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# **PROGRAM DESCRIPTION AND REQUIREMENTS FOR THE DOCTOR OF PUBLIC HEALTH (DRPH) DEGREE**

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:

2. 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.
2. Understanding and applying transdisciplinary research and practice as a means of approaching real-world public health problems and translating academic research into practice.
2. 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. Pre-requisite course units will not count toward 48 units of doctoral course work.

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.
5. Establishment of mentoring relationships within the School of Public Health and with community professionals.

## RECOMMENDED TIMETABLE FOR DEGREE COMPLETION

The DrPH program is a full-time program of study designed to be completed in three years and funding allocations will be made available to students during their first three years only. 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 for a letter grade.

### 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 receipt of 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

All of the above courses must be taken for a letter grade and will not count toward the 48 unit requirement of doctoral course work.

### **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
- Global 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 Coordinator at the end of the second semester for all students, including those students who have advanced to candidacy. Failure to complete this program requirement prior to the beginning of the following semester will result in the student being placed on academic probation.

## **RESEARCH RESIDENCY OR PROFESSIONAL RESIDENCY**

Each DrPH student is required to complete a Residency. The Residency is a structured field experience with specified learning objectives and outcomes that provides an opportunity for the student to take on a significant professional challenge, broaden their leadership perspective, and to explore research and career interests.

The Residency will usually occur in the summer between the 1<sup>st</sup> and 2<sup>nd</sup> academic years, but may take place after the 2<sup>nd</sup> year. Exceptions may be granted based on the timing most appropriate to the student's professional and research activities and in consultation with the student's academic advisor.

The preferred duration of the Residency is 320 hours. 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.

Student requests for exceptions to the timing and duration of the Residency must first be discussed with the student's academic advisor and the DrPH 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.

Students are required to register for 3 units of credit in the Fall Semester following the Residency to receive the required academic credit for the Residency. The course will be taken on an S/U basis. Students whose Fellowship support requires registration for coursework during the Summer should register those credits as an independent study. Registration for the Residency units in the Fall is still necessary.

### **QUALIFYING EXAMINATION**

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. Students wishing to take their qualifying exam before having completed the required 48 units of course work must complete the remaining course units the same semester in which they take their qualifying exam. Students will not be advanced to candidacy until all program requirements have been met.

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 Exam 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.

### **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. Students may begin doing research prior to advancing to candidacy and may use this research as primary data set for their dissertation if an IRB is in place.

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.

**Approved by DrPH Management Committee, School of Public Health, 2/28/09**

# RESEARCH RESIDENCY AND 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 1<sup>st</sup> and 2<sup>nd</sup> academic years, but may take place after the 2<sup>nd</sup> 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**

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

## **Key Activities and Learnings**

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.

## **Student**

## **Key Activities and Learnings**

Priscilla Lee Chu SF DPH	Determine if the city of SF needs sentinel surveillance in anticipation of a possible pandemic influenza. Learn Professional problem-solving. Dissertation development.
Center for Non-profit Mgt Haas School of Business, UCB	Shadow Nora Siler to learn facilitation skills in cross-sector collaborations.
Juan Ibarra State Office of AIDS, DHS	Complete data analysis of Office of AIDS Binational San Diego/Tijuana. HIV/AIDS study on young Latino men. Complete manuscript for publication. Learnings: Personal and professional development; multi-cultural skills; dissertation development; policy and advocacy; epidemiology/HIV/AIDS knowledge.
Mohsen Malekinejad SF DPH	Establish an academic collaboration between UCSF, UCB and the University of Tehran & Family Planning Assoc of Iran. Develop grant proposal for research idea (study of HIV among injection drug users in Iran). Site visit to Iran to form local research team & collect preliminary data. Develop leadership skills in cross-cultural settings. Learnings: Research skills, specifically grant writing & respondent-driven sampling methods; dissertation development.
Institute for Global Health, UCSF/ UCB	Same as above.
Valarie Jernigan Indian Alliance of Santa Clara Valley	Develop an intensive community survey of the Bay Area American Indian community. Analyze and summarize data from a previous survey. Shadowing and interviewing mentor. Learn how to start and lead a non-profit. Learnings: Self-knowledge on working with diverse groups; multi-cultural skills; developing large-scale collaborations; research skills and dissertation development; personal, professional and career development.
Lisa Loeb UCSF UCLA	Shadow & interview mentors; discuss how to achieve effective leadership within “rich-world/poor-world” cross-cultural collaborations and how to create sustainable work environments conducive to individual and organizational effectiveness. Conduct literature review on above topics. Learnings: Personal & professional development as a leader; leading and managing collaborations; multi-cultural skills; dissertation development; learn how to create successful, sustainable work environments.

## **School of Public Health Centers and Programs**

### **Alcohol Research Group (ARG)**

Public Health Institute  
2000 Hearts Ave., Ste. 300  
Berkeley, CA 94709-2130  
Phone: (510) 642-5208 Fax: (510) 642-7175  
Email: [alcresgp@arg.org](mailto:alcresgp@arg.org)

### **Arsenic Health Effects Research Program**

University of California, Berkeley  
School of Public Health  
Division of Environmental Health Sciences  
140 Warren Hall, MC 7360  
Berkeley, CA 94720-7360  
Phone: (510) 843-1736 Fax: (510) 843-5539  
Email: [asrg@socrates.berkeley.edu](mailto:asrg@socrates.berkeley.edu)

### **Bay Area International Group (BIG)**

University of California, Berkeley  
School of Public Health  
Institute of Human Development  
1213 Tolman Hall  
Berkeley, CA 94720-1690  
Tel: (510) 643-4284 Fax: (510) 642-7969  
Email: [ndola@berkeley.edu](mailto:ndola@berkeley.edu)

### **California STD/HIV Prevention Training Center**

1947 Center Street, Suite 201  
Berkeley, CA 94704  
Phone: (510) 883-6600 Fax: (510) 849-5057  
E-mail: [CAPTC@DHS.CA.GOV](mailto:CAPTC@DHS.CA.GOV)  
Web: [www.stdhivtraining.org](http://www.stdhivtraining.org)

### **Center for Community Wellness (CCW)**

Center for Community Wellness  
2140 Shattuck Avenue  
10th Floor  
Berkeley, CA 94704-1210  
Phone: 510.643.9543 Fax: 510.642.9792  
TTY: 510.643.4451  
Email: [wellnet@berkeley.edu](mailto:wellnet@berkeley.edu)

### **Center for Entrepreneurship in International Health and Development (CEIHD)**

University of California, Berkeley  
School of Public Health  
717/719 University Hall  
Berkeley CA 94720-7360  
Phone: 510 643-2700

Email: [hosang@berkeley.edu](mailto:hosang@berkeley.edu), [campbell\\_mm@yahoo.com](mailto:campbell_mm@yahoo.com)

[Center for Environmental Public Health Tracking \(CEPHT\)](#)

University of California, Berkeley  
School of Public Health  
714E University Hall  
Phone: (510) 642-8847 Fax: (510) 642-5815  
Email: [adkyle@berkeley.edu](mailto:adkyle@berkeley.edu)  
[http://ehtracking./](http://ehtracking/)

[Center for Family & Community Health \(CFCH\)](#)

University of California, Berkeley  
School of Public Health  
521 University Hall  
Phone: (510) 643-7314 (510) 643-7316  
Email: [jmm@berkeley.edu](mailto:jmm@berkeley.edu)

[Center for Health and Public Policy Studies \(CHPPS\)](#)

University of California, Berkeley  
School of Public Health  
140 Warren Hall # 7360  
Berkeley, CA 94720-7360  
Phone: (510) 643-1675 Fax: (510) 643-2340  
Email: [chpps@berkeley.edu](mailto:chpps@berkeley.edu)

[Center for the Health Assessment of Mothers and Children of Salinas \(CHAMACOS\)](#)

University of California, Berkeley  
2150 Shattuck Ave., Suite 600  
Berkeley, CA 94720-7380  
Phone: 510.643.9598 Fax: 510.642.9083  
Email: [chamacos@uclink.berkeley.edu](mailto:chamacos@uclink.berkeley.edu)

[Center for Health Communication \(CHC\)](#)

2140 Shattuck Avenue, 10th Floor  
Berkeley, CA 94704-1210  
Phone: 510.643.9543 Fax: 510.642.9792  
TTY: 510.643.4451  
Email: [wellnet@berkeley.edu](mailto:wellnet@berkeley.edu)  
Website: [www.ucwellness.org](http://www.ucwellness.org)

[Center for Health Management Research \(CHMR\)](#)

University of California, Berkeley  
School of Public Health  
423 Warren Hall #7360  
Berkeley, CA 94720-7360  
Phone: (510) 643-7211 Fax: (510) 643-6981  
Email: [phf@berkeley.edu](mailto:phf@berkeley.edu)

[Center for Health Research \(CHR\)](#)

University of California, Berkeley  
School of Public Health

423 Warren Hall #7360  
Berkeley, CA 94720-7360  
Phone: (510) 643-7211 Fax: (510) 643-6981  
Email: phf@berkeley.edu

[Center for Infectious Disease Preparedness \(CIDP\)](#)

University of California, Berkeley  
School of Public Health  
1918 University Ave, 4th Fl  
Berkeley, CA 94720-7350  
Tel: 510-643-4939 Fax: 510-643-4926  
Email: cidp@

[Center for Occupational & Environmental Health \(COEH\)](#)

University of California, Berkeley  
School of Public Health  
140 Warren Hall #7360  
Berkeley, CA 94720-7360  
Phone: 510/643-4422 Fax: 510/642-5815  
Email: llew@uclink4.berkeley.edu

[Chlamydia Genome Project \(CGP\)](#) Email: ctgenome@socrates.berkeley.edu

[Fresno Asthmatic Children's Environmental Study \(FACES\)](#)

Phone: 510-643-0238  
Email: faces@socrates.berkeley.edu

[Health Professions Partnership Initiative \(HPPI\)](#)

Center for Community Wellness  
2140 Shattuck Avenue, 10th Floor  
Berkeley, CA 94704-1210  
Phone: 510.643.9543 Fax: 510.642.9792 TTY: 510.643.4451  
Email: wellnet@uclink.berkeley.edu  
Website: www.ucwellness.org

[Institute for Global Health—UCSF \(IGH\)](#)

74 New Montgomery Street, Suite 508  
San Francisco, CA 94105  
Phone: 415.597.8200 Fax: 415.597.8299

[International Training And Research In Emerging Infectious Diseases \(ITREID\)](#)

Email: lwriley@berkeley.edu

[Center for Medicine, Humanities, and Law \(CMHL\)](#) Email: guym@socrates.berkeley.edu

[Labor Occupational Health Program \(LOHP\)](#)

University of California at Berkeley  
2223 Fulton Street  
Berkeley, CA 94720-5120  
Phone: (510) 642-5507 Fax: (510) 643-5698  
E-mail: lohpa@socrates.berkeley.edu  
Web: www.lohp.org

[Petris Center on Health Care Markets & Consumer Welfare \(Petris Center\)](#)

University of California, Berkeley

School of Public Health  
2150 Shattuck Avenue, Suite 525  
Berkeley, CA 94720-7380  
Phone: (510) 643-4100, (510) 643-4101 Fax: (510) 643-4281  
Email: petris@uclink.berkeley.edu

[Resource Center on Aging \(RCA\)](#)

University of California, Berkeley  
School of Public Health  
535 University Hall  
Berkeley, CA 94720-7360  
Phone: (510) 643-6427 Fax: (510) 642-1197  
Email: ddriver.Berkeley.edu

[Robert Wood Johnson Foundations Scholars in Population Health and Human Development](#)  
[Robert Wood Johnson Foundations Scholars in Health Policy Research Program](#)

School of Public Health  
140 Warren Hall, MC 7360  
Berkeley, CA 94720  
Physical Address  
590 University Hall  
Berkeley, CA 94704  
Phone: (510) 642-9525 Fax: (510) 643-8614  
Email: rwj@socrates.berkeley.edu

[Traffic Safety Center \(TSC\)](#)

University of California, Berkeley  
140 Warren Hall #7360  
Berkeley, CA 94720-7360  
Phone: 510/643-7625 Fax: 510/643-9922  
Email: tscenter@berkeley.edu

[Superfund Basic Research Program \(SBRP\)](#)

140 Warren Hall #7360  
Berkeley, CA 94720-7360  
Phone: (510) 643-5100 Fax: (510) 642-0427  
Email: nguyen\_m@uclink.berkeley.edu

[UC Berkeley Wellness Letter](#)

University of California, Berkeley  
Subscription Department  
P.O. Box 420148  
Palm Coast, FL 32142  
Phone: 386-447-6328

[Wellness Guide](#)

2140 Shattuck Avenue  
10th Floor  
Berkeley, CA 94704-1210  
Phone: 510.643.9543 Fax: 510.642.9792 TTY: 510.643.4451  
Email: wellnet@uclink.berkeley.edu  
Website: www.ucwellness.org

## **Dissertation**

In most instances, the dissertation is completed prior to the end of the Spring semester of the third year. As part of their DrPH dissertation, the student is expected to examine, analyze, and suggest solutions to a problem 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 of the committee 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 vita, a bibliography, and a statement that the prospective appointee has the doctorate or its equivalent research experience and that her or his qualifications are at least equal to those of regular faculty at Berkeley.

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 as well as 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.

## **Selected Recent Dissertation Titles**

Radio for Health: A Multi-Method Analysis of Radio Broadcasting as a Means of Promoting Public Health

Planning Public Health Programs for Agricultural Workers: A Look at Promising Practices and Program Implementations of Agricultural Worker Health Program Grantees

The Role of Non-Governmental Organizations (NGO's) in Public Health Practice in North Korea

An Analysis of Heavy Alcohol Use Among U.S. Military Men: The Role of Social influences

A Case Study of Two International Non-Governmental Organizations - Ethical Issues re: Humanitarian Aid in War

A Case Study of the Alameda County Public Health Department's Community Health Initiative

Gender-based Power and Reproductive Tract Infections in Karnataka State, India

American Indian and Alaska Native Traditional Health Practices: Providing a socio-Cultural Context for Health Care

Community-Based Participatory Research, Social Capital, and Health-Promoting Public Policy: A Multi-Site Case Study

Values, Policy and Public Health: Communication Opportunities in the Masthead Editorials of the L.A. Times and La Opinion

The Social Construction of the Problem of Childhood Obesity: A Methodological Study of Community Stakeholder Perspectives

Health Policy: Link between Organization and Effectiveness

The Relationship of Body Image to Sexual Risk-taking among Hispanic and White Female Adolescents

## **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 UC Berkeley Dr.PH 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:

- Elise 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 new Dr.PH faculty member Ellie Schindelman, the DrPH leadership program is working in part to make such experiences systematically a part of the doctoral level training of each DrPH students.

All Dr.PH students in the new program are helped 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 the local 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 "Dr.PH Leadership Seminar," the "Dr.PH – 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 Dr.PH 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. Dr.PH 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 do develop neighborhood health indicators. SPH faculty and staff members Meredith Minkler and Jeff Oxendine are active board members of the Academy, which recently 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 Medical Center 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 now serves as Director of the Institute for Culturally Competent Care.

<p><b>DRPH PROGRAM</b></p> <p><b>APPROVED COURSES BY CORE &amp; BREADTH AREA</b></p>
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**Core Courses\***

## **Management**

PH 223C	Strategic Management and the Organization of Health Services (Shortell, Spring)
PH 224C	Health Care Organizations and Management (Bloom, Fall)
PH 226B	Microeconomics of Health Care Policy (Dow, Spring)
PH 226E	Advanced Health Economics: Health Care Organizations, Professions & Regulation (Dow, Fall)
PH 227A	Health Care Finance (Robinson, Spring)
PH 227B	Advanced Health Care Finance (Robinson, Fall)
MBA 257	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	Organization Theory and Public Administration (LaPorte, Spring)
SW 210I	Assessing the Dynamics of Communities, Groups, & Organizations (Austin, Fall)
SW 252	Management Practice (Austin, Fall)
SW 257	Financial Management in Social Welfare Organizations (Courtney, Spring)

## **Research Design and Methods**

PH 218B	Evaluation of Health and Social Program (Paleo, Spring)
PH 218C	Advanced Program and Policy Evaluation (Rundall, Spring)
PH 219A	Advanced Methods: Qualitative Research (Morgan, Fall)
PH 219C	Community Based Participatory Research for Health (Minkler, Spring)
PH 219D	Social & Behavioral Health Research: Introduction to Survey Methods (Karriker-Jaffe, Fall)
PH 232	Doctoral Seminar: PH Applications of Time Series Analysis (Catalano, Spring)
PH C240A	Biostatistical Methods: Risk Research Methods (Staff, Fall)
PH 241	Statistical Analysis of Categorical Data (Jewell, Spring)
PH 245	Introduction to Multivariate Statistics (Lahiff, Fall)
PH 251C	Causal Inference/Meta-Analysis (A. Smith, Fall)
PH 252	Statistical Analysis of Epidemiological Data (Selvin, Spring)
PH 255A	Social Epidemiology (Nuru-Jeter, Spring)
PH 272B	Geographic Info Science for Public & Environmental Health (Michael Jerrett, Spring) ✖
CRP 204A	Methods of Planning Data Analysis (Chapple or Day, Fall 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

### **Need approval as substitute courses**

✖Need syllabus

### **Public Health Ethics**

PH 200A	Current Issues in Public Health Ethics: Research & Practice (Halpern, Fall)
PH 202B	Ethnic and Cultural Diversity in Health Status & Behavior (Morello-Frosch, Spring)
PH 229	Public Health and the Law – Legal Basis for Public Health (Simpson, Fall)
PH 253E	Ethics and Public Health in an Age of Catastrophe (Kayman, Spring)
PH 292	Introduction to Public Health Law (Simpson, Fall)
MBA 292T.1	Strategic Corporate Social Responsibility & Consulting Projects (J. Mackness, Spring)
PP 280	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**

PH 220	Health Policy Decision Making and Analysis (Keller, Sentell Fall)
PH 226A	Health Economics (Robinson, Fall)
PH 226C	Public Health and the Economy (Catalano, Dow, Spring)
PH 226D	Global Health Economics (Scheffler, Fall)
PH 229	Public Health and the Law – Legal Basis for Public Health (Simpson, Fall)
PH 230	Advanced Health Politics (Halpin, Spring)
PH 253 D	Behavior and Policy Science in HIV Treatment and Prevention (Ekstrand, Morin)
PH 293.17	Health Policy in the United States (Keller, Sentell Fall)
PH 298	The Politics and Practice of Public Health (Brunner, Spring)
PH 298	International Health Policy (Keller, Dratler, Fall)
CRP 275	Comparative Analysis of Urban Policies (Caldeira, Fall)
PP 200	Introduction to Policy Analysis (Bardach, Smolensky)
PP 205	Advanced Policy Analysis (Kirp, Spring)
PP 280	Ethics, Policy and the Power of Ideas (Kirp)
SW 238C	Health Policy (Midanik, Spring)

### **Public Health Intervention**

PH 201E	Public Health Interventions (Neuhauser, Syme, Spring)
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 (Fratlicelli, Fall)
PH219C	Community Based Participatory Research in Public Health (Minkler, Spring)
PH 243C	Information Systems in Health Care and Public Health (Van Brunt, Spring)
PH 253 D	Behavior and Policy Science in HIV Treatment and Prevention (Ekstrand, Morin)
SW 210F	Social Networks & Social Support (Staff, Fall)
SW 270	Human Services and Minority Populations (Snowden, Spring)

### **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

## DRPH 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.

### **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: 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 Q and A sheet!) as a first source of information.

Other Resources:

1. Claire Murphy, DrPH Program coordinator, for most program related questions.
2. Ellie Schindelman, Field Residency Supervisor and Lecturer, for residency and first year course related questions.
3. The DrPH Program Director and Gloria Sawiris, Student Affairs Officer in 19 Warren, for financial aid questions.
4. Your DrPH Advisor and the DrPH Program Director 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: Make an appointment to see Gloria Sawiris, Student Affairs Officer. Her office is 19 Warren Hall (phone: 642-9580, e-mail: sphaward@uclink.berkeley.edu).

**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 Field Residency Supervisor, Ellie Schindelman, 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 19 Warren 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 3 month, full time 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 Field 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 qualifying exam and 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: 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 competency areas required in the program. These are:

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

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. Although many promising options often are available to doctoral candidates, however, 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: What are the dissertation requirements?**

A: In most instances the dissertation is completed prior to the end of the spring semester of the third year. As part of the DrPH dissertation, the student is expected to undertake original research involving the examination and analysis of a significant problem in public health practice, and suggesting solutions to that problem. 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 three dissertation committee members must approve and sign the dissertation, which then is submitted to Graduate Division.

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

A: A collection of such prospectuses is currently being compiled and will be housed in the Public Health Library. In the meantime, please see the DrPH Program Coordinator, Claire Murphy.

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

A: Check the School of Public Health library or see the DrPH Program Coordinator, Claire Murphy.

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

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

## **WHERE ARE THEY NOW?**

### **SELECTED PROFESSIONAL POSITIONS OF RECENT GRADUATES**

Marcos Athanasoulis, MPH, DrPH  
Vice-President: Products Development  
Relay Health Corp.

Jeffrey Braff, MBA, DrPH  
Lecturer & Director, Human Subjects  
Review  
UCB (SPH)/Kaiser Found Research Institute

Nilda Chong, DrPH, MD, MPH  
Director  
Institute For Culturally Competent Care  
Kaiser Foundation Health Plan Inc.

Deborah Edelman, MS, DrPH  
Post-Doctoral Researcher  
Johns Hopkins University

Assefaw Tekeste Ghebrekidan, MD, DrPH  
Post-Doctoral Researcher  
UCSF/UCB Institute of Global Health

Leonardo Choi Goe, MHS, DrPH  
VA Greater Los Angeles Healthcare System

Hiroshi Takahashi, MPHDrPH  
Manager & Researcher  
Beckton, Dickinson Co. (Tokyo)

Geoffrey Lomax, MPH, DrPH  
Lab. Director  
State Health Department

Esmenia Luluquisen, DrPH, RN, MPH  
Community Assessment Planning & Ed  
Alameda County Public Health Department

Tomoyuki Matsuno, MD, DrPH  
Medical Officer  
Okinawa Health Department

Diana Measham, MS, MS, DrPH  
Researcher  
Dept of Obgyn, & Reproductive Sciences  
& the AIDS Rrch Inst of the UCSF

James Meyers, DrPH  
Air Force, Asst. Prof. Health Care Admin  
US Army-Baylor University MHA Program

Dominic Montagu, MBA, MPH, DrPH  
Lecturer & International Health Researcher  
UCB (SPH)

Larry Murillo, MS, MPH, DrPH  
Assistant Professor  
One Sky Center  
Oregon Health and Science University  
Dept of Pub Health & Preventive Medicine  
Lisa Romero, MPH, DrPH  
Health Research Specialist  
Reproductive Health  
Center for Disease Control

Monique Parrish, LCSW, DrPH  
Consultant  
Family Caregiver Alliance

## Housing

### When should you look for housing?

The answer depends upon what kind of housing interests you. The *campus housing* options, **Ida Louise Jackson Graduate House**, **Manville Apartments** and **Family Student Housing at University Village** all have chronological waiting lists, so please apply immediately. An overview of campus housing for graduate students is available on the [Living At Cal](http://www.housing.berkeley.edu/livingatcal/) website (<http://www.housing.berkeley.edu/livingatcal/>). Select your student status on the pulldown menu to find information about each facility.

For students interested in *off-campus housing*, **Cal Rentals** is the rental resource for the UC Berkeley community, providing information about the rental market, advice for conducting a housing search, and rental listings for students, faculty and staff. Listings are available on-demand, online for a \$20 fee which includes 3 months of online access.

Students who need a roommate can list an available room for free on the [Cal Rentals website](https://calrentals.housing.berkeley.edu/) (<https://calrentals.housing.berkeley.edu/>).

If you are planning on living in an *off-campus rental*, timing your search depends upon a variety of factors related to your individual needs and summer scheduling. For more information, please consult [when to look](#) on the Cal Rentals website.



Please see below for contact information for your various housing options. All offices are located at 2610 Channing Way, Berkeley, CA 94720-2272.

- **Family Student Housing:**  
[Apartment Assignments Office](#) – ( 510) 642-4109, [apts@berkeley.edu](mailto:apts@berkeley.edu).
- **Manville Apartments, and Ida Louise Jackson Graduate House:**  
[Residence Hall Assignments Office](#) – (510)642-4108, [reshall@berkeley.edu](mailto:reshall@berkeley.edu).

- **Off-Campus Housing:**  
[Cal Rentals](#) – (510) 642-3642, [homeinfo@berkeley.edu](mailto:homeinfo@berkeley.edu).



## WHEN TO LOOK FOR HOUSING

**The rental market changes daily and every day there are new places offered for rent.**

Therefore, it is simply not true that the “good” housing gets taken in the late spring or early summer, or any other time of the year for that matter. The best time to look for housing is whenever you can afford to begin paying rent, coupled with wanting or needing to move. Begin the process by no more than 4 to 6 weeks in advance of your target move date. Most people find housing in under a month, but you may want to build in a little extra time if you are new to this process.

### **Browsing the Rental Market Far in Advance**

Many feel anxious about this process and it makes them feel better if they can just see some rental listings. That's fine; just be aware that if you elect to obtain the listings now but plan to move to Berkeley much later, you will not be able to do much with the information at present. The rental listings will help you to gain a sense of the market and develop a knowledge base of typical rents and amenities. You are likely to find that you can only make use of the rental listings later, when listers begin to advertise availability dates closer to the time when you want to move. Even then, most landlords, and almost all people seeking new roommates, will want to meet you in person before deciding whether or not to select you as a tenant.

### **House-Hunting Timetables**

This section is written primarily for students who are vacating the University Residence Halls at the end of spring semester and plan to live off-campus, but it may also be useful for anyone who needs to transition from one form of housing into another over the summer.

If you are currently in Berkeley and you plan to live in Berkeley during the summer, you could begin your housing search in early to mid-April with a targeted move-in date of late May or June 1. This is common for many students who plan to leave the University residence halls and move off-campus.

But, what do you do if you're going away this summer? If you will be within the state of California, you could obtain our online rental listings, call on new ads as they are posted online during the course of a week, and set up weekend viewing appointments. You could then fly or drive here to look at perhaps 10 or 15 places over a weekend, submit applications for the rentals you like and hope you get selected for one of them. Ask the landlords when they plan to make their decision,

and make sure you are easy to reach. This process may need to be repeated over a few weekends until you are successful.

If you will be far away or must wait until August to house-hunt, it is best to plan a concentrated block of time to be in Berkeley during which to conduct your search.

No matter when you come to Berkeley to look, be sure to plan where you will stay. Friends and relatives, of course, are good and usually free! From June to mid-August the University operates the **Summer Visitor Residence** [http://www.housing.berkeley.edu/conference/summer\\_visitor.html](http://www.housing.berkeley.edu/conference/summer_visitor.html), which could be another option, and we also have a PDF list of Hotels and Motels on our website. Some students try to rent a place in late May or early June and then sublet it over the summer to a summer session visitor. While that may be a good strategy, be aware of the following pitfalls: 1) you need the landlord's permission to sublet, 2) if you don't find a subtenant, you might be stuck paying rent over the whole summer, and 3) since summer session visitors arrive with literally a suitcase, your place will need to have at least a minimal amount of furniture, and you may not have had the time to run out and get furniture as you're finishing up your final exams.

### **CAL RENTALS**

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