



SCHOOL OF
PUBLIC HEALTH

OHSU-PSU School of Public Health

PhD in Health Systems & Policy

Program Guide and Degree Requirements 2026-2027



<http://ohsu-psu-sph.org/index.php/phd-health-systems-policy/>

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2026-2027 Program Guide and Degree Requirements for PhD in Health Systems & Policy

Information in this document is updated annually. Please refer to the document for the year you entered the PhD program, as the degree requirements listed are your programmatic contract. Some institutional information and contacts may change while you are enrolled; check the OHSU-PSU School of Public Health website and online resources referenced throughout this document for the most current information.

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Health Systems & Policy Program Listserv

(for admitted students, alumni and program faculty)

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PROGRAM MISSION AND PURPOSE STATEMENT	1
PROGRAM COMPETENCIES	2
PROGRAM FACULTY.....	2
LEADERSHIP AND ADVISING.....	2
SUMMARY OF DEGREE REQUIREMENTS	3
CURRICULAR LOGISTICS	4
Registration for Elective Courses	4
By Arrangement Courses.....	5
Expectations of Student Excellence	5
Timeline to Degree Completion	5
COURSEWORK.....	5
Core Courses (27 credits, all required).....	7
Policy Courses (18 credits minimum).....	8
Health Systems Courses (12 credits).....	8
Research Design and Methods Courses (18 credits minimum)	8
Doctoral Seminar in Health Systems and Policy (6 credits)	9
COMPREHENSIVE EXAMINATION	10
Examination Committee.....	10
Timing of the Examination	10
Preparation for the Examination.....	11
Examination Structure and Process	11
Artificial Intelligence Use During the Comprehensive Examination	12
DISSERTATION	13
Dissertation Committee	13
Dissertation Credits	14
Dissertation Proposal	14
Human Participants Review and IRB Approval	16
Advancement to Candidacy	17
Written Dissertation Format	17
Oral Defense of Dissertation	19
RULES AND PROCEDURES	21
Communications.....	21
Artificial Intelligence and Academic Integrity	21
Documenting and Monitoring Progress	22
STUDENT FUNDING.....	22
STUDENT RESOURCES AND SUPPORT	23

OVERVIEW OF THE HEALTH SYSTEMS & POLICY DOCTORAL PROGRAM

The Doctoral Program in Health Systems and Policy (HS&P) is an interdisciplinary program of study. It is administered through the OHSU - PSU School of Public Health and draws on faculty with educational backgrounds in public health, health policy, health services research, public affairs, management, economics, epidemiology, social work, psychology, systems science, and sociology from the OHSU - PSU School of Public Health, PSU's College of Urban and Public Affairs, and other academic units at Portland State University (PSU) and Oregon Health & Science University (OHSU).

The program is designed to provide doctoral students with advanced knowledge, analytic skills, and competencies in conducting research and developing teaching and learning skills in health systems and policy with foundations in public health, management theory, health services research, and policy analysis. The program provides a unique educational experience for students interested in immediately applying theory to practice as they prepare for careers in policy, systems, research, and education.

The HS&P program is one of the three doctoral programs in the OHSU - PSU School of Public Health (SPH). It reflects the vision and mission of the SPH. The HS&P curriculum includes core content in health systems and public health, extensive study of policy domains and applications, and intensive training in research design and methods. This program design helps students to integrate coursework with applied research and practice and emphasizes community-engaged learning and scholarship reflecting the mission of the SPH.

PROGRAM MISSION AND PURPOSE STATEMENT

The mission of the program is:

The PhD in Health Systems and Policy program prepares students with conceptual and analytic skills to advance knowledge of health systems and policy issues in preparation for careers as researchers, university faculty, or policy analysts in academic, public and private settings.

The purpose statement is:

The HS&P PhD program offers students the opportunity to develop advanced theoretical knowledge, analytic skills, and competencies in conducting research and developing teaching and learning skills in health systems and policy with interdisciplinary foundations in public health, management theory, health services research, and policy analysis.

The program's primary objective is to provide students with rigorous training to address a broad spectrum of health services and policy issues, ranging from understanding equity, efficiency, and political feasibility to forming social policy to technical considerations in the organization, financing, use, and evaluation of health services.

The scope of the program includes not only personal health services and health care, but also the broader context of health systems factors and policies that influence population health.

PROGRAM COMPETENCIES

Students in the HS&P PhD program will master the following competencies by graduation, as evident through their demonstrated ability to:

1. Formulate research questions grounded in theory, empirical evidence, and societal grand challenges.
2. Investigate health phenomena through independent and collaborative research grounded in theory and evidence.
3. Conduct rigorous research on health-related phenomena and contribute to theoretical development.
4. Communicate knowledge produced and its implications to diverse audiences effectively.
5. Integrate principles of equity, social justice, and cultural humility into research, teaching, and service.
6. Apply the highest professional standards of integrity, respect, and ethical conduct across academic, professional, industry, and community contexts.

PROGRAM FACULTY

Faculty members participate in the HS&P PhD program through teaching, advising, mentoring, and governance. The core faculty in the Health Systems Management and Policy group in the School of Public Health have expertise in multiples domains related to health systems, management and policy; they are listed on the SPH faculty webpage. Many other SPH, PSU and OHSU faculty teach required and elective courses, and may participate in advising, mentoring, and student supervision for academic committees and research projects. Students should feel free to approach any faculty with questions and inquire about their research and consult with them on issues of professional development; core faculty should be consulted regarding the program of study.

LEADERSHIP AND ADVISING

Program Director

The HS&P PhD Program Director coordinates the doctoral program and is the main point of contact regarding program-level requirements, procedures and policies, leaves of absence, complaints, student progress and any other program-level administrative matters. The HS&P Program Director works with the core faculty, staff, and Dean's team to review curriculum, coordinate scheduling of courses, monitor student progress, plan for accreditation or other reviews, maintain relevant records of student progress, and address any other programmatic issues.

Faculty Advisor

Upon entry to the doctoral program, each student is assigned a faculty advisor. The advisor helps to guide and familiarize the student with the faculty, available courses, and other resources in the HS&P program and the SPH. Positive relationships between doctoral students and their advisors can be a major factor in timely program completion. However, a student may identify an alternative faculty advisor, and may switch advisors if the other faculty member (who must be a core faculty in the HS&P program) agrees to assume the advisor role. A student should inform the HS&P Program Director when

they wish to change to a new primary advisor and provide evidence of the new advisor's agreement. Students complete a "Change of Advisor" form as explained on the SPH website.

The assigned faculty advisor:

- Reviews the student's "Program Planner" at entry and works with the student throughout their program to ensure they complete all required courses, as well as electives relevant to their proposed dissertation research.
- Recommends approval of transfer of credit for previously completed courses and course substitutions; the HS&P Program Director gives final approval and submits this to the SPH Registration staff in SPH Academic Affairs to forward to the OHSU Registrar for approval.
- Meets with the student regularly to provide overall mentoring, including help with goal-setting and review of educational, research, service and professional activities.
- Assists the student with their transition to doctoral student life.
- Mentors the student on research activities throughout their program and aids the student in the establishment of a dissertation committee and selection of a chair and committee members.
- Notifies the student of relevant School of Public Health, community-based, and national professional development events and services, and advocates for student participation.
- Regularly checks students' academic progress in DegreeWorks and submits requests for exceptions to degree requirements to SPH registration staff as appropriate.
- Provides timely support and guidance when students are in academic or personal difficulty.

The advisor is not required to serve on the student's comprehensive examination or dissertation committees, but often will be a member of either or both committees and may be the chair.

SUMMARY OF DEGREE REQUIREMENTS

The award of the PhD in HS&P is the culmination of a sequential process of coursework, comprehensive examination, and the conceptualization, research, writing, and defense of a dissertation. The program includes credits in required core courses, policy courses, health systems courses, and research design and methods courses. Students enroll in a one-credit health systems and policy doctoral seminar each quarter during their first two years of coursework to help prepare them for the dissertation process. Finally, students complete 27 credits of dissertation preparation. Per OHSU policy, students have up to 7 years from the date of matriculation to complete their degree. The curriculum is presented below:

Core Courses	27 credits required
Policy Courses	9-10 credits required; 9 credits elective
Health Systems Courses	6 credits required; 6 credits elective
Research Design and Methods	9-11 credits research design and methods required 7-9 credits research design and methods elective
Doctoral Seminar	6 credits
Dissertation	27 credits
Total Minimum Credits	108 credits

The variation in course credits reflects the options available for elective courses (3 or 4 credit courses). Students need to ensure that at least 75% of their course credits are at the 600 level in order to meet OHSU standards for a PhD program (required 600 level courses satisfy 75% of total credits).

There are three substantive program milestones after completion of coursework: 1) comprehensive examination, 2) dissertation proposal defense, and 3) dissertation defense. These are described briefly below, and in greater detail later in this program guide.

The comprehensive examination follows the completion of all course requirements. The examination is tailored to each student by a three-person faculty committee. Students are expected to demonstrate sufficient mastery of the overall foundations of core Health Systems & Policy that they can successfully engage in the next phase of training, which is the dissertation process. The exam assesses the student's ability to critically synthesize across the courses they have taken and is an opportunity for students to think prospectively about the application of this material to their dissertation work. This is a take-home written examination, followed by an in-person oral discussion with the examination committee. Upon successful completion of the examination the student advances to the dissertation proposal stage. See the detailed discussion below for further information on the comprehensive examination.

All dissertations address the domains of health systems and health policy. The areas of emphasis for dissertation research reflect core faculty expertise, and include: health systems organization, financing and delivery; health policy analysis and application; health services access, quality and/or cost; and community-based health and social services delivery and policy. Students develop a dissertation topic in consultation with their dissertation committee; complete a written dissertation proposal with an oral defense; submit a written dissertation; and complete an oral defense of the written dissertation. See the detailed discussion below for further information on the dissertation.

In addition to completing the degree requirements, students may also engage in teaching or research activities that are not necessarily directly related to their doctoral program of study. HS&P doctoral students teach classes in the undergraduate BA/BS in Public Health Studies, and may also serve as graders for these classes, which are offered both in-person and asynchronously. Students should talk with the HS&P Program Director if interested in such opportunities. These are intellectually enriching experiences but may extend the time it takes to complete the degree. University time limits on the completion of degree requirements are discussed below.

CURRICULAR LOGISTICS

Registration for Elective Courses

Certain courses, including most courses offered outside the School of Public Health, must be requested via special registration. Students cannot register for these courses on their own. Since special registration is a manual process, students must submit special registration requests at least four weeks prior to the beginning of the term. Students seeking to register for non-SPH elective courses need to complete a [registration request](#) with both course instructor and either faculty advisor or Program Director signatures, and submit it to SPH Registration in order to be registered. SPH Registration sends

out informational emails about registration each quarter prior to registration opening; check for detailed instructions on registration requirements and timing.

By Arrangement Courses

By arrangement courses may only be set up with SPH faculty; contact the Program Director regarding working with faculty outside of the SPH. Registration for by arrangement courses requires extra steps. All students must complete a “Directed Study Request” form to be registered. The form must be signed by the student and the supervising faculty.

Admitted PhD students may utilize no more than 12 credits of Research and/or Reading and Conference credits (by arrangement courses; dissertation credits are not counted here). In cases where more than 12 credits are needed because of the lack of regularly scheduled classes, the student must submit a written request waiver to their advisor for approval. Students wishing to register for a by arrangement course should contact the Program Director to obtain the necessary form and clarify procedures.

Expectations of Student Excellence

Students enrolled in the HS&P program are expected to meet the highest standards of honesty, diligence, fairness, integrity, and professionalism in all of their program activities. Student enrolled in graduate programs at the OHSU-PSU SPH must adhere to both the OHSU and PSU codes of conduct.

Timeline to Degree Completion

Students pursuing the HS&P degree on a full-time basis should complete the degree in 4-5 years. Part-time enrollment will extend the time to completion. A student who transfers in courses from a previous masters degree could complete coursework in 1½–2 years, and then proceed with their dissertation. A student who does not transfer in any previous equivalent coursework will need 3 years of full-time study to complete the coursework; part-time study will extend the time to completion. See the discussion on time limits and on application/transfer of credit at admission in the policies section on the SPH website.

COURSEWORK

The School of Public Health uses the quarter system, and students are expected to enroll in fall, winter and spring quarters. Limited course offerings are available in the summer session. In general, courses meet once per week, and are offered Monday to Thursday in the late afternoon or evening. Students should plan ahead and discuss timing and sequencing of courses with their advisor. Note that registration for 600 (doctoral) level courses does not require prerequisites to allow for transfer courses, but there is some expected sequencing (such as PUBH 600 in first quarter of the program; HSMP 674 very early in program; HSMP 671 before HSMP 675; HSMP 686 before HSMP 683); students should discuss these courses with their advisor.

Students must follow the degree requirements in place upon matriculation. Should degree requirements change during a student’s enrollment, a student may elect to opt into the newer requirements. The decision should be made in consultation with the student’s advisor and Program Director, and documented with the SPH Registration staff in SPH Academic Affairs.

Transcripts for all students are reviewed at admission to determine if core requirements have been completed in previous study. A student who does not have an MPH or equivalent courses from an accredited School of Public Health will usually be required to take PHE 612 Principles of Health Behavior as an elective in Health Systems coursework, and EPI 612 Epidemiology 1 as an elective in Research Design and Methods coursework. HSMP 607 Doctoral Seminar in Health Systems & Policy, the comprehensive examination, and the dissertation (HSMP 603) serve as integrating mechanisms across all the program competencies. HS&P required courses map to the seven HS&P PhD program competencies as shown below:

Program Competencies	Courses Contributing to Competency
1. Apply relevant theories and frameworks to issues pertaining to health systems and policies.	HSMP 642 Organizational Theory and Health Systems HSMP 671 Health Policy HSMP 674 Health Systems Organization HSMP 677 Health Care Law and Regulation HSMP 686 Introduction to Health Economics HSMP 681 Population Health: Policy and Practice Implications HSMP 683 Economics of Health Systems & Policy PAP 616 Policy Process PHE 622 Health and Social Inequalities
2. Select and apply appropriate qualitative and quantitative research techniques to identify strategies to improve health system effectiveness.	EPI 640 Research Proposal and Design PUBH 600 Essentials of Doctoral Training HSMP 689 Research Design in Health Services HSMP 683 Economics of Health Systems & Policy PHE 620 Qualitative Research Design SOC 638 Integrating Qualitative and Quantitative Methods
3. Formulate a testable research question and propose a relevant study design and analytic approach that has the potential to advance knowledge of health systems and policy.	EPI 640 Research Proposal and Design HSMP 642 Organizational Theory and Health Systems PUBH 600 Essentials of Doctoral Training HSMP 671 Health Policy HSMP 674 Health Systems Organization HSMP 675 Advanced Health Policy HSMP 681 Population Health: Policy and Practice Implications HSMP 689 Research Design in Health Services PHE 620 Qualitative Research Design SOC 638 Integrating Qualitative and Quantitative Methods
4. Conduct an independent study that demonstrates synthesis of knowledge and application of research skills.	EPI 640 Research Proposal and Design PUBH 600 Essentials of Doctoral Training HSMP 689 Research Design in Health Services PHE 620 Qualitative Research Design SOC 638 Integrating Qualitative and Quantitative Methods

5. Apply principles of ethics and cultural competence when conducting health systems and policy research and education.	HSMP 642 Organizational Theory and Health Systems PUBH 600 Essentials of Doctoral Training HSMP 673 Values and Ethics in Health HSMP 674 Health Systems Organization HSMP 677 Health Care Law and Regulation HSMP 681 Population Health: Policy and Practice Implications HSMP 689 Research Design in Health Services PHE 620 Qualitative Research Design PHE 622 Health and Social Inequalities
6. Evaluate evidence-based public health policy and health systems transformation strategies to identify emerging issues in health systems and policy.	PUBH 600 Essentials of Doctoral Training HSMP 671 Health Policy HSMP 674 Health Systems Organization HSMP 675 Advanced Health Policy HSMP 683 Economics of Health Systems & Policy PAP 616 Policy Process
7. Create and deliver effective presentations of scholarly activities to academic and lay audiences.	HSMP 642 Organizational Theory and Health Systems PUBH 600 Essentials of Doctoral Training HSMP 675 Advanced Health Policy HSMP 689 Research Design in Health Services PAP 616 Policy Process SOC 638 Integrating Qualitative and Quantitative Methods PHE 626 Teaching & Learning in Health Promotion & Social Work

The credit-bearing components of the HS&P curriculum, leading up to the comprehensive examination, are organized into the following segments: core courses, policy courses, health systems courses, research design and methods courses, and doctoral seminar in health systems and policy.

See the [OHSU registrar's page](#) for the official program requirements for your year of matriculation

Core Courses (27 credits, all required)

Core courses provide the foundational content in health systems and policy. A student who has completed an MPH in health management and policy or a comparable masters degree could potentially waive some of the core courses with equivalent 500-level courses. All students take PUBH 600 in their first quarter of the program.

EPI 640 Research Proposal and Design (3)
 HSMP 642 Organizational Theory and Health Systems (3)
 HSMP 671 Health Policy (3)
 HSMP 673 Values and Ethics in Health (3)
 HSMP 674 Health Systems Organization (3)
 HSMP 677 Health Care Law and Regulation (3)
 HSMP 686 Introduction to Health Economics (3)

PHE 626 Teaching & Learning in Health Promotion & Social Work (3)

PUBH 600 Essentials of Doctoral Training (3)

Policy Courses (18 credits minimum)

Policy courses provide students with foundational as well as elective topics, and should be selected to prepare the student for the policy applications of their dissertation.

HSMP 675 Advanced Health Policy (3)

PAP 616 Policy Process (3)

Select one (3-4 cr.)

- HSMP 683 Economics of Health Systems & Policy (3)
- USP 615 Economic Analysis of Public Policy (4)

Electives (Choose 3 courses: 9 cr.)

- AGE 657 National Long-term Care Policy (3)
- CPH 631 Social Context of Public Health Policy (3)
- HSMP 682 Oregon Health Policy: Lessons for State and National Reform (3)
- HSMP 684 Social Policy and Public Health (3)
- HSMP 685 Implementation Science in Health Systems (3) [if not used for design/methods]
- SW 525 Poverty: Policies and Programs (3)
- Other relevant courses with advisor approval

Health Systems Courses (12 credits)

Students who have not taken PHE 612 or an equivalent from an accredited School of Public Health before entering the program should take this course as one of their electives. PHE 622 is a required class for the Epi and Community Health PhD students; those who are interested in taking classes with other SPH PhD students should consider taking PHE 622 (rather than CPH 621).

HSMP 681 Population Health: Policy & Practice Implications (3 cr.)

Select one (3 cr.)

- CPH 621 Social Determinants of Health (3)
- PHE 622 Health & Social Inequalities (3)

Electives (Choose 2 courses: 6 cr.)

- CPH 640 Systems Thinking for Public Health (3)
- PHE 612 Principles of Health Behavior (3)
- Relevant courses with advisor approval

Research Design and Methods Courses (18 credits minimum)

Students are encouraged to use elective credits strategically to strengthen methodological expertise. In particular, students are strongly encouraged to devote elective credits to a sequence of quantitative methods coursework, such as the OHSU-PSU School of Public Health biostatistics sequence or the Portland State University applied quantitative psychology sequence, in consultation with their advisor.

HSMP 689 Research Design in Health Services (3)

Select one (3-4 cr.)

- NURS 632 Mixed Methods Research (3)
- SOC 638 Integrating Qualitative & Quantitative Methods (4)

Select one (3-4 cr.)

- ANTH 512 Ethnographic Methods (4)
- PHE 520 Qualitative Research Design (3)
- USP 683 Qualitative Analysis (4)
- SOC 637 Qualitative Data Analysis (4)

Electives (7-9 cr.)

- BSTA 516 Design & Analysis of Surveys (4)
- CPH 615 Geographic Information Systems in Public Health (3)
- CPH 636 Community Based Participatory Research (3)
- EPI 612 Epidemiology 1 (4)
- EPI 636 Epidemiologic Data Analysis and Interpretation (4)
- HSMP 588 Program Evaluation and Management in Health Services (3)
- HSMP 685 Implementation Science in Health Systems (3) [if not used for policy]
- LING 516 Discourse Analysis (4)
- PHE 624 Social Epidemiology Methods and Theory (3)
- PSY 597 Applied Survey Research (4)
- PSY 621 Univariate Quantitative Methods (5)
- PSY 625 Categorical Data Analysis (4)
- PSY 626 Multilevel Regression (4)
- SOC 695 Advanced Quantitative Methods (4)
- SW 553 Research for Racial Justice (3)
- SYSC 510 Network Data Analysis & Simulation (4)
- SYSC 513 Holistic Strategies for Problem Solving (4)
- SYSC 514 System Dynamics (4)
- SYSC 518 System Sustainability and Organizational Resilience (4)
- SYSC 540 Introduction to Network Science (4)
- SYSC 625 Agent Based Simulation (4)
- SYSC 651 Discrete Multivariate Modeling (4)
- USP 634 Data Analysis I (4)
- USP 654 Data Analysis II (4)
- Other relevant courses with advisor approval

Doctoral Seminar in Health Systems and Policy (6 credits)

Students enroll in a one-credit seminar (HSMP 607) each quarter of their first two years to help prepare them for the dissertation process. Students are strongly encouraged to continue to attend the seminar throughout their entire enrollment in the HS&P program; every student generally presents once during each academic year. The seminar meets four times each quarter with the Program Director or a senior faculty member to discuss research topics, including critical evaluation of health systems and policy research, framing research questions, proposal writing, the grant application process, data collection

and synthesis, human participants protection (IRB review), dissertation writing and presentation, and publication opportunities. HS&P students present their dissertation research as work-in-progress at the seminar, providing an opportunity to give and receive peer feedback on their dissertations at every stage of development. Students usually deliver a “dress rehearsal” for both their proposal and dissertation defenses as part of the seminar. The seminar also provides an opportunity for HS&P students to regularly interact with other students in the doctoral program. Guest speakers are occasionally invited to discuss topics relevant to doctoral studies and career development.

COMPREHENSIVE EXAMINATION

The comprehensive examination assesses the student's academic preparation to date and readiness to advance to dissertation proposal development. The student takes the examination after completing all required and elective coursework. The examination is designed to assess students' mastery of core knowledge in three areas—policy, organizational theory, and research design and methods—and their ability to synthesize and apply that knowledge to health issues. Successful completion of the comprehensive examination is required before students may advance to dissertation proposal development. The key steps in the examination are preparation, followed by the written and oral components of the examination.

Examination Committee

The comprehensive examination is administered by a standing Comprehensive Examination Committee appointed by the HS&P Program Director. The committee consists of core HS&P faculty with expertise across the program's three core examination areas: policy, organizational theory, and research design and methods. The committee is responsible for developing the examination, supporting student preparation, administering the written and oral components of the examination, and determining examination outcomes using a standardized assessment rubric.

Timing of the Examination

Students in the HS&P program are expected to take the comprehensive examination in the quarter following completion of course requirements. Students who wish to postpone the examination beyond this timeframe must obtain approval from the HS&P Program Director. The examination may be taken in the final quarter in which the student is enrolled in coursework provided that all required coursework in the three examination areas (policy, organizational theory, and research design and methods) has been completed. Students must be registered during the quarter in which the examination is taken. It may not be administered when the University is not in session. Comprehensive examinations are ordinarily not administered during the summer term, when PSU faculty are not on regular contract. Students must notify the HS&P Program Director at least one quarter in advance of when they intend to take the examination. Following notification of the student's intent to take the examination, the HS&P Program Director will coordinate the administration of the written examination and schedule the oral examination at a mutually convenient time and location for the student and the Comprehensive Examination Committee.

Preparation for the Examination

Preparation for the comprehensive examination is primarily the responsibility of the student. The examination builds upon the knowledge acquired through coursework.

To support student preparation, the Comprehensive Examination Committee provides guidance regarding the examination process, a core reading list, previous examination questions, and other preparation resources. Faculty are not expected to provide individualized comprehensive examination coaching beyond the guidance, resources, and instructional support made available to all students. When multiple students are preparing for the comprehensive examination, Comprehensive Examination Committee members may choose to meet with students as a group, when appropriate, to use faculty time efficiently and provide students with the opportunity to learn collaboratively.

Students are expected to develop and maintain their own reading lists based on the core reading list. Students are encouraged to use citation management software and maintain complete bibliographic information (e.g., authors, publication year, title, journal or publisher, pagination, and DOI, when applicable) for future reference during the comprehensive examination, dissertation proposal development, and dissertation research.

Previous comprehensive examination questions and other preparation materials are made available to eligible HS&P students through a shared program repository (e.g., OneDrive, Google Drive).

Examination Structure and Process

The comprehensive examination consists of written and oral components. The written examination includes three questions, one addressing each examination area: policy, organizational theory, and research design and methods. The written examination is distributed electronically to the student at the beginning of the examination period. The student has five consecutive calendar days (120 hours) to complete the examination, working from a location of their choice. The completed written examination is submitted electronically by to the Comprehensive Examination Committee by the specified deadline.

The written examination is followed by an oral defense that is a two-hour meeting of the Comprehensive Examination Committee and the student. The oral defense is scheduled approximately two weeks after the written examination is submitted. During the oral examination, the student is expected to defend, clarify, and elaborate on their written responses. The student may not bring computers, tablets, mobile phones, smart watches, or other electronic devices into the examination room. The student may bring up to five pages of notes, with no restrictions on spacing, margins, font, or format. The Comprehensive Examination Committee will provide a blank legal pad, clean copies of the written examination questions, and printed copies of the student's written responses.

Following the question-and-answer portion of the oral examination, the Committee deliberates in private and determines the outcome of the comprehensive examination based on the student's performance on both the written and oral components. The Committee assigns a pass or a fail for each examination area. A student who fails all three examination areas is considered to have failed the

comprehensive examination. The outcome is communicated to the student at the conclusion of the Committee's deliberations. Following the oral examination, each Committee member electronically provides the student with a completed assessment rubric documenting that Committee member's evaluation and pass or fail determination for each examination area. Committee members complete and sign the **Report on Comprehensive Examination** form which is retained in the student's academic file.

If a student fails the comprehensive examination, they may repeat it during the next regular academic term (excluding the summer term), no fewer than ten weeks and no longer than one year after the first attempt. The results of the second attempt are final; if a student fails the second attempt, the student is not allowed to continue in the doctoral program. Any circumstances that might result in the need for a longer period between the first and second attempts should be brought to the attention of the Program Director in a timely manner, who will review such requests and determine whether an exception should be granted on a case-by-case basis.

Artificial Intelligence Use During the Comprehensive Examination

For the written component of the comprehensive examination, the student may not use generative artificial intelligence (AI) tools to generate ideas, arguments, analyses, organizational structure, written content, references, or citations. The student may use AI tools only for minor editorial assistance (e.g., grammar, clarity, and formatting). The student is ultimately responsible for ensuring that all submitted work, including references and citations, reflects their own independent intellectual effort. Submission of fabricated, unverified, or AI-generated content and/or citations as the student's own work constitutes academic misconduct.

The student must submit a completed AI Use Attestation with the written comprehensive examination. In the attestation, the student must indicate either that (1) no generative AI tools were used or (2) AI tools were used solely for permitted editorial assistance. When editorial AI use is disclosed, the student must identify the tool(s) used, describe the purpose and extent of use, and provide sufficient information (e.g., AI prompts or outputs) for review by the Comprehensive Examination Committee. The Committee may request additional documentation as needed.

By signing the AI Use Attestation, the student affirms that all substantive content, including ideas, arguments, organizational structure, and analysis, reflects the student's independent intellectual work; that no AI tools were used to generate ideas, arguments, analyses, or citations; and that all references and citations were independently identified, accessed, and reviewed by the student. The student further acknowledges that AI tools may not be used to generate intellectual content for the comprehensive examination; that the student is responsible for the accuracy, integrity, and originality of all submitted work; that the student must be able to explain and defend all aspects of the examination responses; and that failure to disclose AI use, or use beyond the limits permitted by program policy, constitutes academic misconduct and may result in failure of the comprehensive examination. By signing the attestation, the student also certifies that they have read and understood all examination instructions.

The Comprehensive Examination Committee will not evaluate the written examination or proceed with the oral examination until the student has submitted a completed AI Use Attestation with the written examination.

DISSERTATION

The dissertation is the doctoral student's most substantial achievement — a significant work of research built upon immersion in the academic literature, informed theoretical reasoning, and original research and analysis, intended for an educated readership of one's peers. The final dissertation is a thorough review of the relevant academic literature, informed by theoretical reasoning and the application of policy in practice, and based upon original research and analysis. It can take the form of either a book-length manuscript or 3 journal-length manuscripts. It is defended in an oral presentation that presents the dissertation project's purpose, implementation, findings, contribution to scholarship, limitations, and implications for future research.

Dissertation Committee

Students assemble their dissertation committee based upon their research topic and relationships with core faculty. The Committee consists of 4-5 faculty, all of whom have relevant academic qualifications to serve on a dissertation committee (i.e. doctorally prepared). The Committee is chaired by a core HS&P faculty member. At least one other faculty member must be an SPH primary or affiliated faculty; the third (and possible fourth) must bring relevant expertise and be eligible for an SPH appointment. Amongst the committee members there should be expertise in the central topical areas of the HS&P PhD program (health services organization and systems, health policy, and health services research design and methods), as well as subject matter expertise relevant to the student's dissertation focus.

One member of the committee (the fourth or fifth member) should bring a complementary, external perspective that will enrich the student's learning, and must have topical or methodological expertise relevant to the student's research. This person could be based at PSU, OHSU, a health system, state government, or another university, and should be currently active (if emeritus/a or retired, justification of the appointment must be provided). This person is recommended by the student and the dissertation Chair, providing the individual's current curriculum vitae, and approved by the leadership of SPH Academic Affairs. This external committee member reads all drafts and participates in the proposal and final defenses but does not necessarily engage as intensively as others in editing, hours of advising, etc. (this will depend upon the individual's interests and availability).

The HS&P PhD Program Director is responsible for ensuring that most committee members have experience either mentoring students through a dissertation or extensive research and publication experience, in order to understand the rigor of the dissertation process. Good academic advice and mentoring will have a profound positive effect on the student's progress through the dissertation, intellectual and scholarly development, and career prospects. Careful composition of the dissertation committee is essential to meet students' academic interests and facilitate successful completion of the dissertation. Once the student and their dissertation Chair have agreed upon the composition of the committee and sought agreement to participate from all members, they complete the **Appointment of**

Dissertation Committee form (providing CV's for any non-SPH faculty), which is signed by the HS&P Program Director and the SPH Associate Dean - Academic Affairs. This form must be approved before the student may commence substantial work on their dissertation.

The doctoral student's working relationship with the dissertation Chair and committee members is a function of the student's background and experience, the nature of the project, and the expertise of the faculty supervisors. Students work very closely with their committee, seeking guidance and feedback frequently throughout the process of research and writing. The dissertation Chair provides considerable oversight and guidance; careful selection of a chair is vital for the student and will help facilitate timely completion of the dissertation. If a PhD student has concerns with due process during the dissertation, they should consult with the Program Director, and then leadership of SPH Academic Affairs.

Dissertation Credits

During the research and writing of the dissertation, students complete at least 27 dissertation credits (HSMP 603). A student should register for HSMP 603 dissertation credits any time they are working substantively on their dissertation with faculty members, including prior to the formation of a dissertation committee as part of initial research to prepare the dissertation proposal.

Students admitted through OHSU register for HSMP 603 in SISweb, and then select the number of credits for which they want to register (there is one section with variable credits). OHSU requires that these are graded each term; the grading option is P/NP. The HS&P Program Director is listed as the instructor of record, even though the student will be working with their dissertation chair; the dissertation chair is consulted for the grade each quarter before it is assigned.

Dissertation Proposal

The dissertation proposal establishes the viability of the student's proposed research and its potential contribution to scholarship on health systems and policy. Proposals set out the statement of the problem and research question(s), aims and anticipated implications (Chapter 1); comprehensive review of relevant domains of literature (Chapter 2); and proposed design and methods for data collection, analysis and reporting, early reflections on limitations of the design and methods, any assumptions that may have implications for the conduct of the research and/or interpretation of the findings, and a timeline for progress to dissertation completion (all in Chapter 3). The proposal also includes a statement of intent by the student as to the format for the dissertation: a single comprehensive manuscript or three publishable papers. At the time of the proposal defense, the student and the committee make the decision as to which option will be pursued, based upon the best fit for student success given the topic, design and methods, context, resources, time constraints, and other factors. By making this decision at the time of the defense of the proposal, the committee assists the student in charting a path of highest certainty towards timely dissertation completion and successful oral defense.

Preparation of the proposal may take anywhere from a few to several months. Students are encouraged to develop a timeline with their dissertation chair (following a suggested workplan available from the HS&P Program Director). The student works with the dissertation Chair to receive initial approval of

each section of the proposal, ensuring the Chair has adequate time (usually 2-3 weeks) to review and comment on each section. The student revises each section based upon the Chair's feedback, and then returns it to the Chair for further comment and/or approval. Many HS&P students find the writing of the literature review (Chapter Two) to be particularly challenging, and often break up the initial writing into 4-5 sections, each of which is reviewed by the Chair – this regular feedback is often motivating for the student and helps to move them forward towards a complete literature review. The student and Chair should agree on the preferred format for making progress on Chapter Two, and communicate regularly.

Once the Chair signs off on a section of the proposal, the student sends the material to each committee member for individual review, then responds to and integrates the feedback in consultation with the dissertation chair. Committee members must be given adequate time (approximately 2-3 weeks) to review each section of content and give feedback. Students must be attentive to overall timing and consult with committee members to ensure a smooth process of review and feedback without substantial delays, recognizing the multiple commitments of each committee member. Advance planning/scheduling is strongly encouraged (with allowance for unexpected delays). The full proposal is due to the committee no later than two weeks prior to the proposal defense. Students are encouraged to hold a "dress rehearsal" with peers and the Program Director to receive feedback ahead of the actual proposal defense (this may take place in the HS&P doctoral seminar).

A proposal defense may be scheduled only during the regular academic terms. A proposal defense during summer term requires advance agreement of all committee members regarding scheduling, since PSU faculty are not on regular contract and may not be available. Once the student has obtained the consent of the committee for scheduling, they complete the **Dissertation Proposal Defense Request** form. Once the defense is scheduled, the student informs the HS&P Program Director and SPH Registration, no later than **three** weeks in advance of the dissertation proposal defense and provides the dissertation topic and an abstract so that a public announcement may be circulated. Students should prepare the defense announcement (format available from SPH Registration) and send it to SPH Registration for distribution at least **two weeks** in advance of the defense. Students are responsible for scheduling a room for a defense and/or creating and communicating a Zoom link. A few days prior to the defense, students should send their slides to their committee members so the committee can review them and formulate their questions.

The dissertation proposal defense is an oral presentation by the PhD student of the dissertation proposal, typically lasting two hours. The proposal defense summarizes the background, research question/aims/anticipated implications, core literature, research design and proposed methods, plans for human participants review (if necessary), initial observations on limitations and assumptions, and timeline for completion. The student also proposes the preferred format (one manuscript/three papers).

The proposal defense is an open meeting. Defenses are usually held in-person but may be conducted virtually (via Zoom or another platform). The student makes a presentation of 25-30 minutes, directed to the dissertation committee, who are expected to be present (except in unusual circumstances). The dissertation committee members question the student regarding the significance, limitations, and

implications of the work and anticipated findings. At the end of the questioning, the committee meets in executive session to determine the outcome of the defense (pass or fail), and then meets privately with the student to share the decision and discuss next steps in the development of the dissertation.

A general outline of the defense is presented below; specific times may vary. The committee should plan to attend for the full two-hour session and other audience members should plan to attend until the discussion ends. Committee members should join the meeting/arrive at the meeting room a few minutes before the start so the defense may begin on time.

Time	Topic	Leader
10:00-10:05	Welcome and overview	Dissertation Chair
10:05-10:35	Proposal presentation	Student
10:35-11:15	Committee questions	Dissertation Chair
11:15-11:30	Audience questions	Dissertation Chair
11:30-11:45	Executive session	Committee only; all others leave the meeting
11:45-12:00	Committee reviews conclusions, decision and feedback	Committee + student only

The committee completes and signs the **Dissertation Proposal Approval** form at the completion of the defense.

Human Participants Review and IRB Approval

After dissertation proposal approval and if human participants are involved in the dissertation research, Institutional Review Board (IRB) approval for human participants research must be obtained before research may begin. The student must work with their dissertation Chair on the IRB application, as a faculty member is usually required to submit the materials as principal investigator. The home university of the dissertation Chair determines where IRB approval is sought. IRB approval may be obtained at PSU or OHSU, or at another institution with PSU or OHSU ceding oversight as appropriate for the research project. Students conducting human participants research must complete human participants research training per IRB requirements (the CITI Collaborative Institutional Training Initiative is recommended; information may be found at the IRB sites for either university). If a student's research may be waived from IRB review, the student must obtain the IRB waiver to proceed. Dissertation research may not commence until IRB approval or waiver is acquired.

If a student hopes to execute an Inter-Institutional Agreement and have the university cede IRB oversight to another institutional IRB (such as one's place of employment if that is the research location and source of data), it is important to contact both the university and institutional IRBs in advance to a) understand the process of the university IRB for ceding authority, b) understand the other institutional IRB's forms, processes, timing, rules, etc., and c) allow enough time to navigate both the other institution's IRB review and then the university IRB process for ceding authority. There may also be a

need for an institutional supervisor (not the dissertation Chair) in order to conform to institutional IRB procedures. IRB approval is the final step in advancing to candidacy; see the section below.

Since a student cannot submit the IRB application until after the defense in case anything changes during the proposal defense (which is not uncommon), they should prepare the IRB application in draft prior to the proposal defense, including all forms and instrumentation (the latter are included in the dissertation proposal as appendices). With the guidance of the dissertation Chair (most of whom have extensive IRB experience), students can create a polished IRB application. Note that the process of ceding IRB oversight (described in the paragraph above) can add time to the approval process.

Advancement to Candidacy

Once the student has successfully defended their dissertation proposal, the HS&P Program Director will complete the **Advancement to Candidacy** form and submit it to leadership of Academic Affairs to change the student's status and advance them to PhD candidacy. PhD candidates are students who have completed "all but the dissertation" (ABD).

Students should remember the timelines for advancement to candidacy, found on the SPH website:

- PSU-admitted PhD students: After passing the comprehensive examination, students have a maximum of three years to submit and defend a dissertation proposal and advance to candidacy (this is counted from the quarter when the exam is completed). Once advanced to candidacy, students have five years in which to complete graduation, including submitting, defending, and (if required) revising the dissertation and submitting it to the PSU Graduate School.
- OHSU-admitted PhD students: Time to proposal defense is no more than two years from completion of the comprehensive examination (this is counted from the quarter when the exam is completed). Time to dissertation defense total is by the end of year seven in the program. Extensions are possible, but in general the total time is not extended except with special dispensation.

Written Dissertation Format

The final dissertation is a substantial manuscript that has been reviewed by all members of the dissertation committee, edited by the student, and reviewed again, ultimately through multiple iterations. The student works with the dissertation Chair to receive initial approval of each section of the dissertation; the student then sends the written material to each committee member for individual review, and then responds to and integrates the feedback in consultation with the dissertation chair. Committee members must be given adequate time (approximately 2-3 weeks) to review each section of content and give feedback. Students must be attentive to overall timing and consult with committee members to ensure a smooth process of review and feedback without substantial delays, recognizing the multiple commitments of each committee member. Advance planning and scheduling is strongly encouraged (with allowance for unexpected delays). Sample timelines for the dissertation process are made available to all HS&P students by the Program Director.

There are two formats for the dissertation that students can choose from: a single book-length manuscript (“single manuscript option”) or three journal-length manuscripts (“three paper option”).

The format for a single manuscript dissertation typically is: Chapter 1, background and problem statement; Chapter 2, literature review; Chapter 3, design and methods; Chapter 4, findings and discussion; Chapter 5, conclusions, limitations and assumptions, and implications for future research. Chapter 4 may be split into two chapters (one for presentation of findings and one for discussion), in which case the final manuscript will have six chapters. A complete bibliography is included, and all relevant supporting materials are appended (invitations to participate, consent forms, data collection instruments, etc.).

The three paper option modifies Chapter 4 to consist of three discrete manuscripts that are potentially publishable, all derived from the foundational work in Chapters 1, 2 and 3. A concluding chapter is required, discussing conclusions, limitations and assumptions, and implications for future research. A complete bibliography is included, and all relevant supporting materials are appended (invitations to participate, consent forms, data collection instruments, etc.).

The dissertation is comprised of the following sections:

- Title page (required, this page does not carry a page number), including title, student’s name, program name, names of dissertation committee members, and date of oral defense
- Copyright Notice page (this page does not carry a page number). This page is required if you have registered for copyright; otherwise it is optional but recommended.
- Introductory pages. The following pages are numbered with lower-case Roman numerals (i, ii, iii, iv, etc.). A page number must be printed on every page. Each of these sections must begin on the top of a new page.
 - Dedication (optional)
 - Acknowledgments (optional)
 - Table of Contents (required)
 - List of Tables (required if tables are included in the dissertation)
 - List of Figures (required if figures are included in the dissertation)
 - Glossary or List of Abbreviations/Symbols (required if these are used in the dissertation)
 - Preface (optional)
- Text of the dissertation, divided into chapters. Beginning with the first page of Chapter 1, all pages are numbered with Arabic numerals (1, 2, 3, etc.); this pagination continues to the end of the document. A page number must be printed on every page.
 - Chapter 1: Introduction and Problem Statement: This chapter should provide a cohesive justification for the body of research that makes up the dissertation. It introduces the topic, briefly sets out the background, provides a statement of the problem to be studied, and presents the research question, study aims, and anticipated implications.
 - Chapter 2: Review of the Literature: This chapter reviews and synthesizes the foundational literature relevant to the dissertation, identifying existing knowledge and gaps. This section concludes with a synthesis that demonstrates the cohesive nature of the student’s work.

- Chapter 3: Research Design and Methods: This chapter begins with a restatement of the research question, study aims and anticipated implications, sets out the design of the research, defines operational definitions of variables to be studied, explains the methods to be used and addresses any methodologic challenges in dealing with primary or secondary data, describes data sources, and explains methods of data collection and analysis. In a three paper dissertation, this chapter may be omitted from the final dissertation, as relevant material will be included in each individual paper.
- Chapter 4: Findings and Discussion: The primary results of the research are presented and discussed using a framework that flows from the research question, aims, and specification of study variables. Linkages are made to the literature reviewed in Chapter 2. Depending on the nature of the work, it may be appropriate to present findings and discuss them by subtopic; alternatively, it may be appropriate to present all findings in one chapter and then present the discussion in another chapter. This should be decided with the dissertation chair. If the student is using the three-paper format, then each paper will address a specific aim or area of emphasis of the study, as agreed upon at the proposal defense with the dissertation committee and be included in the dissertation as a chapter.
- Chapter 5 (or 7 for the three-paper format): Conclusion: This chapter synthesizes the findings into themes related to the research question and study aims, offers conclusions and implications for theory and practice directed to academics, policy-makers and/or practitioners, discusses the importance of the conclusions, presents suggestions for future research, discusses study limitations and assumptions, and offers concluding comments.
- Footnotes or Endnotes, if used
- Bibliography using a standard social science citation format (such as APA or Chicago Manual of Style); a single bibliography is presented, even with the three paper format (each paper may also include lists of references).
- Appendices: Appendices should be labeled A, B, C, etc. Data collection instruments, recruitment materials, IRB application, coding manuals, and any other relevant information that is referenced in the dissertation should be appended.

SPH procedures regarding formatting, submission, and SPH-level deadlines and forms for dissertation submission prior to graduation must be followed. The structure and formatting of the final dissertation must follow guidelines described in “Preparations/Guidelines for Theses and Dissertations” on the OHSU Library website. Additional helpful guidance and examples can be found on the PSU website: “Electronic Thesis and Dissertation (ETD) Formatting.” Students are encouraged to review completed HS&P dissertations (available through the libraries) to verify formats, such as headings and spacing.

Oral Defense of Dissertation

The student develops the dissertation over a number of months, keeping in close contact with all committee members. As the student nears completion, the oral defense should be scheduled in consultation with all committee members.

A dissertation defense may be scheduled only during the regular academic terms, at least four weeks prior to the end of the term of anticipated graduation. A summer defense requires advance agreement of all committee members regarding scheduling, since PSU faculty are not on regular contract and may not be available. Once the candidate has obtained the consent of the committee for scheduling, the candidate initiates the **Dissertation Defense Request** form, ensuring it is complete and signed in a timely manner, and submits it to the HS&P Program Director and SPH Registration, no later than **three weeks** in advance of the dissertation defense. The candidate should prepare the defense announcement (format available from SPH Registration) and send it to SPH Registration for distribution at least **two weeks** prior to the defense. Students are responsible for scheduling a room for a defense and/or creating and communicating a Zoom link. A few days prior to the defense, students should send their slides to their committee members to review in advance so they may formulate their questions. The student must deliver a final version of the complete dissertation to all members of the committee no less than **two weeks** before the dissertation defense. Students are encouraged to hold a small “dress rehearsal” of their defense presentation with peers and the Program Director to receive feedback in advance of the actual defense. This may take place in the HS&P doctoral seminar.

The dissertation defense is an oral presentation by the PhD candidate of the completed written dissertation, typically lasting two hours. The oral defense presents the purpose, implementation, and findings of the dissertation project, and makes a case for the project’s contribution to scholarship in a particular field of study. The dissertation defense is an open meeting. Defenses are usually held in-person but may be conducted virtually (via Zoom or another platform). The student makes a presentation of 30-35 minutes, directed mainly to the dissertation committee, who are expected to be present (except in unusual circumstances). The dissertation defense is open to the public, and current doctoral students are strongly encouraged to attend (as well as others who are interested in the topic and/or wish to support the candidate by their presence). At the defense, the dissertation committee members question the candidate regarding the significance, limitations, and implications of the work and findings.

A general outline of the defense is presented below; specific times may vary. The committee should plan to attend for the full two-hour session and other audience members should plan to attend until the discussion ends. Committee members should join the meeting/arrive at the meeting room a few minutes before the start so the defense may begin on time.

Time	Topic	Leader
10:00-10:05	Welcome and overview	Dissertation chair
10:05-10:35	Proposal presentation	Student
10:35-11:15	Committee questions	Dissertation chair
11:15-11:30	Audience questions	Dissertation chair
11:30-11:45	Executive session	Committee only; all others leave meeting
11:45-12:00	Committee reviews conclusions, decision and feedback	Committee + student only

At the end of the questioning, the committee meets in executive session to determine the outcome of the defense (pass or fail), then meets privately with the candidate to share the decision. At the completion of the dissertation defense, the Committee members sign the **Dissertation Defense Approval** form, indicating any pending requirements and timing for pending revisions. The dissertation is accepted by the dissertation committee when there is no more than one dissenting vote after the dissertation defense. If there are two or more dissenting votes, the candidate will be given a second opportunity to defend the dissertation. The second defense may take place no sooner than one month and no later than six months after the first defense. If there are two or more dissenting votes at the second defense, the student fails the dissertation defense.

The student is responsible for timely completion of such revisions and submission of the final manuscript to the OHSU library. Once successfully defended, the dissertation becomes a public document. The requirements for electronic submission of the approved dissertation are specified on the OHSU [library website](#). Upon completion, the student is also responsible for submitting the necessary closure report to the relevant IRB(s).

RULES AND PROCEDURES

The rules and procedures to be followed during each stage of the HS&P doctoral program are consolidated within the SPH in line with OHSU and PSU policies; see the SPH website. Procedures specific to the HS&P program are summarized here; any areas not addressed should be raised with the HS&P Program Director for clarification.

Communications

Students must maintain constant and timely contact with the Program Director, their faculty advisor and course faculty. Students who have advanced to candidacy should provide at least quarterly updates to their dissertation chairs on their progress and periodic communications to their full committee. For communication purposes, the student's primary university email account should be used. Students are expected to check this email account regularly for official communications (and to link multiple email accounts as feasible to ensure timely receipt of messages).

All HS&P students and relevant SPH staff are subscribed to the HS&P program listserv. As a subscriber, students may post to the list by sending messages to hsp_phd-group@pdx.edu. All SPH PhD students are subscribed to a PhD student listserv; the PhD Program Directors, the Associate Dean-Research and other Dean's Office staff are also subscribed to this list. As a subscriber, students may post to this list by sending messages to sph_phd-group@pdx.edu. Students are also subscribed to an SPH-wide listserv for all graduate students. Each list has a specific purpose, and there is minimal redundancy of messages. Please observe listserv etiquette and only post relevant information to the lists, moving other communications to private emails or other mechanisms.

Artificial Intelligence and Academic Integrity

HS&P students are expected to use generative artificial intelligence (AI) technologies responsibly in ways that support, rather than replace, their own intellectual development, critical thinking, and scholarly

judgment. Students remain responsible for the originality, accuracy, integrity, and appropriate attribution of all work submitted in fulfillment of degree requirements. AI-assisted work does not relieve students of responsibility for verifying factual accuracy, evaluating evidence, ensuring appropriate citation of sources, or complying with applicable academic integrity standards.

Expectations regarding AI use may vary across courses and program milestones, namely/including the comprehensive examination, dissertation proposal, and dissertation. Course instructors may establish course-specific AI expectations in their syllabi. Requirements governing AI use during the comprehensive examination are described in the subsection Artificial Intelligence Use During the Comprehensive Examination. Dissertation committees may establish additional or more restrictive AI expectations when evaluating the student's independent demonstration of scholarly knowledge, reasoning, synthesis, and authorship.

Students are expected to comply with applicable Portland State University and Oregon Health & Science University policies governing academic integrity. Violations of course-, milestone-, program-, or university-specific AI requirements may constitute academic misconduct and may result in referral through the applicable University's academic misconduct process, including an academic misconduct hearing, in accordance with the School of Public Health's Suspension and Dismissal Policy.

Documenting and Monitoring Progress

The HS&P Program Planner allows the student, the advisor, and the HS&P Program Director to keep track of the student's progress through the coursework phase of the doctoral program, including credits brought into the program. An initial version is completed by the Program Director in consultation with the student at time of admission. Students should keep this form up to date and provide an updated copy to the Program Director at the end of each academic year so that they are available for end-of-year assessments. Students should ensure that both their advisor and the HS&P Program Director approve proposed courses that are not part of the regular program of study. These forms are kept on file by SPH Registration and the HS&P Program Director.

Students who have completed coursework and the comprehensive examination complete a brief report on dissertation progress annually in June, documenting progress, challenges, and goals for the coming year. This form is signed by their advisor and submitted to the HS&P Program Director. These forms are kept on file by SPH Registration and the HS&P Program Director.

STUDENT FUNDING

The primary source of funding for HS&P students is usually the "internal market" of opportunities within PSU and OHSU. This includes graduate assistantships within the School of Public Health, graduate assistantships in other university units at PSU and OHSU, and part-time administrative or research positions within the universities. In addition, there are several scholarships, fellowships, and other awards administered through the PSU Graduate School; information is available at the scholarship and awards page on the SPH website.

The identification of external funding sources can involve more effort but often comes with significant professional and financial rewards. HS&P program faculty and staff can advise students on funding opportunities for students in the program. Many HS&P faculty have considerable experience securing external grants and contracts for research projects that involve doctoral students or have worked with foundations and agencies that fund doctoral studies and research.

Incoming students who wish to be considered for a graduate assistantship will be notified of the mechanism to apply for a position. The availability of some assistantships may not be known until the summer or early fall before the start of the academic year. Continuing students should advise the Program Director in the spring of the academic year of their interest in an assistantship for the following academic year. The Program seeks to identify assistantships for every student who seeks one, but cannot guarantee these as they are dependent upon “soft” funding.

Students who are funded through a graduate assistantship at OHSU must comply with the guidelines of the [OHSU Graduate Student Union](#) collective Bargaining Agreement.

STUDENT RESOURCES AND SUPPORT

Detailed descriptions may be found at the [SPH website](#). Most information is linked from the “Graduate Student Essentials” menu on the website’s [Graduate Students landing page](#). Students are encouraged to review:

SCHOOL OF PUBLIC HEALTH

Guiding Statements: Mission, Vision, Values and Goals
Accreditation
Programs of Study
School Leadership, Faculty and Staff

ACADEMIC INFORMATION

Online and Remote Learning (including how to access online learning platforms at each university)
Academic Calendar
Course Directory, Schedules and Course Descriptions
Course Registration (including Locations; When to Register; Priority Registration; How to Register)
Textbooks and Course Materials
Policies and Procedures (see list below)
Forms
Academic Resources and Support (including libraries, learning and coaching, accessibility)

GRADUATE STUDENT POLICIES AND PROCEDURES

Technical Standards
Accessibility
Advising
Academic Standing (including Warning and Probation)
Academic Dismissal from the PhD Program

Academic Dishonesty
Codes of Conduct (Student and Faculty)
Research Integrity (IRB)
Educational Records Privacy
Name Change
Minimum Course Grade Requirements
Recognition of Prior Earned Graduate Credits for PhD Students
Course Waiver Policy
Incomplete Coursework
Course Approvals (Electives)
Reading & Conference, Reading & Research, and Independent Study
International Travel and Coursework
Continuous Enrollment
Leave of Absence
Withdrawal Policy
Time Limits for PhD Students
Satisfactory Progress towards Degree (PhD Programs Only)
Student Complaint Procedure
Degree and Certificate Conferral (including Application for Degree)
Graduation Ceremonies and Diplomas
Ordering Transcripts

CAMPUS SERVICES

Campus Safety and Navigation (includes campus maps, and parking and transportation)
Identification Badges and Cards
Enrollment Services (includes tuition and fees)
Graduate Financial Aid
Information Technology
Accessibility

HEALTH AND WELLNESS RESOURCES FOR GRADUATE STUDENTS

Student Health and Dental Insurance
Student Health Services
OHSU Student Health and Wellness
PSU Student Health and Counseling (SHAC)
PSU CARE Program
Student Recreation Centers
Student Nutrition

GRADUATE STUDENT RESOURCES AND SUPPORT

Housing
Campus Safety
Student Centers and Lounges

Student Resource Centers (Veteran's, Cultural, Students with Children, Queer, Women's, International)
Student Legal Services
Student Financial Management Services
Career Services, Jobs and Opportunities
Diversity & Inclusion
Affirmative Action, Equity, and Compliance
Title IX

STUDENT GROUPS AND ORGANIZATIONS

Associated Students of Portland State University (ASPSU)
OHSU All-Hill Council
SPH Student Leadership Council (SLC)
OHSU Student Health Advisory Committee
PSU & OHSU Institute for Healthcare Improvement Open School Chapter
Public Health Student Organization (PHSO)