither of the first two alternates fulfills this requirement

To establish this committee, the student and advisor recommend four faculty members to serve as dissertation readers. These faculty members, one of whom is the dissertation advisor, should hold an appointment as Assistant Professor or higher and represent at least three departments of the University and at least two departments of the School of Public Health. One member must hold the rank of Associate Professor or full Professor and not hold a joint appointment in the student's department. This individual will serve as the Chair of the Final Oral Examination Committee. One adjunct or one scientist faculty member may serve on the Committee, but not both. All faculty members must serve as Dissertation Readers representing the department of their primary faculty appointment.

The committee of readers may be increased to five members provided the conditions stated above are satisfied for four readers. If a fifth member was approved to serve as a Dissertation Reader, that individual does not have voting privileges on the Final Examination Committee.

Oral Defense of Dissertation

The oral defense of the dissertation by the candidate before a committee of the faculty is the final step for the doctoral degree candidate. Instruction and forms for the appointment of dissertation readers and scheduling the final oral exam can be accessed at <https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>.

Records and Registration requires that the “Appointment of Dissertation Readers & Final Oral Examination Committee” form be submitted at least one month in advance of the proposed date.

The completed form must be submitted to the HBS Academic Office for review. The Academic Administrator will obtain the department chair's signature and forward the form to Records and Registration. Committee members should be given adequate time to properly read the dissertation before the defense, and the “Dissertation/Dissertation Approval Form,” signed by the advisor, should be included with the dissertation copies.

Students must be continuously registered up to and including their term of completion. A doctoral student is not considered complete at the time he/she passes their final defense. Students are considered complete (a) when copies of his/her acceptance letters from the Examining Committee Chair and Dissertation Advisor are on file in the Office of Records & Registration; (b) copies of the dissertation are delivered to the Office of Records and Registration.

Public Seminar

As a culminating experience, all doctoral students are required by the School to present a formal, public seminar. The final oral examination consists of a 2 – 2 ½ hour period, including the 20 - 30 minute public seminar followed by a brief time for public discussion, and followed immediately by the closed portion of the examination, which is closed to all except the doctoral candidate and the examination committee. Records and Registration posts the seminar announcement to the School's events calendar.

Dissertation Policy for HBS Doctoral Students

All students must complete an original investigation in the area of concentration presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society (HBS) and to a committee of dissertation readers.

During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be reviewed and found acceptable to the Department of HBS while the candidate is enrolled as a student in the Department.

Students in HBS have the choice of completing a “traditional” doctoral dissertation or a manuscript-oriented dissertation. Ideally, this decision should be made by the time the student undergoes the departmental preliminary oral examination. There are advantages and disadvantages to each option which should be carefully discussed with the student’s advisor.

Each of these options are described briefly below.

The traditional doctoral dissertation generally consists of an abstract, five chapters, references, and any appendices. The outline of chapters below is merely a guide. The pages numbers are rough estimates, and the form of the chapters will vary, reflecting the academic discipline or orientation of the student's research.

Abstract: The abstract is a short overall summary of the work. It lays out the purpose(s) and aims of the study, the methods, and the key results and implications. The abstract generally is 2-3 double spaced pages.

Chapter 1: Introduction: Statement of the Problem and Specific Aims. This chapter, which tends to be relatively short (5-6 double spaced pages), provides an introduction to the dissertation. It describes briefly why this work was undertaken, what background conditions or data suggested it was an important problem, and what, then, this project was intended to accomplish.

Chapter 2: Literature Review. The literature review summarizes existing literature that informed the dissertation research. It generally is organized topically. The literature review tends to be a fairly detailed review, particularly for those topics most directly related to the content and methods of the dissertation. The literature review tends to be 30-60 pages in length.

Chapter 3: Methods. The content of the methods chapter varies tremendously with the methodological approach taken by the student for the dissertation research. With traditional empirical studies, it will generally include the specific aims, research questions, and/or hypothesis; a description of the source of study data, a description of the study instrument and its development, if relevant; a description of secondary data obtained, if relevant; analytic methods, including data cleaning, creation of a data set, creation of variables and/or qualitative codes, types of analyses done, and human subjects issues. The methods chapter ranges from 20-40 pages.

Chapter 4: Results. The results chapter reports the main findings of the dissertation. It often is organized by research question or specific aim or hypothesis, but need not necessarily follow this format. The results chapter ranges from 25-50 pages.

Chapter 5: Discussion of Results and Policy Implications. The discussion chapter both summarizes key findings and discusses findings in light of existing literature and in light of their policy implications. Also included generally are a description of the study's limitations and implications for future research. The Discussion chapter is generally 25-50 pages.

References: A listing of all citations used for the dissertation must be provided. The Department allows any standard format for references.

Appendices: Appendices can be used for many purposes. They can include study instruments, if relevant; they can include additional tables not included in the main body of the dissertation; also to be included must be a copy of the student's CV. The traditional dissertation should be able to "stand alone" without appendices, however, so results should never be put in appendices that are key to the study's main findings.

All components of the traditional dissertation will be judged by the committee to be one of the following: Acceptable, Acceptable with Revisions, or Unacceptable. Students, with guidance from their advisor, will rework their dissertation until all components are judged acceptable.

The manuscript dissertation consists of the following:

- A total of three (or more) papers, linked to the student's dissertation topic. One of these papers may be the literature review, provided it is a comprehensive critical review, suitable for publication.

If one of the three papers is not a literature review, the dissertation must still contain a chapter that critically surveys the literature.

- A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.
- An appendix outlining in detail the study methods and any accompanying data tables necessary to fully understand the data.

A manuscript oriented dissertation must also meet the following criteria:

- The doctoral student must be the first author on the three manuscripts used to satisfy this requirement.
- No manuscript will be accepted as part of the dissertation if it was submitted for publication before the student passes the School-wide preliminary oral exam.

As is true for the traditional doctoral dissertation, all components of the manuscript-oriented dissertation, will be judged to be one of the following: Acceptable, Acceptable with Revisions, or Unacceptable. Students, with guidance from their advisor, will rework their dissertation until all components are judged acceptable.

Role of Faculty Advisor:

The advisor's role is to facilitate successful completion of the doctoral dissertation. Students should refer to the HBS policy for advising for general guidelines about frequency of meetings between advisors and students during the dissertation research and writing period. The type of assistance provided should be tailored to the individual student's needs. Both the traditional dissertation and the manuscript-oriented dissertation must reflect work that is the student's independent and original work. The advisor, then, can and should provide ongoing and critical feedback, but the research must be that of the student.

Maintaining this balance may be particularly challenging for manuscript-oriented theses. Even if the advisor (or another committee member) will be a co-author on a manuscript, the manuscripts must be viewed first and foremost as fulfilling the student's needs in the dissertation process, with publication as a secondary goal. Advisors or other committee members who are co-authors may not undertake the

first draft of any portions of the manuscripts nor substantial re-writes. Whether an advisor will be a co-author on any manuscript should be decided early in the dissertation process.

See p. 86 for general information on advising.

Dissertation guidelines and deadlines:

<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>

Link to School PPM on DrPH Degree

https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_04_Doctor_of_Public_Health_Degree_092613.pdf

Link to HBS DrPH Degree Program Competencies

http://www.jhsph.edu/dept/hbs/degrees/drph_social_behavioral/index.html

MILESTONES FOR THE DrPH PROGRAM		
Key Dates	Task/Event	Date Completed
First Year		
Term 1		
Before 1 st term registration	Introductory Advisor Meeting	
	Course selections – Discussion of required and highly recommended courses, courses in area of interest, and special studies.	
	Identify professional and educational goals. Review deadlines. Discuss attendance at departmental seminars and other outside-class opportunities.	
Term 2		
Before 2 nd term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss research plans. Identify faculty resources.	
Term 3		
Before 3 rd term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
Term 4		
Before 4 th term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
By end of first year	Residency requirement met	
	Departmental qualifying exam in June	
Second Year		
Term 1		
Before 1 st term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss possible composition of oral exam committees.	
Term 2		
Before 2 nd term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
Term 3		
Before 3 rd term registration	Before 3 rd term registration	
	Course selections	
	Satisfactory academic progress	

	If student plans to take oral exam in 2 nd year, committee members should be identified by 3 rd term.	
Term 4		
Before 4 th term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
Third Year		
Terms 1-4		
Before registration each term	Advisor Meeting	
	After successful completion of school preliminary oral exam, student registers for 410.820 Thesis Research each term until completion of all degree requirements (see timetable at end of student handbook).	
By 3 years from matriculation date	Successful completion of departmental and school preliminary oral examinations	
Within 3 months of successful completion of school prelim oral exam	Student has identified a dissertation advisory committee and submitted the School's Thesis Research Documentation form to HBS Academic Office	
Fourth Year		
Terms 1-4		
At least once per term	Advisor Meetings to review dissertation progress	
Annually, post prelim oral exam	Dissertation Advisory Committee meets to evaluate progress and submits evaluation to HBS Academic Office	