

Doctor of Philosophy in Health Services Research

GUIDEBOOK

2011 – 2012



Boston University School of Public Health
Department of Health Policy & Management

sph.bu.edu/hpm

PhD PROGRAM IN HEALTH SERVICES RESEARCH

BOSTON UNIVERSITY SCHOOL OF PUBLIC HEALTH

Department of Health Policy & Management

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Boston University Policy Statement

Boston University and the Boston University School of Public Health reserve the right to change the policies, curricula, or any other matter in this handbook without prior notice. Students will be notified of major changes as soon as practicable after they are decided.

Welcome to Boston University School of Public Health and the Department of Health Policy and Management!

Dear PhD Student:

I am delighted to welcome you to the Boston University School of Public Health as a doctoral student. Let me take this opportunity to introduce you to the Department of Health Policy & Management, and the Doctor of Philosophy Program in Health Services Research.

The Department has developed this guide because we believe this information will be useful as you begin the PhD program. Please read it before settling on your first year courses, and review it regularly as you plan your work in the program.

Before you register, it is important that you communicate with me and with your advisor as soon as possible to plan your course selections for the degree and to learn to optimize the school's and university's resources. Our academic advisors look forward to getting to know you and being of help as you seek to achieve your professional goals. Faculty advisors can help you move towards identifying your dissertation topic and committee; select courses; seek research, conference presentation, and publication opportunities; and network and plan your career.

Our faculty actively participates in research, collaborating not only with researchers in the School of Public Health but also with a large number of investigators in the Boston University Medical Center, the U.S. Department of Veterans Affairs, and other institutions. Two VA Centers of Excellence are intimately connected to the department research activities—the Center for Organization, Leadership and Management Research (COLMR) and the Center for Health Quality, Outcomes, and Economic Research (CHQOER). These collaborations bring broad experience to the classroom in a wide range of health services applications.

In addition to reading this *Guidebook*, you should become familiar with B.U. School of Public Health policies, procedures, and resources by reading the *BUSPH Bulletin* and *Student Handbook*.

Courses that currently satisfy PhD program requirements are listed in this Guidebook. These lists might change slightly from year to year, but you may satisfy requirements with courses under any list in effect while you are enrolled here.

Students in the doctoral program also are expected to attend other seminars and meetings in the Department of Health Policy and Management, in affiliated research centers, and elsewhere. These include periodic meetings of PhD and MS students with the Program Director held approximately twice per month, the monthly departmental research seminar, and periodic *required* training sessions in the Responsible Conduct of Research Program on the Boston University Medical Campus held twice a semester.

The Department of HP&M will use email as our primary means of communicating with you. Please be sure to sign up for a Boston University email account as soon as possible. If you wish, you may arrange to forward mail from this account to another that you routinely use.

Please consult with me, your advisor, or Debbie Socolar (the department's Academic Program Manager), if you have questions about the program requirements or about other issues.

Best wishes for your success in the program!

Sincerely,

Jim Burgess
Director, PhD Program in Health Services Research

Mission

The mission of the Boston University School of Public Health is to improve the health of local, national and international populations, particularly the disadvantaged, underserved and vulnerable, through excellence and innovation in education, research and service.

Strategic Themes

Involved: Emphasize real-world involvement and meaningful partnerships

Interconnected: Emphasize interdisciplinary efforts and integrated programs

Global: Emphasize global health issues and perspectives

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Quick Reference Guide

Please see the SPH Bulletin (bu.edu/bulletins/sph) and the SPH Student Handbook (sph.bu.edu/studenthandbook) for all resources available to SPH students.

Subject	Office & Contact Info
Course Materials	<p>Online: Course information, assignments, and syllabi are often posted on a course webpage at blackboard.bu.edu. A BU email address and Kerberos password are required to access these websites.</p> <p>Course Readers and textbooks are available for purchase through Barnes & Noble bookstore located at 660 Beacon Street, Kenmore Square, Boston University Charles River Campus.</p>
Career Services: Resume reviews; Networking; Job fairs; Career workshops	<p>Office of Career Services: sph.bu.edu/careers Talbot 2 East Maria McCarthy, mamcc@bu.edu, 617-638-4602 Lisa Toby, ltoby@bu.edu, 617-638-4675</p>
Financial Assistance	<p>Office of Student Financial Services: bumc.bu.edu/osfs osfs-sph@bumc.bu.edu 617-638-5130; 617-638-5115; or 877-776-6243</p> <p>SPH Admissions, Financing Your Education: sph.bu.edu/admissions/financingyoureducation</p>
Housing: Seeking a roommate	<p>Office of Housing Resources: bumc.bu.edu/ohr</p>
Library Resources: Paper and online books and journals; Reserve materials; Computer labs; Research guides	<p>Alumni Medical Library: med-lib.bu.edu L Building, 12th Floor 617-638-4232</p> <p>Boston University Library Network: bu.edu/library</p>
Parking and Transportation: Student T passes	<p>Office of Parking and Transportation Services: bumc.bu.edu/parking 710 Albany Street 617-638-4915</p>
Registration Information: Graduation applications; Concentration Change form; Course Rotation guide; Academic policies; Transcripts	<p>Registrar's Office: sph.bu.edu/registrar Talbot 2 Center Chris Paal, cpaal@bu.edu, 617-638-4963 or Katie Poirier, ktip@bu.edu 617-638-5057</p> <p>Degree students register online at bu.edu/studentlink Unofficial transcripts available at bu.edu/studentlink; Official transcripts available at bu.edu/reg</p>
Student Health Behavioral Medicine	<p>Student Health Services: bu.edu/shs or bu.edu/mentalhealth 881 Commonwealth Avenue 617-353-3575</p>
Student Services: Student organizations; Academic accommodations; Orientation; Commencement; Student events	<p>Office of Student Services: sph.bu.edu/studentinsider or sph.bu.edu/students Talbot 2 East Brendan Hoey brendan2@bu.edu, Andrea Tingue atingue@bu.edu, or Mary Murphy-Phillips, mcmurph@bu.edu 617-638-5062</p>

IMPORTANT DATES THROUGHOUT THE ACADEMIC YEAR

Boston University School of Public Health (BUSPH), like other schools & programs on the Medical Campus, maintains its own academic calendar distinct from the Charles River Campus. It is important that students always refer to the BUSPH registration packets, academic calendar, and websites for SPH-specific information. That said, SPH endeavors to align its schedule with the Charles River Campus schedule while still allowing for 15 class meetings for our four-credit courses.

BUSPH and HS Research Program Key Dates

Fall Semester 2011	
Last day to add classes online	Monday, September 5
Labor Day Holiday, Classes Suspended	Monday, September 5
Instruction begins	Tuesday, September 6
Last Day to ADD Standard Classes, assuming student has instructor signature on paper add/drop form	Before the second class meeting day
New Student Payment Deadline for Fall	Monday, September 19
Columbus Day Holiday, Classes Suspended	Monday, October 10
Last Day to DROP Standard Classes without a W grade	Tuesday, October 11
Last Day to Change from Credit to Audit Status in standard courses	Tuesday, October 11
Substitute Monday Schedule of Classes	Tuesday, October 11
Graduation Applications available for January graduation	Friday, October 28
Classes Held at Boston University, including SPH	Friday, November 11
Last Day to DROP Standard Classes with a W grade	Friday, November 11
Fall Recess Begins	Wednesday, November 23
Instruction Resumes	Monday, November 28
Graduation Applications due for Fall 2011	TBA
Last Day to Officially Withdraw or take a Leave of Absence from Boston University for Fall 2011	Tuesday, November 29
Payment Deadline for Spring, Continuing Students	Friday, December 16
Last Class or Final Exams begin	Friday, December 16
Last Class or Final Exams end	Thursday, December 22

Fall 2011 Withdrawal* and Tuition Refund Schedule

(bu.edu/reg/dates/refdates-fall11.html)

Prior to first day of class (prior to Tuesday, September 6)	100% refund of tuition and fees
September 6 – September 19	80% refund of tuition only
September 20 – September 26	60% refund of tuition only
September 27 – October 3	40% refund of tuition only
October 4 – October 11	20% refund of tuition only
As of October 12	0% refund

*A withdrawal means dropping ALL classes at the University. Students must complete a withdrawal form (forms are available in the SPH Registrar's Office).

→ **Note: BUSPH AFTERNOON classes, starting in Spring 2012, will be held from 2pm to 4:45 pm.**

Spring Semester 2012	
Registration Begins for Degree Candidates	Wednesday, November 2
Payment Deadline for Spring Continuing Students	Friday, December 16
Martin Luther King Holiday, no classes	Monday, January 16
Instruction Begins at BUSPH	Tuesday, January 17
Instruction Begins at CRC	Tuesday, January 17
Official Fall 2011 Graduation Date	Tuesday, January 25
Payment Deadline for New Students	TBA; mid-January
Deadline to Waive Student Health Insurance for New Students	Wednesday, February 1
President's Day Holiday, no classes	Monday, February 20
Substitute Monday Schedule of Classes	Tuesday, February 21
Last day to drop a standard class without a "W" grade (most SPH classes are non-standard)	Tuesday, February 21
Registration Begins for Summer 2012	TBA; Early March
Spring Break	March 10 - March 18
Last day to drop a standard class with a "W" grade (most SPH classes are non-standard)	Friday, March 30
Registration Begins for Fall 2012	TBA; Early April
Patriot's Day Holiday, no classes	Monday, April 16
Substitute Monday Schedule of Classes	Wednesday, April 18
Official Spring 2011 Graduation Date	Sunday, May 20

For the Spring 2012 Withdrawal and Tuition Refund Schedule, check bu.edu/reg/registration/wdwreg.html.

Doctoral Graduation Calendar			
Doctoral Candidates (DrPH/PhD)	September 25, 2011 Award	January 25, 2012 Award	May 15, 2011 Award
Final Dissertation Draft (to Dissertation Committee) and Graduation Application and Approved Dissertation Abstract (to BUSPH Registrar and Doctoral Prog. Mgr.)	At least 30 days prior to Final Oral Exam.	At least 30 days prior to Final Oral Exam.	At least 30 days prior to Final Oral Exam.
Last Date to hold Final Oral Exam (Dissertation Defense)	August 19, 2011	November 22, 2011	April 13, 2012
Deadline for Submission of Approved and Signed Dissertation (2 copies due to Mugar Memorial Library)	September 9, 2011	December 16, 2011	April 30, 2012

School of Public Health Policy on Religious and Government Holidays

The School, in scheduling classes on religious or government holidays, intends that students observing these holidays be given ample opportunity to make up work. Faculty members who wish to observe such holidays will arrange for another faculty member to meet with their classes or for canceled classes to be rescheduled.

Emergency Cancellation Information

In the event of an emergency or class cancellation, notices will be posted to the BUSPH Student Insider (<http://sph.bu.edu/si>) and the BUSPH website (<http://sph.bu.edu>). Email messages will also be sent to faculty, staff and students in the event of closings. A message will also be posted to the BUSPH main telephone number: 617-638-4640.

PLEASE NOTE: Do not rely on information about closings on the Charles River Campus or Boston University. The Boston University Medical Campus has different closing policies from the Charles River Campus. Obtain information specific to SPH from the above resources. Instructors are required to reschedule cancelled classes. Students will be notified by the instructor of make-up dates for any cancelled classes.

Health Services Research MS/PhD Program FALL CALENDAR OF EVENTS

SEPTEMBER

- Thurs. 9/8, 12-1 - HP&M Faculty Research Seminar, Talbot 110 East. Visiting Prof. Mary Jane England, "The IOM Study on the Public Health Aspects of the Epilepsies." (Lunch will be served!)
- Fri. 9/9, 5:30-7:30 pm, HS Research Program social event – Estragon, 700 Harrison Ave.
- Tues. 9/13, 5:05-5:55 pm - HS Research Introductory Fall MS/PhD **Student Meeting**, McNary (R-Bldg) Rm 110.
- Wed. 9/14, 12-1, BUSPH Public Health Forum, L-Bldg. Room 112, Visiting Prof. Mary Jane England, "Improving the Quality of Health Care for Mental and Substance-Use Conditions."
- Tues. 9/20, 5:05-5:55 pm - HS Research MS/PhD **Student Meeting**, L-Bldg, Rm 212 – PhD Candidate Nathalie McIntosh presents her research in progress on "The Effect of Nurse-Physician Coordination in Inpatient Medicine on Patient and Provider Outcomes."

OCTOBER

- Tues. 10/11, 1-2pm, HP&M Department Seminar, Evans Rm. 720, Anna Levine Taub, Visiting Asst. Prof. at Northeastern Univ., "Heterogeneity of Concentrated Prescribing Behavior." (NOTE: MON. classes meet 10/11)
- Tues. 10/11, 5:05-5:55 pm - HS Research MS/PhD **Student Meeting**, L-Bldg, Rm 206 – PhD Candidate Maya McDoom presents her research in progress on "Positively Aging: The Lived Experience of HIV-Positive Black Women Age 50+" (NOTE: MONDAY classes meet on 10/11.)
- Thurs. 10/13, 12-1 - HP&M Faculty Research Seminar, Talbot 110E – HP&M Asst. Prof. Gouri Gupte speaks, topic TBA. (Lunch is first come, first served!)
- Mon. 10/17, 5:05-5:55 pm - HS Research MS/PhD **Student Meeting**, L-Bldg, Rm 206 – HP&M Asst. Prof. Gouri Gupte speaks on "Quality Improvement at Boston Medical Center: Some Case Examples."
- Thurs. 10/27, 5:05-5:55 pm - HS Research MS/PhD **Student Meeting**, L-Bldg, Rm 109 – PhD Candidate Beth Barfield presents her dissertation research in progress, "Examining Interpersonal Interactions and Work Disability among People with Mental Health Difficulties."
- Fri., 10/28, 8:30 am–12 – SPH's Annual Bicknell Lecture, 670 Albany St. – Dr. H. Gilbert Welch, "Over-Diagnosed: Making People Sick in the Pursuit of Health."

NOVEMBER

- Early November – Several MS Thesis and PhD Dissertation Defenses will be held – please come!
- Tues., 11/8, HP&M Department Seminar, details TBA, outside speaker TBA.
- Thurs. 11/10, 12-1 - HP&M Faculty Research Seminar, Talbot 110E, speaker TBA. (Lunch 1st come, 1st served)
- Tues. 11/15, 5:05-5:55 pm - HS Research MS/PhD **Student Meeting**, room TBA, PhD Candidate Lauren Babich will present her dissertation research in progress.
- Tues. 11/22, 5:05-5:55 pm - HS Research MS/PhD **Student Meeting**, room TBA, HP&M Rsch. Asst. Prof. Justin Benzer speaks on "Key Informant Methodology for Implementation Studies."

DECEMBER

- Tues., 12/6, 5:05-5:55 – HSR MS/PhD **Student Meeting**, room TBA -- PhD Candidate Naomi Sacks presents her research on "Cost-Related Medication Underuse Lives On – It's Just Harder to Find"
- Thurs. 12/8, 12-1 - HP&M Faculty Research Seminar, Talbot 110E, faculty speaker TBA.

Section

1

Introduction to the PhD in Health Services Research

OVERVIEW

What Is Health Services Research?

Health services research is the multidisciplinary field of scientific investigation that studies how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care, the quality and cost of health care, and ultimately our health and well-being. Its research domains are individuals, families, organizations, institutions, communities, and populations.

(Defined by AcademyHealth, June 2000)

The Health Services Research program at the Boston University School of Public Health focuses on developing independent research scientists and scholars with excellent methodological skills and strong substantive knowledge of health care settings and policies. The methodological skill emphasis encompasses qualitative and quantitative methods and an understanding of diverse interdisciplinary and transdisciplinary perspectives. The development of substantive knowledge is presented in the context of the multiple and diverse perspectives on the delivery of health services. The desired program outcome is for students to develop the necessary skills to conceive, design and execute innovative research projects of high quality within the peer review process. The practical context of the educational approach employed will enable students to produce research findings that address challenging problems in clinical and management settings and to translate and apply them in those settings.

* * *

This program is committed to education in both quantitative and qualitative research methods and encourages students to develop facility in mixed methods research. This program has particular strengths in health services research on health care quality and outcomes, on health economics, on organizational behavior and transformation, and on how to improve the implementation and sustainability of desired changes in health care. Students in the PhD program specialize in either health economics or health outcomes and quality.

The conceptual framework nature of the BUSPH health services research program is based upon the theoretical knowledge and core competencies within which the program operates. In particular, the program focuses on developing the ability to apply or develop theoretical and conceptual models relevant to health services research. Doctoral students in the BUSPH program develop the ability to create transdisciplinary models that incorporate elements of frameworks from across fields, depending on the depth of their previous background and additional perspectives gained in the program. Conceptual frameworks available for study in this program include social sciences (e.g. economics, sociology, anthropology, psychology); the management sciences (e.g. organizational theory, operations research); epidemiology and clinical sciences; and law and political science. Doctoral students ordinarily take courses in most of these areas.

This program ties classroom education closely to practical experience in research. Our students are assisted, encouraged, and expected to begin developing their dissertation research projects early in their studies. Most students also work directly with a faculty mentor to gain hands-on experience in current health services research.

At BUSPH, the health services research program is enriched by a department faculty drawn from many of the above fields. Faculty are actively engaged in diverse areas of research, and the department is closely affiliated with two US Department of Veterans Affairs centers for health services research. Our diverse student body also enriches classroom discussions, as the MS and PhD students in health services research courses include physicians in research-focused clinical fellowships, various other clinicians, and students entering with masters degrees in public health, economics, management, psychology, and many other fields.

The aim of the PhD program is to educate independent research scientists and scholars with excellent methodological skills and substantive knowledge of health care policies and settings. Graduates will be prepared for academic faculty positions and research positions in industry and the public sector.

COMPETENCIES FOR PHD IN HEALTH SERVICES RESEARCH

Upon completion of the program, students will be able to:

- Acquire knowledge of the context of health and health care systems, institutions, and actors, and environment
- Apply or develop theoretical and conceptual models relevant to health services research
- Pose relevant and important research questions, evaluate them, and formulate solutions to health problems, practice, and policy
- Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs
- Describe the strengths and weaknesses of study designs to appropriately address specific health services research questions
- Sample and collect primary health and health care data and/or assemble and manage existing data from public and private sources
- Execute and document procedures that ensure the reproducibility of the science, the responsible use of resources, and the ethical treatment of research subjects
- Demonstrate proficiency in the appropriate application of analytical techniques to evaluate health services research questions
- Work collaboratively in teams within disciplines, across disciplines, and/or with stakeholders
- Effectively communicate the process, findings, and implications of health services research through multiple modalities with stakeholders
- Effectively translate knowledge to policy and practice

See Appendix E for the full list of competencies students gain through the PhD program in Health Services Research.

PHD IN HEALTH SERVICES RESEARCH REQUIREMENTS

The School of Public Health requires students pursuing a PhD in Health Services Research to:

- Complete a minimum of 35 credits of coursework in the PhD program following an appropriate masters degree with preparation in specified areas. Students without

such preparation will be required to take additional coursework in those areas, up to a maximum of 69 required credits.

- Participate in two Boston University training programs: training in the responsible conduct of research and training in the protection of human research subjects
- Pass two comprehensive qualifying exams
- Complete a dissertation that is the equivalent of three publishable papers
- Successfully defend the dissertation and receive final approval from the dissertation committee and outside readers
- Earn a BUSPH grade point average (GPA) of 3.0 or higher.
- Complete the PhD degree within seven years.

This Guidebook provides guidelines which aim to direct students through their doctoral studies in the Department of Health Policy & Management at BUSPH. The guidelines comprehensively address the requirements of the program, such as coursework, the qualifying examinations, and the doctoral dissertation. They also address the processes needed to meet these requirements, such as the formation of a doctoral dissertation committee. These guidelines specify the letters, instructions, and requirements that are required to be documented and maintained in the Official Student Record. They also contain advice and recommendations intended to assist students in completing the program expeditiously and effectively in order to achieve success in their future careers.

COMMUNICATIONS

All official communications from BUSPH will be sent to your BU email. Please activate a BU email account as soon as possible after you accept admission to the program. You may elect to have this email forwarded to an alternative email account. You should regularly check and clean out your BU email so the mailbox has sufficient space to accept messages.

ADVISING

The Health Services Research program at BUSPH offers students substantial advising support — from your Academic Advisor, the Program Director, and the department faculty member who eventually chairs your dissertation committee.

After considering your areas of interest, the Health Services Research PhD Program Director, Jim Burgess, assigns each student a faculty member as an Academic Advisor.

Program Director

Prof. Burgess remains available to discuss your goals and interests, your choice of courses and appropriate schedule, possible research assistant roles, plans for your dissertation, and any questions or concerns about the Health Services Research Program. He is glad to discuss any such issues with HSR students.

Academic Advisor

For your successful progress, you should meet regularly with your Academic Advisor, to help plan your direction in the program. In this PhD program, the Academic Advisor not only consults on your choice of courses, but—more importantly—helps you begin as soon as possible to think about an appropriate dissertation topic, choose a dissertation advisor, and form a dissertation committee.

Further, your Academic Advisor is a professional mentor, available to discuss how you can gain the skills and competencies you need to advance your goals and career. You may wish to discuss, for example, which professional meetings to attend and association(s) to join, how to submit your research findings for presentation at conferences and for publication, or whether and how to seek funding to support your dissertation research.

Dissertation Advisor

After you form a dissertation committee, your committee chair will become a primary conduit to help you consider such questions to further your professional development. (Other sections of this *Guidebook* address your work with your dissertation committee.)

Planning

Boston University offers its students an enormous array of intellectual opportunities and resources on both the Medical and Charles River Campuses. In addition to successfully completing required courses and your chosen electives, you will need to plan carefully and make choices in your dissertation work and supplemental activities to enhance your career preparation. Among your most valuable resources at BUSPH are your advisors.

As you develop your course plan with Prof. Burgess and your Academic Advisor, this *Guidebook* and a number of tools included in it will be helpful. You are encouraged to use the Advising Worksheet in this Guidebook to help keep track of your progress towards meeting PhD program course requirements. It's also a requirement to note your progress and plans in the Student Annual Report (see Appendix).

Prof. Burgess is the most knowledgeable resource, and is available to discuss any aspect of your academic plan, especially plans for coursework. Students must obtain his approval to take any elective course not specifically mentioned in this *Guidebook*.

Please see Section 3 of this Guidebook for additional policies on advisors.

Problems

If you meet roadblocks executing your academic plan, return to your Academic Advisor or Prof. Burgess, the Health Services Research PhD Program Director, for guidance. The Registrar's Office is also available to provide help with academic roadblocks. The Student Services Office can help students connect with many useful resources.

If you wish to request a change of Academic Advisor, please contact Prof. Burgess.

For information concerning policies on timely completion of course requirements, please refer to the following website from the Registrar's Office:

[sph.bu.edu/registrar/policies/completing requirements](http://sph.bu.edu/registrar/policies/completing_requirements).

ACADEMIC ASSISTANCE

The University has numerous resources available to students, including the Educational Resource and Writing Centers on the Charles River Campus. See the BUSPH Student Handbook (sph.bu.edu/studenthandbook) or your advisor for additional information on all resources available to students.

Section

2

Course Requirements

The doctoral program in Health Services Research is designed to provide advanced training in research methods and the substantive fields of health outcomes and quality research or health economics, with students concentrating in one of these fields. Qualified students will hold a Master's or Bachelor's degree in a field related to health services research, such as social or behavioral sciences, epidemiology, management, biological sciences or the health professions. Students who complete the program will be prepared to assume leadership positions in academic and applied research settings and to pursue careers as independent investigators.

COURSE WORK

The PhD program in Health Services Research is designed to prepare students as health services researchers and scholars. The core course requirements cover health services research, epidemiology, statistics, research methods, health behavior, health economics, health law, and health organization. The PhD offers students two fields of specialization: Health Outcomes and Quality, and Health Economics.

The PhD includes 35 credits of core courses and the remainder in field courses and electives. Students who have an appropriate master's degree, with preparation in epidemiology, biostatistics, health services, and health law, are required to complete a minimum of 35 credits of coursework in the PhD program. Students without such preparation will be required to take additional coursework in those areas, up to a maximum of 69 required credits.

Students will be expected to complete all the requirements for graduation within 7 years of matriculation. PhD students are required to complete and pass

- ✓ an admission to candidacy examination,
- ✓ a field exam in the field of specialization,
- ✓ a qualifying paper,
- ✓ a doctoral dissertation, and
- ✓ an oral dissertation defense.

(See Sections 3-5 below for more information on each of the above steps.)

The PhD requires approximately two years of full-time coursework generally spread over three years to integrate dissertation work and classroom work together better. (Many PhD students, however, pursue the Health Services Research program and courses on a part-time basis.) Doctoral students begin work on their dissertations from the beginning of the program. The degree can therefore be completed more quickly than in programs which require completion of exams and coursework before beginning the dissertation.

GRADING

PhD students in Health Services Research must earn a grade of B or better in all the core courses: BS703, EP713, LW751, PM811, PM814, PM821, PM824, PM826, and PM842.

Students must maintain a 3.0 or higher GPA in all coursework and remain in good academic standing consistent with policies of the School of Public Health.

In order to receive credit for any course, a student must achieve a grade of B- or better.

CORE COURSES - PhD IN HEALTH SERVICES RESEARCH

Core courses are required for Health Services Research PhD students in both the Health Economics and the Health Outcomes and Quality fields. After successfully completing these courses (or in some cases, an approved equivalent), students are eligible to take the Admission to Candidacy Qualifying Examination.

Course	Cr.	Semester	Faculty	Prerequisites
PM814 Contemporary Theoretical & Empirical Issues in Health Services	4	Fall	Clark	
BS703 Biostatistics	4	Fall, Spring, Summer II	Staff	
EP713 Epidemiological Methods	3	Fall, Spring	Staff	
LW751 Public Health Law	4	Fall	Annas/ Glantz	
PM824 Theory & Research on Organizations	4	Fall 2011 + alternate falls	Charns	PM814 (may take concurrently)
PM811 Health Services Research Methods	4	Spring	Kazis	BS703 and EP713, or consent
PM826 Health, Illness, and the Use of Health Services	4	Spring	Clark	PM814
PM842 Health Economics for Health Services Research (<i>for Outcomes students</i>) OR EC501 or EC701 in Economics Dept. plus 1-credit spring Health Econs. seminar (<i>for Health Econs. students</i>)	5	Spring 2013 + alternate springs Fall 4-cr. course + spring 1-cr. seminar	Burgess/ Stefos	BS703 req'd, BS723 strongly recommended
PM821 Advanced Health Services Research Methods	3	Summer I	Kazis	BS723 or consent, and PM811

FIELD COURSE REQUIREMENT

For PhD students in Health Outcomes and Quality, required field courses are:

- Evaluating Health Care Quality (PM837, every Fall) *NOTE: Meets at the same time as the PM 824 (Mon. eve.), so students who still need to take PM 824, which alternates years, should do so in 2011 and defer PM 837 to 2012.*
- Cost-Effectiveness Analysis and Decision Analysis (PM855, Spring 2012 and alternate springs)
- Developing Patient-Based Measures of Health Status + Outcomes (PM830, Fall 2012 and alternate falls).

For PhD students in Health Economics, the required field courses are chosen in consultation with the program director from these 3 conceptual areas:

- Health Economics Theory and Methods
- Econometrics
- Cost Effectiveness Analysis and Decision Analysis (PM855, Spring 2012 and alternate springs).

After completing their required field courses, students are eligible to take the doctoral Qualifying Exam in their field.

ELECTIVE REQUIREMENTS

For PhD students in Health Outcomes and Quality:

Electives are to be selected, with approval of your advisor and the Program Director, from the following standard elective courses, or others that may be approved on a case-by-case basis. Outcomes students *must choose at least 3 of these courses* on methodology:

Qualitative Research Methodology		
SB818 Qualitative Research Methods (Fall or Spring) (Prerequisites: instructor's consent and PM814 required; PM826 preferred) -OR-	Fall or Spring	4 credits
GMS MA710 Medical Anthropology & Qualitative Research Methods & Design <i>plus</i> 1-credit Directed Study	Fall	
PM828 Advanced Seminar on Qualitative Methods (Prerequisite: SB818 or GMS MA710)	Fall 2011 + alt Falls	4 credits
Quantitative Research Methodology		
BS723 Introduction to Statistical Computing	Fall, Spring, Summer	4 credits
BS775 Applications of Advanced Statistical Methods in Clinical Research (Prerequisite: BS723)	Spring 2012 + alt Springs	4 credits
Recommended Electives		
PM932 Directed Research in Health Services		4 credits
Any other advanced biostatistics course, with program director approval		4 credits

Additional electives may be required as needed to reach a total of up to 69 credits for the degree, depending on previous background.

For PhD students in Health Economics:

To complete course requirements, up to 4 electives (16 credits) are required, to reach a total of up to 69 credits, depending on previous background.

Electives are to be selected, with approval of your advisor and the Program Director, from the following standard elective courses or others that may be approved on a case-by-case basis; EC708 may be required for some students to meet their Econometrics field requirement.

EC551 Economics of Labor Markets	4 credits
EC552 Economic Organizations and Labor Markets	4 credits
EC561 Public Economics I	4 credits
EC572 Public Control of Business	4 credits
EC707 Advanced Statistics for Economists	4 credits
EC708 Advanced Econometrics I	4 credits
PM932 Directed Research in Health Services	4 credits
BS723 Intro. to Statistical Computing (Fall, Spring, Summer)	4 credits
BS775 Applications of Advanced Statistical Methods in Clinical Research (spring 2012 + alternate Springs) (Prerequisite: BS723)	4 credits
Any other advanced biostatistics course	4 credits
SB818 Qualitative Research Methods (Fall or Spring) (Prerequisites: Instructor's consent and PM814 required; PM826 preferred)	4 credits
GMS MA710 Medical Anthropology & Qualitative Research Methods & Design (Fall, in Grad. Med. Sciences program), 3-cr. course <i>plus</i> 1-credit Directed Study	4 credits
PM828 Advanced Seminar on Qualitative Methods (Fall 2011 + alt. Falls) (Prerequisite: SB818 or GMS MA710)	4 credits

Course Descriptions, Syllabi, and Evaluations

To help in developing your course plan, you are welcome to talk not only with your advisor and the Program Director, but also with the faculty teaching the courses, or with fellow students about courses they have taken. In addition, the following tools are available to help your course selection:

- All SPH course descriptions are available here bu.edu/phpbin/course-search, a site which also lets you search for a course on a particular topic using a keyword. (Searching "all semesters" may be simplest.)
- Course descriptions are also available at sph.bu.edu/courses, on the Student Link, and in print in the BUSPH *Bulletin*. Paper copies are also available on the shelves outside the SPH Registrar's Office on Talbot 210 Central.
- The syllabus for a course may be valuable in helping you decide whether it meets your needs. The Department of Health Policy & Management aims to make course syllabi easily available. Past course syllabi for most HP&M courses are posted on the department Blackboard site, accessible with a Kerberos password. If you have difficulty obtaining a needed syllabus, you may contact department staff or the instructor.
- All students evaluate their BUSPH courses at the end of each semester. These course evaluations are available with a BU Kerberos ID via the *Student Insider* (sph.bu.edu/studentinsider).

Section

3

Additional Policies of the PhD Program in Health Services Research

The Health Services Research Doctoral Committee

The Health Services Research Doctoral Committee (DC), chaired by the PhD Program Director and composed of department faculty, oversees the PhD program in health services research and implements the guidelines described below. The DC delegates authority to other persons for certain functions, such as the dissertation committee for a student's doctoral dissertation, but retains final authority in decisions concerning individual students. This authority includes approving or disapproving a student's PhD studies, approving members of a student's dissertation committee, outside readers for the dissertation, dissertation papers, and final dissertation, and dismissal of students from the PhD program. All dissertation letters that present the student's dissertation committee and dissertation plan are distributed to the DC once the student's committee approves them. The DC has three weeks from the date the letter is distributed to them to raise any concerns about the student's plan; otherwise, the dissertation letter is considered approved.

Academic Advisor

Each student is assigned a pre-dissertation academic advisor. The academic advisor will be a member of the Department of Health Policy and Management faculty and will be appointed by the Program Director. A student may request a change in academic advisor by contacting the Program Director through the Program Manager and may request a particular academic advisor with that faculty member's written (or emailed) agreement. The advisor is available to discuss coursework, potential research topics, career paths, and other issues relevant to the student's success; however, the student bears all responsibility for meeting administrative and academic requirements and deadlines. At the time a student chooses a dissertation topic, a change in advisors may be appropriate to provide the student with the best available supervision for completing the dissertation. Until the dissertation committee is fully appointed and the dissertation plan is codified in the dissertation letter, the academic advisor for a student may not also simultaneously be the work supervisor for that student. Once the dissertation committee is appointed, the chair of the dissertation committee is the academic advisor for the student and may also serve as their work supervisor. (Please see Section 1 of this Guidebook for additional information on advisors.)

Reading or Directed Study/Directed Research Courses

Students may choose to augment course offerings for electives through reading or Directed Study (PM931)/Directed Research (PM932) courses at the discretion of faculty members in the Health Policy and Management Department or other departments of the University. In addition to the usual process for registering for these courses, approval of the Program Director and the DC is required in advance and must be applied for at least two months before coursework is scheduled to begin. Most students have very few electives in the PhD program, and in general these courses are not recommended. Some students, however, may use PM931 Directed Study courses to fill specific program requirements.

Qualifying Paper

PhD students must complete a qualifying paper. The first Health Services Research Methods course (PM811) provides an opportunity to develop a topic and research plan for the qualifying paper and the Dissertation. Students may choose to develop a different topic than the one that is used to meet this course requirement. A qualifying paper will serve as the MS thesis if the student is obtaining an MS along the way toward earning the PhD. A qualifying paper that is intended to fulfill the MS thesis should be completed in the second year. In writing a qualifying paper, students must be supervised by a faculty advisor, who ordinarily is the student's academic advisor and will likely become the student's dissertation advisor. The qualifying paper generally will serve as a chapter in the PhD dissertation, so careful consideration should be given to the topic and organization of the qualifying paper so that it contributes to the development of the dissertation. It is highly recommended that the qualifying paper be submitted for peer review journal publication relatively early in the dissertation process, and ideally is accepted for publication prior to the dissertation defense. In addition, students in the second Health Services Research Methods course (PM 821) complete an interdisciplinary group research paper. This paper also ideally is submitted for peer review journal publication while in the PhD program, so that as a goal all students have a minimum of two accepted peer reviewed journal articles as a primary author by the time they graduate from the PhD Program.

Presentation Requirement

All PhD students who have passed both qualifying examinations are required to make a 50 minute oral presentation concerning their dissertation in an MS/PhD student seminar meeting or another forum offered by the department such as research meetings in HPM department research centers, once per academic year (July 1 – June 30). The purpose of this presentation is for PhD students to obtain feedback on their dissertation work, gain experience in orally presenting their research, and to give DC members and other department faculty an update of their dissertation progress. Students who are defending their dissertation during the Spring semester can be excused from making this presentation. Students choose the topic of the presentation, with their advisor's approval. Examples of presentation topics include the qualifying paper, aspects of the design or results of the dissertation research, or the conceptual framework for the dissertation research. All students are strongly encouraged to attend the monthly department seminars and health services research MS/PhD student meetings, and to give additional presentations in other forums. Any additional presentations made by the student in seminars or at conferences must be documented in the PhD Student Annual Report. Although the annual presentation is required only of students who have passed the qualifying examinations, they are an extremely valuable experience for all PhD students and are open to them at any stage.

PhD Student Annual Report

The PhD Student Annual Report process is conducted annually, due July 1 each year. Any current PhD student who fails to submit the report by July 1 without prior permission for a delay may be placed on Academic Probation by the Health Services Research Doctoral Committee or may be dismissed from the program. Under Academic Probation, a Learning Plan will be developed that may include additional obligations. (See Appendix for template for Health Services Research PhD Student Annual Report.)

Credit Requirements and Waiver of Requirements for the PhD in Health Services Research

Waiver of Course Requirements:

Previous graduate-level coursework, whether taken for credit or not, can be used to waive particular course requirements with the approval of the Program Director. However, waiver of a course requirement does not reduce the total number of credits required for graduation.

Students with Master's Degrees (Health Outcomes and Quality):

Students who have a relevant master's degree are required to complete a minimum of 35 credits of coursework in the PhD program. Students from appropriate master's programs are expected to have preparation in epidemiology, biostatistics, health services (including health economics, quality of care, and organizational behavior), and health law. Students without such preparation will be required to take additional coursework in these areas beyond 35 credits, up to a maximum of 69 credits. If such additional coursework is required, students will be notified of those specific additional course and credit requirements by the Program Director after acceptance and prior to matriculation. Students may take these additional courses at BUSPH or at other accredited graduate schools and transfer these courses into BUSPH; however, transfer course credit may not exceed 8 credits, and may not reduce credits taken at BUSPH for the doctoral degree below 35 credits. For a previously completed course to be accepted for transfer credit, it must be a graduate-level course in which the student has received a grade of B or better and which has not been applied to meet the requirements of another degree program either at Boston University or elsewhere. The previously completed course must be relevant to the PhD program as determined by the program director, who must approve all transfer credits. The judgment of the program director in this regard will be final.

Students without Master's Degrees (Health Outcomes and Quality):

Students who have baccalaureate preparation alone are required to complete a minimum of 69 credits in the PhD program. Up to 8 credits can be accepted for transfer credits to meet this 69 credit requirement. For a previously completed course to be accepted for transfer credit, it must be a graduate-level course in which the student has received a grade of B or better and which has not been applied to meet the requirements of another degree program either at Boston University or elsewhere. The previously completed course must be relevant to the PhD program as determined by the program director, who must approve all transfer credits. The judgment of the program director in this regard will be final.

Students in the Health Economics Field of Specialization:

Students in the Health Economics field of specialization are subject to the same credit requirements as described above. Students who have a relevant master's degree are required to complete a minimum of 35 credits (or more, depending on the nature of the relevant master's degree) and students who have baccalaureate preparation alone are required to complete a minimum of 69 credits in the PhD program. They have a minimum of 5 required courses in the Boston University Economics Department (specifically, EC501 or EC701; EC581 or EC781; EC582 or EC782; EC707 and/or EC708; and one of EC538, EC552, EC561, EC572 or other graduate level economics courses as approved by the student's advisor and the program director). BUSPH counts credits from these courses as transfer credits applied to the BUSPH credit requirements. For this purpose alone, a maximum of 28 credits of graduate level Economics courses can be accepted for transfer, but these may not reduce credits taken at BUSPH for the doctoral degree below 35 credits. For a previously completed course to be accepted for transfer credit, it must be a graduate-level course in which the student has received a grade of B or better and which has not been applied to meet the requirements of another degree program either at Boston University or elsewhere. The previously completed course must be relevant to the PhD program as determined by the program director, who must approve all transfer credits. The judgment of the program director in this regard will be final.

Section

4

Qualifying Exam

Two required examinations must be passed for the PhD in Health Services Research. Either exam may be taken first, though students should try to arrange their courses in order to take the Admission to Candidacy Exam first. This exam is broad in scope and covers the range of the theory and practice of health services research. The other, the Field Exam, is specific to the field (either Health Economics or Health Outcomes and Quality) in which the student is concentrating. The qualifying examination requirement is met once the student successfully completes both exams. The exams require a student to demonstrate proficiency in the concepts and methods of health services research and in the field of chosen concentration.

Students may take the Health Services Research admission to candidacy exam once they have completed the core course requirements. Students may take the field exam in their area of specialization once they have completed [at least] 12 **specified** post-core credits from the courses in their specialization.

Scheduling

The doctoral qualifying examinations normally are offered at least once a year, but attempts are made to have at least two students sit for an exam together, so circumstances can lead to more or fewer offerings than that in any calendar year. The Admission to Candidacy Exam is most commonly offered in summer and the Field Exams are most commonly offered in the late winter. No guarantee is made that exams will be offered on the schedule desired by students, though attempts will be made to grant reasonable requests.

Each student who intends to take an exam must notify the examination coordinator for that exam and the Academic Program Manager in writing no later than one month before the examination date.

Admission to Candidacy Exam

The exam will contain 4-8 questions. Several of the questions will be specific to courses you have taken, and others will be integrative (covering material from 2 or more courses).

The key substantive areas for the questions are drawn from the core PhD courses: Health Services Research Methods (PM811 and PM821), Epidemiology (EP713), Biostatistics (BS703), Theory and Research on Organizations (PM824), Health, Illness, and Use of Health Services (PM826), and Health Economics (PM842). The Contemporary Theoretical & Empirical Issues in Health Services (PM814) and Health Law (LW751) courses are more overarching, so you will not be asked specific questions about these core courses.

Field Exams

These exams typically have three questions, each covering a major conceptual area of the field of concentration and covering courses representing at least 12 credits of advanced study in the field:

- For Health Economics (required courses vary), the 3 areas are Health Economics Theory and Methods, Econometrics, and Cost Effectiveness Analysis and Decision Analysis (PM855).
- For Health Outcomes and Quality, the three areas are Cost Effectiveness Analysis and Decision Analysis (PM855), Patient-Based Measures of Health Status and Outcomes (PM830), and Evaluating Health Care Quality (PM837).

In each case, for each specific field exam, a topic area will be chosen and 6-12 articles on that topic related to the areas of emphasis will be distributed in advance to the students taking the exam.

Consequences of Failure

Students who fail either qualifying exam on their initial attempt may take that exam again at a subsequent offering of the exam after waiting at least six months. In general, students may not take a qualifying examination a third time. However, a student who fails twice may petition the Doctoral Committee in writing to take that examination a third time. The petition must be addressed to the Program Director and must describe extraordinary circumstances that led directly to the two failures and the reasons for expecting that these circumstances will be overcome in a third attempt. If the Doctoral Committee grants the petition, it may be conditioned on the student taking and passing additional courses or other actions to prepare for the exam. Denial of the petition results in dismissal from the doctoral program. Under no circumstances may a student take a qualifying examination a fourth time.

Section 5

Dissertation

General Dissertation Requirements

A dissertation is required of all doctoral students. The completed dissertation must display proficiency with research and analytic skills and solve significant research questions. It must be presented in a format such that it could be broken up and submitted to one or more peer-reviewed journals in health services research or related fields. More detail on the content and process required to complete the dissertation is provided below in the detailed subsections. The first Health Services Research Methods course (PM811) provides an opportunity to develop a proposal, which ordinarily will become the topic for the dissertation. Students may choose to develop a different topic if desired.

The dissertation committee is formed around a dissertation letter that is developed first, which outlines the research questions and approach to solving them that the student will take. This dissertation letter and composition of the committee require approval by the PhD Program Director and the Health Services Research Doctoral Committee (DC). Then the student works with the dissertation committee to determine which portions of the dissertation require additional formal proposal writing.

Upon completion of the dissertation, the dissertation advisor and at least two other committee members must approve the dissertation. The Director of the PhD Program and the dissertation advisor must approve the dissertation committee and readers in advance. Two outside readers also are appointed to read the final version of the dissertation for methodological content. The student must then present the dissertation orally for review by members of the faculty, generally with the dissertation committee and readers present.

Doctoral students who have finished coursework and are working full time on their dissertation must register for PM980, Continuing Study, each fall and spring semester until the dissertation is completed. Registration in Continuing Study with additional full-time certification ("Certified Full-time") coding by the SPH Registrar may facilitate deferring payment on student loans and obtaining financial aid. (Note that the cost of PM980 is equivalent to 2 credits, but the student is registered for zero credits, and no grade is generated.)

International students who are completing their dissertations: Regardless of when you participate in graduation ceremonies, you officially complete your studies when you submit the final version of your dissertation and Boston University certifies that you have successfully completed all degree requirements. Please note that all international students who will complete and submit their dissertation during the summer must be registered as continuing students during the summer semester to maintain lawful F-1 status. (Otherwise, international students must register in every fall and spring semester.)

Formation of the Dissertation Committee

Upon successful completion of the qualifying examinations, students must form a dissertation committee. Students are, however, encouraged to start forming the committee during their first year in the program. The Program Director must approve the Chair of the dissertation committee. The student and the Chair are expected to work together to form

an appropriate committee, subject to Doctoral Committee approval when the Dissertation Letter is submitted for their review. The committee shall have a minimum of three members, including at least one appropriate methodologist (statistician, biostatistician, econometrician, or qualitative methodologist) for the likely methodological focus of the dissertation. The Program Director and the DC will review the roles of the methodologists on an annual basis to ensure that all students have appropriate methodological input and to balance faculty committee resources.

Dissertation Proposal Letter

Within six months of passing the qualifying examinations, but preferably earlier, the student must submit a letter to the Program Director briefly describing the proposed dissertation research and identifying the proposed members of the dissertation committee. Failure to submit this letter in a timely manner is grounds for academic probation. The letter must state the dissertation objective, the proposed study design and analytic methods, with particular focus on what kinds of methodologists will be required on the dissertation committee. The letter must address the feasibility of completing the dissertation research. It must list the chair and members of the student's dissertation committee and include a short rationale for the inclusion of each member. The letter must state that each member of the committee has agreed to serve on it (with signatures or other appropriate documentation through e-mail) and has approved the description of the proposed research. The Program Director then will circulate the letter to the DC for comment. Within three weeks after submission, the Program Director will either approve or disapprove the dissertation proposal letter and committee structure. Disapproval is accompanied by recommendations for improving the description of the proposed research or the composition of the dissertation committee.

Following approval of the dissertation letter, the student must begin to work with the dissertation committee to develop the dissertation timeline, plan, and discuss the need for and structure of a formal dissertation proposal. Since all PhD students do a full proposal as part of the PM811 Health Services Research Methods course, a fully structured formal dissertation proposal may or may not be required by the student's dissertation committee.

Form of the Dissertation

The dissertation itself will be required to have specific discussions of the conceptual framework or frameworks under which it is conducted. Conceptual frameworks provide the context to research and allow it to be connected into the multi-disciplinary nature of health services research in a productive way for the field. Students must develop and hone the conceptual framework carefully, in consultation with the dissertation committee and others. There are no specific requirements for the form of the dissertation itself, but it may have a structure with three papers, in forms appropriate to submit to academic research journals; however, other structures are possible with the consent of the dissertation committee and the DC as documented in the dissertation letter.

Outside Readers

The Chair of the dissertation committee in consultation with the student will recruit two outside readers who are not on the student's dissertation committee. The outside readers must be approved by the DC in the dissertation letter or by the Program Director at a later point. They may be faculty members at Boston University whose research is relevant to the student's dissertation, or they may be researchers outside of Boston University. The outside readers will be given at least 30 days to review the dissertation between the draft submission date and the date of the dissertation defense. Their role is to ensure that the methods and results are scientifically sound. They must review the dissertation with the goal that, at a minimum, this has the quality of a manuscript or manuscripts acceptable for publication in an academic health services research journal (e.g. *Health Services Research*).

They must not review the dissertation according to how they would have performed these studies.

The outside readers will give the dissertation one of the following three ratings:

- approve as is, or with minor suggested edits;
- approve, accompanied by substantive recommendations for editorial changes;
- disapprove, accompanied by reasons.

The readers must send their reviews of the dissertation to the student and dissertation chair. The student must discuss the comments from both additional readers with the dissertation committee chair to come to agreements about changes that must be made. Any unresolved disagreements among the student, the dissertation committee chair, and either or both of the additional readers must be brought to the program director and then to the DC if necessary by the dissertation committee chair for resolution.

Dissertation Defense

The dissertation defense is an oral presentation of the dissertation work, to which all interested persons are invited. The defense date can be scheduled during the same 30 day period that the outside readers are reviewing the dissertation and the outside readers are invited to the defense either in person or by telephone. In general, all dissertation committee members should be present (either in person or by phone). After the defense, the dissertation committee and the two additional readers vote to approve or disapprove the dissertation.

Post-Dissertation Defense: Preparation of Dissertation Copies

By the deadlines established by BUSPH (see Doctoral Graduation Calendar in this guidebook), the student shall submit two properly formatted, printed copies of the dissertation to Boston University's Mugar Memorial Library on the Charles River Campus. Signatures of dissertation committee members are required. Students should seek a review by the university's thesis and dissertation librarian will review an electronic version of the final text to ensure correct formatting before the dissertation is printed. Within three weeks after submission to the library, the student will provide at least one bound copy of the dissertation to the Program Director for display in the departmental library. Additional University requirements for the style, binding, distribution, and other aspects of the dissertation may be found in "Guide for the Writers of Theses and Dissertations" (bu.edu/library/guides/theses) along with a dissertation submission "Checklist" (on p. 12 of the Guide), available from the Boston University website. There is a charge for library services for handling the dissertation.

No degree will be granted until copies of the dissertation have been delivered to the Library. Consequently, students must familiarize themselves fully with the requirements for preparing and distributing the dissertation copies before the dissertation defense, so that these steps can be fulfilled expeditiously after the defense.

Additional rules on these final steps and on the forms to be filled out documenting their accomplishment follow in Section 6 and the Appendix.

Section

6

Boston University and BUSPH Student Policies

In addition to the selected academic policies listed below, all students must adhere to all Boston University School of Public Health academic policies, available at sph.bu.edu/registrar/policies; the University's Administrative Policies, available at bu.edu/lifebook; and the policies listed in the School of Public Health Student Handbook, available at sph.bu.edu/studenthandbook.

COMPLIANCE REQUIREMENTS FOR ALL BOSTON UNIVERSITY STUDENTS

All students, including non-degree students, must comply with the Massachusetts Motor Vehicle Law, BU Alert telephone number, immunization (as applicable), and payment requirements in order to be in status with the university. You may check your compliance status at bu.edu/studentlink.

The SPH Registrar's Office is blocked from entering registration for any student who is not in compliance with university requirements and cannot manually override this block and register students. If you need assistance with compliance information, please talk with a staff member in the SPH Registrar's Office.

If you have any questions regarding the purpose of the compliance requirements, go to: bu.edu/reg/information/complianceinformation.

Massachusetts Motor Vehicle Law

The Massachusetts Motor Vehicle Law requires that all out-of-state students, including those who do not bring cars to Massachusetts, sign an acknowledgement that they have been informed of the law.

The Massachusetts Motor Vehicle Law requires out-of-state students bringing vehicles into the Commonwealth of Massachusetts to file a nonresident driver statement with the local police department in the city in which their university is located: "It is unlawful for a resident student to fail to file a nonresident driver statement with the police department located in the same city or town as the school or college attended, in accordance with Section 3 of Chapter 90 of the Massachusetts General Laws. Failure to file such statement is punishable by a fine not to exceed \$200."

Boston University, in turn, is required by the Commonwealth to keep a record and provide proof to the state that students have been apprised of the law. Eligible students must formally acknowledge they have been notified of the law by clicking on the acknowledge button at bu.edu/link/shortcut/massmotorlaw. Students who fail to do so will not be in compliance and will be unable to register for upcoming semesters.

Instructions for complying with the law:

- All out-state-students, including those who do not bring cars to Massachusetts, are required to read the statement on bu.edu/link/shortcut/massmotorlaw and click on “I acknowledge.”
- In addition, STUDENTS BRINGING VEHICLES into Massachusetts are required to download and complete the Nonresident Driver Statement from the Massachusetts Registry of Motor Vehicles website at mass.gov/rmv/forms/20098.pdf.
- Mail form to:
Office of the University Registrar
881 Commonwealth Avenue
Boston, MA 02215
- The Registrar’s Office will mail a copy of the student’s form to the Boston Police Department. The Registrar’s Office will then mail a state-approved decal to the student’s local address. This decal must be prominently displayed in the uppermost center portion of the windshield of the student’s vehicle.

BU Alert Telephone Number

A BU alert number is the cell phone to which the University can send a text message in the event of an emergency on campus. If you do not have a cell phone, a voice message can be sent to the telephone number of your choice.

Immunization Requirements

In the spirit of public health, we ask all students to be sure their immunizations are up to date, although part time students (and U.S. citizen/permanent resident students in Continuing Study) will not be asked to verify their immunization status.

International students must meet mandatory state immunization requirements at the time of registration.

For more information about immunization requirements, go to the Student Health Services website, bu.edu/shs/required.

Tuition Payment

All students must pay their bill by published tuition payment deadlines.

BOSTON UNIVERSITY INFORMATION REGARDING ACADEMIC HONESTY

Academic honesty is essential for students to attain the competencies the University and School expect of graduates, and any action by a student that subverts these goals seriously undermines the integrity of the educational programs at the School. Students at the Boston University School of Public Health are expected to adhere to the highest standards of academic honesty.

Academic misconduct is any intentional act or omission by a student which represents his or her academic achievements, or attempts to misrepresent these achievements. While not an exhaustive list, the following acts constitute academic misconduct:

- Cheating on examinations: The use or attempted use of any unauthorized books,

notes or other materials in order to enhance the student's performance in the examination, copying or attempting to copy from another student's examination, permitting another student to copy from an examination or otherwise assisting another student during an examination, or any other violation of the examination's stated or commonly understood ground rules.

- Plagiarism: Any representation of the work of another as his or her own constitutes plagiarism. This includes copying or substantially restating the work of another person without the use of quotation marks or other indication that the words of another have been copied, the use of any written or oral work from which the student has obtained ideas or data without acknowledging that person's contribution.
- Submitting the same work in more than one course without the consent of all the instructors.
- Misrepresentation or falsification of data.
- Allowing another student to represent your work as his or her own.
- Violating the rules of an examination or assignment.

Charges of academic misconduct will be brought to the attention of the Associate Dean for Education, who will review all such cases and decide upon the appropriate action. A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including dismissal from the School.

The full academic misconduct policy is available at: bu.edu/bulletins/sph/item09.html.

GRADING STANDARDS, PROBATION, AND DISMISSAL

Grading Standards

All SPH degree candidates must earn a minimum 3.0 GPA each semester to be in good academic standing. All SPH degree candidates must have a minimum 3.0 GPA at SPH to graduate.

PhD students in Health Services Research must earn a grade of B or better in core courses: BS703, EP713, LW751, PM811, PM814, PM821, PM824, PM826, and PM842.

Please see the BUSPH Grading Policy at sph.bu.edu/registrar/policies for information on remediating a grade below the required minimum.

Academic Probation

A student will be placed on academic probation if his/her overall GPA falls below 3.0 and will remain on academic probation until he or she achieves a 3.0 or higher GPA. A student also may be placed on probation if he or she has failed to make adequate progress in the program over a length of time: this will occur if a student has been in the doctoral program for 4 years and has not taken at least one of the qualifying exams; if a student has not submitted a dissertation proposal letter within six months of passing the qualifying exams; if a student has not made the annual departmental presentation; or if a student has not shown adequate progress on his/her dissertation in the last year as represented in the required Student Annual Evaluation Report. In addition, the doctoral committee may assess a student's progress at any time, and may place the student on probation if, in its opinion, it is determined that the student has not made adequate progress toward meeting graduation

requirements. Failure to complete the required Student Annual Evaluation Report by the July 1 deadline each year also is grounds for being placed on Academic Probation status by the Health Services Research Doctoral Committee or being dismissed from the program.

When a student is placed on probation, the doctoral program director will send the student a letter specifying the reason(s) for probation, what is required to be removed from probation, and the deadline by which the requirement(s) must be met. After the student has fulfilled the relevant requirement(s), he/she must write a letter including a learning plan to the doctoral program director that describes these steps. The doctoral program director will respond in writing with a determination of whether the student has met the requirements and is removed from probationary status, has not met the requirements and will remain on probation or refer the matter to the doctoral committee for further action.

Dismissal

A student who is on probation for not making adequate progress will be dismissed from the doctoral program if he/she does not demonstrate substantial progress during the specified probationary period, or does not meet the requirement(s) of probation by the deadline specified by the doctoral committee.

A student who fails one of the qualifying examination two times will be dismissed unless he/she successfully petitions the doctoral committee for a third and final attempt to complete that exam. Dismissal may also occur as a result of committing an act of academic dishonesty, as defined in the School's policy on Academic Dishonesty.

All decisions regarding probation and dismissal will be made by the doctoral committee. The decision of the doctoral committee is final.

REGISTRATION REQUIREMENTS

All doctoral students at Boston University School of Public Health, regardless of citizenship or immigration status, must register each fall and spring semester during their doctoral program until they officially graduate.

Continuing Study

Students who are permanent residents or United States citizens must meet the requirements of their program and must register for either coursework or Continuing Study (PM 980) each fall and spring semester.

Doctoral students who have finished coursework and are working full-time on their dissertation are required to register for PM980, Continuing Study, each fall and spring semester until the dissertation is completed. Registration in Continuing Study PM980 with additional full-time certification ("Certified Full-time") coding by the SPH Registrar may be beneficial for deferring student loans and obtaining financial aid. The student will be charged the equivalent of 2 credits for access while in Continuing Study to all the university resources available to current students—your advisor and other faculty, the libraries, Health Services Research program activities, other university and SPH student activities, email, and the rest. Students will, however, be registered for zero credits; no grade is generated. Note also that full-time status in Continuing Study means an automatic charge for health insurance (which may be waived if the student documents having appropriate medical insurance coverage).

International Students

International students holding F-1 or J-1 non-immigrant status and who are in residence at Boston University must meet the requirements of their visa, in particular full-time enrollment. Full-time enrollment is achieved by registration for 12 or more credits of academic coursework, or by registration in Continuing Study PM980 with additional full-time certification ("Certified Full-time") coding by the SPH Registrar. International students must check in at the Boston University International Students and Scholars Office (ISSO) when they first arrive at Boston University and then complete "Semester Verification" in each subsequent semester to ensure that they remain in lawful status. International students who are not full-time by virtue of academic course load (12 credits or more) or who are not Certified Full-time by enrolling in Continuing Study PM980 will be considered in violation of their immigration status. Students who violate their immigration status are subject to the penalties prescribed in relevant immigration laws.

For international students who are completing their dissertations: Regardless of when you participate in graduation ceremonies, you officially complete your studies when you submit the final version of your dissertation and Boston University certifies that you have successfully completed all degree requirements. Please note that all international students who will complete and submit their dissertation during the summer must be registered as Continuing Students during the summer semester to maintain lawful F-1 status. (Otherwise, international students must register in every fall and spring semester.)

Leaves of Absence

A student may request a leave of absence of up to two semesters by writing a letter to the Doctoral Program Director and the BUSPH Registrar. Longer leaves of absence may be approved under compelling circumstances.

Students on leave of absence are not entitled to be advised officially by their advisors during the leave or if a student has not shown adequate progress on his/her dissertation in the last year as represented in the required Student Annual Evaluation Report. , nor do they have library privileges. It has been possible for students on leave to maintain their ACS accounts.

International students must have approval of ISSO to take a leave of absence and must work with ISSO when they are ready to return to their studies.

PROGRAM TIME LIMIT

The Boston University School of Public Health requires all doctoral students to complete their degree requirements within 7 years of entering the doctoral program. In the Health Services Research PhD program, however, most students (even part time students) should be able to finish in 3 to 5 years.

Any extensions of the overall time limit must be requested in writing to the Doctoral Program Director with documentation of the extraordinary circumstances creating the delay and a date by which the requirements will be met. The request must be reviewed and approved by the doctoral program committee. A student who does not meet the time limits established by the program may be dismissed from the program without a degree.

The PhD in Health Services Research requires approximately 2 years of full-time coursework that is generally spread over 3 years to integrate dissertation work and classroom work together better. HSR doctoral students begin work on their dissertations from the beginning of the program. The degree can therefore be completed more quickly than in programs which require completion of exams and coursework before beginning the dissertation.

COURSE WAIVERS AND TRANSFER CREDIT

Some SPH students enter their degree program having completed previous coursework that might help them meet degree requirements. Students with prior graduate-level course experience may be eligible to transfer a maximum of 8 graduate level credits toward their degree. The course must be degree-related and cannot have been used for another degree program. Other students may have the opportunity to explore coursework at other approved universities, including courses through the Boston Academic Consortium. Students must seek pre-approval before registering for courses for which they seek transfer credit. The course waiver and transfer credit policy is available at sph.bu.edu/registrar/policies.

TRAINING AS RESEARCHERS

Each doctoral student is required to complete two Boston University training programs: training in the responsible conduct of research, which consists of four training sessions; and training in the protection of human research subjects. These training programs should be completed as early as possible, preferably during the first year of study.

DISSERTATION ABSTRACT, DEFENSE, AND SUBMISSION

Dissertation Abstract

All doctoral students must submit their approved final dissertation abstract of no more than 350 words to the BUSPH Registrar and the Doctoral Program Manager when they apply to graduate. This abstract must be accompanied by the "Dissertation Abstract Submission Form," which must be signed by the student's first reader/committee chair to signify the committee's approval of the abstract. Both application and approved abstract must be received no later than 30 days prior to the dissertation defense date. (See form included in the Appendices.) The Abstract Submission form formally notifies the school of the scheduled defense date.

Dissertation Defense

Dates included in the Doctoral Graduation Calendar represent the absolute deadlines (in each semester) for holding a dissertation. (Please see the "Doctoral Graduation Calendar" in the front of this guidebook.) When scheduling their dissertation defense, students should allow sufficient time for making any final revisions recommended by their doctoral dissertation committee prior to the absolute deadline for submitting the approved dissertation to the Mugar Memorial Library. The doctoral candidate and all dissertation committee members must participate in the dissertation defense on the selected defense date. Both the doctoral candidate and the dissertation committee chair must be available on the selected defense date to appear in person at the defense, which must be held on the BU Medical Campus. Other committee members should appear in person for the defense; however, if they cannot, they may make arrangements to participate remotely.

Students must notify the Doctoral Program Manager of the dissertation defense date no later than 30 days prior to the defense. Within one week after the dissertation defense, the dissertation committee chair must send written notification of the outcome of the defense to the Doctoral Program Director.

Submission of Doctoral Dissertation

Conferment of the doctoral degree is contingent upon receipt of the dissertation final draft by the deadlines established by the Doctoral Graduation Calendar. Students must present the BUSPH Registrar with the "Dissertation Transmittal Approval" form, signed by the student's first reader/committee chair, when the Registrar completes the dissertation transmittal paperwork. Failure to do so by the established deadline will require that the student submit a new graduation application and will defer the student's graduation to the following semester. (See the form included in the Appendices.)

Please note that, to be accepted by the Mugar Memorial Library, all doctoral dissertations must be formatted according to the guidelines described in the "Research Guide for Writers of Theses and Dissertations," which is available at the following URL:

bu.edu/library/guides/theses.

Students with questions about formatting or the dissertation submission process should contact Brendan McDermott, Thesis and Dissertation Librarian at the Mugar Memorial Library, at brendan@bu.edu.

THE OFFICIAL DOCTORAL STUDENT RECORD

The Official Doctoral Student Record is an extremely important set of documents that demonstrate the progress of the student through the doctoral program. All students will be responsible for understanding the contents of their own file and familiarizing themselves with the rules outlined below.

The Official Doctoral Student Record is kept electronically in the Health Services Research program office. It is available for inspection by the student and members of the Doctoral Committee. Initially, the file contains the student's name, the date of entry into the program, and the name of the assigned academic advisor. With a few exceptions, described below, it is the student's responsibility to make additions to the Official Doctoral Student Record and guarantee that the Doctoral Program Director and Academic Program Manager have received the appropriate information. Additions may be made in person or by email.

Student Responsibilities

Students must submit the following information and materials to their Official Doctoral Student Record:

- notification of change of academic advisor, including the name of the new advisor and the date of the change;
- the required annual student report;
- copies of transcripts and other required documentation showing completion of the credit requirements;
- a request to take each of the two qualifying examinations;
- a letter identifying the members of and date of formation of the doctoral dissertation committee;
- the committee-approved dissertation letter;
- the approved dissertation abstract, and the abstract submission form;
- dissertation committee chair's written approval indicating the dissertation committee's unanimous approval of the dissertation (a copy of the dissertation transmittal form is sufficient); and
- an electronic copy and a bound copy of the completed dissertation, and the department's dissertation submission tracking form.

Doctoral Program Director Responsibilities

The Doctoral Program Director maintains the following materials in all Official Doctoral Student Records:

- qualifying examination committee's written approval of the passage or notification of failure of each of the qualifying examinations;
- doctoral program committee's written approval of the proposed dissertation project;
- announcement of the dissertation defense; and
- any correspondence pertaining to potential or actual disapproval of the dissertation.

INTERNATIONAL STUDENTS ---

International Students and Scholars Office (ISSO)

The ISSO provides professional expertise on immigration and employment issues to students, faculty, and staff at Boston University.

ISSO Office Hours

Monday, Tuesday, Thursday, and Friday: 9:00AM - 5:00PM

Wednesday: 12:00PM - 5:00PM*

*The ISSO office is closed every Wednesday morning until 12:00PM.

Contact Information:

888 Commonwealth Avenue, 2nd Floor

Boston, MA 02215

Phone: (617) 353-3565

Fax: (617) 358-1170

Email: isso@bu.edu

The School of Public Health's ISSO liaison is Elizabeth Mirarchi (mirarchi@bu.edu).

Students who have any questions regarding their required registration or necessary documents for travel or study should contact the ISSO. If students must visit the office in person, they may take the BU BUS. 888 Commonwealth Avenue is located opposite the C6 – Buick Street and Commonwealth Avenue stop on the BU Shuttle Outbound to the Charles River Campus.

Maintaining Visa Status

To remain lawfully in the United States during their doctoral studies, international students must obey the laws regulating F-1 and J-1 visa status. These regulations include, but are not limited to, registering for a fulltime course of study (whether by taking 12 or more credits or via registering for Continuing Study PM980 during all fall and spring semesters), limiting travel outside the U.S. to no more than 5 months at a time, and maintaining a current and valid I-20. For a complete discussion of these requirements, please visit the ISSO website at the following URLs:

Students on an F-1 visa: bu.edu/isso/students/current/f1.

Students on a J-1 visa: bu.edu/isso/students/current/j1.

Completing the Dissertation

Regardless of when they participate in graduation ceremonies, international students

officially complete their doctoral studies when they submit the final version of their dissertation and when Boston University certifies that they have successfully completed all degree requirements. Please note that all international students who will complete and submit their dissertation during the summer must be registered as continuing students during the summer semester to maintain lawful F-1 status. Otherwise, international students must register in every fall and spring semester.

Section

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Student Resources and Professional Development

DISABILITY SERVICES

Students requiring disability services or accommodations are encouraged to meet with Mary Murphy-Phillips, Director of Student and Educational Services, who is the BUSPH liaison to the Boston University Office of Disability Services. Mary may be reached at 617-638-5059, in her office on Talbot 2 Center, or via e-mail at mcmurph@bu.edu. Students may also refer to the School of Public Health Student Handbook (sph.bu.edu/studenthandbook) and to the Office of Disability Services website bu.edu/disability for more information.

STUDENT HEALTH AND BEHAVIORAL MEDICINE

BUSPH students have several options for health and medical care, as outlined in the School of Public Health Student Handbook (sph.bu.edu/studenthandbook). Students should always refer to their insurance brochure and policy for coverage options, benefits and any restrictions.

IN AN EMERGENCY, GO TO THE CLOSEST HOSPITAL EMERGENCY ROOM

COMMUNICATIONS

There are several ways to stay in touch with faculty and other students and to be informed about events and opportunities at BUSPH.

- **The SPH website:** sph.bu.edu
- **Student Insider:** BUSPH's online student newsletter: sph.bu.edu/studentinsider. You'll also receive emails announcing information on the Student Insider. Please be sure to add sphstdnt@bu.edu to your safe senders list.
- **The Student Handbook:** sph.bu.edu/studenthandbook and also available in Student Services, Talbot 219 East
- **BUSPH Bulletin:** Available in Registrar's Office, Talbot 210 Center

EVENTS

Each month, BUSPH hosts several events designed to get students involved in the community and socialize with your fellow students. These opportunities include:

- **5 pm Socials:** Free food held in Chequer's in the L-building basement 3-4 times per semester.
- **Student Meetings with the Dean:** Open discussions and free food for students to discuss issues they find important with the Dean of BUSPH, Robert Meenan.
- **Watch for other events on the Student Insider!**

PUBLIC HEALTH FORUM

BUSPH Public Health Forum is a monthly presentation at which students, faculty, and colleagues gather to examine contemporary problems or issues in the public health world. Speakers include public health practitioners and policy experts from around the globe and faculty from schools of public health. The goal of the Forum is to promote awareness and dialogue about matters critical to the public's health. The Forum is generally held on a Wednesday, from 12 –1 PM, monthly during the academic year, in room L-112. Topics for the Forum will be posted throughout the school and medical campus as well as on the SPH web. If you have questions about the Public Health Forum, please contact Vanessa Edouard at vbe@bu.edu. Past topics include: Fraud in Medical Research; Strategies for Addressing Health Disparities in Boston; and Male Circumcision: Our Best Available HIV Vaccine.

PROFESSIONAL DEVELOPMENT

HSR Student Meetings, HP&M Department Seminars and Other Regular Meetings/ Seminar Series

Health Services Research students are expected to regularly attend the program's student meetings, are strongly encouraged to attend the Department Seminars, and are expected to explore the other seminar/ meeting series, identifying at least one series to attend as frequently as possible. Some series present current health services research, and others offer an opportunity to see researchers formulating research proposals and grant applications, collegially offering recommendations to improve them, responding to funders' reviews, and revising proposals, as well as discussing early and final research results and their implications. If you have questions about which of these groups are most useful for you, please discuss with your advisor or Prof. Burgess.

- ✓ HS Research Student Meetings, 5:05-5:55 pm, generally two meetings each month rotating among Monday, Tuesday, and Thursday
- ✓ Boston University training sessions on the Responsible Conduct of Research are required for PhD students in Health Services Research.
- ✓ HP&M Dept. Seminars, Evans Bldg., Room 720, 4/year on 2nd Tues., 1-2pm. These seminars bring guest speakers of especial interest to health services research students. In 2011, the fall seminars will be Tues. Oct. 11 and Tues. Nov. 8.
- ✓ HP&M Faculty Research Seminars, Talbot 110E, 2nd Thurs. of each month, Noon, Tentative dates are Fall: Sept. 8, Oct. 13, Nov. 10, Dec. 8 – Spring: Jan. 12, Feb. 9, March 8, April 12, May 10, June 14
- ✓ Research Review Committee, Center for Organization, Leadership & Mgmt Research, Jamaica Plain VA, Bldg. 9, Rm. 203 (Main COLMR Conf. Rm), 1st, 2nd, and 4th Fridays of each month, 12:15-1:30pm
- ✓ Analysis Guild, COLMR, same location, 3rd Friday of each month, 12:15-1:30pm
- ✓ Journal Club, COLMR, same location, 2nd and 4th Fridays, 10-11am
- ✓ Fellows Meetings, COLMR, same location, occasional Fridays
- ✓ Research Meetings, CHQOER, Bedford VA, Bldg 70, Solarium, Wed. 8:30am
- ✓ Qualitative Research Colloquium, Sargent College, BU, 635 Comm. Ave., occasional
- ✓ Health & Disability Research Institute Seminars, Talbot 519 W, alternate Weds., noon
- ✓ Health Economics Spring Seminars, rotating (BU Econ. Dept, Harvard, etc), Wed. 4:30-6

Students are encouraged to join listservs that announce these series.

Please regularly read *Student Insider* (sph.bu.edu/studentinsider) +check that calendar for BUSPH and HP&M events. Most HSR events will be posted there +announced by email.

Professional Associations

In addition to skills gained through classes, the several recommended research meeting series, and Health Services Research Program student meetings, students benefit greatly from joining professional associations. These associations offer students opportunities to meet people working in public health, learn about job opportunities, understand trends in the field, and polish communication and presentation skills at annual meetings. Students are strongly encouraged to become active in any of the following organizations, and are welcome to discuss your interest in other associations with the Health Services Research Program Director and other faculty. These organizations generally welcome student members at a reduced cost.

- **AcademyHealth** – academyhealth.org, the association for health services researchers – with a BUSPH [student chapter](#) (see Student Services website).
- **American Health Quality Association** – ahqa.org
- **American Public Health Association (APHA)** - apha.org, with sections on [Medical Care](#), [Community Health Planning & Policy Development](#), [Health Administration](#), among others, and many [Caucuses](#) and [Special Primary Interest Groups](#). ([Student memberships](#) are available.) BUSPH encourages students to attend the APHA annual conference; stipends are available for students whose papers are accepted for presentation. Contact the Office of Student Services (617-638-5062), which also administers a listserv for students attending.
- **Healthcare Information and Management Systems Society** – himss.org ([Student memberships](#) are available.)
- **International Health Economics Association** - healtheconomics.org
- **Massachusetts Public Health Association (MPHA)**- mphaweb.org
- **Public Health Association (MPHA)** - mphaweb.org
- **Society for Medical Decision Making** - smdm.org

Section

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Faculty

Department of Health Policy & Management faculty are committed to their role of teacher and mentor inside and beyond the classroom. Their research brings depth and a real-life context to the classroom.

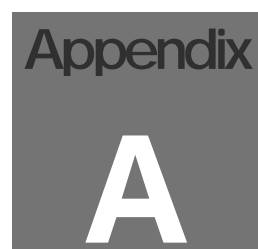
Bios of all HP&M faculty, and links to publications, can be found under the Faculty & Staff tab on the department website, sph.bu.edu/hpm. Bios of HP&M faculty who teach and advise in the Health Services Research MS/PhD programs are also shown in an appendix.

**Teaching and Advising Faculty
for the MS/PhD Programs in Health Services Research,
Department of Health Policy & Management**

Name	Office Location	Phone	Email
Jette, Alan, Acting Chair	Talbot 537 W	617 638-1985	ajette@bu.edu
Berlowitz, Dan	Talbot 2 W Bedford VA	617 638-5715 781 687-2962	dberlow@bu.edu
Bokhour, Barbara	Talbot 253 W Bedford VA	781 687-2862	bokhour@bu.edu
Borzecki, Ann	Bedford VA	781 687-2870	Amb@bu.edu
Burgess, Jim	Talbot 257 W Boston VA	617 414-1424 857 364-5683	jfburges@bu.edu or jfburgess@gmail.com
Carey, Kathleen	Talbot 262 W Bedford VA	781 687-2140 617 414-1353	kcarey@bu.edu
Charns, Marty	Talbot 265 W Boston VA	617 278-4433 617 414-1431	mcharns@bu.edu
Christiansen, Cindy	Talbot 340 W Bedford VA	781 687-2915 617 414-1396	cindylc@bu.edu
Clark, Jack	Talbot 250 W	617 414-1426	jaclark@bu.edu
Drainoni, Mari-Lynn	Talbot 342 W Bedford VA	781 687-2897 617 414-1417	drainoni@bu.edu
Eisen, Susan	Bedford VA	781-687-2858	seisen@bu.edu
Elwy, Rani	Talbot 265 W Bedford VA	781 687-2861 617 414-1412	relwy@bu.edu
Frakt, Austin	Boston VA	857 364-6064	frakt@bu.edu
Gifford, Allen	Talbot 348 W Bedford VA	781 687-3038 617 414-1361	agifford@bu.edu
Gupte, Gouri	Talbot 253 W	617 414-1426	gourig@bu.edu
Hartmann, Christine	Bedford VA	781 687-2738	cwhrtmnn@bu.edu
Hendricks, Ann	Boston VA	857 364-6015	ann.hendricks@med.va.gov
Kazis, Lewis	Talbot 345 W Bedford VA	617 414-1417 781 687-2860	lek@bu.edu

Meterko, Mark	JP VA	857 364-4608	Mark.Meterko@va.gov
Miller, Donald	Bedford VA	781-687-2865	drmiller@bu.edu
Parker, Victoria	Talbot 264 W	617 414-1394	vaparker@bu.edu
Pizer, Steven	Boston VA	857-364-6061	pizer@bu.edu
Prashker, Mark	Talbot 502 E	617-638-5289	Prashker@bu.edu
Rosen, Amy	Talbot 2 W Bedford VA	781 687-2960 617 414-1426	Akrosen@bu.edu
Stefos, Ted	Bedford VA	781 687-2440	stefos@comcast.net
Tobias, Carol	Health/ Disability Working Group – Talbot 246 W	617 638-1932	tcarol@bu.edu
VanDeusen Lukas, Carol	Talbot 261 W Boston VA	857 364-5685 617 414-1388	cvlukas@bu.edu

“W” addresses are in Department of HP&M offices on the 2nd and 3rd floors of Talbot Building, West Wing.



Student Progress

The Health Services Research Student Annual Report

The Health Services Research Student Annual Report process is conducted annually, due July 1 each year.

PhD students are required to follow this process. Not completing it by the deadline is grounds for being placed on Academic Probation status by the Health Services Research Doctoral Committee or being dismissed from the program.

- 1) Using the template on the following page, report completed work over the last year and intended completion plan for work in the coming year(s), by July 1 to the Program Director. The narrative report should address, by a self-evaluation, where you are in the program and the timeline process of completion. We encourage you to think broadly in the context of the balance of how working through this program fits into your life as a whole, though you may record in the report only the professional development aspects of this reflection.
- 2) Prior to submitting this report to the Program Director, you should meet with your advisor to discuss this plan and report. The faculty advisor may write a separate evaluation that is appended to this report as desired. The progress will be reviewed by the Department Doctoral Committee at its summer meeting.
- 3) Students in employment situations sponsored by the department also are required to meet with their employment supervisors and discuss their plans for the future year. (A similar meeting is strongly encouraged for other students employed full time.) Note on the report that such a meeting has occurred. A written report on its substance is not required, except for Pre-Doctoral Fellows where a reappointment letter is required documenting what the plan is. These letters should be prepared by the Program Director in conjunction with the student employment supervisor. These letters will be completed no later than August 1.
- 4) Reports may be submitted in any medium that is convenient. Students may cut and paste from other documents, provide printouts from other records, or use any medium that makes the preparation of this report easy. The Program Director will review the reports and then meet with individual students as either the student or the Program Director deems necessary (meetings will be scheduled with most of the PhD students).
- 5) Student evaluation of the Program Director and the program also will be collected on a form that can be submitted separately and anonymously via whichever medium the student chooses to guarantee that anonymity if desired (including faxing it to the department or leaving it in the Program Director's mailbox) ; it can be E-Mailed to the Program Director with the self-evaluation if anonymity is not desired.

Template for Student Self-Evaluation:

- 1) Student name
- 2) Year entered the program and degree/concentration
- 3) Number of course credits required for the degree program
- 4) Course credits and courses taken so far. (If a pre-doctoral fellow, include a separate list of courses taken but not credited.)
- 5) Outstanding Incompletes and plans for completion
- 6) Courses planned during 2011-2012 and 2012-2013 academic years, including semester if known/applicable
- 7) Academic advisor, with date of meeting to discuss year-end progress
- 8) Department employment supervisor, if applicable, and date of meeting to discuss current employment plans
- 9) Membership of dissertation committee, if known
- 10) Status of dissertation letter defining the committee and scope of project. (Masters students do not need a formal thesis letter, but do need to have a committee and a plan.)
- 11) Status of dissertation proposal (complete plan to accomplish the dissertation)
- 12) Status of IRB approval, if required, for dissertation work
- 13) Status of / plans for general admission to candidacy exam (covers all core courses, for doctoral students only)
- 14) Status of/plans for concentration field exam (Health Quality and Outcomes/Health Economics, for doctoral students only)
- 15) Describe research projects (including PM 821 group class projects) in which you are involved and likely research outputs, including publications
- 16) Describe service (e.g. officer for student chapter of AcademyHealth or work in outside organizations) and memberships (e.g. AcademyHealth)
- 17) Describe professional meetings attended and poster or oral presentations made outside of Boston University
- 18) List presentations made at Boston University (outside of class assignments) and any plans for such presentations in the coming year (e.g. at MS/PhD meetings)
- 19) List peer reviewed publications
- 20) Status of grant proposals or plans to submit grant proposals to support your own work (e.g. AHRQ R36 or other mechanisms)
- 21) Status of teaching activities (e.g., guest lectures, classes, teaching assistant)
- 22) Status of qualifying paper, including actual or prospective title (PhD students only)
- 23) Status of dissertation, including actual or prospective title
- 24) Narrative discussion of current status of professional growth, career plans, and general experience of the program as it fits into your life. (Extent of personal aspects included is by choice, but you should think about all aspects of how this program and degree fit into your life and plans, as you write this narrative). Carefully consider milestones/ accomplishments, as well as disappointments/ failures.

HS RESEARCH ADVISING WORKSHEET

STUDENT NAME _____

DATE _____

CORE COURSES

Course	Credits	Term	Required	Fall 11	Spring 12	Summer 12	Fall 12	Spring 13	Fall 13
		Offered							
PM814 Contemporary Theoretical & Empirical Issues in Health Services Research	4	Fall	X						
PM824 Theory and Research on Organizations (Prerequisite: Must take concurrent with or after PM 814)	4	Fall 2011 +alt. yrs)	X						
BS703 Biostatistics	4	Fall, Spring, Summer II	X						
EP713 Introduction to Epidemiology	3	Fall, Spring	X						
LW751 Public Health Law	4	Fall	X						
PM826 Health, Illness, and the Use of Health Services (Prerequisite: PM 814)	4	Spring	X						
PM842 Health Economics for HS Research (Prerequisites: BS703 required, BS723 strongly recommended, or instructor's consent)	5	Spring (2013 + alt. yrs)	X (<u>not</u> req. for Health Ec. Field)						
PM811 Health Services Research Methods (Prerequisites: BS 703, PM 814, + EP 713)	4	Spring	X						
PM821 Advanced Health Services Research Methods (Prerequisites: PM 811 and BS 723, or consent of instructor)	3	Summer I	X						
Total credits for degree in semester (column totals):									
Notes:									

HEALTH ECONOMICS FIELD COURSES (for Health Outcomes, see next page)									
Course	Credits	Term Offered	Required for Econ.	Fall 11	Spring 12	Summer 12	Fall 12	Spring 13	Fall 13
EC501 Microeconomic Theory (Qualified students may substitute EC 701 in Fall)	4	Fall	X						
Health Economics Research Seminar (Prerequisite: EC 501 – Register as PM 932 – 1 credit)	1	Spring	X						
EC581 Health Economics I, OR	4	Spring	2 Health Econs. courses are required						
EC781 Health Economics		Fall							
EC782 Health Economics in Developing Countries	4	TBA							
EC505 Mathematics for Economists	4	Fall	X						
PM855 Cost Effectiveness Analysis +Decision Analysis (prereq.- EC 581 or EC 781)	4	Spring 2012 +Alt. Springs	X						
Up to 4 electives (16 credits) are required, to reach a total of up to 69 credits, depending on previous background. Other options available. Program Dir. Must approve choice of electives.									
EC508 Econometrics	4	Fall							
EC708 Advanced Econometrics I	4								
EC551 Economics of Labor Markets	4								
EC552 Economic Organizations & Labor Markets	4								
EC561 Public Economics I	4	Fall							
EC572 Public Control of Business	4								
PM932 Directed Research in Health Services	4	Any							
BS723 Statistical Computing	4	Fall/Spring /Summer							
BS775 Applic. of Adv. Stat. Methods in Cln. Rsch.	4	Spring							
Any other advanced Biostatistics Course	4	Any							
Total credits for degree in semester (column totals):									
Total credits (core courses plus Health Economics courses):									
Notes (including any alternative approved elective):									

HEALTH OUTCOMES FIELD COURSES (for <i>Health Economics</i> , see previous page)									
Course	Credits	Term Offered	Required for Outcomes	Fall 11	Spring 12	Summer 12	Fall 12	Spring 13	Fall 13
PM837 Evaluating Health Care Quality	4	Fall	X						
PM855 Cost Effectiveness Analysis and Decision Analysis (Prerequisite: PM 814)	4	Spring 2012 + alt. springs	X						
PM830 Developing Patient Based Measures of Health Status/Outcome (Prerequisites: PM 811 and 821)	4	Fall 2012 + alt. falls	X						
Outcomes students must take at least three courses from the following five electives on Methodology:									
Quantitative Research Methodology Sequence: BS723 Statistical Computing (Prerequisite: BS703)	4	Fall/Spring/ Summer I							
AND BS775 Applic. of Adv.Stat. Methods in Clinical Research (Prerequisite: BS 723)	4	Spring 2012 + alt. springs							
Qualitative Research Methodology Sequence: SB818 Qualitative Research Methods (OR GMS MA 710 Medical Anthro & Qualitative Research Methods (4 cr, Fall) +1 credit Directed Study)	4	Fall + Spring							
AND PM828 Advanced Seminar on Qualitative Methods for Health Services Research (Prerequisite: SB818 or GMS MA710)	4	Fall 2011 +alt. Falls							
NOTE: YOU MAY NEED UP TO 14 MORE ELECTIVE COURSE CREDITS FOR A TOTAL OF UP TO 69 CREDITS, DEPENDING ON PREVIOUS BACKGROUND									
PM932 Directed Research in Health Services	4	Any							
Any other advanced Biostatistics class	4	Any							
Total credits for degree in semester (column totals):									
Total credits (core courses plus Health Outcomes courses):									
Notes (including any alternative approved elective):									

Sample PhD Student Schedules

Below are sample 1st- and 2nd-year schedules for a full-time HS Research PhD student entering in Fall 2011. (Classes in bold are required.) Typical 1st-year courses are shown here, which are mostly core courses, along with alternate-year courses that may be advisable for full-time students to take when they are first offered. The next pages show sample schedules of required and elective 2nd-year courses for the Economics field and then for the Outcomes field. Part-time students have more flexibility in course scheduling.

1st Year Courses – For full-time students entering in Fall 2011

FALL 2011 – a full-time student typically takes 15-16 credits

- | | |
|--|-----------|
| * PM 814 Contemporary Theoretical & Empirical Issues in Health Services | 4 credits |
| * PM 824 Theory + Research on Organizations (Fall 2011 + alternate falls) | 4 credits |
| * EP 713 Epidemiological Methods (offered Fall and Spring) | 3 credits |
| * BS 703 Biostatistics (Fall, Spring, Summer II) | 4 credits |

OR if you have already had the equivalent of BS 703 and are not required to take it,
BS 723 Introduction to Statistical Computing (Fall, Spring, Summer I) 4 credits
 (Note: BS 723 is elective, but it or equivalent is prereq. for PM821 + strongly recommended for PM 842)

OR if you have already had the equivalent of PM 824 and are not required to take it,
x PM 837 Evaluating Health Care Quality (required for Outcomes students) 4 credits
NOTE: This meets at the same time as PM 824, but is offered every year.

OR or
 * **LW 751 Public Health Law** 4 credits

OR a Health Economics student may take (in B.U. Economics Dept.) or
EC 501 OR EC 701 Microeconomic Theory (one is required for Health Econs.) 4 credits

SPRING 2012 - a full-time student typically takes 16 credits

- | | |
|---|-----------|
| * PM 811 Health Services Research Methods (Prereqs.-BS + EP courses) | 4 credits |
| x PM 855 Cost-Effectiveness Analysis + Decision Analysis (alt. springs)
(prerequisite PM 814) | 4 credits |

And choose from among:

- | | |
|---|-----------|
| * PM 826 Health, Illness, & Use of Health Services (Prereq. PM 814) | 4 credits |
| BS 723 Intro. to Statistical Computing (Fall, Spring, Summer I) if not taken in Fall | 4 credits |

OR or
BS 775 Applications of Advanced Statistical Methods in Clinical Research
 (Prerequisite BS 723) 4 credits

OR or
SB 818 Qualitative Research Methods (Fall, Spring)
 (Instructor's permission required; prereq. PM 814, and PM 826 preferred) 4 credits

SUMMER I - 2012

- | | |
|--|-----------|
| * PM 821 Advanced Health Services Research Methods
(prerequisites PM 811 + BS 723) | 3 credits |
|--|-----------|

* Core HPM courses required before taking Admission to Candidacy Exam.

x Courses required before taking Health Outcomes and Quality Field Exam.

Descriptions of all HP&M courses are on the web at <http://sph.bu.edu/hpm/courses>

2nd Year Courses and Electives: HEALTH ECONOMICS FIELD*(For Health Outcomes field, see next page)***REQUIRED COURSES** (EC courses are in Economics Dept. on Charles River Campus)Fall 2012**EC 501 OR EC 701 Microeconomic Theory** (if not taken in 1st year) 4 credits**EC 581 Health Economics I OR EC 781 Health Economics** 4 credits

And if not taken in first year:

*** LW 751 Public Health Law** 4 credits**(NOTE: STUDENTS SHOULD CHECK SPRING START DATE FOR CHARLES RIVER CAMPUS COURSES, AS IT MAY DIFFER FROM BUSPH START DATE)**Spring 2013*** PM 826 Health, Illness+ Use of Health Services** (Prereq. PM 814) 4 credits
if not taken previously**EC 582 Health Economics II** 4 credits
OR or**EC 782 Health Economics in Developing Countries** 4 credits**PM 932 Health Economics Research Seminar** 1 credit
(Prerequisite: EC 501— Register as PM 932)**ELECTIVE REQUIREMENTS**

To complete course requirements, up to 4 electives (16 credits) are required, to reach a total of up to 69 credits, depending on previous background. Electives are to be selected, with approval of your advisor and the Program Director, from the following standard elective courses or others that may be approved on a case-by-case basis:

EC 551 Economics of Labor Markets 4 credits

EC 552 Economic Organizations and Labor Markets 4 credits

EC 561 Public Economics I 4 credits

EC 572 Public Control of Business 4 credits

EC 707 Advanced Statistics for Economists 4 credits

EC 708 Advanced Econometrics I 4 credits

PM 932 Directed Research in Health Services 4 credits

BS 723 Intro. to Statistical Computing (Fall, Spring, Summer)
if not taken in first year 4 creditsBS 775 Applications of Advanced Statistical Methods in
Clinical Research (Spring 2012 and alt. springs)
(prerequisite: BS 723) 4 credits

Any other advanced biostatistics course 4 credits

SB 818 Qualitative Research Methods (Fall or Spring) 4 credits
(prerequisites: instructor's consent and PM 814 required; PM 826 preferred)
ORGMS MA 710 Medical Anthropology & Qualitative Research Methods & Design
(Fall, in Grad. Med. Sciences program) 3 cr. course + 1-cr. Directed Study 4 creditsPM 828 Advanced Seminar on Qualitative Methods (Fall 2011 + alt. falls) 4 credits
(prerequisite SB 818 or GMS MA 710)

2nd Year Courses and Electives: HEALTH OUTCOMES AND QUALITY FIELD

* Core HPM courses required before taking Admission to Candidacy Exam.

x Courses required before taking Health Outcomes and Quality Field Exam

REQUIRED COURSESFALL 2012

x **PM 830 Developing Patient-Based Measures of Health Status & Outcomes** 4 credits
(Offered in Fall 2012 and alternating Falls)
(Prerequisite: PM 811)

And if not taken in first year:

* **LW 751 Public Health Law** 4 credits
AND/ OR and / or

x **PM 837 Evaluating Health Care Quality** 4 credits

AND/ OR

1-2 required electives – see below and/ or 4-8 credits

SPRING 2013

* **PM 842 Health Economics for Health Services Research** 5 credits
(Prerequisites: BS 703 required, BS 723 strongly recommended, or instructor's consent) Offered Spring 2013 + alternate Springs.
Note: PM 842 is not required for students in Health Economics field, who should instead take EC 501 in spring or EC 701 in fall (4 credits) in Econ. Dept on Charles River Campus.

* **PM 826 Health, Illness and Use of Health Services** (Prerequisite: PM 814) 4 credits
if not taken in first year

1-2 required elective(s) – see below 4 credits each
(or wait to take PM 828 Adv. Seminar in Qualitative Methods, Fall 2013)

ELECTIVE REQUIREMENTS

Electives are to be selected, with approval of your advisor and the Program Director, from these standard elective courses or others that may be approved on a case-by-case basis.

Outcomes students must choose at least 3 of these courses on methodology:

Qualitative Research Methodology Sequence

SB 818 Qualitative Research Methods (Fall or Spring) 4 credits
(prerequisites: instructor's consent and PM 814 required; PM 826 preferred)

OR

GMS MA 710 Medical Anthropology & Qualitative Research Methods & Design
(Fall, in Grad. Med. Sciences program) 3-cr. course + 1-cr. Directed Study 4 credits

PM 828 Advanced Seminar on Qualitative Methods (Fall 2011 + alt. falls) 4 credits
(prerequisite SB 818 or GMS MA 710)

Quantitative Research Methodology

BS 723 Introduction to Statistical Computing (Fall/ Spring/ Summer) 4 credits

BS 775 Applications of Advanced Statistical Methods in Clinical Research – prereq.-BS723 (Spring 2012 + alt. springs) 4 credits

To complete course requirements, up to 13 more elective credits are required, to reach a total of up to 69 credits, depending on previous background.

Additional recommended electives include these:

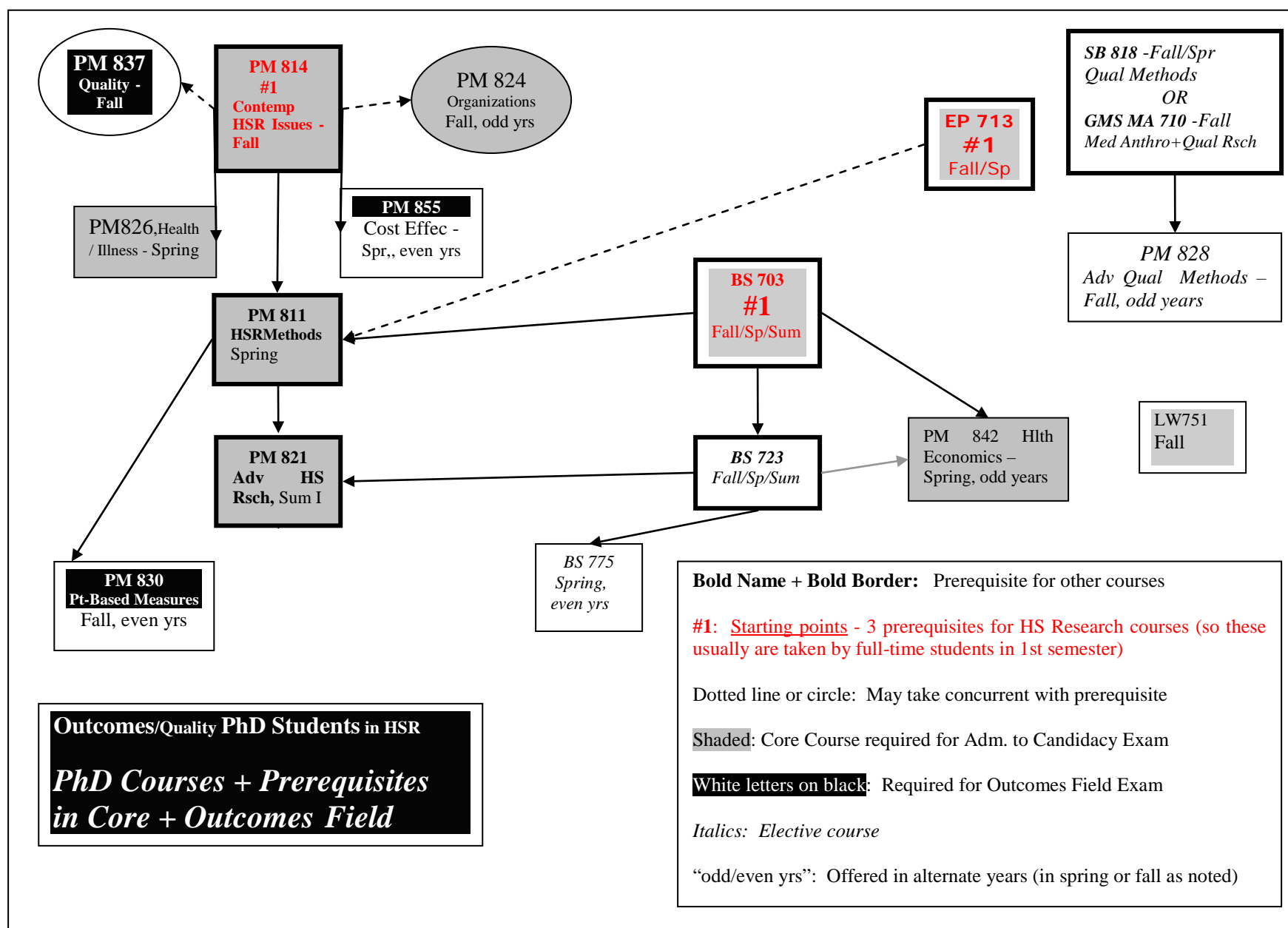
PM 932 Directed Research in Health Services 4 credits

Any other advanced biostatistics course, with program director approval 4 credits

PhD in Health Services Research HP&M COURSE ROTATION GUIDE, FACULTY AND PREREQUISITES					
Course Number	Course Title	When Offered	Taught By	Credits	Prerequisites
PM811	Health Services Research and Methods	Spring	Kazis + Cabral	4	Biostatistics + Epi requirements + PM 814
PM814	Contemporary Theoretical and Empirical Issues in Health Services Research	Fall	Clark	4	HS Research MS or PhD student, or instructor's consent
PM821	Advanced Health Services Research Methods	Summer	Kazis + Cabral	3	BS 723 or consent + PM 811
PM824	Theory and Research on Organizations	Alternating Falls, odd years	Charns	4	HS Research MS or PhD student, or instructor's consent
PM826	Health, Illness and the Use of Health Services	Spring	Clark	4	PM 814 or consent
PM828	Advanced Seminar on Qualitative Methods	Alt. Falls, odd years	Bokhour	4	SB 818, GMS MA 710, or consent
PM830	Developing Patient-Based Health Status + Outcomes Measures	Alt. Falls, even yrs	Eisen	4	PM 811 or consent of instructor
PM837	Evaluating Health Care Quality	Fall	Berlowitz	4	PM 814 or consent
PM842	Health Economics for Health Services Research	Alternating Springs - odd yrs	Burgess + Stefos	5	PM 814. One semester of calculus. BS 723 strongly recommended.
PM855	Cost Effectiveness Analysis and Decision Analysis	Alt Springs - even yrs	Burgess	4	BS 703 + PM 814
PM931	Directed Study	Any		1-4	
PM932	Directed Research	Any		1-4	
PM980	Continuing Study	Fall + Spring		0	

Continuing Study

Students who have completed all academic course requirements must register for PM980 Continuing Study in Health Services Research (0 credits) every Fall and Spring semester until they have successfully defended their thesis and applied to graduate from SPH. Students are charged a fee equal to the cost for 2 credits, plus medical insurance, and are certified as full time students.



PREREQUISITES BY SEMESTER for HSR PhD OUTCOMES STUDENTS						
REQUIRED COURSES: BOLD LARGE						
PREREQ for other HSR course: yellow	COURSES ARE LISTED BY SEMESTER, UNDER THEIR PREREQUISITES					
ELECTIVE COURSES – blue ITALICS		May take course concurrent with PM814				
Courses WITHOUT prerequisite						
Fall courses with no prerequisite (Suitable for 1st term in PhD program)	PM 814	PM837	LW751	EP 713	BS 703	SB818 or GMS MA710
	(PM814 is prereq for other PM courses)	PM824 (2011+ alternate falls)				
Spring courses with no prereq.				EP 713	BS 703	
Summer course with no prereq.					BS 703	
Courses WITH prereq, listed under prereq(s)					BS 723	
Spring	PM 826				req'd for PM821 recom for PM842	
	PM 855					
	2012+alt yrs				PM 842 *	
					alt yrs-next 2013	
					*BS703 req+BS723 recom	
	PM 811 *			EP713	Note: BS703	
	* also reqs			is prereq for	is prereq for	
	BS703 + EP713			PM 811	PM 811 - see left	
				or may be		
				taken	BS 775*	
				concurrently	* reqs BS723	
Summer	PM 821 *				BS 723	
	*reqs PM811 +				req'd for PM821	
	BS723				+recom. for 842	
Fall	PM 830 *				BS 723	PM 828
	2012 + alt yrs *reqs PM 814+811				req'd for PM821+ recom. for PM 842	2011+alt yrs

Appendix

B

Frequently Asked Questions

Q. When should I talk with my advisor?

- A. The PhD Program Director, Prof. Jim Burgess, after talking with you about your interests, will assign you an advisor. After we write or email to let you know the name of your advisor, please contact him/her before registering, to discuss your course options and educational plans.

We expect that each student—new or continuing, full-time or part-time—will discuss course planning with the advisor by phone, email, or in person, before registering each semester. You are also welcome to consult about your academic plans with Prof. Burgess.

Advisors ask each student to begin to sketch out a full course of study, including which courses to take to satisfy each requirement and when to take them. This will be an evolving document.

Q. Where do I get information to help develop my course plan?

- A. Please start by using this guidebook for information on requirements and course scheduling, and by talking with your advisor. You are also free to consult with Prof. Burgess and other HP&M faculty. Other information sources, noted above, include syllabi and course evaluations—important supplements to HPM course descriptions available at sph.bu.edu/hpm/courses.

Before registration, the online Web Registration course planning function is helpful. Its “graph” tool can help avoid scheduling conflicts. (To learn about Web Reg and course planning, please see sph.bu.edu/registrar/registration.) To be aware of deadlines for changing courses and the like, and to minimize problems such as being closed out of desired courses, please review—carefully and early—the Registration Packet provided by the SPH Registrar’s Office before registration opens for each semester.

Q. Is there a directory of faculty contact information?

- A. Please refer to Section 8 of this Guide. Also, a faculty directory is on the department web page. It includes email, telephone numbers, and office numbers. All faculty make extensive use of email and voicemail so they are available even when you (or they) aren’t on campus.

Q. Where can I find descriptions of each course?

- A. For HPM courses, they are at sph.bu.edu/hpm/courses. For all BUSPH courses, see sph.bu.edu/allcourses.

Q. Where can I find information about the plusses and minuses of each course?

- A. Talk to your advisor, other faculty, and fellow-students. All Boston University School of Public Health course evaluations are available online in the Student Insider.

Q. Where can I find course syllabi?

- A. To help you select courses, most recent HP&M course syllabi are posted on the Department Blackboard. You will need a Kerberos password to access the site. Syllabi are also available from Department staff and the instructor on request.

Q. To plan out my schedule, how can I find out when courses are taught?

- A. This guidebook indicates the expected semester for each course in the PhD program, and offers sample schedules for PhD students. Each year, a few HP&M courses are moved, added, or cancelled, but most remain in the same slot, semester after semester. For other departments, please also see the BUSPH Registrar's Course Rotation Guide.

In addition, you can use the online Web Registration course planning function. Its "graph" tool can help you avoid scheduling conflicts. To learn about Web Reg and course planning, please see sph.bu.edu/registrar/registration

Q. Does my dissertation work have to go through Institutional Review Board (IRB) review, and what are the requirements for research ethics review?

- A. Consult with your dissertation advisor as to whether your dissertation work can be included as a subproject of an existing IRB approved research project or whether you need to make your own separate IRB submission. All doctoral students are required to complete Responsible Conduct of Research training (bu.edu/research/policies/ethicsprograms/index.html) as offered by Boston University. Material from past sessions is often archived there and is presented in a format tailored to doctoral students.

Q. In addition to courses, what other activities involve the PhD students?

- A. Several sorts of activities engage our students, including these:
- Students in the PhD program are expected to attend a variety of regularly-scheduled seminars and meetings in the Department of Health Policy and Management, in the School of Public Health, in one of the affiliated Veterans Affairs or HP&M Department Research Centers, or on the Boston University Medical Campus. (See page on Professional Development, above.) These include monthly meetings of PhD and MS students with the Program Director (which offer an opportunity to present and discuss dissertation research in progress), the monthly departmental research seminar, and quarterly training sessions in the Responsible Conduct of Research Program on the Medical Campus. Students are also encouraged to attend other relevant Boston University seminars.
 - Participation is strongly encouraged in the BUSPH student chapter of AcademyHealth, the health services research professional association.
 - Some students are employed as research assistants with affiliated faculty.



Dissertation Submission Forms

Dissertation Abstract Submission Form

This form must be submitted to the **Office of the Registrar, 715 Albany Street, Talbot Building, Room T210C**, and Deborah Socolar, the Academic Program Manager (on behalf of the Health Services Research **Doctoral Program Director**), Talbot Room 338W, accompanied by one copy of the dissertation abstract (maximum of 350 words) and the Graduation Application, at least **30 days** in advance of the defense of the dissertation. The proper heading of the dissertation abstract must be printed at the top of the abstract. **Prior to submission, the abstract must have been read and approved by your dissertation committee.** Please type or print clearly.

Name		BUID
Department	Degree	Date of Defense
Dissertation Title		

I plan to graduate on _____. I have completed a graduation application.

Dissertation Committee

First Reader:	Name	Department/Affiliation
Second Reader:	Name	Department/Affiliation
Third Reader:	Name	Department/Affiliation
Fourth Reader:	Name	Department/Affiliation
Additional Readers:	Name	Department/Affiliation
	Name	Department/Affiliation

Approval and Signatures

The undersigned verify that the enclosed dissertation abstract has been approved for publication and submission to the Office of the Registrar and the Doctoral Program Director. Any subsequent revisions to this abstract will require the immediate resubmission of these documents to the Office of the Registrar and the Doctoral Program Director.

Signature of Doctoral Degree Candidate	Date
Signature of Dissertation Committee Chair/First Reader	Date

Dissertation Transmittal Approval Form

This form must be submitted to the **Office of the Registrar, 715 Albany Street, Talbot Building, Room T210C** at the time the Registrar completes the final dissertation transmittal paperwork. **Failure to submit this document by the deadline set by the School of Public Health will immediately disqualify the degree candidate from graduation and will require that the candidate submit a new graduation application to the Office of the Registrar.**

Please type or print clearly.

Name		BUID
Department	Degree	Date of Defense
Dissertation Title		

Approval and Signatures

The undersigned verify that the enclosed dissertation has been approved for publication and submission to the Mugar Memorial Library. **Upon submission of these documents, no further revisions may be made to the dissertation.**

Signature of Doctoral Degree Candidate	Date
Signature of Dissertation Committee Chair/First Reader	Date

PhD in Health Services Research – HP&M Dept. Dissertation Completion Record

Candidate Name: _____

Committee Chair: (print/type) _____

Additional Committee Members: (print/type) _____

Outside Readers: (print/type) _____

Approved abstract to BUSPH and to HSR Program – Date: _____

Date defense draft given to committee: _____ Defense – date held: _____

Defense – Result (X - to be filled out and signed by Committee Chair):

- Satisfactory and complete _____
- Satisfactory, with minimal additional work required _____

Expected date of final copy completion: _____

- Unsatisfactory _____

COMMITTEE CHAIR SIGNATURE _____

PhD Program Dir. signature: _____ Date: _____

Approved Title: (print/type) _____

Registrar notified of successful defense by PhD Program Dir. - Date: _____

Committee chair signature when revisions completed and accepted:

_____ Date: _____

Final printed copies to library, in format already approved: Date: _____

Electronic copy to HP&M Department: Date: _____

Bound copy to HP&M Department: Date: _____



Faculty Biographies

Bios of HP&M faculty who teach and advise in the Health Services Research MS/PhD programs are shown here; additional HP&M faculty are shown on the department website.

DAN BERLOWITZ, MD, MPH

Dr. Berlowitz is a professor of health policy and management at Boston University School of Public Health and director of the Center for Health Quality, Outcomes, and Economic Research. He leads a research team dedicated to assessing and improving the quality of health care in both ambulatory and long-term care settings. His research on ambulatory care focuses on the management of chronic medical conditions such as diabetes and hypertension. In the long-term care setting, he is a strong proponent of assessing nursing home care through the use of risk-adjusted outcomes calculated from administrative databases. Using pressure ulcer development as the model, he has demonstrated how these data may address a variety of policy-relevant issues. He received an MD from the Albert Einstein College of Medicine and an MPH from Boston University.

BARBARA BOKHOUR, PhD

Dr. Bokhour is an associate professor of Health Policy and Management at Boston University School of Public Health and research health psychologist at the Center for Health Quality, Outcomes and Economic Research. An expert in qualitative methods in health care research, she leads the Colloquium on Qualitative Research in Health, a forum for Boston-area researchers to discuss issues in qualitative research. She applies her expertise to research involving the practices of health professionals, patient-provider communication and the effect of culture on communication, racial and ethnic disparities in health, and the lives of individuals with chronic illness. Dr. Barbara Bokhour is leading and collaborating in several studies that demonstrate the usefulness of qualitative methods to improve communication in health care. Dr. Bokhour is currently co-PI on an NIH-funded project examining the roles of culture and communication in pediatric asthma management, and Principal Investigator on a VA-funded project examining similar issues in hypertension management among veterans. She has also published in the area of prostate cancer quality of life and patient-provider communication. In addition, Dr. Bokhour conducts qualitative research in understanding the impact of pay-for-quality initiatives for improving quality of health care. She holds a PhD in psychology and discourse studies from Clark University.

ANN BORZECKI, MD, MPH

Dr. Borzecki is assistant professor at the Boston University School of Public Health, Department of Health Policy and Management and the Boston University School of Medicine. She is a research scientist in the quality section at CHQOER and attending physician at the Bedford VAMC and West Roxbury VAMC. Her research has focused on measuring the quality of and improving chronic disease care, especially of cardiovascular diseases such as hypertension. Recent work has also focused on how to measure and improve patient safety.

JAMES BURGESS, Jr., PhD

Jim Burgess is a health economist with more than 20 years of extensive health care management, research, and educational experience putting health services research into practice in diverse settings. He also serves the field as a founding co-editor of the electronic *Health Economics Letters*, the first fully electronic peer-reviewed journal in health economics, and as an associate editor of its parent journal, *Health Economics*. He also serves on the editorial board of *Health Services Research*, one of the journals of AcademyHealth, where he is on the steering committee for the Quality Interest Group. Currently, he also is the secretary/treasurer for the International Health Economics Association. And he has an appointment as a Senior Investigator in the Center for Organization, Leadership, and Management Research of the US Department of Veterans Affairs (VA). His wide-ranging intellectual pursuits include special interests in considering effects of local context in efficiency analysis, audience differences in provider quality profiling, physician productivity and pay for performance, organizational learning and change, and patient heterogeneity in risk adjustment. At Boston University, he currently directs the master's and doctoral programs in Health Services Research and is the director of the Health Economics Program.

KATHLEEN CAREY, PhD

Kathleen Carey has published extensively on hospitals and on the effects of organizational structure on provider performance, with particular interest in the determinants of hospital and other health care costs. She has developed new methods of hospital cost analysis and has adapted state-of-the-art econometric models to the study of hospital costs functions. She has applied these in numerous ways, including study of the effects of patient lengths of hospitalization and hospital size on costs, as well as measurement of the hospital cost/quality trade-off. Her recent research includes investigations into the effects of hospital organizational change on performance. In particular, she is studying the effects of hospital management conducted by external contract management organizations, the efficiency implications of systems of hospitals operating under common ownership, and the economic consequences associated with the growth of looser collaborations, or hospital network arrangements. Most recently, she has received two grants to study the effects of physician-owned single specialty hospitals on competition in the hospital industry. Dr. Carey is on the Editorial Board of *Medical Care Research and Review*.

BEI-HUNG CHANG, ScD

Bei-Hung Chang, ScD, is associate professor in health policy and management (formerly health services) and the biostatistics. She received her ScD in Biostatistics from Harvard School of Public Health. She also has a MS in Quantitative Psychology from the University of Illinois and an MA in Statistics from the University of California, Berkeley. She has extensive experience in a wide range of health-related research. Her particular research interest is in the area of mind and body interaction and religion/spirituality and health. She has conducted several federal funded projects in complementary and alternative medicine and has initiated innovative research in studying the effect of combining relaxation response and acupuncture in patient care. She has served as an ad hoc reviewer for the study section of NIH. She also taught the course Complementary and Alternative Health Care in the US. Dr. Chang has published and presented many articles both on statistical and health-related issues.

MARTIN CHARNS, DBA

Dr. Charns is a professor of health policy and management (formerly health services) and co-director of the Program on Healthcare Organizational Studies at Boston University School of Public Health. He also is director of the Center for Organization, Leadership and Management Research, a VA Health Services Research and Development center of excellence. His research interests include organization design and change, diffusion of innovation, coordination of care, and patient safety. He has coauthored three books as well as numerous articles, book chapters, and over 60 case studies on

organization design and change. Dr. Charns has more than 30 years of consulting experience in health care organization and management, specializing in work with hospitals and integrated health care delivery systems. In addition to BU, he has held faculty positions at Carnegie-Mellon University, the Massachusetts General Hospital Institute of Health Professions, and Harvard School of Public Health. He holds a DBA from Harvard Business School.

CINDY L. CHRISTIANSEN, PhD

Dr. Christiansen is Associate Professor of Health Policy and Management and affiliate statistician at the Center for Health, Quality Outcomes, and Economic Research (CHQOER), Veterans Affairs in Bedford, Massachusetts. She is a Fellow of the American Statistical Association (ASA) and has had leadership roles in the International Association for Bayesian Analysis, the Institute of Mathematical Statistics, and the Health Policy Statistics Section of the ASA. Her interests include the development and implementation of multi-level and prediction models for health policy applications. Her methodological research has been used to estimate the number of potential organ donors across Organ Procurement Organization regions, to estimate the number of recipients of Ryan White Care Act program services, and to predict the cumulative risk of false-positive mammograms.

JACK CLARK, PhD

Jack A. Clark, PhD, is a medical sociologist interested in how people live with chronic diseases, use health services, communicate with physicians, reach treatment decisions, and perceive the outcomes of health care. He has long been involved in research in cancer care, including studies of the outcomes of treatment for prostate cancer and, more recently, access to follow up care for women who participate in breast or cervical cancer screening. He has developed patient-based measures to monitor changes in bodily function, the psychosocial effects of bodily dysfunction, and quality of life after a diagnosis of cancer. His studies typically seek to integrate quantitative and qualitative methods. Previous research has included studies of men's narrative accounts of their experiences with diagnoses, reaching difficult treatment decisions, and living with the outcomes of their decisions in dealing with prostate cancer. He is presently leading a study of patients' experiences of antiviral treatment for hepatitis C, focused on patients' perceptions of the challenges they face in long, usually arduous courses of treatment, and their decisions to complete or withdraw from treatment. He is currently collaborating in several studies of patient navigation programs designed to facilitate access to cancer care and reduce social and economic disparities, and a study of mechanisms of action and outcomes of recovery-oriented mental health groups. He currently teaches two courses. PM 826 addresses patients' illness perceptions, use of health services, communication with clinicians, and outcomes of care as they relate to social class, gender, and culture. PM 814 is an introduction to health services and contemporary theoretical and empirical issues in health services research. Since its founding in 1990, he has been a member of the research faculty of the Center for Health Quality, Outcomes, and Economic Research, a VA HSR&D Center of Excellence at the Edith Nourse Rogers Memorial Veterans Hospital in Bedford, MA.

MARI-LYNN DRAINONI, PhD

Mari-Lynn Drainoni, M.Ed., Ph.D., is Associate Professor of Health Policy and Management at the Boston University School of Public Health and a Research Health Scientist at the Center for Health Quality, Outcomes, and Economic Research at the Edith Nourse Rogers Memorial Veterans Hospital. Dr. Drainoni's areas of expertise include mental health, substance abuse, HIV/AIDS, mental retardation/developmental disability, managed care, developing and implementing systems of care, quality improvement in mental health and substance abuse, and dual diagnoses and comorbidities. She has conducted numerous studies to evaluate demonstration programs for at-risk populations and several large surveys involving primary data collection. She also has expertise in evaluation and qualitative research methods. Recent work includes: 1) PI of a large study of access and barriers to care among persons with disabilities that included two samples of over 1,100 total people with

disabilities; 2) PI of a three-year longitudinal study of the relationship between support services received and use of medical care among persons with developmental disabilities in Florida; 3) Research Director/Co-PI of a National Model Spinal Cord Injury Center (SCI) that involved directing a study of computer and Internet use among persons with SCI and an intervention study that included providing people with SCI Web-TVs and Internet access at home; 4) Co-PI of a study of substance abuse treatment for people with disabilities in managed care; 5) a pilot study to survey persons with mental retardation; 6) Lead Evaluator on a demonstration intervention to reduce risk behaviors and change attitudes in a large, urban, multidisciplinary HIV-clinic; 7) developing and conducting qualitative interviews with medical providers in a prevention intervention serving HIV-positive men who have sex with men (MSMs) and injection drug users to examine provider skill and comfort addressing prevention with these populations; 8) PI on an evaluation of seven specialized mental health programs for individuals living with HIV/AIDS funded by the Massachusetts Department of Public Health; 9) Lead Evaluator of an intensive case management intervention for HIV-infected persons being released from prison; and 10) PI on a national HRSA Center to develop guidelines for programs serving HIV-infected substance users and develop and pilot-test a national HIV and substance use training curriculum.

SUE EISEN, PhD

Susan V. Eisen, PhD, is a Health Research Scientist at the Center for Health Quality, Outcomes and Economic Research (CHQOER). She joined the Health Policy and Management Department in October, 2001 and became Chief of the Outcomes Section at CHQOER in January, 2004. Dr. Eisen's research interests include assessment of the quality and outcomes of mental health and substance abuse services, consumer-centered care, recovery from mental illness, racial/ethnic disparities in mental health, and performance measurement in mental health care. She is the primary developer of the Behavior and Symptom Identification Scales (BASIS-32 and 24), patient self-report instruments designed to assess mental health treatment outcomes, and the Perceptions of Care Survey, a self-report instrument to assess quality of mental health care from the patient's perspective. In addition, she has worked collaboratively with colleagues to develop the Experience of Care and Health Outcomes (ECHO) survey to assess consumer perceptions of mental health care and insurance plans. Dr. Eisen has extensive experience in developing and validating consumer self-report measures of mental health quality and outcomes of care using qualitative and quantitative methods. She currently leads a VA study examining outcomes of mental health treatment from both the patient's and the clinician's perspective, and a study to translate, adapt and validate a mental health outcome measure for use by Spanish-speaking mental health service recipients. A new study beginning in January, 2007 will examine the process and outcomes of mental health peer support groups in improving mental health status and functioning of veterans with mental illness. Prior to joining CHQOER and the Health Policy and Management Department, Dr. Eisen directed the Department of Mental Health Services Research at McLean Hospital.

A. RANI ELWY

Dr. Elwy is a health psychologist who conducts health services research in primary care and outpatient settings. She has lead several NIH and VA HSR&D funded studies exploring how patients make decisions about mental health treatment, and how these decisions are influenced by their perceptions of their illness, their relationships and their communication with their doctors. In this work, Dr. Elwy applies health psychology constructs and principles to real-world health care settings to answer complex questions about how patients access, and receive, high quality care. Dr. Elwy teaches PM755 The Shape of Health Care Delivery to MPH students at the Boston University School of Public Health, and advises doctoral and Masters students in the Department of Health Policy and Management. Dr. Elwy also speaks on behalf of children with disabilities and their families, arguing for improved communication between providers and families, and teaching parents how to ensure high quality care for their children. She has presented key note speeches and workshops at conferences attended by

advocates, health care professionals and families who care for children with special health care needs (CSHCN). Dr. Elwy has published articles in medical journals on experiences of families caring for CSHCN. She has also provided personal and professional expertise to PBS for a show devoted to advocating for children with special needs.

ALLEN GIFFORD, MD

Allen L. Gifford is Professor in the Departments of Health Policy and Management at the School of Public Health, and of Medicine in the School of Medicine. His research focuses on the challenges of implementing and sustaining quality improvement efforts within healthcare systems. Much of his work is within the U.S. Department of Veteran Affairs Healthcare System, the largest integrated health services delivery system within the U.S. He also is involved in research targeting improvement in non-VA U.S. safety-net hospitals, and in international settings. Dr. Gifford's work is particularly concerned with diagnosis and treatment of HIV and Hepatitis C. Areas of special emphasis include quality improvement, patient-centered care, and adherence/self-management. His work is funded by grants from the NIH, the VA, and private foundations. He is Co-Director of the VA HIV/Hepatitis QUERI Program, a multisite national network dedicated to research on improvement of HIV/Hepatitis quality, and Associate Director of the VA HSR&D Center of Excellence based at the Edith Nourse Rogers Memorial VA Hospital in Bedford, Massachusetts. He has been a recipient of the Robert Wood Johnson Foundation Generalist Physician Faculty Scholar Award for research on medication adherence support programs, and of a VA Advanced Research Career Development Award for Health Services Research and Development. He is author of a patient education book entitled *Living Well with HIV and AIDS*, which teaches self-management skills to adults living with chronic HIV. In addition, he is a general internist and attending physician who teaches and provides care to veterans with HIV and Hepatitis within the VA. Main topics of research interest include HIV/AIDS, Hepatitis C, Healthcare Quality Improvement, Implementation Research, and Medication Adherence.

GOURI GUPTA, PhD

Gouri Gupta recently joined Boston University as an assistant professor in the Department of Health Policy and Management at the School of Public Health. Her research interests include a focus on quality improvement processes (Six sigma, Lean and Kaizen) in hospitals, diffusion of innovations, health information technology, strategy management and medical tourism. Dr. Gupta began her career as a physician in India. She then moved on to study and work in Australia. She completed her MHA in Melbourne at Latrobe University. In Melbourne she also worked with the public health system. This was followed by a brief period of work in academic settings in India, assisting in the development of MHA programs. She recently completed her Ph.D. at University of Alabama at Birmingham, focusing on "Information Technology in Pediatric Hospitals and Quality of Care."

ANN HENDRICKS, PhD

Ann M. Hendricks, Ph.D, directs Health Care Financing & Economics, a research cooperative at the VA Boston Healthcare System's Jamaica Plain campus, and is an associate professor of health services at Boston University's School of Public Health. She developed and team-taught a health services course on cost effectiveness analysis. Her current research includes projects on demand for health care, long-term care utilization, utilization across health care systems by patients with specific conditions (e.g., schizophrenia, diabetes or Parkinson's disease), and costs of care. In addition to her own publications, she has been guest editor for special issues of *Medical Care* and *Medical Care Research and Review*.

ALAN M. JETTE, PhD, MPH

Alan M. Jette currently directs Boston University's Health & Disability Research Institute and is Acting Chairman of the Health Policy & Management Department. From 1996-2004 he served as Professor and Dean of BU's Sargent College of Health & Rehabilitation Sciences. Dr. Jette currently serves as

Research Director for the New England Regional Spinal Cord Injury Center based at Boston University Medical Center, and Associate Director of the Boston Claude Pepper Center on Aging Research. He received a BS in Physical Therapy from the State University of New York at Buffalo in 1973 and his MPH (1975) and Ph.D. (1979) in Public Health from the University of Michigan. Dr. Jette chaired the Institute of Medicine's (IOM) Project, *The Future of Disability in America*. Building on the 1991 landmark IOM report, *Disability in America*, the IOM Panel updated developments since that report's publication and highlighted future priorities for the nation. The panel's report was released in 2007. Dr. Jette currently directs the Boston Rehabilitation Outcomes Measurement Center, funded by the NIH National Center for Medical Rehabilitation Research.

LEWIS KAZIS, ScD

Dr. Kazis is Professor of Health Policy and Management and Director of the Center for the Assessment of Pharmaceutical Practices (CAPP) at the Boston University School of Public Health. He is also Director of the Pharmaceutical Research Program at the Center for Health Quality, Outcomes and Economic Research at the Bedford VA Medical Center. He received his doctoral degree from Harvard University School of Public Health in 1980. Dr. Kazis joined the Veterans Health Administration in 1992 where he was recipient of the prestigious Research Career Scientist Award from the VA for almost a decade. Dr. Kazis has also been a special consultant to the Office of Quality and Performance in the VA where he was previously director of Functional Status for the Veterans Health Administration and principal investigator of the well known Veterans Health Study. He is the developer of the Veterans RAND 36 and 12 item health surveys (VR-36 and VR-12), formerly called the Veterans SF-36 and SF-12 (SF-36V and SF-12V) and developed from the MOS SF-36. From 1996 to 2007, close to four million administrations of these surveys has occurred both inside and outside the VA for purposes of monitoring patient outcomes of care. The VR-12 has now been adopted by the Veterans Health Administration for quality improvement purposes and the Centers for Medicare and Medicaid Studies (CMS) as part of its' national Health Outcomes Survey (HOS) for evaluating the Medicare Advantage Program. The VR-12 was included in 2006 as one of the HEDIS measures by the National Committee for Quality Assurance (NCQA). Dr. Kazis' research team was the recipient of the esteemed Peter Reizenstein Prize for the best paper published in the International Journal for Quality in Health Care in 2006.

DONALD MILLER, ScD

Donald R. Miller is a distinguished research scientist in the areas of chronic disease epidemiology, nutrition, pharmacoepidemiology, drug safety, and outcomes research. He is currently Associate Professor of Health Policy and Management and Director of Research at the Center for the Assessment of Pharmaceutical Practices. He also serves as Senior Epidemiologist and Health Research Scientist at the Center for Health Quality, Outcomes, and Economic Research, a U.S. Department of Veterans Affairs Center of Excellence in Health Services Research. Dr. Miller received his doctoral degree in epidemiology and nutrition from Harvard University School of Public Health in 1988. He has over 20 years of independent research experience and teaching, has served as principal investigator for scores of research projects, and has over 200 publications in peer-reviewed scientific and medical journals. His current research and publications focus on emerging epidemics of chronic diseases, safety and effectiveness of therapies for diabetes, kidney diseases, and other chronic conditions, evaluation of patients' experiences in health care, and methodologies to improve evaluation research.

VICTORIA PARKER, DBA

Dr. Vicky Parker's current research concerns the characteristics of a new role in cancer care, that of patient navigation. She was the principal investigator of a study that examines the design of nursing care jobs and its effect on worker motivation, satisfaction and care quality. She also was a co-investigator on a comprehensive evaluation of the women veterans' health program, which seeks to

determine the current variation in women's health care delivery models system-wide and to assess the experiences of women veterans receiving VHA health care. She is also co-investigator on a VA evaluation of three all-inclusive long-term care pilot programs to compare their effectiveness in reducing the use of hospital and nursing home care by frail elderly veterans. In addition, she is involved in ongoing private-sector consultation projects and teaches organizational behavior, human resource management, and managerial skills for problem solving. She received her DBA from the Boston University Graduate School of Management, concentrating in organizational behavior, and previously earned an EdM at the Harvard Graduate School of Education. She has directed the MPH program in the Dept. of Health Policy & Management since 2010.

STEVEN D. PIZER, PhD

Steve serves as a Health Economist and Research Associate Professor of Health Care Financing & Economics at the Department of Veterans Affairs (VA) and the Boston University School of Public Health. His research has focused on the economics of health insurance, long-term care financing, econometric modeling of health services expenditures, program evaluation, and policy development and analysis using microsimulation models. His current projects include a study of private insurance plans in Medicare, an evaluation of long-term care programs in the VA, and ongoing simulation and analysis of policy options for financing private long-term care insurance for the baby boom generation. Prior to his graduate training in economics, Dr. Pizer worked for the Massachusetts Legislature and for several state-based and national consumer organizations concerned with insurance regulation and health care financing policy. He maintains a strong interest in the policy implications of health economics research, consulting for the Centers for Medicare and Medicaid Services, the American Health Care Association, the Department of Veterans Affairs, and private foundations. His recent articles have appeared in *Medical Care*, *Health Care Financing Review*, and *International Journal of Health Care Finance and Economics*.

MARK PRASHKER, MD, MPH

Dr. Prashker is the School's Associate Dean for Institutional Development. He chaired the Department of Health Policy and Management from March of 1997 to August of 2005. He is also an associate professor of medicine at Boston University School of Medicine and an associate professor of Health Policy and Management at the School of Public Health. His research interests are in the area of health economics and include demand analysis, productivity measurement, cost-effectiveness and decision analysis, resource allocation decisions, and alternative methods for measuring changes in health care costs. He earned an MD from the Medical College of Pennsylvania. His graduate medical education included a residency in internal medicine at the University of Pittsburgh and a fellowship in rheumatology at Boston University. He earned an MPH from BUSPH..

AMY ROSEN, PhD

Dr. Rosen is Professor of Health Policy and Management at BUSPH and a researcher at the Center for Health Quality, Outcomes and Economic Research. She has conducted health services research projects involving the development and use of risk-adjustment models used to compare quality of care delivery in different settings: hospital, long-term care, and ambulatory care. Among her studies, she has evaluated the quality of care delivered to Medicare beneficiaries who received surgical procedures, for which a measure called "adverse events" became an important way to screen for potential instances of poor quality in this population. In long-term care, she developed a risk-adjustment model to predict decline in functional status among long-term care residents in VA settings. In the ambulatory setting, she evaluated case-mix models currently used for provider profiling, setting capitation rates, and quality assessment. These include the Adjusted Clinical Groups, the Diagnostic Cost Groups, and the Chronic Illness and Disability Payment System. She was a principal investigator of a project developing a psychiatric case-mix measure for the VA used to compare the care that facilities provide to patients with mental health disorders. More recently, Dr. Rosen has

worked in the area of patient safety. She has examined the prevalence and incidence of Patient Safety Indicators, developed by AHRQ, in the VA, and has evaluated their construct and criterion validity. She has worked closely with AHRQ to improve the indicators. She is currently working on a study examining the patient safety culture of VA hospitals, as well as the changes in the quality and safety of care resulting from the resident work duty reform legislation. Dr. Rosen received her PhD from the University of Maryland in sociology.

THEODORE STEFOS, PhD

Dr. Ted Stefos is an assistant professor of Health Policy and Management at BUSPH, and cofounder and director of the Management Science Group, a statistical and economic consulting office in the Department of Veterans Affairs. In 1993, he served on the White House Health Care Reform Task Force. He also served as a consultant to the National Academy of Science, Institute of Medicine, assisting in the forecasting of VA physician employment levels. A health economist, he teaches two graduate courses in health econometrics at BU. His research focuses on issues surrounding physician productivity in the US health care system, cost function estimation in health care and improving the fairness of prospective regulation systems through risk adjustment. He has published on the topics hospital cost function estimation, information requirements for allocation systems, and hospital staffing under global budgeting. He has also published articles on regulation and fairness in prospective payment. He holds a PhD from the Department of Economics at Boston University.

CAROL TOBIAS, MMHS

Ms. Tobias is an assistant professor at Boston University School of Public Health. She also is director of the Health and Disability Working Group (HDWG), a research, technical assistance, and training collaborative whose purpose is to improve the delivery of health care, behavioral health care, and support services to people with disabilities and chronic illnesses. HDWG conducts policy research, program evaluation, and primary research among people with disabilities and providers. The group also promotes the exchange of ideas and dissemination of innovative practices through conferences, training programs, workshops, and publications. Ms. Tobias has a particular interest in managed care for special-needs populations and the linkages between physical health care, behavioral health care, and long-term supports. She is currently directing a five-year national study to evaluate the effectiveness of different outreach models in engaging and retaining individuals with HIV in medical care. She has a bachelor's degree from Harvard University and a master's degree from the Heller Graduate School of Social Welfare at Brandeis University.

CAROL VANDEUSEN LUKAS, EdD

Dr. VanDeusen Lukas is an associate professor in the Health Services Department. She also heads the management consultation service at the Management Decision and Research Center in the Health Services Research and Development Service of the VA. Her extensive government experience includes serving as an assistant commissioner at both the Massachusetts Department of Medical Security and the Department of Public Welfare, and as associate director for policy at the Institute for Urban Health Policy and Research at the Boston Department of Health and Hospitals. She has also directed a wide range of evaluation and policy studies at private research firms. Her research interests are in health system integration, medical center mergers, organizational change, and the dissemination of innovation. She is currently leading VA studies to analyze the integration of highly affiliated medical centers, develop tools to measure the progress of system integration, analyze the development and merger of large VA health care systems, and assess structures and strategies used to sustain the spread of innovative clinical practice from the national to local level in the VA. She has a doctorate from the Harvard Graduate School of Education and a master's degree in social psychology from the University of Wisconsin.



Health Services Research Doctoral Competencies

Health Services Research Doctoral Competencies Version 2 (06.03.08)

Label	Competency	Domain* Examples	
Foundational knowledge	Acquire knowledge of the context of health and health care systems, institutions, actors, and environment	<ul style="list-style-type: none"> • Health and biology • Cost & financing of health care • Organization of health care • Health policy • Access and use • Quality of care • Social determinants of health 	<ul style="list-style-type: none"> • Health disparities • Health informatics • Outcomes and effectiveness • Resource allocation • Health behavior • Cross-cultural and global perspectives
Theoretical knowledge	Apply or develop theoretical and conceptual models relevant to health services research	<i>[Variable depending on the discipline or interdisciplinary area of specialization]</i> <ul style="list-style-type: none"> • Theory construction • Economics • Epidemiology • Psychology 	<ul style="list-style-type: none"> • Sociology • Management • Political Science • Anthropology • Operations research • Demography
Relevant and important HSR question development	Pose relevant and important research questions, evaluate them, and formulate solutions to health problems, practice and policy	<ul style="list-style-type: none"> • Scientific method and theory • Proposal / grant development 	<ul style="list-style-type: none"> • Assessment of evidence • Gap analysis • Stakeholder analysis
Conceptual models and operational methods	Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs	<ul style="list-style-type: none"> • Scientific method and theory • Measurement and variables • Conceptual and analytic (empirical) models 	<ul style="list-style-type: none"> • Causal models • Qualitative research • Quantitative research
Study designs	Describe the strengths and weaknesses of study designs to appropriately address specific health services research questions	<ul style="list-style-type: none"> • Study designs • Observational vs. experimental designs • Survey research • Qualitative research designs • Quantitative research designs 	<ul style="list-style-type: none"> • Mixed method designs • Intervention research • Community based participatory research • Evaluation research • Quality improvement
Data collection and management methods	Sample and collect primary health and health care data and/or assemble and manage existing data from public and private sources	<ul style="list-style-type: none"> • Survey research • Qualitative research • Operations research • Data acquisition • Data mining 	<ul style="list-style-type: none"> • File creation and database management • Quality control • Sampling • Health informatics

* Domains in this context are defined as **sub-categories falling under a broad competency category**. Domains included represent those most frequently mentioned by HSR programs. This list is not intended to be exhaustive.

Health Services Research Doctoral Competencies Version 2 (Continued)

#	Label	Competency	Domain*	Examples
7	Research conduct management	Execute and document procedures that ensure the reproducibility of the science, the responsible use of resources, the ethical treatment of research subjects	<ul style="list-style-type: none"> Responsible conduct of research Ethics Authorship Conflict of interest Research integrity Human subjects/IRBs HIPAA Contracts, MOUs, DUAs Quantitative research 	<ul style="list-style-type: none"> Qualitative research Data acquisition Quality control & DMBs Research study management Organizations as subjects Health care law and risk management Budget development and management
8	Data analysis	Demonstrate proficiency in the appropriate application of analytical techniques to evaluate HSR questions	<ul style="list-style-type: none"> Economic evaluation CEA/CBA Statistics, biostatistics and econometric methods Estimation and prediction methods Operations research and decision sciences 	<ul style="list-style-type: none"> Analysis of complex samples Advanced qualitative analytic methods Advanced quantitative analytic methods Meta-analysis
9	Professional development	Work collaboratively in teams within disciplines, across disciplines, and/or with stakeholders	<ul style="list-style-type: none"> Teamwork Leadership Team management Conflict resolution Knowledge management Project management 	<ul style="list-style-type: none"> Negotiation Teaching Mentoring Cross-cultural and global perspectives Lifelong learning
10	Communication	Effectively communicate the process, findings, and implications of health services research through multiple modalities with stakeholders	<ul style="list-style-type: none"> Proposal development Dissemination Communication skills Marketing and persuasion techniques 	<ul style="list-style-type: none"> Writing skills Writing for scientific journals Cultural sensitivity Cross-cultural and global perspectives
11	Knowledge transfer	Knowledge translation to policy and practice	<ul style="list-style-type: none"> Evidence based practice Evidence based policy Human factors research 	<ul style="list-style-type: none"> Health marketing Implementation science Translational research

* Domains in this context are defined as **sub-categories falling under a broad competency category**. Domains included represent those most frequently mentioned by HSR programs. This list is not intended to be exhaustive.