

PROGRAM INFORMATION GUIDE

DOCTOR OF PUBLIC HEALTH (DRPH) DEGREE

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PROGRAM DESCRIPTION AND REQUIREMENTS

The Doctor of Public Health (DrPH) degree is a professional degree conferred in recognition of a candidate's command of a comprehensive body of knowledge in the field of public health and related disciplines, and of the candidate's proven ability to initiate, organize, and pursue the investigation of significant problems or interventions in public health.

The focus of this degree is the development of transdisciplinary knowledge about the determinants of health, and the scientific and professional leadership skills to translate this knowledge into effective health interventions.

Those who earn this degree are expected to occupy leadership positions that have major influence on public health research, policies, programs, systems and institutions. Such leadership may be in diverse settings at the international, national, state, or local levels, and in the public, private and academic sectors.

ACADEMIC OBJECTIVES AND PROGRAM REQUIREMENTS

The major academic objectives of the DrPH Program are:

1. Acquiring transdisciplinary knowledge of and skills in public health research and practice, including an understanding of the essential relationships between public health and societal systems and policies whose actions affect the health of people.
2. Analyzing public health issues, problems and interventions research and evaluation methods from multiple disciplines.
3. Understanding and applying transdisciplinary research and practice as a means of approaching real-world public health problems and translating academic research into practice.
4. Understanding public health policies and practices through study that includes: program implementation in institutions and society, organizational theory and practice, financial management, health policy strategies, information systems and ethics.
5. Developing a vision, philosophy of professional leadership in public health and the technical and managerial skills required for successful leadership.

These academic objectives are met through several programmatic requirements:

1. Participation in all required and elective courses necessary for completion of DrPH degree requirements as defined by the UC Berkeley School of Public Health faculty and the UC Berkeley Graduate Division. This coursework may include pre-requisite coursework based on the student's previous academic accomplishments.

2. Participation in a research residency or professional residency in a public health setting in which the student has the opportunity to advance knowledge and skills, identify data for dissertation research, conduct analyses, and participate in decision-making
3. Preparation for and completion of the Qualifying Examination to demonstrate the student's knowledge, integration, and application of theory in preparation for the dissertation.
4. Submitting a Human Subjects protocol to explain the use of human subjects in the research, which must be filed and approved by the Committee for the Protection of Human Subjects on the Berkeley Campus (*see page 17*).
5. Completion of a dissertation that is designed to focus on the analysis and/or solution of a problem or opportunity in public health practice.

RECOMMENDED TIMETABLE FOR DEGREE COMPLETION

The DrPH program is a full-time program of study designed to be completed in three or four years for those applicants with an MPH from an accredited institution. Any students with deficiencies in coursework equivalent in content to the MPH at UC Berkeley must take prerequisite courses in the first year of the program.

The first academic year (first semester)

- Take coursework in required and elective courses
- Take prerequisite courses as required
- Complete a first semester assessment with advisor

The first academic year (second semester)

- Take coursework in required and elective courses
- Finish prerequisite courses as required
- Consider choosing a new faculty advisor if necessary to best match with evolving dissertation topic area
- Develop mentoring relationships with other faculty to best explore and develop evolving dissertation topic area
- Complete a *Yearly Assessment form* with faculty advisor *each spring semester until filing dissertation*

The summer following the first academic year (or can be completed the summer following the second year)

- Complete research residency or professional residency requirement in an appropriate public health setting

The second academic year (third semester)

- Take coursework in required and elective courses
- In conjunction with faculty advisor, identify potential faculty members for the Qualifying Exam Committee
- Meet with potential members of the Qualifying Exam Committee to complete the process of determining committee composition

The second academic year (fourth semester)

- Complete didactic coursework
- Prepare for, schedule, and take the DrPH Qualifying Exam
- Submit Human Subjects Protocol as necessary for dissertation research
- File for advancement to candidacy
- Finalize selection of faculty members for the Dissertation Committee

The summer following the second academic year

- Complete research residency or professional residency requirement in an appropriate public health setting (if not completed during the summer following the first year)
- Collect dissertation data following Human Subjects approval

The third academic year (beginning during the second summer)

- Continue the research and writing necessary for completion of the dissertation
- Submit drafts of dissertation writing to members of Dissertation Committee
- Revise, submit, and obtain final approval of dissertation (in accordance with guidelines issued by the Graduate Division)

The fourth academic year (beginning during the third summer)

- A fourth year is added in cases where the research protocol necessitates an extension of the time needed for completion of the dissertation

FACULTY ADVISOR

Each student is assigned a faculty advisor upon admission based on their expressed interests identified in their application. As the first year progresses, the student may seek or identify another faculty member to best match their evolving dissertation topic area. The role of the faculty advisor is to assist the student in developing a program of study that best meets the minimum requirements for the degree and that assures sufficient flexibility to satisfy individual goals. The faculty advisor is responsible for reviewing and discussing the requirements of the Graduate Division and the School of Public Health with the student to insure that the student is fully informed of the requirements necessary for completing the DrPH degree. The Head Graduate Advisor at the School is the Associate Dean for Student Affairs.

In addition to programmatic advising, faculty advisors can provide professional mentoring for DrPH students. Mentoring is a relationship built upon open communication between the student and the faculty mentor who is responsible for the overall guidance and professional development of the student. It is often through this relationship that students acquire the doctoral-level training in sophisticated analytical thinking, identification of significant questions in the field, understanding the experimental and theoretical concepts and the design of approaches to productively address problems in public health. In many cases, the faculty advisor will also be the student's dissertation committee chair and thus will play an active role in proposing appropriate professional and/or research residency opportunities and monitoring the student's progress.

Students may also choose additional faculty advisor during the first or second years. These faculty members work closely with the student on academic and professional issues and often volunteer to serve on the student's dissertation committee.

PROFESSIONAL MENTOR

Working with the Field Residency Supervisor, and with the approval of his or her academic advisor, each student identifies an appropriate professional mentor to help guide his or her professional development. The mentor (who may occupy a senior position in a health department, community based organization or a research institution) often also may play a key role in helping lay the groundwork for developing or accessing subsequent dissertation data sets.

DRPH PROGRAM REQUIREMENT DETAILS

PREREQUISITES

The minimum requirements for admission into the DrPH Program normally include an MPH or Masters degree from an accredited school of public health, or equivalent, and two years or more of professional experience in public health (post-master's degree) that demonstrate progressive responsibility and evidence of leadership potential. Some exceptions to the two-year post-master's work requirement may be made in special circumstances. Applicants with a master's or higher degree outside the field of public health are admissible but will be required to make up any deficiencies in course content equivalent to the following:

1. PH 200C: Public Health Core Breadth Course
2. PH 200D: MPH Integrative Breadth Course
3. PH 142: Introduction to Probability and Statistics in Biology and Public Health
4. PH 250A: Epidemiologic Methods

COURSES

Students must complete a minimum of 4 full-time semesters of coursework (48 units) and a minimum of 12 units of dissertation research credits. Due to the diverse experience each student brings to the program, it is expected that students will select courses and independent study that advance their knowledge and ultimately their proficiency in all of the core and breadth knowledge areas listed below. A wide array of courses is offered in these areas at the School of Public Health and in other departments on the UC Berkeley campus. In addition to courses in these core and breadth areas, DrPH students are required to attend the DrPH seminars offered in their first three years of study.

Core

A minimum of one course is required in each of these areas:

- Management
- Research Design and Methods
- Public Health Ethics
- Leadership

Breadth

A minimum of one course is required in two of these areas:

- Health Politics and Policy Analysis
- Public Health Interventions
- Environmental Health Sciences

SECOND SEMESTER ASSESSMENT

Each spring the student and his or her academic advisor meet to discuss the student's progress, review courses taken and progress toward degree completion. A formal assessment form titled "DrPH Program Yearly Assessment" is signed and submitted to the Academic Head and the Program Director. In addition to this annual assessment, the UC Berkeley Graduate Division requires an assessment of all first year doctoral students after their first semester.

QUALIFYING EXAMINATION

Traditionally the Qualifying Examination is to be completed by the eighth week of the fall semester of the third year. In cases where this is not possible, the student and the Chair of the Qualifying Exam Committee will be required to submit a letter to the DrPH Academic Head justifying the need for an extension to complete the qualifying exam. In the event of this approval, students are required to advance to candidacy before the end of the first semester of their third academic year.

The Qualifying Exam Committee is made up of four faculty members. Three of these faculty members must be members of the Berkeley Academic Senate, and two of these Academic Senate members must be from the School of Public Health faculty, while the other Academic Senate member must be from a department outside of Public Health. The fourth faculty member may be an Academic Senate faculty member or an approved non-Academic Senate faculty member from the School of Public Health or from outside of the School. The Chair of the Qualifying Committee must be an Academic Senate faculty member. The composition of the Qualifying Exam committee is reviewed by the School's Head Graduate Advisor and must be approved by the Graduate Division.

The purpose of the Qualifying Exam is to test the student's broad knowledge and integration and application of this knowledge to problems in public health, and includes both written and oral components. The former involves completion of a detailed dissertation prospectus which is revised prior to the oral exam based on feedback from the chair and other committee members. The oral examination includes a detailed review and discussion of the proposed dissertation research, as well as relevant core and breadth areas (see page 17).

*New requirement awaiting approval of the DrPH Management Committee.

HUMAN SUBJECTS

Prior to undertaking research involving human subjects and prior to submitting an "Application for Candidacy" form to the Graduate Division if human subjects will be used in research, students must take the online Collaborative Institutional Review Board (IRB) Training Initiative (CITI) course and submit a print out of the Course Completion Record with their candidacy application.

Prior to the students beginning their dissertation, an application for approval and a protocol explaining the use of human subjects in the research in a primary or secondary data set must be filed and approved by the Committee for the Protection of Human Subjects on the Berkeley Campus. A copy of their certification is required by Graduate Division when they file their completed dissertation.

DISSERTATION

In most instances, the dissertation will be drawn from the residency and is completed prior to the end of the spring semester of the third or fourth year. As part of the dissertation, the student is expected to research a problem and/or intervention in public health practice and to demonstrate understanding of how to translate that research into practice. In some cases, the dissertation may be framed around an opportunity in public health practice. The dissertation format typically takes one of two forms: (1) a unified thesis, or (2) three publishable papers based on research, bracketed by an introduction and conclusion.

The Dissertation Committee is made up of three faculty members who are members of the Berkeley Academic Senate. Two of these faculty members must be from the School of Public Health faculty. The third faculty member must be from a department outside Public Health. An additional non-Academic Senate faculty member from the School of Public Health or from outside the University may be added to the Dissertation Committee if that person has special and necessary expertise that would facilitate the student's work and that cannot be duplicated among the regular faculty. Such requests should include the proposed committee member's curriculum vitae (including a listing of their publications) and a statement that the prospective appointee has a doctorate or its equivalent in research experience and that her or his qualifications are at least equal to those of the faculty at.

The Chair of the Dissertation Committee cannot be the same faculty member who served as Chair of the Qualifying Exam Committee. The Qualifying Exam Committee Chair, however, can be a member of the Dissertation Committee.

Students should confer with their faculty adviser and with the Head Graduate Adviser to insure that the composition of their Dissertation Committee meets the Graduate Division requirements. In addition, students are expected to follow all the guidelines specified by the Graduate Division regarding the proper preparation of their dissertation and dissertation support documents.

RESEARCH & PROFESSIONAL RESIDENCY REQUIREMENTS

PURPOSE

The professional development of a DrPH student is central to the academic experience. The required structured involvement of the DrPH students in the community facilitates relevant, actionable translational research and is one differentiating feature of the DrPH from the PhD programs. The Residency provides an opportunity for students to take on a significant professional challenge, to broaden their leadership perspective and to explore research and career interests.

REQUIREMENTS

In preparation for the dissertation and research phases of the DrPH Program, each student is required to complete a Residency. The Residency is a structured field experience with specified learning objectives and outcomes. The Residency will usually occur in the summer between the 1st and 2nd academic years, but may take place after the 2nd year. Exceptions may be granted based on the timing most appropriate to the student's professional and research activities.

The duration of the Residency must be adequate to meet the learning needs of the student. The preferred duration of the Residency is 320 hours (equivalent to eight weeks at 40 hours per week). A minimum of 120 hours worked at an approved Residency site is required for graduation. Exceptions may be granted based on previous experience related to the student's research and professional goals. A formal Residency agreement must be finalized the first two weeks of the residency.

Exceptions to the timing and duration of the Residency must first be discussed with the student's academic advisor and the DrPH Doctoral Residency Supervisor. A formal written request for exception must be submitted to the DrPH Academic Head by April 1 of the year in which the Residency is to be undertaken. Exception requests will be reviewed by the DrPH Doctoral Residency Supervisor and the student's academic advisor prior to submission. Their comments and recommendations will be forwarded to the DrPH Academic Head as input to the final decision.

The Residency activities are under the joint supervision of a designated Preceptor from the organization sponsoring the Residency and the DrPH Doctoral Residency Supervisor. The Residency Preceptor will be an experienced professional working with health issues with expertise in the assigned project areas, experience and status within the organization, and an interest and competence in supervising and mentoring. The Preceptor shares personal and organizational values, experiences and contacts with the student to facilitate a successful DrPH Residency.

Students are required to register for the PH 297 course with the Field Residency Supervisor for 3 units of credit in Fall Semester following completion of the Residency to receive the required academic credit for the Residency. The course will be taken on an S/U basis.

PROCESS

The DrPH Residency process extends from the Fall Semester of the student's first year through the Fall Semester following completion of the Residency.

Pre-Residency Planning

- Student meets at least twice with the DrPH Doctoral Residency Supervisor during the first year Fall Semester to discuss career goals, research interests, preliminary learning objectives for the Residency and to begin to identify potential Residency sites
- Student meets at least twice with DrPH Doctoral Residency Supervisor during the first year Spring Semester to identify and finalize Residency site and Residency Preceptor and to review proposed learning objectives
- Requests for exception from the Residency requirements for timing and duration will be discussed with the student's Academic Advisor and DrPH Residency Supervisor and must be submitted in writing to the DrPH academic head by April 1 of the year the Residency is scheduled to be completed

Residency Activities

- Students will develop a Residency agreement during the first two weeks of the Residency in conjunction with the Residency Preceptor. The Residency agreement incorporates organizational and student requirements (includes learning objectives, planned activities, expected outcomes and timeline for achievement)
- Students will produce tangible products to demonstrate competencies developed during the placement (i.e., grant application, research analysis, policy analyses, program plans, evaluation designs, article for publication). These will be retained by the DrPH Residency Supervisor as part of the student's record.
- Students will complete a formal evaluation of the Residency process (i.e., course evaluation) and provide feedback on the Residency site and Preceptor.
- The Preceptor will be asked to provide formal feedback on the student's performance at the midpoint and the completion of the Residency.
- When feasible, the DrPH Doctoral Residency Supervisor will make a visit to the Residency site mid-way through the Residency to meet with the Preceptor and student to monitor progress on the learning objectives and other elements of the Residency agreement. This travel will be dependent on the availability of travel funding. If travel funding limits some visits, a formal telephonic evaluation will occur as necessary.

Post-Residency Activities

- Student registers for Summer Residency units, PH 297 – Instructor is the DrPH Residency Supervisor, in the Fall Semester following the Residency.
- Student meets with DrPH Doctoral Residency Supervisor during the first month of the Fall Semester following the Residency to review the work/research products of the Residency and debrief on the Residency experience
- DrPH Doctoral Residency Supervisor completes an annual Residency program report to ensure activities are successfully meeting student needs and program requirements. The evaluation will summarize student evaluations, Preceptor evaluations, and recommended improvements. The final written report will be completed and presented to the core faculty at their October meeting.

SAMPLE OF RECENT RESIDENCIES

Student

Residency Activities

Karen Koh
Center for Community Wellness,
School of Public Health, UCB

Developed an HMO guide for seniors. Worked on a health literacy project. Worked on the “Kit for new parents” project, conducting focus groups and interviews. Developed and strengthened my qualitative research skills & literature review skills, important for my dissertation. My residency allowed me to work on new public health issues.

Paula Worby
School of Public Health, UCB

Helped with grant to do follow-up on Latina birth Outcomes. Worked on Berkeley day laborers project on HIV risk.

Sonja Mackenzie
CAPS, UCSF

Developed GEM’s Community Measures component. Conducted lit reviews. Provided systems/data support. I left the study with a lot of literature, implementation material and qualitative training resources. I had a fantastic intellectual experience that introduced me to new fields of research.

Nuriye Sahin-Hodoglugil
Hacettepe
University Faculty of Medicine,
Dept of Public Health, Ankara

Assess the contraceptive environment in Turkey and identify gender related aspects within reproductive health policy. Conduct key informant interviews on barriers in access to reproductive health. Helped me update myself about what was happening in Turkey.

Eddy Jara
Samuels & Associates, Oakland

Evaluate the California Endowment Obesity Prevention Initiative. Learned research skills. Learnings: Personal & Career development as a leader & professional.

Center for Food and Justice,
Division of the Urban &
Environmental Policy
Institute at Occidental College

Formative evaluation of a Farm to School project in Riverside Unified School District. Learnings: Same as above.

Alicia Salvatore
LOHP – Labor and Occupational
Health Program, UC Berkeley

Observe leadership styles and practices. Learn about environmental research justice work. Learnings: Translating research into action.

Erin Wilson
UCLA Center for Minority
Health Disparities

Evaluate local health fairs in LA and work on strategic planning process with community partners to address health disparities. Learnings: Workplace/career development; strategic planning processes; multi-cultural competence.

DRPH LEADERSHIP PROGRAM OBJECTIVES

By the end of the DrPH Program, each student will be able to:

1. Articulate a range of theoretical frameworks underlying public health and apply these frameworks to research and practice in the field
2. Demonstrate skill in using a core group of tools for effective public health leadership (e.g. strategic planning and management and development of community partnerships)
3. Demonstrate proficiency in and knowledge of the theory and methods of at least one discipline outside the field of public health, as well as its relevance and application to public health practice
4. Conduct applied research and develop skills to translate research findings into action (policy and programming)
5. Design and implement culturally competent research and/or programs with diverse populations, utilizing interdisciplinary and collaborative approaches to program design
6. Apply principles of public health ethics to public health research, practice and policy
7. Demonstrate leadership skills as well as a commitment to building community leadership
8. Develop professional networks and community partnerships, and an ability to effectively collaborate with these different stakeholders in public health
9. Demonstrate knowledge/understanding of public health infrastructure
10. Demonstrate proficiency in communication and advocacy skills for the promotion of public health

A working document developed by first year DrPH Leadership Seminar and revised and approved by the DrPH Management Committee, April 2004

ROLE OF COMMUNITY PARTNERSHIPS IN THE DRPH LEADERSHIP PROGRAM

The DrPH Leadership Program is envisioned as a national model of an innovative, interdisciplinary and community- focused doctoral level education program to help train the next generation of diverse and committed public health leaders. In addition, however, the program is designed to demonstrate how both academia and communities can benefit when authentic partnerships between schools of public health and the world of practice are made the centerpiece of such a program.

The DrPH Leadership Program emphasizes the bi-directional benefits of these partnerships, with both students and faculty and their community mentors and partners engaged in mutual learning and teaching experiences. As suggested in the examples below, students thus may assist community based organizations (CBO's) and local health departments by providing assistance in the development of needed theory driven and data based reports; the design, implementation and evaluation of health program interventions; the development of collaborative research projects; and the provision of training in team building, enhancing community capacity, cultural competence, and other areas central to effective public health leadership.

At the same time, the DrPH students benefit substantially by working with local community agencies, and their own community mentors, as they increase their own understanding in these and related areas, and in particular in learning first hand the power of community- academic partnerships.

In the past, a number of our DrPH students have been able to make substantial contributions to local community based organizations and health departments in conjunction with their DrPH training. For example:

- Elize Brown took the lead in developing a comprehensive and frequently cited report on health disparities in Alameda County for and with her partners at the county health department.
- Saleena Gupte helped develop a cultural competence training with her community mentor at Kaiser Permanente Medical Center in Oakland and continues to work at the Center's Institute for Culturally Competent Care, an office headed by another outstanding program graduate, Dr. Nilda Chong
- DrPH graduate Tomoyuki Matsumo helped develop and test a new approach to health services planning which he and other local health officers now are using in Japan to promote community involvement in public health decision making.
- DrPH graduate Geoffrey Lomax helped both local and state health departments in their efforts to develop lead safe construction work practices and related contacting ordinances.

With the aid of the School's Center for Public Health Practice and the Field Residency Supervisor the DrPH leadership program is working in part to make such experiences systematically a part of the doctoral level training of each DrPH student.

All DrPH students in the program are encouraged to identify an appropriate community mentor as well as an academic mentor. Similarly, all students undertake a summer residency, in which they both make tangible contributions to an agency or organization and the community it serves, and learn invaluable lessons about community based public health leadership, community-academic partnerships, and cultural competence. In addition to helping students gain discipline-specific knowledge in their particular areas of interest, the residencies also typically provide an ideal site for data collection for the dissertation.

Finally, and in addition to benefiting from the mutual learning involved in their partnerships with individual DrPH students, community partners and mentors also frequently are invited to share their expertise and acquire new skills in the classroom. A number of relevant DrPH seminars and other courses such as the “DrPH Leadership Seminar,” the “DrPH–In-Action Seminar” and “Community Based Participatory Research,” welcome 2-3 community partners each semester, who both contribute to the learning experience of students and take away new information and skills in their areas of interest.

As suggested above, the School of Public Health already has very strong links with a diversity of community based agencies and organizations through its Center for Public Health Practice (CPHP). The CPHP works closely with DrPH students to link them with opportunities to work on leadership related projects with community partners and on Center initiatives designed to improve practice, such as a health disparities initiative currently being planned. Among the agencies with which DrPH students may want to undertake residencies and/or which regularly provide guest lectures, or engage in collaborative research with faculty and students, are:

- *Alameda County Department of Public Health* - where students have interned in numerous areas and are currently working on health disparities and community development initiatives. DrPH graduate Liz Maker completed her dissertation and residency program at the Department and conducted a detailed evaluation of its innovative Community Action Team approach to neighborhood health improvement.
- *Asian Communities for Reproductive Justice (formerly Asian Pacific Islanders for Reproductive Health)* - where students in “Community Based Participatory Research” and other classes have interned; a former doctoral student undertook her dissertation and has subsequently published with the agency director; and where staff are regularly invited to offer guest lectures in both MPH and DrPH classes.
- *Berkeley City Health Department* - many of whose top staff are regularly involved with the School and contribute importantly to its teaching, research and service missions. Department staff worked closely with the Program’s “DrPH-in-Action” seminar in Fall 2003, where the class undertook a collective semester long project design to assist the Department with studying and developing recommendations to address a threatened syphilis outbreak in the gay and bisexual community. DrPH student Leroy Blea, who is also Director of the Department’s HIV/AIDS Division, serves as a key bridge person between the DrPH Program and the Department.

- *The Community Health Academy (CHA)* – an Oakland non profit organization that emerged from the Kellogg Foundation’s Community Based Public Health Initiative and where many students have undertaken internships. Former DrPH student George Bauer undertook a doctoral dissertation at CHA working with community and health department members to develop neighborhood health indicators. SPH faculty and staff members Meredith Minkler and Jeff Oxendine are active board members of the Academy, which received a Chancellor’s award for outstanding community-academic partnerships.
- *The Contra Costa County Department of Health Services* - where large numbers of students have undertaken residencies and course-related projects in maternal child health, community capacity building, epidemiology and other areas. Dr. Cheri Pies, Director of Maternal Child Health at the Health Department, currently co-leads the DrPH Leadership Seminar and is actively involved in other aspects of the School’s DrPH and MCH Programs.
- *Kaiser Permanente Hospitals and Health Plan of Northern California* - where students have interned in the research and evaluation unit, the health promotion unit, and many other areas, and where DrPH graduate Nilda Chong served as Director of the Institute for Culturally Competent Care.

DRPH PROGRAM

APPROVED COURSES BY CORE & BREADTH AREA

Core Courses*

Management

PH 223C	Strategic Management and the Organization of Health Services (Shortell, Spring)
PH 224C	Advanced Health Organizations (Bloom, Fall)
PH 224D	Organizational Analysis of the Health Care Sector (Shortell, Spring)
PH 226A	Economics of Medicine and Managed Care (Scheffler, Fall)
PH 226B	Microeconomics of Health Care Policy (Staff, Spring)
PH 226E	Advanced Health Economics and Institutional Theory (Robinson, Fall)
PH 227B	Advanced Financial Management & Regulation of Health Care Institutions (Gertler)
PH 228	Cost-Effectiveness Analysis in Health and Medicine (Hu, Spring)
MBA 254	Power and Politics in Organizations (Anderson, Spring)
MBA 292	Strategic Management of Non-profit Organizations (Silver, Fall, Spring)
PP 290	Financial Management of Non-Profits (Courtney, Fall)
PS 280A	Public Organizational Theory (LaPorte, Spring)
SW 201I	Group, Organizational and Community Dynamics
SW 252	Social Work Management and Practice
SW 257	Financial Management in Social Welfare Organizations (Courtney)

Research Design and Methods

PH 218B	Evaluation of Health and Social Program (Paleo, Spring)
PH 218C	Advanced Evaluation Research Methods (Rundall, Fall)
PH 219A	Advanced Methods: Qualitative Research (Morgan, Fall)
PH 219B	Advanced Methods: Interview and Questionnaire Design (Weisner, Spring)
PH 219C	Community Based Participatory Research for Health (Minkler, Spring)
PH 231A	Research Methods for Health Services I (Hu, Spring)
PH 232	Doctoral Seminar: PH Applications of Time Series Analysis (Catalano, Spring)
PH 240A	Biostatistical Methods: Risk Research Methods (Staff, Fall)
PH 241	Statistical Analysis of Categorical Data (Staff, Spring)
PH 245	Multivariate Statistics (Lahiff, Fall)
PH 248	Introduction to Multivariate Statistics (Lahiff, Fall)
PH 251C	Causal Inference/Meta-Analysis (A. Smith, Fall)
PH 252A	Epidemiological Analysis (Selvin, Spring)
PH 255A	Social Epidemiology (Nuru-Jeter, Spring)
CRP 204A	Methods of Planning Data Analysis (1/2 or full semester)
EDUC 271B	Introduction to Qualitative Research Methods (Sue Ellen Miller, Spring 2003)
PP 279	Research Design and Data Collection for Public Policy Analysis (MacCoun, Fall)
PS 231	Quantitative Analysis in Political Research (Stoker, Spring)
PS 235	Introduction to Research Methods (Stoker, Fall)

*All course offerings subject to change

Public Health Ethics

PH 200A	Current Issues in Public Health Ethics: Research & Practice (Halpern, Fall)
PH 200B	Conceptual Dilemmas in Public Health and Medicine (Boyce/Reingold, Fall)
PH 202B	Ethnic and Cultural Diversity in Health Status & Behavior (Herd, Spring)
PH 211	Health and Human Rights (Iacopino, Fall)
PH 225	Legal Basis for Public Health (Staff, Spring)
PH 295A	Ethics in Epidemiology (Winklestein, Spring)
PP 290	Ethics, Policy and the Power of Public Ideas (Kirp, Spring)

Leadership

PH 293	DrPH Seminars (DrPH Faculty, Fall and Spring)
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Breadth Courses*

Health Politics & Policy Analysis

CRP 275	Comparative Analysis of Urban Policies
PH 220A	Health Politics and Policy (Halpin, Spring)
PH 253 D	Behavior and Policy Science in HIV Treatment and Prevention (Ekstrand, Morin)
PH 230	Advanced Health Politics (Halpin, Spring)
PH 298	The Politics and Practice of Public Health (Brunner, Spring)
PP 200	Introduction to Policy Analysis (Bardach, Smolensky)
PP 205	Advanced Policy Analysis (Kirp)
PP 280	Ethics, Policy and the Power of Ideas (Kirp)
PS 272B	National Policy Making (Polsby, Fall)
PS 275	Principles of Policy Analysis (Graber, Fall)
SW 238C	Health Policy: A Social Welfare Perspective (Midanik)

Public Health Intervention

PH 202E	Violence Prevention: Community-Based PH (Cohen/Ragland, Spring)
PH 204D	Community Organizing/Building for Health (Minkler, Fall)
PH 204E	Multicultural Competence in Public Health (Fraticeili, Fall)
PH 201E	Public Health Interventions (Neuhauser, Syme, Spring)
PH219C	Community Participatory Based Research
PH 243C	New Media and Information Systems on Public Health (Van Brunt, Spring)
PH 253 D	Behavior and Policy Science in HIV Treatment and Prevention (Ekstrand, Morin)
PH 290	Contemporary Policy Issues in Family, Women's and Children's Care
SW 210F	Social Networks & Social Support
SW 270	Access to Services by Minority/Low-Income Populations

Environmental Health Sciences

PH 220C	Risk Assessment, Policy and Toxics Regulation (Pease/Robinson, Spring)
PH 271D	Global Burden of Disease (K.Smith, Fall/Spring)

PH = Public Health, PP = Public Policy, PS = Political Science, CRP = City & Regional Planning, EDUC=Education, MBA = Business

*All course offerings subject to change

REGISTRATION FEES & PROFESSIONAL DEGREE FEE (PDF)

University Registration Fees for the School of Public Health - MPH & DrPH Programs

Registration fees at the University of California have increased almost every year over the last decade. The fee schedule for Fall Semester 2010 is shown below; it should be anticipated that this may increase by 5-7% in subsequent semesters. For current information on registration fees, go to: http://registrar.berkeley.edu/current_students/registration_enrollment/feesched.html

Fall Semester Fee Schedule 2010:

	Residents	Nonresidents
Student Services Fee (<i>formerly University Registration Fee</i>)	450.00	450.00
Educational Fee	5,325.00	5,553.00
Berkeley Campus Fee	250.75	250.75
Class Pass Fee - Transit	68.00	68.00
Health Insurance Fee	1,005.00	1,005.00
Nonresident Tuition Fee	N/A	6,122.50
Professional Degree Fee	3,158.50	3,158.50
Total	\$10,257.25	\$16,607.75

Establishing California Residency

Because of the high cost of out-of-state tuition, students who intend to reside in California are highly recommended to take the steps necessary to establish legal residency in California. Some of these criteria should be fulfilled immediately after your arrival in Berkeley because it takes one year to establish intent to reside in California. For specific information on establishing residency go to: <http://registrar.berkeley.edu/Residency/establish.html>.

DRPH FACULTY

2008-2009

Tomás Aragón, MD, DrPH

Courses and Trainings:

- Field Epidemiology Basics
- Essentials of Public Health Epidemiology
- Applied Epidemiology Using R (fall 2004)
- Core Infectious Disease Emergency Readiness - CIDER (spring 2005)
- Group Independent Study in Epidemiologic Analysis (spring 2005)



Dr. Aragón is Executive Director and medical epidemiologist at the UC Berkeley Center for Infectious Disease Preparedness. Before coming to the UC Berkeley School of Public Health Dr. Aragón worked for seven years as director of Community Health Epidemiology and Disease Control at the San Francisco Department of Public Health and as Deputy County Health Officer for the City and County of San Francisco. At SFDPH he directed communicable disease control and prevention, bioterrorism preparedness and response planning, and the epidemiologic and effectiveness research unit. Dr. Aragón's education and training include (BA Molecular Biology, DrPH Epidemiology), Harvard Medical School (MD, MPH), and UC San Francisco (Internal Medicine, Clinical Infectious Diseases, and AIDS epidemiology fellowship).

Robin Baker, MPH

Research Interests

- Workplace health and safety training
- Popular education
- Protection of teen workers
- Collaborative research involving labor unions/intervention effectiveness



Robin Baker, is the Director of the Labor Occupational Health Program (LOHP), UC Berkeley Center for Occupational and Environmental Health at UC Berkeley's School of Public Health. LOHP is a community service program that provides training, information and assistance to workers, labor organizations, joint labor-management health and safety committees, community-based environmental justice groups, and others. Robin Baker is a health educator with more than 20 years of experience in the occupational health field, and is an instructor in the graduate public health education program at UC Berkeley. She has published numerous articles and resources on worker training. She currently directs more than a dozen federally and state funded projects ranging from an examination of the experience of injured workers in the California Workers Compensation system, to a pilot school-based program to educate teen workers. Before coming to LOHP in 1981, she directed a worker training program for electronics workers in Silicon Valley, and served on the staff of the Cal/OSHA education unit.

Joan Bloom, MA, PhD



Research Interests:

- Study of educational support groups for young women with breast cancer
- Study of breast and cervical cancer intervention among low income and minority women
- Study of effectiveness of risk notification intervention for cancer survivors
- Longitudinal study of changing nurse staffing patterns in hospitals

Joan Bloom is a Professor of Health Policy and Management at the School of Public Health. She received her BA from the University of California, Berkeley and an MA in Sociology and Ph.D. in Sociology of Education from Stanford University. Her research interests include: Psycho-social interventions to prevent, encourage early diagnosis, and improve the quality of lives of individuals with chronic disease (e.g. cancer, diabetes, cardiac disease, and chronic mental illness). Current projects include risk notification of men at high risk for prostate and breast cancer; ten year follow-up of young breast cancer survivors, a physical activity intervention to prevent osteoporosis and weight gain in breast cancer survivors, the utilization, cost, and outcomes of capitating mental health services for medicaid recipients.

Patricia Buffler, PhD, MPH



Research Interests

- Molecular epidemiology of childhood leukemia
- Molecular epidemiology of childhood brain tumors
- Health effects of low-level environmental exposures and policy implications
- Gene-environment interaction in cancer epidemiology

Patricia A. Buffler is Professor of Epidemiology and Dean Emerita at the University of California, Berkeley School of Public Health where she served as Dean from 1991-1998. She was recently appointed to the Kenneth and Marjorie Kaiser Endowed Chair and her current research interests in cancer epidemiology include studies of leukemia and brain tumors in children, health effects of environmental second-hand tobacco smoke and health effects of non-ionizing radiation. Dr. Buffler has held academic positions at the University of Texas Health Science Center at Houston where she was a professor of epidemiology from 1980-1991 and served as the Director of both the Epidemiology Research Unit (1980-1991) and the Southwest Center for Occupational Health and Safety Educational Research Center, at UTHSC and Texas A&M University (1988-1991).

She has also served as the principal and co-principal investigator for over three dozen research activities including recently funded research by the National Institutes of Health Toxic Substances in the Environment Research Program and National Institutes of Health for studies of Molecular Epidemiology of Childhood Leukemia and Environmental Exposures and Leukemia.

Ray Catalano, PhD, MRP



Research Interests:

- Economic antecedents of specialty mental health services utilization
- Economic antecedents of stress related illness

Ray Catalano is a Professor of Public Health and Program Director of the MPH/MCRP concurrent degree. He is author of over 70 publications concerned with the health and behavioral effects of changes in regional economies. Recent articles are concerned with job loss as a risk factor for violent behavior and alcohol abuse. His research has been supported by multiple grants from NIMH and the National Institute for Alcoholism and Alcohol Abuse. In addition to his professorial appointments, Dr. Catalano has held several administrative positions at the University of California. He served as Assistant Vice Chancellor for Academic Affairs and Associate Executive Vice Chancellor at the Irvine Campus. He has been active in local government and community affairs. He served as a city councilman and Mayor Pro Tem of the City of Irvine.

Norman A. Constantine, PhD



Research Interests;

- Adolescent cognition and health behavior
- Adolescent health policy
- Sexuality education and sexual health services
- Motivated reasoning
- Policy use and misuse of research evidence
- Measurement and research design

Dr. Constantine, Clinical Professor of Community Health and Human Development, is a research psychologist and methodologist specializing in adolescent health policy, measurement and research design, and the study of policy use and misuse of research evidence. He directs the Public Health Institute's Center for Research on Adolescent Health and Development, and is principal investigator for the California Adolescent Sexual Health Policy Project, funded by The California Wellness Foundation, and the Evidence Use in the Sex Education Debates study, funded by the W.T. Grant Foundation. He is a member of the editorial board of the Journal of Adolescent Health, and coeditor of the Jossey-Bass volume Foundations and Evaluation: Contexts and Practices for Effective Philanthropy. Dr. Constantine helped develop and enact the 2003 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (SB 71), and has been widely quoted in state and national media on sexuality education research and policies. He recently served as principal investigator for the RWJF-funded study Smoking Cessation and Relapse Among Pregnant and Postpartum Adolescents, and principal evaluator for the Sacramento County AIDS Prevention Program Evaluation and the California Youth Connection's Foster Youth Advocates Evaluation. He also has served as director of the California Interagency Data Collaboration, co-director of the California Healthy Kids Survey, and analysis director for Stanford University's national randomized trial, the Infant Health and

Development Program. Dr. Constantine teaches the second year DrPH seminar with Dr. Pies in the Fall and Spring.

Sandra Dratler, DrPH

Research Interests

- Public Health Practice
- International Health Sector Reform
- Health System Capital Formation
- Management Capacity building in the Developing World
- Monitoring and Evaluation of HIV/AIDS Programs



Sylvia R. Guendelman, LCSW, PhD

Research Interests:

- Reproductive health of immigrant women
- Women's health
- Access to health care for disadvantaged populations, including the working poor
- Health along the U.S.-Mexico border



Dr. Guendelman, Professor, holds joint appointments in Maternal and Child Health and Division of Community Health and Human Development. She teaches courses on Needs Assessment, Program Planning and Evaluation, Journal Club, Contemporary Policy Issues in Child and Family Health, and Health and Social Policy in Mexico and Latin America. She received a Ph.D. degree from the School of Social Welfare, UC Berkeley, and worked as a clinical social worker in the neonatal intensive care unit at Children's Hospital, Oakland prior to joining our faculty. A native of Chile, Dr. Guendelman studied sociology before moving to California.

Dr. Guendelman's research interests include the health of working women, maternal morbidity, birth outcomes and fertility regulation of immigrant women, the health effects of acculturation, health care access and use by working poor families and immigrants, maternal morbidity, and pediatric asthma. She is currently assessing the relationship between stress, antenatal leave, and birth outcomes among working women in a project funded by the Maternal and Child Health Bureau. With funding from RWJ (Health and Society Program at UCB-UCSF) Dr. Guendelman is examining the relationship between mental health and maternal morbidity in California, and with funding from the Agency for Health Care Research and Quality, she just completed a project examining access to health care for children of working poor families.

Denise Herd, PhD

Research Interests:

- Health disparities
- Images of alcohol, drugs, and violence in rap music
- Activism in African American communities
- Drinking and drug use patterns and problems
- Social movements
- Multi-cultural health



Dr. Herd's research areas include the influence of sociocultural factors on the health of African Americans, social movements, popular culture, alcohol and drug problems.

Teh-wei Hu, PhD

Research Interests

- Economics of tobacco control
- Health care reform in Asia (China, Taiwan and Hong Kong)
- Costs and outcomes of mental health capitation experiments



Dr. Teh-wei Hu is Professor Emeritus of Health Economics at the University of California, Berkeley. He was born in China and received his PhD in economics from the University of Wisconsin. He has been advising the Chinese Ministry of Health, the World Bank and the World Health Organization on health care financing and tobacco control during the past twenty years and has more than 200 publications in the field.

Richard Jackson, MD, MPH

Research Interests:

- Health policy as it is shaped by housing, transportation, agricultural, environmental, economic policy
- Specific effects of toxic chemicals on health, especially that of children
- Biomonitoring of chemical body burdens and health
- Pesticides and human health



Dr. Jackson, Adjunct Professor, holds joint appointments in Environmental Health Sciences at the School of Public Health and in City and Regional Planning at the College of Environmental Design. He is also the DrPH Program Academic Head for the 2007-2008 academic year. Dr. Jackson previously served as Director of Environmental Health at the Centers for Disease Control and Prevention and as California's State Health Officer. Dr. Jackson teaches courses on the impact of the "Built Environment" as it pertains to and is shaped by city and county planning, access to healthy foods and physical activity, transportation and agriculture, environmental and economic politics, and the first year DrPH seminar.

Michael Jerrett, PhD



Research Interests:

- Spatial analysis of disease-exposure associations using Geographic Information Science; geographic exposure modeling, land use characterization.

Dr. Jerrett was the first to graduate from the collaborative MA in political science and environmental studies at the University of Toronto (U of T) in 1987. He subsequently completed a PhD in Geography at U of T and then worked for two years as a postdoctoral fellow in Environmental Health with Dr. John Eyles at McMaster University. Building on his specialties, Dr. Jerrett currently assesses air pollution-health associations in the United States and Canada, with special reference to geographic exposure models and social-spatial effect modifiers. He also pursues research in environmental accounting focusing on the determinants of and evaluation of environmental costs and benefits. He has designed and analyzed local, provincial, state, and national level health and environment databases in North America, Europe, and Asia. Since 2001, Dr. Jerrett has participated in the American Cancer Society Particle Epidemiology Project. His work opened important field research connecting social determinants of health, air pollution health effects, and spatial analysis. Research results inform policy debates because the spatial analysis demonstrate that the health effects of air pollution are reduced but not eliminated by ecological confounding and are often modified by individual and neighborhood social characteristics.

Ann Keller, PhD



Research Interests:

- The role of scientific expertise in environmental health policy
- Regulation of complex and emerging technologies
- Government-community interactions in pursuit of public health and safety

Before accepting a faculty position in the Health Policy and Management division of the School of Public Health, Ann Keller was an Assistant Professor at the University of Colorado, Boulder where she was jointly appointed in the Political Science Department and the Environmental Studies program. Dr. Keller received her Ph.D. in political science from Berkeley (2001) and her B.A. in math and political science from Indiana University (1991). Dr. Keller's training also includes a two-year postdoctoral fellowship with the Robert Wood Johnson Foundation Scholars in Health Policy Research Program. Dr. Keller's research sits on the boundary between political science, health and environmental policy, and science studies.

Dr. Keller has published in the *Public Administration Review* on the question of institutional stability in managing long-lasting, hazardous wastes. Her work on the political frames operating in the debate surrounding weapons plutonium disposition appears in *The Non-Proliferation Review* and she currently has a book manuscript entitled *Interested Scientists and Disinterested Science: the temptations of efficacy in environmental policy making* under review at MIT Press. This book examines policy debates in the United States surrounding acid rain and climate change

and demonstrates that scientists' style of policy participation changes from one stage of the process to the next. In a related study, Keller is conducts a comparison of organizational strategies for maintaining credibility and relevance in applying scientific expertise to political decision-making.

Dr. Keller is also pursuing two projects more firmly rooted in health policy. First, she is studying expertise and innovation in the Centers for Disease Control and Prevention. In connection with this research, Dr. Keller has applied for funding to compare the CDC's HIV/AIDS prevention efforts applied in its Global AIDS Program.

Meredith Minkler, MA, DrPH

Research Interests:

- Community based participatory research and its impacts on health policy
- National studies of health disparities in disability in older Americans
- The health of grandparents raising grandchildren



Meredith Minkler, DrPH is Professor of Health and Social Behavior and Director of the DrPH Program at the School of Public Health, University of California, Berkeley. She has close to 30 years' experience in working with under served communities on community-identified issues through community building, community organizing, and community based participatory research. Her current research includes documenting the impacts of community based participatory research on public policy, empowerment intervention studies with youth and the elderly, and national studies of health disparities in older Americans. Dr. Minkler is co-author or editor of 7 books and over 100 articles and book chapters including Community Organizing and Community Building for Health (2nd edition 2005), the co-edited volume Community Based Participatory Research for Health (with Nina Wallerstein) (2003) Grandmothers as Caregivers (with Kathleen Roe), and Critical Perspectives on Aging (with Carroll L. Estes).

Linda Neuhauser, DrPH

Research Interests:

- Translational and Transdisciplinary Research
- Interventions Theory, Research and Practice
- Participatory design of Interventions
- Health Communication Research and Interventions
- Health Literacy Research and Interventions
- Nutrition, Food Security and Hunger



Linda Neuhauser, DrPH, is Clinical Professor in the Division of Community Health and Human Development at UC Berkeley and Co-Principal Investigator at Health Research for Action. Her

research and teaching are focused on transdisciplinary, translational, and participatory approaches to improve health interventions. Her specialty is the collaborative design and evaluation of mass communication. In addition to her work at HRA, she serves on national task forces in the areas of translational research, communication, and Internet health. She formerly served as a health officer in the U.S. State Department in West and Central Africa. She holds DrPH and MPH degrees from the UC Berkeley School of Public Health.

Amani Nuru-Jeter, PhD

Research Interests:

- Race and socioeconomic inequalities in health; social disadvantage
- Socio-environmental context (e.g., place effects) and cross level interactions
- Race and stress (biology/context interactions)
- Racial disparities in birth outcomes and cardiovascular risk
- Measurement of racism



Dr. Nuru-Jeter, Assistant Professor, holds joint appointments in Community Health and Human Development and Epidemiology. The primary aims of Dr. Nuru-Jeter's research program are: 1) to integrate social, demographic, and epidemiologic methods in examining racial inequalities in health using a biopsychosocial framework, 2) to better understand racial disparities as they exist across populations (e.g., SES groups), across place, and over the lifecourse, and 3) to examine how health and social policies either exacerbate or mitigate race and socioeconomic health inequalities. A social epidemiologist, Dr. Nuru-Jeter has particular interests in the distribution (space, time, population) of structural and social inequalities, the embodiment of those inequalities, and its effects on race and SES "inequalities" in health. Specific topics of interest include racial and economic residential segregation, income inequality and incongruity, psychological distress/psychosocial stress, and pregnancy outcomes.

Dr. Nuru-Jeter is currently a Co-Investigator with the Center on Social Disparities in Health at the University of California, San Francisco (UCSF); and is an active member of the Berkeley Consortium on Population Health and Human Development and the UCSF Health Disparities Working Group.

Dr. Nuru-Jeter received her PhD from the Johns Hopkins Bloomberg School of Public Health, Department of Health Policy and Management, Division of Health and Social Policy in May 2003. She also holds an MPH (Maternal and Child Health) from the George Washington University School of Public Health and Health Services and a BS (Biology and Neurophysiology) from the University of Maryland at College Park. Upon completion of her MPH, Dr. Nuru-Jeter served as a Health Policy Research Fellow, with the Jerusalem Ministry of Health working in the area of ethnic disparities in maternal and infant health and health care delivery services.

Emily Ozer, PhD



Research Interests:

- Promotion of mental and physical health among adolescents
- School and community-based interventions
- Violence prevention
- Trauma and Post-Traumatic Stress Disorder

Dr. Ozer is Assistant Professor of Community Health and Human Development and is a member of the Epidemiology Graduate Group. She earned her B.A. in Psychology from Harvard College, and her master's and PhD in clinical psychology from UC-Berkeley. She completed NIMH-funded fellowships in Clinical Psychology and in Health Psychology in the UCSF Department of Psychiatry. Before training as a clinical/community psychologist, she spent several years in Central America and India working in rural health and human rights agencies, and as a program developer in East Palo Alto, CA. Her primary research interests are: a) adolescent health; b) school-based health promotion; and b) psychosocial factors that help promote mental health in the context of exposure to violence and other trauma. Dr. Ozer currently teaches Theory and Methods of Community Interventions and will be teaching in the areas of program evaluation and mental health. Dr. Ozer currently teaches in the areas of community intervention, evaluation of health and social programs, and mental health.

Nancy Padian, PhD



- Associate Director for Research, Global Health Sciences
- Executive Director, Women's Global Health Imperative
- Director of International Programs, AIDS Research Institute
- Professor of Obstetrics & Gynecology
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As associate director for research, Dr. Padian coordinates all the research activities of UCSF Global Health Sciences including identifying and leveraging existing programs and developing a new research agenda. Her own research focuses on the efficacy of physical and barrier contraceptives that might decrease susceptibility to HIV and other STDs. She has two projects evaluating the acceptability and effectiveness of existing over-the-counter barrier methods, one in Northern California and one in Zimbabwe where she recently completed a study on the risks associated with use of intravaginal preparations. She will also be testing new microbicides in Zimbabwe as part of the HIVNET international prevention network. Dr. Padian is a professor of obstetrics-gynecology, director of the Women's Global Health Imperative, and director of International Research at the UCSF AIDS Research Institute. She holds an MPH and PhD in Epidemiology from the University of California, Berkeley.

Cheri Pies, MSW, DrPH



Research Interests:

- Reducing disparities in birth outcomes through application of the Life Course Approach
- Ethical issues associated with perinatal substance abuse, decisions to parent, teen pregnancy prevention programs
- Use of incentives in delivery of reproductive health services
- Lesbian and gay health concerns
- Use of photovoice and youth-led research in public health practice settings

Dr. Pies, MCH faculty affiliate and Lecturer in Community Health & Human Development, is the Director of Family, Maternal, and Child Health Programs for the Contra Costa County Health Services Department. In this capacity, she oversees a broad range of programs and staff designed to improve and promote the health of women, children, adolescents, and families, and she is actively involved in developing children's dental health programs in Contra Costa County. She received her MSW from Boston University and her MPH in Maternal and Child Health from UC Berkeley in 1985. She also earned her DrPH in Community Health Education in 1993 from UC Berkeley. Her research interests include reproductive health and ethics, contraceptive technologies, qualitative research methods and participatory action research, lesbian and gay health issues, and HIV/AIDS. She will be teaching the Maternal and Child Health Core Course in the Fall and the DrPH Second Year Seminar with Dr. Constantine in the Fall and Spring.

Malcolm Potts, MB, B.Chair, PhD, FRCOG



Research Interests:

- Making family planning choices more accessible in developing countries. Reducing maternal mortality in developing countries.
- AIDS prevention strategies and resource needs
- Biological origin of human warfare
- Safe motherhood, including safe abortion

Professor Malcolm Potts received his medical degrees from Cambridge University, England and specialized in obstetrics before returning to Cambridge to complete a Ph.D. in embryology. Dr. Potts was appointed the first Medical Director of the International Planned Parenthood Federation in 1968. He pioneered the community-based distribution of contraceptives and received the first Hugh Moore Award for his work, which has become the standard for much of the world. In 1978 Dr. Potts became President of Family Health International (FHI) in North Carolina. He created some of the first reliable data on maternal mortality in poor countries, which in turn helped trigger the global Safe Motherhood Initiative. In addition to conducting research on many aspects of contraceptive development and human reproductive behavior, he began the first large-scale studies on breastfeeding and fertility. Under his leadership, FHI began the largest global program of AIDS prevention outside the WHO.

Professor Potts was appointed to the Bixby Chair of Population and Family Planning in January 1993. For some years he headed the MCH division. Subsequently, he has focused on the work of the Health and Social Behavior, and since the creation of Community Health and Human Development he has helped with the curriculum development in that division. With Professor Julia Walsh, he is co-director of the Berkeley International Group (BIG). Currently, the Bixby Program is focusing on the use of misoprostol to control postpartum hemorrhage in resource poor settings in Africa and Asia.

Arthur Reingold, MD

Research Interests

- Opportunistic infections in AIDS patients
- Interrelationship between tuberculosis and AIDS in developing countries
- Emerging and re-emerging infections in the United States and in developing countries
- Vaccine preventable diseases in the United States and in developing countries



Arthur Reingold is professor of epidemiology and head of the Division of Epidemiology at the School of Public Health, University of California, Berkeley. He holds concurrent appointments in the departments of medicine and epidemiology and biostatistics at the University of California, San Francisco. He has devoted the past 25-plus years to the study and prevention of infectious diseases in the United States and in various countries in Africa, Asia, and Latin America, initially at the Centers for Disease Control and Prevention (CDC) for eight years and then at since 1987.

Current activities include directing the National Institutes of Health-funded –UCSF Fogarty International AIDS Training Program, now in its 20th year; and co-directing the CDC-funded California Emerging Infections Program, now in its 14th year. Dr. Reingold's current research interests include prevention of transmission of HIV in developing countries, the intersection of the HIV/AIDS and tuberculosis epidemics, malaria in Uganda, emerging and re-emerging infections in the U.S. and globally, sexual transmission of hepatitis C virus, vaccine-preventable diseases, and respiratory infections in childhood.

Lee Riley, MD

Research Interests

- Pathogenesis of mycobacterial and enteric pathogens
- Molecular epidemiology of tuberculosis and drug-resistant gram-negative bacterial infections
- Field epidemiology and international health, focused on slum health



James Robinson, PhD, MPH



Research Interests

- Biotechnology policy and strategy
- Health insurance
- Physician payment methods
- Health care finance
- Nonprofit and for-profit organization

James Robinson is Kaiser Permanente Distinguished Professor of Health Economics at the University of California at Berkeley, chair of the Medical Technology Committee of the Integrated Healthcare Association, and Contributing Editor to Health Affairs journal.

At Berkeley, Professor Robinson chairs the Division of Health Policy and Management within the School of Public Health, co-chairs the Health and Policy Program with the Goldman School of Public Policy, and is a core faculty member of the Health Management Program with the Haas School of Business. He teaches health policy, economics, and strategy, focusing on the hospital, insurance, biotechnology, and medical device industries, and covers the drivers of innovation, regulation, insurance coverage, and methods of payment. Dr. Robinson has published two books and over 85 papers in scientific and policy journals such as the New England Journal of Medicine, JAMA, and Health Affairs.

At the Integrated Healthcare Association (IHA), Dr. Robinson is a member of the Board of Directors and Executive Committee, chairs the Medical Technology Committee, and leads a new project on data transparency and value-based purchasing for devices in orthopedics and cardiology. The IHA is a multi-stakeholder organization that brings together leading health plans, physician group practices, and hospital systems with a focus on improving the quality and efficiency of care in California. Its pay-for-performance project provides unified metrics of performance and financial incentives for 225 medical groups, six health insurance plans, and six million consumers in the state of California.

At Health Affairs, Dr. Robinson is Contributing Editor with a focus on expanding the journal's coverage of policy, payment, and business strategy issues related to health care technology.

Bill Satariano, PhD, MPH



Research Interests:

- Aging and Social Epidemiology
- Study of functioning and disability in older populations
- The effects of the built environment on health and quality of life

William A. Satariano, PhD, MPH is a Professor of Epidemiology in the School of Public Health at the University of California at Berkeley. Prior to his appointment at UC Berkeley, he served as Deputy Director of the Division of Epidemiology and the Metropolitan Detroit Cancer

Surveillance System at the Michigan Cancer Foundation from 1980-89. His research interests include the epidemiology of aging and disability, functional assessment, cancer rehabilitation and survival, physical activity and health in older populations, and the effects of social factors and the built environment on health and functioning.

Richard Scheffler, PhD

Research Interests

- Organization and financing of mental health services
- Incentives and mergers in managed care
- Reforming health systems in Eastern Europe
- The supply of physicians in the 21st Century



Richard Scheffler is the Distinguished Professor of Health Economics and Public Policy at the University of California, Berkeley, and holds the Chair in Health Care Markets & Consumer Welfare endowed by the State of California Office of the Attorney General. He holds tenured faculty positions in the Graduate School of Public Health and the Goldman School of Public Policy, where he teaches health economics. His research is on health care markets, health insurance, the health work force, mental health economics, social capital and health, pharmacoconomics, and international health systems.

Prof Scheffler is the Director of the Nicholas C. Petris Center on Health Care Markets and Consumer Welfare. He is also the Director of the Global Center for Health Economics and Policy Research; Director of the Mental Health Economics Training Program funded by the National Institute of Mental Health; Co-Director of the Mental Health & Policy Research Training for Czech and Slovak Scholars Program funded by the National Institutes of Health–Fogarty International Center; Co-Director of the pre and postdoctoral Health Services & Health Policy Research Training Program funded by the Agency for Healthcare Research and Quality; and Co-Director of the Edmund S. Muskie Fellowship Program. In 2003, Prof. Scheffler served as President and Program Chair for the International Health Economists Association's (iHEA) 4th World Congress, held in San Francisco.

Stephen Shortell, PhD, MPH

Research Interests

- Organizational Correlates of Quality and Outcomes of Care
- Evaluation of total quality management and community-based health improvement initiatives
- Strategic change in the health care sector-e.g. evolution of integrated delivery systems
- Strategic alliances between physicians and other health care entities



Stephen Shortell, Dean of the School of Public Health, University of California, Berkeley
Shortell has done extensive research on institutional incentives for improving quality of care and health outcomes, particularly when related to the management of patients with chronic illness.

He is co-author of the book *Remaking Health Care in America: The Evolution of Organized Delivery Systems* and is an elected member of the Institutes of Medicine of the National Academies. He received his BBA in business administration from the University of Notre Dame, his MPH in hospital administration at UCLA, and his MBA and Ph.D. in behavioral sciences from the University of Chicago.

Len Syme, PhD

Research Interests:

- Social determinants of disease
- Community interventions



Dr. Leonard Syme has been a Professor of Epidemiology at the University of California, Berkeley, since 1968. His major research interest has been psychosocial risk factors such as job stress, social support and poverty. In doing this research, he has studied San Francisco bus drivers; Japanese living in Japan, Hawaii and California; British civil servants; and people living in Alameda County, California. Dr. Syme has written two books and over 130 published papers, and has been a visiting professor at universities in England and Japan. He was elected to the Institute of Medicine of the National Academy of Sciences and has received several honors related to his teaching and research, among them the Lilienfeld Award for Excellence in Teaching, the J.D. Bruce Award for Distinguished Contributions in Preventative Medicine, and the University of California Distinguished Emeritus Professor Award. Now retired, Dr. Syme is Principal Investigator of The Wellness Guide Project in California, which is attempting to empower people and communities using printed materials, television, and community resource development.

Julia Walsh, MD, DTPH

Research Interests:

- Co-Director of the Bay Area International Group (BIG) which focuses in financing LDC
- Financing and access to family planning, reproductive health interventions, and health sector reform in developing countries
- Computer-assisted Distance Learning



Dr. Walsh is a physician and health planner with a particular interest in cost-effectiveness analysis and priority setting. Her research emphasizes health policy and planning in developing countries, especially financing family planning and reproductive health, and vaccine policies. Dr. Walsh is co-principal investigator for the SHARE project (Study of Hispanic Acculturation, Reproduction, and the Environment), examining 1500 Hispanic pregnant women prospectively over the next three years to assess the causes of the worsening birth outcomes among Hispanic women after migrating to the U.S. She has worked with Ministries of Health in Egypt and Bolivia to analyze priorities for health systems based on cost-effectiveness analysis. She also recently completed an

extensive study of the efficiency and costs of 17 Egyptian public sector hospitals and more than 60 outpatient facilities.

With the Family Health Outcomes Project at UCSF and UCB Center for Media and Independent Learning, Dr. Walsh developed a series of internet-based, computer-interactive courses for Maternal and Child Health professionals. Dr. Walsh teaches International Health with Professor Malcolm Potts.

Warren Winkelstein Jr., MD, MPH

Research Interests

- Epidemiology and natural history of HIV infection and AIDS
- Study of the life and work of Janet E. Lane-Clayton, pioneer epidemiologist and advocate for women's and children's health
- Vignettes of the history of epidemiology



Warren Winkelstein is Professor of Epidemiology (emeritus) in the Division of Epidemiology, at the School of Public Health, at UC Berkeley. His research interests have spanned a wide spectrum of issues. He participated in the 1954 Poliomyelitis Vaccine Field Trial and, subsequently carried out early field trials of both inactivated and live-attenuated measles vaccines. With colleagues from the Department of Pediatrics of the University of Buffalo Medical School, he was among the first to describe the epidemiology of enteric cytopathic human orphan virus infection. In the early 1960's he turned his attention to non-infectious diseases, carrying out pioneering studies of the disease effects of air pollution and the determinants of population blood pressure levels. After moving to California in 1968, he conducted epidemiological studies of cardiovascular disease and cancer and, in 1978, was among the first to point out a causal association between smoking and cancer of the uterine cervix (confirmed by the International Agency for Research on Cancer in 2002). In 1983, he joined with a multi-disciplinary team from various Bay Area medical and public health agencies to study the HIV/AIDS epidemic. In recent years he has conducted and biographical and historical studies of prominent epidemiologists and public health issues. He has published more than 200 articles and chapters, and one book.

Dr. Winkelstein has served on countless committees and boards at the national, state, and local levels and has received many honors including election to the Institute of Medicine of the National Academy of Sciences, and the Berkeley Citation, the highest honor conferred by the campus on its faculty. He received a Bachelor of Arts degree from the University of North Carolina at Chapel Hill, medical degree, cum laude, from Syracuse University, and Master's of Public Health degree from Columbia University. He interned at Charity Hospital of Louisiana in New Orleans and was a Physician-in-Training with the New York State Department of Health.

DRPH STUDENTS FREQUENTLY ASKED QUESTIONS

Q: How does the DrPH differ from the PhD degree and program?

A: There are several major differences as summarized below:

- The DrPH is a professional degree and the program focus is on the development of knowledge and skills in the areas of professional leadership, administration and the application of existing, state-of-the-art knowledge and approaches to public health problems.
- The DrPH at Berkeley is also a School-wide degree, while the various PhD programs are all discipline-specific.
- The DrPH at Berkeley is a leadership program. Students who enter the DrPH are expected to enter with several years' experience in the field; as graduates they are expected to occupy leadership positions that have major influence on the policies, programs and institutions of public health through the analysis, development and implementation of public health programs.
- In addition to completing a dissertation that involves original research toward the end of studying and addressing a significant public health problem, DrPH students complete a professional residency requirement and work with a professional as well as an academic mentor. There is no such professional component to the PhD program.
- The PhD is designed primarily for students wishing to pursue careers in academic teaching and research. Although students in the DrPH program may also pursue academic careers (see below) this is not the traditional intent of the program.
- "Is your interest more in testing theories on whatever health problem lends itself to a good study, or more in starting with an important health problem and drawing on theory and research to help solve it? If the former, go for the PhD; if the latter, go for the DrPH." Advice from Lawrence W. Green, DrPH, MPH.

Q: Can students who do the DrPH pursue an academic track?

A: As noted above, the DrPH is a professional degree program designed primarily for students interested in occupying leadership positions in the field. However, the program includes coursework in research methods, academic mentorship, and completion of a dissertation involving the conducting of original research on a problem of public health importance. A number of graduates of the DrPH have gone on to accept university teaching positions or positions as full time researchers in academic or other scholarly settings. Although there is no specific "academic track" within the DrPH, students interested in teaching and research should choose as electives additional coursework in theory and research methods, and undertake a dissertation consistent with such a career choice.

Q: Are there alternative paths to fulfilling the DrPH program requirements?

A: Students have some flexibility in when they will undertake their professional residency, and in the courses taken to meet the core knowledge requirements. Although the latter change with faculty availability etc., the DrPH Handbook, along with the advisor and more advanced DrPH

students are good sources of information on possible alternative courses. Students with prior course work in some of the core areas also may test out of these areas or be exempted from additional course work by the advisor, in consultation with instructors in the particular area (e.g., ethics or health politics and policy analysis). In general, however, students are encouraged to attain additional depth in such areas through new courses, rather than simply being waived out. Finally, and although the DrPH is a professional degree, students who intend to pursue academic teaching and research positions should consult with their advisors to ensure that their elective courses and dissertation work include additional breadth and depth in areas such as theory and research methods.

Q: Is there a specific in-residence requirement during the DrPH training?

A: Doctoral students must register at Berkeley and complete a minimum of four semesters of academic residence, which is defined as payment of registration fees and enrollment in at least 4 units in the 200 series per required semester of academic residence.

One Summer Session may be counted toward academic residence if it precedes or follows a regular term and if the student is registered for at least 4 units in the 200 series. No degrees will be awarded for work completed during Summer Session only.

Q: Who should I go to for questions about the DrPH program?

A: The DrPH Handbook was designed to answer many of your questions, so please use that resource (and this FAQ!) as a first source of information.

Other Resources:

1. The DrPH Program Coordinator, for most program related questions.
2. Field Residency Supervisor for residency related questions.
3. The DrPH Program Coordinator for financial aid questions.
4. Your DrPH Advisor and the DrPH Academic Head for approval of courses in meeting core and breadth requirements.

Q: How can I get advice on funding specific to DrPH or doctoral students and tips on how to plan ahead for funding and important financial aid deadlines?

A: The campus Financial Aid Office, 201 Sproul Hall or 642-0485, has loan information and applications and the UC Berkeley Parent Grant and work study information is another resource for students with children. The Graduate Fellowship Office, 318 Sproul Hall or 642-0672, maintains a library of fellowship and student grant opportunities. The Sponsored Projects Office, <http://www.spo.berkeley.edu/funding.html>, is an excellent resource for funding information and links. The Graduate Proposal Advising and Outreach Program offers proposal writing workshops and individual grant proposal consultations for graduate students.

The Center for Public Health Practice provides job postings, including GSI and GSR postings, on their career services website. To register go to: <https://ucalhealth-csm.symphlicity.com/students/>. You can also check out the School of Public Health website Career Development page, <http://sph.berkeley.edu/student/career.html>, for additional links to job postings.

The Graduate Division website at grad.berkeley.edu/fellowships/index has information on fellowship deadlines and resources, financial aid, academic appointments (GSI, GSR, Readers and Tutors), teaching and research opportunities.

The Graduate Assembly website, <http://ga.berkeley.edu/>, has funding information and the following web addresses may be helpful in finding additional funding sources and information:

http://ga.berkeley.edu/funding/external_funding.php

<http://ga.berkeley.edu/funding/index.php>

<http://ga.berkeley.edu/resources.php>

You can also find current funding information, including job postings, fellowships and post docs, on the DrPH Yahoo Group Site at

http://groups.yahoo.com/group/drph_ucberkeley/files/FundingOpportunities/. You should also be sure to communicate your funding needs to your advisor and submit a Funding Request form to the DrPH Program Coordinator. The Funding Request form can be found in the forms section of this handbook, in the Yahoo Group Site Forms folder or through the DrPH Program Coordinator.

Q: What is a fee remission?

A: Students appointed as a Graduate Student Instructor (GSI) or Graduate Student Researcher (GSR) on campus may have some or all of their educational and health insurance fees paid as a benefit of employment. Although the specifics of a graduate student appointment vary, the following fee remissions generally apply for students appointed the full semester:

GSI: partial fee remission: (\$4,525 semester including Student Health Insurance--SHIP--remission)

GSR (25-44%): partial fee remission (\$4,525 including SHIP)

Q: How do we get approval for having a course meet a DrPH requirement if it's not currently on the list of alternate courses?

A: Students interested in an alternative course should complete a Course Approval Form, found in the forms section of this handbook, on the DrPH Yahoo Group Site and in the DrPH Program Coordinator's office, obtain a copy of the syllabus and meet with their advisors and the DrPH Academic Head to discuss the proposed substitution. In some cases, it may be necessary to also meet with the instructor of the traditionally recommended offering to insure that similar material is being covered in the proposed alternative course. If both the DrPH Academic Head and advisor agree that the course meets DrPH core or breadth requirements they should both sign and date the syllabus as approved and the student should then bring the signed form and syllabus to the DrPH Program Coordinator.

Q: What proportion of our coursework can be pass/not pass?

A: The campus Graduate Division prefers that students enroll in courses for letter grades. However, graduate students in good standing may take courses on a Satisfactory/Unsatisfactory (S/U) basis with the consent of their academic advisers. A Satisfactory grade for graduate students implies work of B- quality or better.

No more than 1/3 of total units taken prior to advancing to candidacy can be taken S/U. Public health courses numbered 291, 297, 299 and 300 or above are excluded and can be taken as S/U. Once you advance to candidacy, you are advised to sign up for 12 units of independent research (PH 299) under your dissertation chair and select the S/U grading option. It is only prior to advancing to candidacy that the "1/3 rule" pertains, once you advance to candidacy the restriction no longer applies. Keep in mind that you will need a letter grade from any instructors you want to receive letters of recommendation from.

Q: How do I clear an incomplete?

A: To clear an incomplete for any course you will need to complete the Petition to Remove an Incomplete Grade form and have it signed by the instructor. You will then need to pay a \$5.00 fee at the Cashier Station in 128 Sproul Hall, make a copy of the form for yourself and the DrPH Program Coordinator and then submit the form, with proof of fee payment, to Student Services in 417 University Hall.

Q: What are the minimum units I need to meet enrollment requirements?

A: The minimum enrollment requirement for all graduate students is 12 units per semester regardless of employment status. This is especially important if you are receiving block grants and other campus fellowship/awards, the campus will rescind your award for under enrollment/non-compliance if this unit requirement is not followed.

Q: How do I change my grading option?

A: You can change your grading option by filing a Petition to Change Class Schedule and submitting the petition to the DrPH Program Coordinator for processing.

Q: How do I change advisors?

A: To change your advisor you will need to complete the Change of Advisor form, obtain signatures from both your current advisor and proposed advisor and submit the form to the DrPH Program Coordinator.

Q: What are the DrPH Program requirements for receiving a doctoral degree?

A: Students must complete a minimum of 4 full-time semesters of coursework (48 units) and a minimum of 12 units of dissertation research credits. Due to the diverse experience each student brings to the program, it is expected that students will select courses and independent or special study, PH 296, that advance their knowledge and ultimately their proficiency in all of the core and breadth knowledge areas. In addition to courses in the core and breadth areas, DrPH students are required to attend the DrPH seminars offered in their first three years of study and complete a research and/or professional residency during the summer following the first year of study or the summer following the second year of study (320 hours over 8 weeks).

Students must then pass a Qualifying Examination and submit an approved dissertation completed under the guidance of Berkeley faculty members.

Q: What are Graduate Division requirements for receiving a doctoral degree?

A: The doctorate is awarded in recognition of a student's knowledge of a broad field of learning and for distinguished accomplishment in that field through an original contribution of significant knowledge and ideas. To be eligible to receive the doctorate, the student must complete at least two years (four semesters) of academic residence, pass a Qualifying Examination administered by a committee approved by the Administrative Committee of the Graduate Council, and submit an approved dissertation completed under the guidance of Berkeley faculty members. The dissertation must reveal high critical ability and powers of imagination and synthesis.

Q: How do we prepare for the residency during the first year (and who is available to help with residency planning)?

A: The residency is planned jointly by the student, the faculty advisor and the DrPH Residency Supervisor and is designed to provide the student with an opportunity to establish a source of information or location in which to conduct dissertation research. You also may want to consult with the Director of the Center for Public Health Practice, Jeffrey Oxendine. The Center for Public Health Practice is located in 14-F University Hall.

Q: What kinds of options are available for the doctoral residency?

A: The doctoral student residency may be taken during the summer following the first or second year of the program, and ideally will provide the student with contacts, experience and potential data sources for the subsequent dissertation. The residency may take a number of forms but typically involves working in a health care agency or community based organization, a state or local health department, or working with a professor or other senior researcher. The DrPH Residency Supervisor, the student's advisor and the staff of the School's Center for Public Health Practice should be helpful as students decide upon an appropriate residency.

Some students choose to undertake a first year summer residency that is unrelated to their proposed dissertation but will broaden their knowledge and experiential base for their subsequent public health leadership career. More often, however, the choice of a residency is heavily informed by the student's area of interest for the dissertation. If the residency is taken prior to the the submission and approval of the human subjects protocol for one's research, data for the dissertation cannot be collected as part of the residency. In such instances, however, the residency may be used to help lay the groundwork for the dissertation the student later anticipates pursuing. Students who undertake residencies with an agency or health department during the summer of their first year, for example, not infrequently return to that organization later to pursue dissertation data collection etc.

Q: How do I receive credit for my summer residency?

A: In order to save students the expense of summer fees, credit for summer residencies can be received during the fall semester following the residency. Students should enroll in the PH 297 course for 3 units under the DrPH Residency Supervisor Sandra Dratler. If a course control number is not listed for a PH 297 under Sandra Dratler please contact the DrPH Program Coordinator.

Q: What are the core skills and knowledge we should have prior to the qualifying exam?

A: In addition to having a comprehensive and well-honed prospectus for the dissertation, students approaching their qualifying examination should have a good command of each of the core and breadth competency areas required in the program. These are:

- Management of public health organizations
- Research design and methods
- Public Health Ethics
- Leadership
- Health politics and policy analysis
- Public health interventions
- Environmental Health Sciences

The student may be questioned in any or all of these areas as part of the qualifying examination. Additionally, and in order to prepare a strong prospectus as the basis of a solid dissertation, the student should be skilled in such areas as conducting a literature review, developing an NIH style research proposal, developing conceptual frameworks and logic models from which research hypotheses and questions then flow, etc.

Q: What does the academic year look like for the post-qualifying students?

A: There is considerable flexibility in what the post-qualifying academic year looks like for doctoral candidates, with many working part time, taking additional classes, and/or serving as teaching assistants in addition to completing research and writing of the dissertation. Students are required to take a minimum of 12 units of dissertation research credit which can be done through additional courses or the PH 299 independent research course with their dissertation chair.

Although many promising options often are available to doctoral candidates, the primary emphasis and use of one's time should be on completing the dissertation. *Working more than 50% time is strongly discouraged as it is likely to significantly slow progress toward degree completion.*

Q: Where can I find copies of strong DrPH prospectuses?

A: A collection of such prospectuses is housed in the DrPH Library located in the Program Coordinator's office and in the Public Health Library.

Q: Where can I look at DrPH dissertations of recent graduates?

A: Check the DrPH and the School of Public Health libraries.

Q: Do we walk for graduation after we finish our dissertation or before?

A: In order to walk in the commencement ceremony, you must either have filed your dissertation or request an exception from the Associate Dean for Student Affairs. The exception request must be in the form of a memo signed by the chair of your Dissertation Committee in which he/she attests to the fact you will file your dissertation prior to the next commencement ceremony the following year. The memo should be submitted to the DrPH Program Coordinator.

Q: What is an ideal timeframe to accomplish the requirements?

A: The program is designed for completion within three years.

Q: What if I need to withdraw for a semester or more?

A: You will need to complete a Withdrawal Form, (forms are located in the forms section of the appendix and in the DrPH Program Coordinator's office), and submit your form to the DrPH Program Coordinator. When you are ready to return to your studies you will need to complete the Application for Readmission form and Residence Classification Petition. Both forms are submitted to the DrPH Program Coordinator for processing. If you are an out of state student and have not established residency prior to your leave you will have to pay out of state fees upon your return.

If you are withdrawing for medical reasons, you should also contact University Health Services at the Tang Center, 2222 Bancroft Way. If you are an international student on an F-1 or J1 visa, you must see an advisor at Services for International Students and Scholars, International House, 2299 Piedmont Ave., since your visa status may be jeopardized. If you have a student loan, you are required to have an exit interview at the Loans and Receivables Office, 192 University Hall.

Miscellaneous Questions:

Q: How do I get onto the School of Public Health list serve to receive school wide e-mails?

A: The sph_students_open mailing list is officially closed. As an alternative, announcements for Public Health students should be sent to sph_students@bspace.berkeley.edu. In order to send announcements to the bSpace group, you must be a member of the 'SPH Grads Fall 2008' bSpace group and use your registered CalNet Directory e-mail address to send to sph_students@bspace.berkeley.edu.

If you have not registered your e-mail address in the CalNet Directory, you can do so by updating your Directory listing at <https://calnet.berkeley.edu/directory/update/>. You must authenticate yourself by using your CalNet ID and passphrase.

If you have any questions regarding making announcements to the bSpace group, please contact me at sphinfo@berkeley.edu.

Q: Who is the Head Graduate Advisor?

A: The Head Graduate Advisor is the Associate Dean for Student Affairs in the School of Public Health.

Q: How can I get business cards as a student?

A: Neither the DrPH Program or the School of Public Health provide business cards for students. You may purchase your own business cards by going to the UC Printing Service website, <http://businessservices.berkeley.edu/htmlfiles/UCPSCCCards.htm>. For order authorization please have the Printing Service contact the DrPH Program Coordinator, clairepm@berkeley.edu or fax 643-6981.

Q: Where is there computer and printing access at the SPH for DrPH students?

A: The Doctoral Student Lounge in 585 University Hall is available for this purpose, as are the computers and printers in the student computing lab in Haviland Hall.

Q: Who do I contact if there are problems with, or supplies needed for, the Doctoral Lounge printers or computers?

A: David Lein, dlein@berkeley.edu or 642-6011, from the Instructional Computing Group oversees SPH computer classroom and computer labs.

Q: How do I get access to the Doctoral Student Lounge?

A: The code for the Doctoral Student Lounge is 272788.

Q: Where is my student mailbox located?

A: The student mailboxes are located in the Graduate Student Lounge, 56 University Hall. The code for the Graduate Student lounge is 770099.

Q: How do I access the Doctoral Lounge when University Hall is closed?

A: Your Cal ID card can be used as a key to University Hall once it is activated. To get your card activated you will need to complete the Current Card Key Application Form, which is located in the forms section of this handbook, on the Yahoo Group Site, can be picked up in room 50 University Hall or from the DrPH Program Coordinator. When you've completed the form you can leave it with the DrPH Program Coordinator for processing. Once the form has been processed it takes ten working days to activate your Cal ID card for use as a cardkey.

Q: How do we access course evaluations for non-SPH classes and get advising about non-SPH classes?

A: Different schools and departments on campus have different policies on whether (and how) course evaluations may be obtained, and the student is advised to speak with administrative staff in the department of interest. Word of mouth is also an excellent means of finding strong courses outside the SPH. Students planning to take a non-SPH class to meet a DrPH requirement should obtain a copy of the syllabus and meet with both their advisor and the DrPH Academic Head to ensure that it meets the intended requirement. See FAQ's on page 49 of this handbook.

Q: How does one choose whether to use qualitative, quantitative, or mixed-methods for their doctoral thesis methodology?

A: The choice of dissertation topics and research questions will largely determine the appropriateness of different potential research strategies and approaches. The student's advisor, committee members, and DrPH seminar leaders, as well as fellow students, should be helpful in thinking through the various research options and which are best suited to the research questions of interest.

Q: What kinds of software programs are recommended when working on your thesis?

A: All students should master a software program for building a bibliography of references, with End Note probably the most popular (see SPH library about group lessons in using this software). SPSS remains a good statistical package for those in the social sciences, and some of the computer programs for analyzing qualitative data (such as Atlas ti and NUD*IST) may also be of use to students doing qualitative dissertations. Your advisor should be helpful in helping decide what programs may be best suited to your needs, as should faculty teaching the various statistics and research methods courses. An excellent resource is David Lein, Coordinator of

Academic Computing. David's office is in 301 Haviland Hall. David's email address and phone number are dlein@uclink, 642-6011.

The data programs used by most School of Public Health students, SAS and STATA, are available on the Doctoral Lounge computers.

Q: How do we find ways to house our dissertation with a non-academic institution?

A: Some organizations (such as Kaiser Permanente, the Alcohol Research Group, and state and local health departments) have had considerable experience in creating a home for DrPH students who are undertaking dissertation research in conjunction with these institutions. Both the student's advisor and staff at the Center for Public Health Practice will be helpful in discussing alternative affiliations, and as always, the experiences of other DrPH students who have undertaken residencies or done their dissertations with these organizations can provide invaluable insights as well.

