



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH



Master of Public Health
Program Manual
2020-2021

Full-time

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2020-2021 ACADEMIC YEAR CALENDAR

REGULAR SUMMER TERM **M July 1 – F Aug 26 (39 class days)**

International Student Information Day	Th June 25
NEW Full-time STUDENT ORIENTATION	M June 29 – T June 30
Instruction Begins for Summer Term	W July 1
Regular Summer Add/Drop Period	W July 1– W July 8
INDEPENDENCE DAY HOLIDAY	F July 3
MPH Core & Concentration Areas.....	T July 14
MPH Customization\Concentration Election Form Due.....	Th July 16
2nd Term Registration Begins.....	F July 19
Portfolio: Goals Analysis Part 1 /Tools of PH Practice Assignment Touchpoint 2.....	Su Aug 9
MPH Capstone Information Session (1)	T Aug 11
1st Term Registration Deadline.....	T Aug 25
Last Class Day of Summer Term	W Aug 26

1ST TERM **M Aug 31 – M Oct 26 (40 class days, M-F)**

Instruction Begins for 1 st Term.....	M Aug 31
Add Period	M Aug 31 - S Sept 6
Drop Period	M Aug 31 - S Sept 13
LABOR DAY	M Sept 7
Portfolio: Goals Analysis Part 2–Touchpoint 3.....	M Sept 28
Field Experience Fund Award Application Due	F Oct 9
2 nd Term Registration Ends	F Oct 23
Last Class Day of 1 st Term	M Oct 26

2ND TERM **T Oct 27 – W Dec 23 (39 class days, M-F)**

Instruction Begins for 2 nd Term	T Oct 27
Add Period	T Oct 27 – M Nov 2
Drop Period	T Oct 27 – M Nov 9
MPH Capstone Information Session (2).....	W Oct 28
3 rd Term Registration Begins	M Nov 2
4 th Term Registration Begins	M Nov 2
Final Deadline for Changing Concentration Area.....	F Nov 6
THANKSGIVING RECESS	W Nov 25 – Su Nov 29
MPH Capstone Information Form Due.....	F Nov 20
Institutional Review Board Application Submission Deadline.....	F Nov 20
Last Class Day of 2 nd Term	W Dec 23

WINTER INTERSESSION **M Jan 4 – F Jan 15**

3 rd Term Registration Ends	F Jan 22
MARTIN LUTHER KING, JR. HOLIDAY RECESS	M Jan 18

3RD TERM **M Jan 25 - F Mar 19 (39 class days, M-F)**

Instruction Begins for 3 rd Term	M Jan 25
MPH Capstone TA Office Hours Begin	
Add Period	M Jan 25 - Su Jan 31
Drop Period	M Jan 25 - Su Feb 7
Submit Final Capstone Outline to Capstone Advisor	F Feb 5
Portfolio: Mid-Year Meeting w/Faculty Advisor – Touchpoint 4.....	M Feb 15
Last Class Day of 3 rd Term	F Mar 19
SPRING RECESS	M Mar 22 - F Mar 26
4 th Term Registration Ends	F Mar 26

4TH TERM **M Mar 29– F May 21 (40 class days, M-F)**

Instruction Begins for 4 th Term	M Mar 29
Add Period	M Mar 29 – Su Apr 4
Drop Period	M Mar 29 – Su Apr 11
MPH Capstone TA Office Hours Continue	
Submit First Draft of Capstone Project to Capstone Advisor.....	Mar 19
Global Health Day.....	Th Mar 26
MPH Alumni Reception in DC.....	TBD
Submit Final Draft of Capstone Project to Capstone Advisor.....	F Apr 16
Portfolio: MPH Practicum – Touchpoint 5.....	F May 2
Upload Approved Final Capstone Paper to Drop Box.....	M May 3
Deadline for Completion of Alternate Venue for Capstone Presentations	Sa May 15
MPH Capstone Symposium.....	Sa May 15
Portfolio: End of Program Assessment – Touchpoint 6.....	F May 21
Last Class Day of 4 th Term	F May 21
PUBLIC HEALTH CONVOCATION	T May 25
UNIVERSITY COMMENCEMENT	Th May 27
RESIDENCY PROGRAM ENDS	W June 30

MPH Executive Board

The Johns Hopkins MPH Program is governed by the MPH Executive Board composed of faculty from all departments of the Johns Hopkins Bloomberg School of Public Health.

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MPH Program Office

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SUMMER 2020 INFORMATION

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Summer Curriculum Overview

During the first summer term of study, new full-time MPH students will take the following courses in July and August:

180.601: Environmental Health (5 credits)

Meghan Davis, John Groopman, Brian Schwartz & Jon Links

340.721: Epidemiologic Inference in Public Health I (5 credits)

Rosa Crum, David D. Celentano & Jennifer Anne Deal

300.610: Public Health Policy (4 credits)

Joshua Sharfstein

380.755: Population Dynamics and Public Health (2 credits)

M.E. Hughes, Henry Mosley, Li Liu, and Donna Strobino

300.615: The Tools of Public Health Practice (1 credit)

Beth Resnick and Paulani Mui

550.860: Academic and Research Ethics at JHSPH (0 credits) [Required]

550.867: Introduction to MPH Studies (0 credits)

The course includes summer faculty advising sessions with faculty; discussion sessions and enrichment seminars, and core requirement and concentration information sessions. Students will complete the Portfolio/MPH Individualized Goals Analysis Self-Assessment and Course-by-Course Curriculum Plan.

Optional Summer Course Electives

All full-time MPH students are pre-registered for the summer courses totaling 17 credits. Students considering enrollment in an additional elective course for the summer are strongly encouraged to consider the following factors prior to making their decision:

- The emphasis of the summer term is on the required courses in which you are already enrolled. Consider the schedule and workload for these courses. Do you have the additional time/energy to dedicate to another course? Consider the other people/activities in your life outside of school that you have already made a time commitment to this summer.
- Learning more about the academic environment in the School of Public Health will also begin this summer. The University system in the United States differs from those in other countries. Course requirements and workload expectations may be different from what you have encountered previously. Allow yourself sufficient time this summer to adjust to your new academic setting.
- In addition to coursework, the summer term offers opportunities to attend other optional program sessions, as well as meet and network with your fellow MPH classmates. You'll want to have time to enjoy this aspect of the program too.
- Be sure to also allow yourself time to adjust and get acclimated to your "new home". If this is your first time to Baltimore and/or the United States, you'll have lots to learn and discover about the city and our country. In addition to coursework, this will be part of your learning experience this summer. You'll want to learn how to navigate around campus and the city of Baltimore and be able to participate in campus activities or other fun happenings in the city. Finding a balance between work and "play" is important!

The following are the course electives that are available during the summer term, they are all online courses: (You must have already completed the Introduction to Online Learning (IOL) course to be eligible to enroll in any of the following offerings):

Summer Term Online Courses

221.606.81	Training Methods and Continuing Education for Health Workers (4 credits)
223.615.01	Digital Health Strategies to Control Covid19 (2 credits) ** This course will be taught virtually via Zoom on Wednesday 10am-12pm
221.688.81	Social & Behavioral Foundations of Primary Health Care (4 credits)
300.750.81	Teaching, Learning and Leading – in the Classroom, in the Workplace and in the Community (3 credits)
312.617.81	Fundamentals of Financial Accounting (3 credits)
390.750.01	Introduction to Clinical Research (2 credits)
410.618.81	Using Software in Qualitative Research and Analysis (1 credit)
550.630.81	Public Health Biology (3 credits)
552.622.81	Creating, Implementing and Monitoring Budgets for Projects and Programs (1 credit)

Steps required to add a summer course:

Discuss the additional course selection with your Summer Faculty Advisor when you meet on June 29th and obtain their approval to add the course to your summer schedule.

Add the course via SIS online registration at <https://sis.jhu.edu/sswf/> during the summer add/drop period from July 1-8.

Helpful Course Information Links:

Introduction to Online Learning (IOL): <https://courseplus.jhu.edu>

Course Directory: <https://www.jhsph.edu/courses>

Introduction to MPH Studies

Course Faculty: Summer Faculty Advisors and MPH Academic Coordinator

Format: Discussion sessions with faculty group advisors; enrichment seminars, information sessions, Goals Analysis paper and History of Public Health module.

Learning Objectives

- Introduce students to the MPH educational program
- Introduce students to basic concepts on various aspects for approaching a population-based health problem
- Enable students to articulate national and international perspectives of public health problems
- Provide a structured process for MPH students to plan their educational program through the Portfolio/ Individualized Goals Analysis

Course Requirements

Students are required to:

1. Attend all Summer Faculty Advising meetings and other Introduction to MPH Studies information sessions.
2. Complete the History of Public Health online module.
3. Complete Touchpoint 1 by uploading your resume/CV into your portfolio by June 28th (pre-orientation activity – See CoursePlus)
4. Submit Customization\Concentration Election Form by July 16th.
5. Complete Touchpoint 2 of the Portfolio/MPH Individualized Goals Analysis Self-Assessment (Tools of PH Practice Assignment) by August 9th.
6. Complete Touchpoint 3 of the Portfolio/MPH Individualized Goals Analysis Course-by-Course Curriculum Plan by September 28th (faculty academic advisor approval required prior to submission).

Method of Student Evaluation

Students will be evaluated (Pass\Fail) on their attendance and participation at the Summer Faculty Advising meetings and the other Introduction to MPH Studies information sessions, in addition to completing the History of Public Health module and the MPH Individualized Goals Analysis requirements.

Schedule of Introduction to MPH Studies Sessions

See the Summer Calendar of Events for a listing of required attendance for meetings and information sessions (**in bold**). All activities will be conducted online via Zoom. Zoom information for each session can be found in CoursePlus under Academic Year 2020-2021: Summer Term: Intro to MPH Studies.

Summer Schedule of MPH Activities and Events

Please Note:

- Attendance required for activities in Bold and All times are EDT
- All Zoom information will be found in CoursePlus under Academic Year 2020-2021: Summer Term: Intro to MPH Studies

Thurs., June 25th : 8:00-9:30am: New Full-time MPH International Student Welcome & Information Day

Mon., June 29th : 9:00am-10:30am – MPH Orientation (Day 1)
10:30am-12:30pm – Intro. to MPH Studies: Summer Faculty Advising Meetings (various Zoom sessions)

Tues., June 30th : 8:00-10:00am – Intro. to MPH Studies: Summer Faculty Advising Meetings (Dowdy and Kennedy)
10:00am-1:30pm – MPH Orientation (Day 2)

Wed., July 1st: **First day of classes:**
9:00-10:00am – Intro. to MPH Studies: Welcome to First Day of Classes
11:00am-12:30pm – Student Activities & Information Fair

Fri., July 3rd : **HOLIDAY RECESS – NO CLASSES**

Mon., July 6th : 9:30-11:30am – Intro to MPH Studies: Effective Database Searching/Proquest RefWorks

Tues., July 7th : 9:30-11:00am – Intro. to MPH Studies: Core Curricular Choices, Part I

Wed., July 8th : 9:30-10:30am – Intro. to MPH Studies: Academic Ethics Overview: Jon Vernick, Office of Academic Integrity
10:30-11:30am – Intro to MPH Studies: Faculty Group Advising Activity (various Zoom sessions)

Thurs., July 9th : 8:00-9:00am – Intro to MPH Studies: Faculty Group Advising Activity (Kennedy)

Fri., July 10th : 8:00-9:00am – Intro to MPH Studies: Faculty Group Advising Activity (Dowdy and Johnson)
9:30-11:00am – Intro. to MPH Studies: Core Curricular Choices, Part II

Tues., July 14th : 9:30-11:00 – Intro. to MPH Studies: Concentrations/Customization Fair

Wed., July 15th : 8:00-10:00am – Intro. to MPH Studies: Summer Faculty Advising Meetings (Dowdy and Kennedy)
12:00-1:30pm – Intro. to MPH Studies: Summer Faculty Advising Meetings (various Zoom sessions)

Thurs., July 16th : **CUSTOMIZATION & CONCENTRATION ELECTION FORMS DUE**
11:00am-11:45am – MPH Student Societies Information Session *Tentative*

Mon., July 20th: 12:00-1:30pm – Intro. to MPH Studies: Summer Faculty Advising Meeting (Bryant)

Wed, July 22nd: 9:00-10:00am – **SOURCE Panel Discussion**

Mon., July 27th: 9:30-11:00am – Intro. to MPH Studies: Practicum Session

Fri., July 31st: 12:00-1:00pm – MPH Societies Officers Election Talks *Tentative*

Summer Schedule of MPH Activities and Events (con't)

Wed., Aug. 5th: 8:00-10:00am – **Intro. to MPH Studies: Summer Faculty Advising Lunch Meetings (Dowdy and Kennedy)**
12:00-1:30pm – **Intro. to MPH Studies: Summer Faculty Advising Meetings (various Zoom sessions)**

Tues., Aug. 11th: 9:30-11:00am – **Intro to MPH Studies: Capstone Info. Session (1)** -

Fri., Aug. 14th: *Deadline for 1st Term Registration*

Wed., Aug. 26st: **LAST DAY OF SUMMER TERM**

Mon., Aug. 31st: **Instruction Begins for 1st Term**

Hopkins and the Baltimore Community

MPH students, as public health students, have an intention to serve the public. They are part of the JHSPH community and can collaborate with communities in Baltimore. To learn more about the communities surrounding JHSPH, its history, the role of Hopkins in the community and the many opportunities for student involvement, students can look to SOURCE, the community engagement and service-learning center serving the JHU health professional schools, as well as other programs and offices in the School of Public Health which collaborate with local organizations to improve health disparities in our city.

Working with Baltimore community-based organizations on volunteer or practicum experiences can be facilitated through involvement with SOURCE, the Urban Health Institute (UHI), and other offices. Service-learning opportunities, such as the Baltimore Community Practicum course (BCP), will be flexible this year due to COVID-19, offering community engagement through virtual platforms. Information about BCP and other practicum experiences will be presented in a virtual information session on July 27, 2020.

Students can also learn more about opportunities for community involvement, as well as the history of Hopkins' relationship with Baltimore, by attending SOURCE virtual events. To stay connected and receive announcements each week, subscribe to SOURCE's email newsletter, known as the SOURCE Service Scoop, by sending an email to SOURCE@jhu.edu with "Subscribe" in the subject line, and indicating enrollment as an MPH student. Visit SOURCE online at <http://SOURCE.jhu.edu> to learn more.

Interprofessional Education Activities at Hopkins

Interprofessional education (IPE), defined as learning about, from and with other learners, is a critical educational approach to preparing learners for health care today and a very rewarding experience. Hopkins JHSPH MPH students are invited to participate in IPE activities with the Hopkins School of Nursing (JHSON) and Hopkins School of Medicine (JHSOM) students, as well as Pharmacy students from Notre Dame of Maryland University. This is a wonderful opportunity to get to know students from another school while discussing an important health care topic. Students who have participated in previous events have said the following about the experience:

"I think this was a great opportunity to get to know other students in different healthcare programs. I thought it was important to hear different opinions on certain topics."

"I enjoyed this experience and would like more opportunities to work in interdisciplinary groups. I am so glad I signed up to do this!"

"Health is so large and complex that no one can have all of the answers; events like these bring professionals together so that we can think about problems together so that we can develop better more collaborative solutions to difficult problems."

Please look for future emails with information regarding signing up for these events.

I. Shared Values and Ethics: July 10, 2020 10:00 am – 12:00 pm EDT

- 1) Discuss common and unique reasons for why students have chosen their professional pathway.
- 2) Actively listen and appreciate the different personal and professional perspectives of individuals from all professions in the discussion of an ethics case.

II. Teams and Teamwork: November 2, 2020 5:30-8:00 pm OR November 5, 2020 5:30-8:00 pm (REQUIRED)

- 1) Collaborate as a member of an interprofessional team to address an issue related to the opioid epidemic.
- 2) Participate in de-briefing the dynamics of your role as well as effectiveness of your team in addressing the opioid epidemic.
- 3) As a team, prepare a list of priority questions to be presented to an expert panel in order to further your knowledge and preparation as future health professionals related to the opioid epidemic.

Engaging in Public Health Practice: A Summer Series

"Engaging in Public Health Practice: A Summer Series "

The purpose of this summer series is to foster relationships and leadership among the incoming 2020 school of public health students and the Bloomberg School Community. Students are invited to apply to serve as co-leaders for the summer series, which will provide students an opportunity to connect with leaders within the school.

The 6-week series will focus on topical public health issues and the sessions are intended to be interactive and informative. Please come with your video on and ready to engage with your fellow classmates and faculty at JHSPSH. This series will be offered every Thursday from July 9th through August 13th. Students interested in a leadership role for this series should contact Jennifer Baker at jbake100@jhu.edu by July 7th, though early applications will have session preference. Here is the tentative schedule:

<i>Engaging in Public Health Practice: A Virtual Summer Series</i>		
Date	Session Title	Invited Speakers:
7/9	Reflecting on Your Public Health Journey	Deans Sommer, Klag & MacKenzie
7/16	Addressing Racism and Promoting Health Equity in Baltimore and Your Local Communities	Lisa Cooper, Mindi Levin & Joel Bolling
7/23	Public Health Communication in Times of Crisis	Tom Burke, Crystal Watson, Lymari Morales
7/30	Advocating for Change through Policy and Translation	Shelley Hearne, Josh Horwitz, Allison Barlow
8/6	Cultivating Partnerships Locally and Globally	Tony Bridges, Courtland Robinson, Paul Spiegel
8/13	Public Health Leadership: Lessons Learned and Pathways Forward	Scott Zeger, Keshia Pollack Porter, Alyssa Moran

Core Curriculum, Optional MPH Concentrations, and Customized Program of Study

The MPH core curriculum and associated choices are described in the Core Curriculum of this manual. MPH students may either elect an optional concentration area or customize their program of study.

Students will make this selection by Thursday, July 16 by submitting the electronic Customizing/Concentration Election Form. Information about your interests and goals that you indicate on this form will assist in making your faculty academic advisor assignment.

The educational objectives, course of study, and capstone experience requirements for each concentration are described in the Customized/Concentrations Appendix A. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Concentrations/Customization Fair on July 14th. Students who customize their program of study complete the core MPH requirements and choose elective courses for the remaining credits to complete their degree. More information about the concentrations and customizing your program of study can be found in the Concentration Section of this manual.

For the 2020-21 academic year, students can select one of the following areas:

- Customized Program of Study
- Aging & Public Health
- Child & Adolescent Health
- Epidemiologic & Biostatistical Methods for Public Health & Clinical Research
- Food, Nutrition & Health
- Food Systems and Public Health
- Global Environmental Sustainability & Health
- Health Leadership & Management
- Health Systems & Policy
- Humanitarian Health
- Infectious Diseases
- Social & Behavioral Sciences
- Women's & Reproductive Health

Core Curricular Choices Sessions

Part One: Tuesday, July 7

9:30 – 11:30am

Part Two: Friday, July 10

9:30 – 11:30am

CUSTOMIZATION/CONCENTRATION FAIR

Tuesday, July 14:

Key Deadlines:

July 16: Customizing/Concentration Election Forms Due

November 6: Deadline for changing from certain concentration areas to another.

No switches allowed after Add/Drop period for 3rd Term for Customized Program of Study.

When changing from a concentration to a customized course of study, students must notify Janet Carn and the Concentration Directors.

Certificate Programs

The School offers certificate programs in specific areas of study. Concentrations and certificate programs differ in that concentrations are intended specifically for MPH students and incorporate faculty advising and the capstone experience within the concentration. MPH students may pursue a certificate program; however, a student in a concentration area should check with the concentration directors to ensure that there is no substantial overlap between the concentration and certificate requirements. For more inf., see <http://www.jhsph.edu/academics/certificate-programs/> and contact the faculty sponsors of the certificate programs listed on the website.

There will be a “Certificate Fairs” throughout the summer where faculty will be available to discuss specific certificates and other areas of interest. This is an excellent way to network with faculty. Please see certificate options below:

- Adolescent Health**
- Anesthesiology, Critical Care and Pain*
- Bioethics
- Climate and Health
- Clinical Trials**
- Community-Based Public Health (CBPH)
- Demographic Methods
- Environmental and Occupational Health**
- Epidemiology for Public Health Professionals
- Food System, Environment & Public Health
- Evaluation: International Health Programs
- Gerontology
- Global Health**
- Health and Human Rights
- Healthcare Epidemiology & Infection Prevention & Control
- Health Communication
- Health and Human Rights
- Health Disparities and Health Inequality
- Health Education
- Health Finance & Management** see note below
- Hearing Loss*
- Humane Sciences and Toxicology
- Humanitarian Health
- Injury and Violence Prevention
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Public Health
- Maternal and Child Health
- Mental Health Policy, Economics & Services
- Ophthalmology*
- Pharmacoepidemiology and Drug Safety
- Population and Health
- Public Health Advocacy
- Public Health Economics
- Public Health Informatics**
- Public Health Preparedness
- Public Health Training for American Indian Health Professionals
- Public Mental Health Research
- Quality, Patient Safety and Outcomes Research**
- Risk Sciences and Public Policy
- Surgery*
- Tropical Medicine
- Vaccine Science and Policy

* MPH Interest Group (not a certificate)

** Can be completed completely online

Note - Not available to students in the MPH Health Leadership & Mgmt. Concentration

Summer Faculty Advising, Faculty Academic Advisor Assignment, and MPH Program Resources

Each MPH student will be assigned a faculty academic advisor. The role of the faculty academic advisor is to discuss your academic program and progress with you including your choice of courses considering your educational and professional goals. Your advisor is your first point of contact with the faculty. You may find that you form relationships with other faculty members as your interests evolve. A Faculty Directory is available online at <http://www.jhsph.edu/faculty/directory/list>.

The MPH Executive Board and the MPH Program Office coordinate advising assignments. Students participate in advising sessions with a Summer Faculty Advisor at the start of the program. Students will receive their individual faculty academic advisor assignments in August. Once you are assigned an advisor, you should be proactive in contacting him or her. Since faculty advisors are also busy with research studies, lecturing, and frequent travel, the best way to initiate contact is to send your advisor an email to see if you can schedule a time to meet or talk by phone at a mutually convenient time. Your advisor will need to approve your goals analysis curriculum planning.

Occasionally, students or faculty may feel that the advising match is not optimal and a change in advisors is appropriate. If you ever find yourself in this situation, please contact the MPH Program Office to discuss, and if appropriate, we can help facilitate a change of advisor.

Students should use the MPH administrative staff as a source for advice on the day-to-day details of the program. For questions regarding program requirements, school policies or administrative procedures, the MPH Program Office is the best resource for advice. The MPH Office is in Room W1015, 410-955-1291.

You may have specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies. For more information, consult the JHSPH Student Services website at <http://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/for-current-students.html>

Other non-academic issues may come up during your program. If personal issues arise and you think you may benefit from some form of counseling, the Student Assistance Program is available. For more information, contact (443) 287-7000. Website: <http://jhsap.org>

If there is a financial emergency, you should contact the Student Accounts Office in Room W1101, 410-955-5725. The Office of Financial Aid may also provide guidance or suggestions in Room E1002, 410-955-3004.

Finally, if an issue comes up and you just don't know where to turn, please contact our MPH Program Office (mphprog@jhu.edu, 410-955-1291, Room W1015, Wolfe Street building) and we can help triage it for you.

MPH Student Societies and Student Assembly MPH Co-Officers

There are two student-run organizations that play a critical role in the MPH Program and the School as a whole. The societies serve as an academic, professional and social vehicle to stimulate discussion, provide tangible experiences, and enhance involvement and interaction among students, faculty, and alumni with similar public health interests. Another important student role is that of the two Student Assembly MPH Officers. These individuals are the MPH class representatives to the School's Student Assembly.

MPH students interested in leadership roles for the class are encouraged to run for one of the many offices for these societies. More information about the officer positions, events and programming from previous years, service trips, etc., will be provided early in the summer.

The John B. Grant Global Health Society provides a home for both U.S. and international MPH students with an interest in global health issues. Students come together with faculty and alumni to discuss current health problems in developing countries and to explore solutions to those health problems. This environment helps students select curricula that will enable them to design, implement, and evaluate programs and projects in developing countries. It also facilitates student networking with alumni and others in international health careers and helps to prepare MPH students for their careers overseas.

The Anna Baetjer Society for Public Health Practice serves as an academic, professional, and social home for MPH students interested in programs aimed at solving a broad range of problems affecting the health of populations. These programs focus on the areas of population and family health sciences, mental health and substance abuse, infectious and chronic diseases, environmental factors in health, and the organization, utilization, and effectiveness of health service delivery systems. The Society also works to enhance the process of effective advocacy and find ways to facilitate constructive change – in short, how to make a difference.

Each year, the societies:

- Sponsor speaker events and seminars
- Organize educational and career trips
- Promote student networking with alumni, faculty, and various national and international organizations

The Student Assembly (SA) represent the MPH class to the MPH Office, Student Assembly, and School. The MPH Co-Officers have the following primary roles: 1) liaison between the MPH class and the MPH program administration, 2) partner with MPH students and societies to enrich the MPH class through networking and community building activities, and 3) chair the Student Assembly Elections Committee for both the fall and spring elections. The first two roles require approximately 2-10 hours per week and consists of providing ongoing support and assistance as well as coordinating services & events to the MPH class. The third role requires managing the SA school-wide elections during the fall and spring; each election time requires approximately 6 hours per week for one month. The MPH Co-Officers also attend monthly SA Executive Board meetings.

Key Dates

INFORMATION SESSION

Student Assembly MPH Co-Officers, JB Grant Society and Anna Baetjer Society

Thursday, July 16

11am – 11:45am

CANDIDATE ELECTION SPEECHES

Friday, July 31

12 - 1pm

PROGRAM OVERVIEW

Objectives

The overarching goal of the MPH Program is to provide students with a population perspective on health. The Johns Hopkins MPH Program is designed to:

- prepare students to tackle current and emerging global public health problems
- provide students with critical multidisciplinary training to help solve global health problems
- equip students with foundational public health knowledge and competencies

Students are required to complete a core MPH curriculum that comprises approximately 45-50 of the 80 credits required for graduation. Students have flexibility to customize the remaining elective credits of their curriculum to their areas of interest to achieve an appropriate balance between depth and breadth.

Foundational Public Health Knowledge

All MPH students will attain grounding in foundational public health knowledge as measured by the following learning objectives:

Profession & Science of Public Health

- Explain public health history, philosophy and values
- Identify the core functions of public health and the 10 Essential Services
- Explain the role of quantitative methods and sciences in describing and assessing a population's health
- Explain the role of qualitative methods and sciences in describing and assessing a population's health
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

- Explain effects of environmental factors on a population's health
- Explain biological factors that affect a population's health
- Explain genetic factors that affect a population's health
- Explain behavioral and psychological factors that affect a population's health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- Explain how globalization affects global burdens of disease
- Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Foundational Public Health Competencies

All MPH students will demonstrate achievement of the following competencies:

Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative data collection methods appropriate for a given public health context
- Select qualitative data collection methods appropriate for a given public health context
- Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Analyze qualitative data using computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Summary of Graduation Requirements

- A minimum of 80 credits are required for graduation. Students must complete the MPH core curriculum as detailed in the next section entitled “MPH Core Curriculum.”
- At least 60 of the 80 credits must be completed in formal coursework that is not special studies, i.e. independent studies.
- At least five additional general competencies from the Focus Area/Concentration Competencies must be completed.
- All courses that are part of the core curriculum must be taken for a letter grade, if the course is offered for a letter grade.
- All students are required to complete their individualized MPH Goals Analysis within the CoursePlus Portfolio.
- All students must complete the MPH Practicum requirement, including course 300.615.81 or 300.603.98.
- All students must complete the online “History of Public Health” module (located in the Introduction to MPH Studies CoursePlus site).
- All students must complete 260.720: *Communications Primer for the Public Health Sciences* and an MPH capstone project (xxx.800).
- Students are required to complete 550.860 Academic and Research Ethics at JHSPH during their first term of registration in the program.
- All students must maintain minimum academic standards and have satisfactory grades as detailed in the *Academic Standards* section.

Note: A repeated course may only count once toward the 80-credit requirement. Classes taken for audit do not count towards the 80-credit requirement for graduation.

Special Note on Courses Taken at JHSPH While Not Formally Matriculated as an MPH Degree Seeking Student: A limited number of course credits taken at Johns Hopkins prior to matriculation into the MPH Program (e.g., up to 16 as a special student and 40 credits from another degree program) can be applied toward the 80 total credits, provided the courses were completed not more than 5 years prior to the date of matriculation into the MPH Program.

Academic Standards

Students must meet minimum academic standards to remain in the MPH Program. A student's failure to meet any of the criteria below is grounds for being placed on academic warning and/or being dismissed from the program.

1. To maintain good academic standing in the MPH program, students must maintain a minimum cumulative grade point average (GPA) of **2.75**. Students with a GPA falling below 2.75 will be placed on academic warning and will have one term, or 12 additional credits of coursework, to raise the GPA to 2.75 or above. Students not meeting the 2.75 minimum after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA. Students on academic warning must meet with their faculty advisor and their MPH Academic Coordinator prior to registering for courses. Students with a cumulative GPA of less than 2.75 may not register for more than 18 credits per term. Any repeated courses count towards this 18-credit limit.

Note: Students with less than a 2.75 cumulative GPA are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 course series.

2. A student who earns a "D", "U", or "F" grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).
3. Students must complete the Public Health Policy/Problem Solving core requirement and the Epidemiology core requirement within the first twelve months of matriculation into the MPH program.
4. Students must complete the Goals Analysis plan within the set timeframe during the first two terms of the program.
5. Students must progress toward degree completion in four years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student's responsibility to contact in writing (email communication is sufficient) their faculty advisor and their MPH Academic Coordinator to request an extension beyond the four-year limit. An extension request should be submitted to their faculty advisor and their MPH Academic Coordinator at least one term prior to the end of the 4-year limit.
6. Students may not accrue more than 9 credits of "incomplete" coursework at any given time. Students exceeding this limit must immediately contact their faculty advisor and their MPH Academic Coordinator in writing (email communication is sufficient) to discuss their academic situation. Students may not be permitted to register for subsequent terms until the incompletes have been resolved.
7. Students who are inactive (not enrolled in courses) for two terms or more without notifying their MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do notify in writing (email communication is sufficient) their MPH Academic Coordinator and faculty advisor of their circumstances may suspend enrollment, assuming that they otherwise have met all other academic standards.

Academic and Research Ethics at JHSPH

Maintaining the highest level of academic and research integrity is an important responsibility of our faculty and students. To help achieve this goal, all students are required to complete the 550.860 *Academic and Research Ethics at JHSPH* course. The course examines academic and research ethics at JHSPH through a series of online interactive modules:

- Focuses on information about the academic ethics code and responsible conduct of research at the School.
- Explores issues of academic integrity such as proper ethical conduct and referencing, and discusses violations such as plagiarism and cheating, relative to case studies that illustrate situations faced by students and faculty in the academic setting.
- Addresses topics that include responsible conduct of research, authorship, data management, data ownership, guidelines for professional conduct, research fraud or scientific misconduct, federal and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.

Students are automatically registered into the *Academic and Research Ethics* course (PH.550.860) when they matriculate into the MPH program. All JHSPH students are required to complete this non-credit course by the end of the Institute associated with their Orientation program and matriculation (ie: Summer Institute, Fall Institute or Winter Institute).

The ***JHSPH Policy and Procedure Memorandum for Students for Academic Ethics*** can be found at https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.pdf

Student Handbook on Referencing The purpose of this handbook is to provide students with an overview of the school's standards and expectations regarding referencing and citation. http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf

MPH CORE CURRICULUM

The core curriculum and associated components of the MPH Program includes grounding in foundational public health knowledge in the profession and science of public health and factors related to human health. All MPH graduates will demonstrate public health competencies that are informed by the critical disciplines in public health (including: biostatistics, epidemiology, social and behavioral determinants of health, management sciences, public health problem-solving, computer applications, demography, environmental health, biological sciences, and public health policy) as well as cross-cutting and emerging public health areas.

Students can apply the skills and competencies acquired during the program to practical public health problems through the MPH practicum experience and the MPH capstone course and project

5.1 Required Courses

The following courses are required of MPH students to meet foundational learning objectives and competencies.

These courses and must be taken for letter grade when offered:

- Any one of the following course series in Biostatistics:
 - 140.611 and 140.612: Statistical Reasoning I-II
 - 140.621, 140.622 and 140.623: Statistical Methods I-III
 - 140.651, 140.652, 140.653 and 140.654: Methods in Biostatistics I-IV
- 180.601: Environmental Health (5 credits)
- 260.720: Communications Primer for the Public Health Sciences (1 credit)
- 300.610: Public Health Policy (4 credits) OR
550.608 Problem Solving in Public Health (4 credits)
- 300.615: The Tools of Public Health Practice (1 credit)
- 340.721: Epidemiologic Inference I OR
340.601: Principles of Epidemiology (5 credits)
- 380.755: Population Dynamics and Public Health (2 credits)
- 550.867: Introduction to MPH Studies (0 credits) **Full-time/ MPH cohort ONLY**
- 550.860: Academic & Research Ethics at JHSPH (0 credits)
- 552.608: Biologic, Genetic and Infectious Basis of Human Disease (0.5 credits)
- 552.609: Psychological and Behavioral Factors that Affect a Population's Health (0.5 credits)
- 552.610: The Social Determinants of Public Health (0.5 credits)
- 552.611: Globalization and Health: A Framework for Analysis (0.5 credits)
- 552.623: Principles of Negotiation and Mediation for Public Health Professionals (0.5 credits)
- 552.624: Application of Negotiation and Mediation for Public Health Professionals (0.5 credits)
- 552.625: Building Collaborations Across Sectors to Improve Population Health (0.5 credits)
- xxx.800: MPH Capstone (course number is affiliated with Capstone Advisor's department)

The following are required of MPH students, but are not formal courses:

- "History of Public Health" module
- Goals Analysis Plan requirement (please see section "Goals Analysis and Portfolio")
- MPH Practicum requirement (please see section "Practicum Experience in Population-based Health")
- MPH Capstone requirement (please see section "MPH Capstone Project")
- Completion of Interprofessional Education Event

In addition to the above courses, students must also complete additional courses to satisfy the MPH foundational knowledge

learning objectives and public health foundational competencies. The tables on the following pages list courses that satisfy the foundational knowledge and competency areas and when they are offered.

Course schedules are subject to change. Please check the online course directory for the most up-to-date course listing. <http://www.jhsph.edu/courses>

Course	Title	Credits	Onsite	Online
ASSESSING POPULATION NEEDS (choose one)				
221.688	Social and Behavioral Foundations of Primary Health Care	4	No	Su, 3 rd
222.642	Assessment of Nutritional Status	3	2 nd	No
224.689	Health Behavior Change at the Individual, Household and Community Levels	4	2 nd	No
318.623	Social Policy for Vulnerable Populations in the US	3	2 nd	No
380.640	Children in Crisis	3	3 rd	No
410.613	Psychosocial Factors in Health and Illness	3	3 rd	No
410.614	A New View: Improving Public Health Through Innovative Social and Behavioral Tools and Approaches	4	SI	No
410.616	Social and Behavioral Aspects of Public Health	4	SI	No
410.620	Program Planning for Health Behavior Change	3	1 st , WI	4 th
410.654 AND 410.655	Health Communication Programs I: Planning and Strategic Design AND Health Communication Programs II: Implementation and Evaluation	4 AND 4	3 rd AND 4 th	No
410.683	Global Perspectives in LGBT Health	3	3 rd	No
BIOLOGIC AND GENETIC FACTORS (552.608 is required)				
552.608	Biologic, Genetic and Infectious Bases of Human Disease	0.5	No	1 st , 2 nd , 3 rd
BIOLOGY AND PUBLIC HEALTH (choose one)				
<i>Appropriate for all students. Provides a broad introduction to public health biology:</i>				
183.631	Fundamentals of Human Physiology	4	2 nd	4 th
260.636	Evolution of Infectious Disease	3	1 st	No
550.630	Public Health Biology	3	No	Su, 4 th
550.631	Biological Basis of Public Health	3	No	1 st
550.844	Current Issues in Public Health: Covid-19 Pandemic Response	2	1 st	No
<i>For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:</i>				
120.603	Molecular Biology of Pandemic Influenza	3	2 nd	No
120.620	Fundamentals of Reproductive Biology	3	1 st	2 nd
120.627	Stem Cells & the Biology of Aging & Disease	3	3 rd	3 rd
182.640	Food-and-Water Borne Diseases	3	3 rd	No
187.610	Public Health Toxicology	4	1 st	2 nd
222.641	Principles of Human Nutrition	4	1 st	No
223.689	Biologic Basis of Vaccine Development	3	4 th	No

Course	Title	Credits	Onsite	Online
260.606	Major Global Infectious Diseases: Prospects for Control	2	WI	No
260.631	Immunology, Infection & Disease	3	2 nd	No
260.635	Biology of Parasitism	5	2 nd	No
260.650	Vector Biology & Vector-borne Diseases	3	3 rd	No
260.656	Malariology	4	No	3 rd
340.612	Epidemiologic Basis for Tuberculosis Control	2	1 st	SI, 3 rd
340.646	Epidemiology & Public Health Impact of HIV & AIDS	4	1 st	2 nd
340.654	Epidemiology & Natural History of Human Viral Infections	6	No	1 st
340.744	Adv. Topics on Control & Prevention of HIV/AIDS	4	2 nd	3 rd
380.761	STI's in Public Health Practice	4	3 rd	4 th
CAPSTONE PROJECT (<i>BOTH</i> 260.720 and the MPH Capstone are required)				
260.720	Communications Primer for the Public Health Sciences	1	No	1 st , 2 nd , 3 rd , 4 th
xxx.800	MPH Capstone	2	4 th	Su, 2 nd , 4 th
COMMUNICATION STRATEGIES (choose one)				
222.654	Food, Culture and Nutrition	4	4 th	No
224.692	Formative Research for Behavior and Communication Interventions	4	4 th	No
301.645	Health Advocacy	3	4 th	No
308.701	Effective Presentations and News Media Interviews: Practical Skills for Public Health Practitioners	3	SI, FI	No
317.610	Risk Policy, Management and Communication	3	2 nd	4 th
410.650	Intro to Persuasive Communications: Theories & Practice	4	2 nd , WI	No
410.651	Health Literacy: Challenges and Strategies for Effective Communication	3	3 rd	2 nd
410.654 AND 410.655	Health Communication Programs I: Planning and Strategic Design AND Health Communication Programs II: Implementation and Evaluation	4 AND 4	3 rd AND 4 th	No
410.657	Communication Strategies for Sexual Risk Reduction	3	4 th	No
ENVIRONMENTAL HEALTH (180.601 is required)				
180.601	Environmental Health	5	SI, Su	3 rd
FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE (<i>ALL</i> the following courses are required)				
552.609	Psychological and Behavioral Factors that Affect a Population's Health	0.5	No	1 st , 2 nd , 3 rd
552.610	The Social Determinants of Health	0.5	No	1 st , 2 nd , 3 rd
552.611	Globalization and Health: A Framework for Analysis	0.5	No	1 st , 2 nd , 3 rd
HEALTH EQUITY (choose one)				
188.694	Health of Vulnerable Worker Populations	3	No	1 st
305.684	Health Impact Assessment	3	FI, 3 rd	No
318.623	Social Policy for Vulnerable Populations in the US	3	2 nd	No

Course	Title	Credits	Onsite	Online
330.661	Social, Psychological and Developmental Processes in the Etiology of Mental Disorders	3	3 rd	No
380.604	Life Course Perspectives on Health	4	1 st	2 nd
410.600	Fundamentals of Health, Behavior and Society	4	1 st	No
INTERPROFESSIONAL PRACTICE (<u>BOTH</u> 552.625 and the Interprofessional Education Event are required)				
552.625	Building Collaborations Across Sectors to Improve Population Health	0.5	No	1 st , 3 rd
N/A	Interprofessional Education Event	0	1 st	3 rd
LEADERSHIP, GOVERNANCE, AND MANAGEMENT (choose one)				
221.602	Applications in Managing Health Organizations in Low- and Middle-Income Countries	3	1 st	No
221.608	Managing NGOs in the Health Sector	3	3 rd	No
312.600	Managing Health Services Organizations	4	No	3 rd
312.601	Fundamentals of Management for Health Care Organizations	3	2 nd	No
312.655	Organizational Behavior and Management	2	4 th	No
312.700	Leading Organizations	3	SI, 1 st , 3 rd	1 st
380.681	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	4	2 nd	No
380.880-883	Lessons in Leadership (ALL four courses required)	4	1 st – 4 th	No
MPH Studies (550.867 required for Full-time MPH student cohort ONLY)				
550.867	Introduction to MPH Studies	0	Su	No
NEGOTIATION AND MEDIATION (<u>BOTH</u> 552.623 AND 552.624 are required)				
552.623	Principles of Negotiation and Mediation for Public Health Professionals	0.5	No	2 nd , 3 rd
552.624	Applications of Negotiation and Mediation for Public Health Professionals	0.5	No	2 nd , 3 rd
POPULATION DYNAMICS (380.775 required)				
380.755	Population Dynamics and Public Health	2	Su	1 st
PUBLIC HEALTH POLICY/PROBLEM SOLVING (choose one) <i>Must be completed during the 1st year of the MPH Program</i>				
300.610	Public Health Policy	4	Su	No
550.608	Problem Solving in Public Health	4	SI, FI	3
PUBLIC HEALTH PRACTICE (choose one)				
300.603	Tools of Public Health Practice and Decision Making	3	FI	No
300.615	Tools of Public Health Practice	1	No	Su, 3 rd
QUALITATIVE METHODS (choose one)				
224.690	Qualitative Research Theory and Methods	3	3 rd	No
550.604	Qualitative Reasoning in Public Health	2	1 st	No
552.603	The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health	0.5	No	1 st , 2 nd , 3 rd

QUANTITATIVE METHODS (Must complete requirements for <i>BOTH</i> Biostatistics and Epidemiology)				
<i>BIOSTATISTICS (choose one complete sequence) No switching permitted between Biostatistics sequences.</i>				
Provides conceptual understanding of statistical ideas and methods; limited calculations:				
Course	Title	Credits	Onsite	Online
140.611-612	Statistical Reasoning in Public Health I – II*	6	SI	1 st , 2 nd
Covers statistical concepts and calculations for data analysis; develops statistical computing skills:				
140.621-623	Statistical Methods in Public Health I-III	12	1 st , 2 nd , 3 rd	No*
Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra:				
140.651-654	Methods in Biostatistics I-IV	16	1 st , 2 nd , 3 rd , 4 th	No
<i>EPIDEMIOLOGY (choose one) Must be completed during the 1st year of the MPH Program</i>				
340.601	Principles of Epidemiology	5	SI, Su	No
340.721	Epidemiologic Inference I	5	1 st	SI, Su, 3 rd
RESOURCE MANAGEMENT AND BUDGETING (choose one)				
221.602	Applications in Managing Health Organizations in Low- and Middle-Income Countries	3	1 st	No
312.603	Fundamentals of Budgeting and Financial Management	3	SI	1 st , 2 nd , 3 rd , 4 th
318.625	Management of Non-Profit Organizations	3	4 th	No
552.621	Basic Resources Management for Public Health	1	No	2 nd , 3 rd
552.622	Creating, Implementing and Monitoring Budgets for Projects and Programs	1	No	Su, 1 st , 3 rd
SYSTEMS THINKING (choose one)				
221.654	Systems Thinking in Public Health	3	No	3 rd
552.626	Systems Thinking: Concepts and Methods	0.5	No	2 nd , 4 th
GENERAL COMPETENCIES (choose five competencies from the Concentration competencies and list the corresponding courses)				
<i>Please refer to the General Competencies section for more information</i>				

Abbreviation Key

SI = Offered in Summer Institute Term

Su = Offered in Summer Term

FI = Offered in Fall Institute in Barcelona, Spain

WI = Offered in Winter Institute Term

No = Not offered in this format

Modifications of Core Course Requirements

In some exceptional circumstances, students may be granted a modification of some core requirements if they can demonstrate and document that they have previously acquired the associated core competencies. Even if a modification is granted of a core course, a minimum of 80 credits are still required for graduation.

Modifications or exceptions can only be granted in the following core areas:

Core Area	Modification Requirement	Contact
Biostatistics	Requires taking an examination.	Dr. Marie Diener-West, mdiener@jhu.edu .
Epidemiology	Requires taking an examination	Dr. David Dowdy, ddowdy1@jhu.edu
Biology and Public Health	To request a core course substitution, submit the title of the desired JHSPH course, name of instructor, textbook used, a summary of course syllabi, and grade received if you already completed the course.	Dr. Gary Ketner, gketner1@jhu.edu

All other core requirements must be completed with the approved course options ONLY.

Additional General Competencies

Students must select 5 additional general competencies that they plan to develop – separate from the Foundational Public Health competencies. These five additional competencies may expand or enhance the foundational competencies but cannot be the same as them. Students select their 5 additional competencies from among the > 60 competencies listed in courses required by any of the 12 MPH concentrations. If you elect to pursue a concentration, then you will be fulfilling the 5 competencies outlined by that concentration and the corresponding courses. If you opt to customize your program of study, then you have the option to either complete all 5 competencies from one concentration or select a variety of competencies from amongst the 12 concentrations. The competencies will be met by completing the corresponding course(s) listed for each. All courses taken to fulfill the general competencies must be taken for letter grading unless the course(s) is only offered for Pass/Fail grading.

- This decision should be made in consultation with your faculty academic advisor.
- Please note that a single course may satisfy multiple competencies.

Students will list these additional competencies in the Competency Table that is part of the Goals Analysis curriculum plan. You will upload the curriculum plan with the competency table into the Evidence Section of Touchpoint 3 in your “My Portfolio” in CoursePlus. All courses that you select to meet your 5 additional competencies must be completed for degree completion and graduation eligibility.

As you progress through the MPH program, if your course selections change, you must upload a new curriculum plan and competency table to show how these requirements will continue to be met.

Completion of the Competency Table is part of your Goals Analysis Curriculum Plan and is required for Touchpoint 3 in your MPH Portfolio in CoursePlus.

Example 1: Student A is customizing their program of study and is interested in climate change and behavior change interventions to address these issues. They are also completing the Biostatistics 621-623 course series to fulfill the Biostatistics core requirement.

GENERAL COMPETENCY TABLE					
<u>Academic Year</u>	<u>Term</u>	<u>Course#</u>	<u>Course Title</u>	<u>Concentration That Competency Is From</u>	<u>Competency #</u>
2020-2021	2nd term	224.689	Health Behavior Change at the Individual, Community and Household Levels	Global Environmental Sustainability & Health	GESH2
2020-2021	2nd term	224.689	Health Behavior Change at the Individual, Community and Household Levels	Global Environmental Sustainability & Health	GESH3
2020-2021	2nd term	224.689	Health Behavior Change at the Individual, Community and Household Levels	Social and Behavioral Sciences	SBS1
2020-2021	2nd term	140.622	Statistical Methods II	Epi & Biostats Methods	EBM3
2020-2021	3rd term	140.623	Statistical Methods III	Epi & Biostats Methods	EBM4

Example 2: Student B is customizing their program of study and is interested in women's health and health policy.

GENERAL COMPETENCY TABLE					
<u>Academic Year</u>	<u>Term</u>	<u>Course#</u>	<u>Course Title</u>	<u>Concentration That Competency Is From</u>	<u>Competency #</u>
2020-2021	1st term	380.604	Life Course Perspectives on Health	Women's & Reproductive Health	WRH2
2020-2021	2nd term	380.624	Maternal and Child Health Legislation and Programs	Women's & Reproductive Health	WRH3
2020-2021	3rd term	380.666	Women's Health	Women's & Reproductive Health	WRH1
2020-2021	2nd term	300.712	Formulating Policy: Strategizing and Systems of Policymaking in the 21st Century	Health Systems & Policy	HSP3
2020-2021	3rd term	300.713	Research and Evaluation Methods for Health Policy	Health Systems & Policy	HSP5

Example 3: Student C is pursuing the Food, Nutrition, and Health concentration. The 222.641* course also fulfills the Biology and Public Health core requirement for the MPH program.

GENERAL COMPETENCY TABLE					
<u>Academic Year</u>	<u>Term</u>	<u>Course#</u>	<u>Course Title</u>	<u>Concentration That Competency Is From</u>	<u>Competency #</u>
2020-2021	1st term	222.641*	Principles of Human Nutrition	Food, Nutrition, and Health	FNH1
2020-2021	1st term	222.657	Food and Nutrition Policy	Food, Nutrition, and Health	FNH2
2020-2021	1st term	222.657	Food and Nutrition Policy	Food, Nutrition, and Health	FNH3
2020-2021	2nd term	222.642	Assessment of Nutritional Status	Food, Nutrition, and Health	FNH4
2020-2021	4th term	222.649	International Nutrition	Food, Nutrition, and Health	FNH5

MPH CUSTOMIZED PROGRAM OF STUDY AND OPTIONAL MPH CONCENTRATIONS

Typically, 40-45 credits of an MPH student’s curriculum are based on courses from the required core curriculum. The remainder of the total of 80 credits required for graduation can be accomplished either through a customized program or through one of twelve multidisciplinary concentration areas.

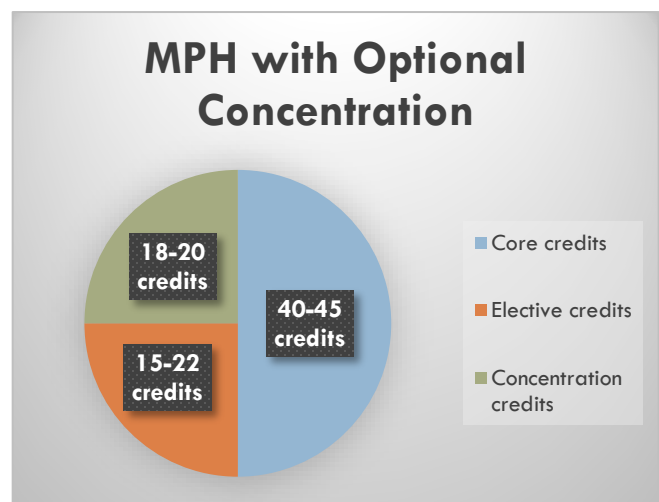
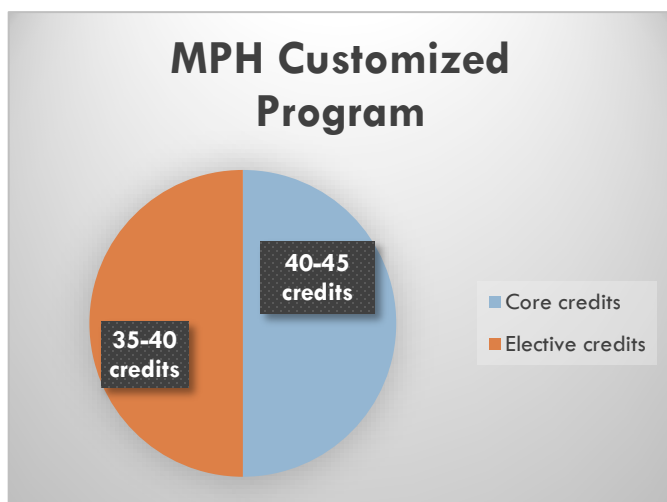
MPH Customized Program

The MPH customized program is for students who desire an understanding of a broad spectrum of public health problems. It is designed for students who want versatility in designing their MPH course electives and may have academic objectives that do not fit precisely into the concentration areas. Students who customize their program of study complete the core MPH requirements and then choose elective courses for the remaining credits (approximately 35-40) in consultation with their faculty academic advisors.

MPH Concentration Areas

There are 12 multidisciplinary concentration areas. The concentration areas are designed for students wishing to have a guided curriculum in an area and the opportunity to interact with other students and faculty who share similar academic interests. Students who elect a concentration must complete several required course credits (approximately 20 credits) as specified by the concentration area over and above the MPH core course requirements.

The pie charts below illustrate the approximate distribution of academic credits associated with a customized plan or an optional concentration. The exact number of credits varies depending on the courses chosen to satisfy core requirements and the specific requirements of the concentration.



The specific number of additional credits required by each concentration is variable. However, as a rough guide, of the 80 credits needed for graduation, approximately half are core MPH requirements that all students must complete, approximately one quarter are course credits required by the concentration area and approximately one quarter of the credits are course electives.

Choosing to Customize or Electing a Concentration

The decision to customize one's program or elect a concentration area depends on the individual student. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Concentration and Customization Fair during the summer term.

Students may switch into a new concentration only if they have met the 1st term requirements for that concentration and they must notify the MPH Academic Coordinator (Janet Carn at jcarn1@jhu.edu) and the Concentration Directors by Friday, November 6th.

Students in a concentration can switch to a customized program of study through the end of the add/drop period of 3rd term. When changing from a concentration to a customized course of study, students must notify the MPH Academic Coordinator (Janet Carn at jcarn1@jhu.edu) and the Concentration Directors. If making this switch impacts a student's course choices and/or additional general competencies, then a revised curriculum plan including any updates needed to the competency table must be submitted to the MPH Academic Coordinator and posted to Touchpoint 3 in the student's portfolio.

Answers to some frequently asked questions are:

- Students may elect only one MPH area concentration area.
- Students may qualify for a concentration and a certificate unless noted otherwise by the concentration directors.
- Students with an interest in international health will have ample opportunity to apply their knowledge to global health and developing country issues either as a customized student or as a student electing any of these concentration areas.
- Students completing a concentration will have a notation placed on their academic transcript.

Academic Advising

Advising assignments are made after a student makes the decision to customize their program or elect a concentration. Students who elect to customize their program of study will be assigned an appropriate faculty academic advisor by the MPH Program Faculty after carefully considering the students' interests and goals. Similarly, upon election of a concentration, a student will be assigned a faculty academic advisor from the concentration area.

Capstone Project

All students complete an MPH capstone project under the direction of a faculty capstone advisor. The MPH capstone experience in a concentration area may be more structured and focused on topics related to the concentration.

LEARNING PORTFOLIO AND GOALS ANALYSIS

Learning Portfolio

The MPH Learning Portfolio is a tool which allows students to reflect on their knowledge, skills and competencies throughout the MPH program. It provides a platform by which students can assess and evaluate their progress towards competency attainment in an ongoing manner. As goals and competency levels change over time, students can link evidence such as course assignments and papers to document one's growth in these areas. Reflections and evidence can be shared with faculty advisors, program administrators, and if desired, prospective employers and others.

The portfolio is organized around touchpoints. The first touchpoint aids in familiarizing students with the portfolio by requiring them to upload their resume/CV prior to starting the program. The other touchpoints for the MPH are targeted towards building a professional portfolio through self-assessment, curricular planning, and documenting experiences. There is also a mid-program progress update and an end of program re-assessment of competencies and program evaluation.

Touchpoints are made up of three key components: reflections, which allow you to reflect in writing about a specific event or milestone in the program; competencies, which show what specific skills you can now demonstrate based on the activities you discuss in your reflection; and evidence, which are files, links, or other documents which concretely demonstrate that you've achieved the competencies you say you have achieved. When you complete work on such a touchpoint, your advisor and/or academic coordinator will review what you've done and offer commentary and feedback.

Touchpoints are designated by the program, but students are also able to add their own touchpoints for significant events such as a practicum experience or internship not covered by other touchpoints. Since the portfolio allows students to track their level of achievement for specific core competencies, there are two ways of looking at which competencies you've achieved at any given point in the program. The timeline view lets you page through all touchpoints in your portfolio and see what specific competencies you achieved (and at what specific level) at that point in time, along with your reflections and evidence for a touchpoint. The dashboard view shows you all competencies in the program and the most current level that you have selected for those competencies.

The Evidence Library is where you can store files or web links that are provided as evidence towards the achievement of specific competencies as discussed in your reflections. There are tools throughout CoursePlus that make it easy for you to send files from a Drop Box, wiki page, discussion forum post, or peer evaluation to your portfolio.

Finally, you have the option to create publishing views for anyone to see. Publishing views would largely be targeted towards future employers, giving them an opportunity to see an officially-branded JHSPH page which lists the skills you gained while a student in the program and the evidence which shows that you can perform those skills. You have full control over publishing views. You decide what goes on each view, and you decide who can see each view.

You will have access to your portfolio and the publishing views therein for five years after you graduate.

MPH Goals Analysis

The purpose of the MPH Individualized Goals Analysis requirement is to:

- Plan your MPH education early in your program with the support and guidance of your faculty academic advisor.
- Describe the goals and competencies which you aim to achieve during your program.
- Serve as a springboard for discussion of career opportunities as the year progresses.
- The Goals Analysis plan is intended to be a living document, one which you and your advisor review and update as you make changes in focus and direction throughout the MPH program.

The Goals Analysis will be completed in the MPH Learning Portfolio and consists of three parts with the following touchpoints:

- Touchpoint 1- Resume/CV: This Touchpoint is included in the Pre-Orientation activities and requires you to upload your resume/CV to your Portfolio within CoursePlus.
- Touchpoint 2- Self-Assessment: Includes the Tools of PH Practice course assignment: Complete a self-assessment of your current skill levels for the MPH core competencies and Public Health Practice competencies. In your reflection, briefly explain what knowledge, skills and experiences you bring to the program. Identify your goals for the MPH by explaining what you hope to gain in terms of knowledge, skills, professional and personal contacts, and any additional experiences. Identify the core and PH Practice competencies that you wish to focus on and those that are particularly relevant to your professional future. Completion of the Tools of PH Practice course assignment is included in this touchpoint.
- Touchpoint 3- Curriculum Planning: Identify what required courses, electives and special studies you intend to take and when you plan to complete your courses. Develop a term-by-term tentative course plan for your entire MPH program including the five additional general competencies and corresponding courses that you'll be completing. MSN/MPH and MPH/MBA students should include required and elective courses for both degrees in their curriculum plan. In your reflection, share how your curriculum plan is aligned with the goals you identified in Touchpoint 2. List your possible plans for a practicum experience and the specific skills you hope to develop through the practicum. Also briefly describe one or more capstone topics of interest and possible capstone faculty mentors. Attach your curriculum plan to this touchpoint using the Excel Goals Analysis Curriculum Plan templates that are available in the CoursePlus Portfolio library. This touchpoint requires faculty advisor review and approval.

Goals Analysis Key Dates

Touchpoint	Due Date
Touchpoint 1	Sunday, June 28, 2020
Touchpoint 2	Sunday, August 9, 2020
Touchpoint 3	Monday, September 28, 2020
Touchpoint 4	Monday, February 15, 2021
Touchpoint 5	Sunday, May 2, 2021
Touchpoint 6	Friday, May 21, 2021

PLANNING YOUR CURRICULUM

Full-time MPH students have flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match onsite courses at the East Baltimore campus and online courses offered by the School.

Course Directory and Academic Calendar

The School's course directory is at <http://www.jhsph.edu/courses> and has the most up-to-date information about courses and should be used for planning. New students should familiarize themselves with the academic calendar for the term dates, and registration and add/drop periods.

Course load and time commitment

Each credit represents, on average, about a three to four-hour time commitment during each week of the eight-week term. Most full-time students take approximately 16-18 credits per term. No student may exceed twenty-two credits in a single term per School policy. It is also not recommended to take this many credits as it's a very heavy course load to complete in an 8-week term.

The following information is helpful as a guide to determine how many credits you can accommodate in a term.

One academic credit at JHSPH during the regular 8-week term consists of **one hour** of classroom learning activities and at least **2 hours** of homework per week. This totals a minimum of 24 hours of coursework during the term. As you will most likely be taking courses that are 2-3 credits each (or more), you could be looking at 9 hours/week or more for one class.

Credits	Classroom Hrs/Week	Homework Hrs/Week	Total Hours/Week	Total Hours/Term (8 weeks)
16	16	32	48	384
17	17	34	51	408
18	18	36	54	432

Sequencing your curriculum

Required core area courses should be completed early in the program, and the epidemiology core course must be completed during the first year of study. If elective courses have prerequisites, these will be listed in the course description. Some course content, such as biostatistics, is delivered in a specific sequence of courses. Certificates may have specific sequences that participants should follow. The capstone is to be completed in the 4th term of the MPH full-time year.

Choosing electives

All students will need to select elective courses to complete the minimum of 80 credits needed for degree completion. Here are some resources to utilize in choosing electives:

- Your faculty advisor
- The course listings in the School's course directory. Searches in the course directory can be done by using key words for search terms that pertain to your areas of interest, or search by department
- The MPH Concentrations
- The certificate programs offered by JHSPH

JHSPH Certificate Programs

The departments within the School offer certificate programs in specific areas of study. MPH students may pursue a certificate program as part of their MPH year. For more information, visit:

<http://www.jhsph.edu/academics/certificate-programs/> and contact the faculty sponsors of the certificate programs listed on the website.

MPH Concentrations

Students may elect to pursue one of the 12 MPH concentrations. Even if not pursuing a concentration, the course listings within each concentration area can be helpful to students in selecting some elective courses in a given subject area. Detailed information about each concentration can be found on the MPH website

(<https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/concentrations.html>).

Course schedules are subject to change.

Please check the online course directory for the most up-to-date course listings. <http://www.jhsph.edu/courses>

PRACTICUM EXPERIENCE IN POPULATION-BASED HEALTH

About the Practicum

The intent of the MPH practicum requirement is to engage students in activities aligned with their career goals, as well as activities that demonstrate application of public health concepts and critical thinking relevant to the student's area of specialization. Students should seek out activities that further develop their skill set and add new tools to their professional toolkit. Upon completion of the program, the student will be able to provide evidence of application of these skills to potential employers.

Organizations or agencies that can serve as practicum sites may include local and state public health agencies, community-based organizations, international non-governmental agencies and organizations, data coordinating centers for clinical trials, and JHSPH Centers. The Practicum Experience must have some engagement in the larger public health practice implications of the work. This could be completed in a variety of ways, as appropriate to the individual projects. Some examples include, but are not limited to, collaboration with others (e.g., end users, data collectors, etc.) to provide/prepare for data analysis and interpretation, partnerships with other public health organizations (e.g., state health department, community organizations) related to study design or implementation; and obtaining input on the work from stakeholders (population impacted by project, other professionals/researchers completing similar work).

Activities completed *prior* to matriculation into the MPH program do not count towards the MPH practicum requirement.

Helpful Links

Practicum Website – <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/>

Practicum Opportunity Site – <https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx>

Practicum Examples – https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/documents/Practicum_Examples.pdf

All practicums must be fully completed, and all evaluations and touchpoints received by the following dates:

May graduates: May 1st prior to graduation

August graduates: August 1st prior to graduation

December graduates: December 1st prior to graduation

**Dual-degree students – please refer to the chart on practicum requirements for deadlines specific to your program*

General Criteria for MPH Practicum

The following criteria reflect the minimum practicum requirements. A practicum experience:

- 1) **Applies public health skills and competencies.** Students identify the public health skills and competencies relevant to their area of interest that are most beneficial to their career advancement. Students apply these skills and competencies in concert with knowledge gained from their coursework.
- 2) **Is framed and carried out within a public health practice context with an established organization or agency.** The practicum is a population-level focused project conducted in a practice context. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain population-level practical experience at an established organization or agency. Students cannot solely complete screenings, administer surveys, perform calculations, etc., but must be engaged in the larger public health practice context of the activities, as well as become familiar with the organization's overall purpose and decision-making process. A literature review or data analysis project alone will not meet the practicum requirement. The student must obtain input from the partnering organization and/or from the stakeholders (e.g., population impacted by project, other professionals/researchers completing similar work). There must be a clear link to how the practicum project makes an impact on the targeted population. Students should also develop a deeper understanding of the organization's mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.
- 3) **Is supervised by a qualified preceptor.** The practicum preceptor must be qualified to evaluate the student's professional competence and supervise the student throughout the project. The preceptor is directly engaged in the population-level focused practicum activities. Preceptors can be from an organization outside of Johns Hopkins (e.g. community-based organization, health department, private corporation, etc.), or a JHSPH faculty member if the faculty member is directly engaged with or is the lead on a project that meets the practicum criteria. The preceptor works with the student to develop project learning objectives and deliverables, and guides and monitors the student's progress and achievement. The student's faculty academic advisor will be kept informed of the student's practicum activities and progress and may provide additional assistance if warranted.
- 4) **Is a significant experience (minimum of 100 hours).** The practicum requirement is administered and tracked by the School's MPH Practicum Team. Students must have their proposed practicum project(s) approved prior to initiating their experience. The practicum requirement can be met in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team. Activities must be completed during the MPH program to be able to count towards the MPH practicum requirement.
- 5) **An evaluated experience.** Preceptors will evaluate students on the achievement of defined learning objectives and deliverables. Additionally, students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of "C" must be earned in courses with a practicum component that are taken towards fulfilling the requirement. Students who register for practicum special studies credits are required to earn a "pass" for the experience to count towards the practicum requirement.

Competency-based Learning Objectives for MPH Practicum

Students will need to identify distinct learning objectives for the practicum that address learning and application in at least five competencies from the list below.

Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Other

- *Students have the option of defining up to 2 additional competencies which would count towards the minimum 5 required competencies.*

Steps to Completing the MPH Practicum

All Students must submit and have a Practicum Learning Plan approved prior to initiating a practicum experience. If completing multiple experiences, a separate learning plan is required for each experience.

1. Identify general learning objectives for the practicum, to fit your overall academic goals, during the Goals Analysis process. Complete the practicum section of the MPH Goals Analysis. For each practicum experience, a student is recommended to identify at least 5 competencies to address (please see the “Competency-based Learning Objectives for MPH Practicum” section).
2. Complete course 300.615.81 *The Tools of Public Health Practice* (1 credit). This course includes a pre-assessment of current perceived strengths and opportunities for further development.
3. Find a practicum opportunity, or set of opportunities, to suit your goals (please see the “Finding Practicum Opportunities” section for more detail regarding the range of opportunities). It is best to begin identifying opportunities around the start of 1st term of the MPH year.
4. If you choose a course-based practicum, register for the course and submit the Practicum Learning Plan for the course to receive approval to apply the course towards your MPH practicum requirement. Students in a course-based practicum can then skip to step 9.
5. In conference with your prospective preceptor, develop a Practicum Learning Plan that outlines your academic goals for the experience, proposed timeline and deliverables, as well as your role and responsibilities at the organization where the practicum will take place.
6. Submit your Practicum Learning Plan via the web-based form. **Approval is required before you can begin working on a project and counting hours towards your practicum.** The approval process generally takes 1-2 weeks from time of submission, and you will hear back from the practicum team once this process is complete, and/or if additional information is required. Once approval is received, you may begin your practicum.
7. If you are a full-time student, you are required to register for a minimum of 3 credits for the practicum (3 credits = 100 hours). (please see “Registering for a Customized Practicum Experience” section).
8. Complete and submit a Progress Report at the mid-point of the practicum experience (both student and preceptor complete a Progress Report).
9. After you have completed your experience, report what you did and reflect on your experience via the Practicum Final Report. Both student and preceptor complete a Final Report. Final reports are due 2 weeks after completion of the practicum experience.
10. Complete the required “MPH Practicum Experience” touchpoint in your MPH CoursePlus portfolio. The following must be uploaded for each completed practicum experience:
 - your approved practicum learning plan
 - a copy of your responses to the practicum final evaluation
 - at least two deliverables from your practicum experience
 - a reflection on how your uploaded deliverables demonstrate accomplishment in your five selected practicum competencies.

All the above steps must be completed for each practicum experience completed.

* All forms and reports are accessible on the Practicum website: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/forms-and-documents.html>

Ways to Complete the Practicum Requirement

To meet the practicum requirement, the total practicum hours must be at least 100 hours; one may combine multiple experiences of less than 100 hours, to meet the total.

Completion of the required 300.615 or 300.603 Tools of Public Health Practice course with a grade of C or higher will earn students 10 practicum hours.

JHSPH approved courses with a practicum component

Some courses have a real-world practice component, connecting students to outside organizations/agencies. In some cases, the course is centered on a fully developed practice experience that fulfills the practicum requirement for all students who complete the course (i.e.: Baltimore Community Practicum 550.864, PHASE Internship 308.851.01, and Health Policy Institute 308.851.02.) Other courses may have limited availability or may not fully meet the 100-hour minimum requirement.

For courses that do not fulfill the entire 100-hour practicum requirement, students must combine experiences to complete the practicum requirement in full. Students are expected to complete courses in their entirety with a final letter grade of “C” or better to count towards the practicum requirement.

Students must submit a Practicum Learning Plan at the beginning of the course to document that they are taking the course to fulfill their practicum requirement. Please use the following link to view the most current listing of approved practicum courses: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html>

Customized Practicum Experiences

Students may complete customized practicum experiences coordinated by a JHSPH faculty member or in partnership with an outside non-JHSPH preceptor.

Projects with a JHSPH faculty member: Projects are developed and coordinated by the JHSPH faculty member who may or may not serve as the Preceptor (e.g. in conjunction with a course, research study, grant, etc.). Some potential practicum projects with faculty may be established projects and are listed on the Practicum Opportunity Site. Students can also arrange other experiences with a faculty member.

Projects with an outside non-JHSPH preceptor: Projects can be developed in other settings through their own connections, networks, prior work experience, etc. According to the CEPH accreditation document, “Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.”¹

Examples of customized projects include but are not limited to:

- programmatic cost effectiveness analysis;
- policy analysis and recommendations development with a local health department;
- budget impact analysis of the financial consequences of adoption of a new vaccine,
- qualitative and quantitative data analysis of poor health outcomes for a specific population;
- health curriculum planning and development of health education materials.

All projects require review and approval of the Practicum Learning Plan prior to beginning work on the project.

¹ <https://ceph.org/assets/2016.Criteria.pdf> pg 21

Finding Practicum Opportunities

Students may utilize the resources below to identify practicum experiences.

Practicum Opportunity Site – Office of Public Health Practice and Training

<https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx>

The Practicum Opportunity Site (POS) lists various potential practicum opportunities (including projects with outside organizations, with JHSPH faculty, and practicum courses) that have been identified and vetted by the School's Practicum Team. We recommend:

- Be selective in your contact with preceptors and the number of applications you submit;
- Review your options carefully in advance and only contact those that represent your strongest interests;
- Limit your initial contact to no more than 3 preceptors.

Important Note: For practicum projects identified through the Practicum Opportunity Site, students must still complete a Practicum Learning Plan to have the practicum approved as meeting the MPH practicum requirement.

SOURCE

<http://www.jhsph.edu/source/>

SOURCE is the community engagement and service-learning center for the Johns Hopkins University (JHU) Schools of Public Health, Nursing, and Medicine. Its mission is to engage the JHU health professional schools and Baltimore communities in mutually beneficial partnerships that promote health and social justice. There are multiple ways to engage in a practicum experience through SOURCE supported activities, including the SOURCE Service Scholars program, Baltimore Action Projects, Connection Community Consultants, and working directly with a SOURCE partner organization on a project. **NOTE: Not all SOURCE projects meet the practicum requirements.** Subscribe to the SOURCE Weekly Service Scoop to learn more about the latest community involvement opportunities in Baltimore City (<http://source.jhu.edu/programs-and-events/service-scoop/>).

Office of Public Health Practice and Training

<https://www.jhsph.edu/offices-and-services/practice-and-training/>

The Office of Public Health Practice and Training (Practice Office) is a schoolwide office dedicated to promoting excellence in public health practice at the Johns Hopkins Bloomberg School of Public Health. It works in partnership with students, staff, faculty, academic departments, centers, programs, community partners and alumni. The Practice Office also coordinates the MPH practicum. Any questions pertaining to the MPH practicum should be directed to the MPH Practicum Coordinator in the Practice Office. The MPH Practicum Coordinator can provide feedback/guidance on project ideas and also holds regular office hours throughout the year, during which students can drop by for advice.

Paulani Mui, MPH Practicum Coordinator
615 N. Wolfe Street, E2532
Baltimore, MD 21205
practice@jhu.edu

Certificate Programs

<https://www.jhsph.edu/academics/certificate-programs/>

There are a few certificate programs that include their own practicum requirement in the curriculum (e.g. *Community-based Public Health*, and *Quality, Patient Safety, and Outcomes Research*). The certificate practicum may fulfill the MPH practicum requirement, upon approval from the practicum team. Students interested in applying a certificate practicum towards the MPH practicum requirement must submit and obtain approval of the MPH Practicum Learning Plan prior to beginning work on the project. Please note: Some certificates may have separate practicum paperwork that will need to be completed in addition what you must submit for the MPH practicum.

Practicum Requirement for Residency and Dual Degree Programs

Practicum Requirement	Deadline for Completion
General Preventive Medicine Resident/Occupational Medicine Resident Program	
<ul style="list-style-type: none"> • Must complete practicum separate from their clinical rotations & residency training activities. • Can elect to complete practicum during MPH program year OR apply rotation activities completed during the 2nd year of the GPMR/OMR residency, assuming all practicum requirements are met. • All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and Touchpoint upon finishing their practicum. 	<p>If reporting on activities <i>during the MPH program</i>, final reports & touchpoint are due May 1 of year 1.</p> <p>If reporting on activities <i>during the 2nd year of the GPMR/OMR program</i>, final reports & touchpoint are due May 1 of year 2.</p>
MSN/MPH	
<ul style="list-style-type: none"> • MSN/MPH students fulfill the practicum requirement by completing the course: <u>NR.500.602 Public Health Nursing Theory and Practice</u>. • All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and Touchpoint upon finishing their practicum. 	<p>Final reports & touchpoint are due December 1 of the year you intend to graduate.</p>
MBA/MPH	
<ul style="list-style-type: none"> • MBA/MPH students may opt to use their summer MBA internship to fulfill the MPH practicum requirement, upon approval from the MPH Practicum Team. NOTE: MBA/MPH students do not need to register for practicum credit for summer internships. • MBA/MPH students may also choose to follow the same process as all other MPH students and identify a practicum unrelated to their MBA summer internship. • All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and Touchpoint upon finishing their practicum. 	<p>Final reports & touchpoint are due March 1 of the year you intend to graduate.</p>
MSW/MPH	
<ul style="list-style-type: none"> • MSW/MPH students are required to complete an extensive supervised field experience as part of their MSW program. This <u>may</u> fulfill the MPH practicum requirement, upon approval from the Practicum Team. Alternatively, students may identify a practicum during their MPH year. Only these approved activities may count towards the MPH practicum requirement. • All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and Touchpoint upon finishing their practicum. 	<p>If reporting on activities <i>during the MPH program</i>, final reports & touchpoint are due May 1 of year 1 (same academic year in which you matriculated).</p> <p>If reporting on activities <i>during the 2nd year of the MSW program</i>, final reports & touchpoint are due May 1 of year 2.</p>
JD/MPH	
<ul style="list-style-type: none"> • All JD/MPH students must complete the MPH practicum during the 11-month MPH program and follow the same process as all other MPH (non-dual-degree) students. • All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and Touchpoint upon finishing their practicum. 	<p>Final reports & touchpoint are due May 1 of the academic year in which you matriculated.</p>

Registering for a JHSPH Approved Course with a Practicum Component

If connecting with a practicum experience through one of the approved practicum courses, **a student must register for the course but does not need to register for additional special studies.**

A list of currently offered courses that have an approved practicum component can be found here: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html>. This list will be updated as the year progresses, so please check back regularly to see if a course is being offered.

The number of practicum hours associated with each course varies. Some courses may fully fulfill the practicum requirement, while others range from 25-50 practicum hours. You may opt to combine multiple practicums to meet the 100 hour requirement; this can be via multiple practicum courses from the list, or a combination of customized and course-based practicum experiences.

Please note: Courses on the list are subject to change, and it is highly possible that onsite-only courses may also be offered online for the current academic year. Please check the course directory or reach out to the course instructor directly to confirm the most up-to-date offering prior to enrolling.

Registering for a Customized Practicum Experience

Full-time students are required to register for a minimum of 3 credits for their practicum. Students are allowed to spread the credits across multiple terms.

Students cannot register for practicum credits for customized practicum experiences until after their Practicum Learning Plan has been approved.

The approval will include specific instructions on what to register for.

More information about practicum credit registration can be found on the Practicum website: <https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-process.html>

Calculating Credits for Customized Practicum Experiences

Students would need to register for one credit for each 32 hours of total practicum work per term. In other words, for one term:

32 practicum hours (4 hours per week) = 1 credit
 64 practicum hours (8 hours per week) = 2 credits
 96 practicum hours (12 hours per week) = 3 credits*

*Tools of Public Health Practice course will earn students 10 practicum hours.

Linking the Practicum and Capstone Project

The practicum and the capstone are two distinct requirements of the MPH program. The capstone project is an academic requirement that integrates the experience with the overall MPH curriculum and the practicum is an applied public health experience. However, the two requirements can be linked. The practicum experience may include group projects while the capstone must be an individual effort. If a student is interested in linking the requirements, the student should discuss this as early as possible with their Faculty Academic Advisor, Capstone Advisor, and the MPH Practicum Coordinator to ensure that a linkage is appropriate and that the two requirements are distinct. For more information and examples of capstone and practicum linkages, please visit: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-linked-to-capstone.html>.

MPH CAPSTONE PROJECT

Overview

The MPH Capstone project is a requirement for graduation for students in the Master of Public Health Program and is to be completed at the end of the program. The MPH Capstone is an opportunity for students to work on public health projects that are of interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired throughout the entire MPH program. Completion of the MPH capstone project requires completion of the course, 260.720 — *Communication Primer for Public Health Sciences*, and both a written and oral component to your project.

The project is done under the direction of a faculty member, the MPH capstone advisor. The capstone advisor will often be the student's advisor but does not have to be. Students can identify another faculty member to supervise the capstone, if more appropriate. **The capstone advisor must have a primary or joint appointment in the School of Public Health.** Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at <http://faculty.jhsph.edu>. If you are uncertain as to your capstone advisor's departmental affiliation, check with your advisor or the MPH Program office.

After identifying a capstone advisor and capstone topic, students are expected to communicate regularly with their capstone advisor about their progress. The iterative process between a student and capstone advisor is an important component in the development and completion of the written project. Please see the capstone completion timeline for specific deadlines.

Requirements

1) 260.720: *Communications Primer for the Public Health Sciences*

Students must complete the course, 260.720: *Communications Primer for the Public Health Sciences* as part of the MPH Capstone requirement. Students can complete this course at any time during their MPH program, but it **must be completed no later than the term prior to their capstone presentation**. For example, if you plan to present your capstone project in May (Term 4), you must complete 260.720 *Communications Primer for the Public Health Sciences* no later than Term 3, prior to your capstone presentation.

Please note: As part of this course, you will be required to present in a LiveTalk session. It will be your responsibility to choose the date and time of your presentation and participate as scheduled.

This course also requires that your computer have a camera and microphone.

2) MPH Capstone - Course Number and Registration

Students are required to register for the 2-credit MPH Capstone course number in the term that the project will be completed – this includes both the written and oral components. More information can be found in the *Registering for MPH Capstone* section.

3) MPH Capstone - Paper

To satisfy the written component, a student must write a paper. The paper must include:

- An executive summary or structured abstract (limited to 300 words) and references
- A summary of how the capstone project addresses the areas that you wanted to strengthen, as identified in your MPH Goals Analysis
- While there are no formal guidelines on the length of the paper, it is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages) not including references, tables and figures.

Students who have been approved to pursue an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration.

4) **MPH Capstone - Oral Presentation**

Students are required to give a 15-minute oral presentation (10-minute presentation/5-minute discussion) summarizing their capstone project. Part-time students have the option of presenting online in August, December or May or at the in-person Symposium in May. Students participating in MPH concentrations sometimes present in an alternate venue that is designated by the concentration directors. In rare cases, students may, with approval of their faculty capstone advisors, be permitted to present at an alternate venue such as a scientific meeting or academic conference. **Please note that presentations at alternate venues must be prior to May 15, 2021. Also note that the oral capstone presentation cannot be a poster presentation at a professional meeting.**

Possible Forms that the Capstone Project May Take

The capstone project can take many forms including one of the designs below, an expansion of a course, or an internship or practicum opportunity. The overarching principle used to determine if a capstone project is suitable is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student and capstone advisor. Some examples of formats or designs for the capstone project include:

Literature Review

The capstone project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe and assess the problem and its magnitude, evaluate its causes and determinants, and discuss prevention and intervention strategies.

Program Plan

The capstone project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal, ethical and logistical issues.

Program Evaluation

The capstone project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment, and/or cost analysis.

Policy Analysis

The capstone project would involve analysis of the public health implications of a current or proposed policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

Research Proposal

The capstone project would simulate a grant proposal or research plan. The project would include a clear statement of the research question, the specific aims of the proposal, review of literature, study design, methods of analysis, implications and significance of the work. The research question would be one that is encountered in professional work such as the evaluation of a public health intervention.

Research Report

The capstone project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

Secondary data analysis

Typically, the capstone research report is in the form of a secondary data analysis, using an existing data set. Please note that the appropriate IRB approval may need to be obtained for any project that uses data gathered from human subjects. Even in cases where the data is de-identified, a determination should be sought from the IRB office (see IRB section for further information).

Primary data analysis

Work for the MPH capstone can also involve the collection of data. Data collection for a capstone is usually in the context of an ongoing study. It is typically not feasible to initiate a new study involving primary data collection and requires special approval in the rare cases where feasible (see IRB section below for further information).

Using a course project to build an MPH capstone project

Some courses in the School of Public Health require projects that could serve as a basis for an MPH capstone project. Students may use their work from any project-oriented course as a starting basis for their capstone but must build and expand on it for the final capstone project. Building on a project from a course may be helpful to some students because it provides additional structure and support. If a project from a course is used as a starting point for the capstone, the previous work must be placed in the list of references and the advisor will need a copy of the student's original paper. There are numerous courses in the School that are project oriented which could serve as a starting point for the capstone.

JHSPH Institutional Review Board (IRB) Approval for an MPH Capstone

The JHSPH IRB Office (<http://www.jhsph.edu/irb>) is charged with assuring that human subject research studies conducted in the school comply with internal school policies and external regulations designed to protect human subjects. All students who plan to do human subjects research must have IRB approval before working with human data or samples and/or before contacting human subjects. "Human subjects research" is broadly defined to include any activity involving living humans that seeks to test a hypothesis or answer a scientific question. This can include both secondary data analysis and research involving direct contact with subjects.

To determine if your project involves human subjects research, complete the IRB Worksheet at http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6. This worksheet will indicate the additional steps (if any) required to properly document IRB approval of your project.

If a student is listed as a researcher on an ongoing, IRB-approved study at an external institution (other than JHU), the student must submit the following to the JHSPH IRB Office at jhsph.irboffice@jhu.edu:

- a. JHSPH IRB Determination Request Form ([Primary \[New\] Data Collection](#) or [Secondary Data Analysis](#))
- b. Copy of the institution IRB approval letter that lists the student as an investigator
- c. Copy of the IRB-approved research study protocol

More information about student projects and the IRB can be found on their website at <https://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/>.

The following resources are available to assist students with their IRB questions:

- *Navigating the IRB: A Primer for Students and Postdoctoral Fellows* <http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/> (click on the "Student Manual" link on this page). This online IRB Office publication is designed to provide additional information about the IRB process.
- IRB Worksheet at http://jhsph.us2.qualtrics.com/jfe/form/SV_1GrF6WBUcNFZCV6. This is an aid in determining if your project involves human subjects research and requires IRB approval.

Additional assistance is available from Mr. Thomas Bradsher at the IRB Office: tbradsho@jhsph.edu

The IRB Office is in room E1100

Please make sure that you have completed the IRB Worksheet before contacting the IRB Office.

Steps for Getting Started and Completing the Capstone Project

Step 1: Identify a capstone advisor and project.

Start by identifying a faculty member whose research interests and expertise are in the topic area and/or methodology that you wish to pursue and is available to advise the project. Your faculty advisor may serve as your capstone advisor but they are also a good resource for discussing your areas of interests for your project and may refer you to other faculty members whose expertise better matches the type of project that you wish to pursue. Another helpful strategy is to inquire with several faculty members about any current work of theirs that may lend itself to a potential capstone project. Other resources for identifying a potential capstone advisor are the online faculty directory (searchable by keyword), and the research portal at: <https://jhu.pure.elsevier.com/en/>

Step 2: Determine with your capstone advisor whether the project involves “human subjects research”.

Complete the online ‘IRB Worksheet’ (http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6) to determine what additional steps (if any) are needed in regard to securing IRB approval for your project or documenting the existing approval.

Step 3: Submit the online MPH Capstone Information Form.

Submission of this form is done two terms prior to the completion of the project. You will need to indicate the name of your capstone advisor, a working title, and the type of project.

https://jhsph.co1.qualtrics.com/jfe/form/SV_9QqgYWwQ42CU08R

Step 4: Submit final capstone outline to capstone advisor.

This submission will ensure that you and your capstone advisor have a mutual understanding of the scope of your project.

Step 5: Register for the 2-credit capstone course number, complete bulk of work on your project and submit first draft of paper.

The first draft is due to your capstone advisor about five weeks before the final deadline for submission of the approved paper. This time allows for revisions to occur in preparation for the final submission. Communicating with your capstone advisor about your progress is critical during this phase. This is the time to discuss any issues or concerns that you are encountering as you progress with your work.

Step 6: Submit final draft of paper to capstone advisor for approval.

This submission will be reviewed by your capstone advisor for any final edits and recommendations to be made for final approval and submission to the CoursePlus Dropbox.

Step 7: Submit final, capstone advisor approved paper to the CoursePlus drop box (if presenting online, also submit presentation slides).

Submit the final, approved paper to the drop box. Your capstone advisor will submit an online approval directly to the MPH office. ***Students may not participate in the oral presentation unless the capstone advisor’s approval and final paper (and slides, if online presentation) are received on time. Papers submitted without capstone advisor’s approval will not be accepted.***

Step 8: Give an oral presentation of your project.

Only after the final paper and capstone advisor’s approval are submitted, you will complete the oral component of the capstone project by giving a 15-minute presentation of your project.

Step 9: Capstone Course Completion and Grading

The MPH Program office will submit grades for the MPH Capstone course: A “Pass” grade for all students that submit an approved capstone paper and complete the oral presentation requirement; and an “Incomplete” grade for those students who do not complete the capstone project in the term for which they are registered.

Capstone Project Information Sessions

Tuesday, August 11, 2020: Intro. to MPH Studies: Capstone Information Session (1) 9:30-11:00am

Wednesday, October 28, 2020: Intro. to MPH Studies: Capstone Information Session (2) 12:00-1:30pm

Capstone Project Timeline

Timeline for in-person presentation at May Capstone Symposium

Complete 260.720: Communications Primer for the Public Health Sciences	No later than 3rd Term
Submit online Capstone Information Form	By November 20, 2020
Submit final outline to capstone advisor	By February 5, 2021
Register for capstone course for Summer Term	By March 19, 2021
Submit first draft of project to capstone advisor	By March 19, 2021
Submit final draft of project to capstone advisor	By April 16, 2021
Upload only the capstone advisor approved final paper and slides to drop box. Unapproved papers will not be accepted.	By May 3, 2021
Give oral presentation	May 15, 2021

Timeline for presentation at alternate venue

Students presenting at an alternate venue must adhere to the schedules above, as per the time of year in which the project is completed. Deadlines for completion of the oral presentation are August online, December online, or the May symposium date, depending on the period in which the student is graduating.

Registering for the MPH Capstone

In addition to completing 260.720: Communications Primer for the Public Health Sciences, students are required to register for the 2-credit MPH Capstone in the term that the project will be completed – this includes both the written and oral components of the project. For most students this will be 4th term.

The MPH Capstone numbers are xxx.800. The 3-digit prefix number is determined by the primary department of the faculty capstone advisor (see list of departments below). The capstone advisor must have a primary or joint appointment in the School of Public Health. Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at <http://www.jhsph.edu/faculty/directory/list/>. If you are uncertain as to your capstone advisor's departmental affiliation, check with your advisor or the MPH Program office.

MPH Capstone numbers (2 credits required for MPH)

Capstone advisor's department	Capstone Number
Biochemistry & Molecular Biology	PH.120.800
Biostatistics	PH.140.800
Environmental Health and Engineering	PH.186.800
Epidemiology	PH.340.800
Health, Behavior & Society	PH.410.800
Health Policy & Management	PH.300.800
International Health	PH.220.800
Mental Health	PH.330.800
Molecular Microbiology & Immunology	PH.260.800
Population, Family & Reproductive Health	PH.380.800

If a student's capstone advisor determines that the student should register for additional academic credits for the capstone project prior to the term of completion, the student should register for these as special studies research credits (typically totaling 1-3 credits) with the capstone advisor.

Special Studies/Research course numbers (1-3 credits optional, must be approved by the capstone advisor)

Capstone advisor's department	Course Number
Biochemistry & Molecular Biology	PH.120.840
Biostatistics	PH.140.840
Environmental Health and Engineering	PH.188.840
Epidemiology	PH.340.840
Health, Behavior & Society	PH.410.840
Health Policy & Management	PH.300.840
International Health, Human Systems	PH.221.840
International Health, Human Nutrition	PH.222.840
International Health, Disease Control	PH.223.840
International Health, Social & Behavioral	PH.224.840
Mental Health	PH.330.840
Molecular Microbiology & Immunology	PH.260.840
Population, Family & Reproductive Health	PH.380.840

Resources/Support for Capstone Projects**Capstone Teaching Assistants**

Teaching assistants will be available to consult on such issues as data analysis, content, and thinking through your project. The teaching assistants will have office hours during which students may meet with them or correspond with them by phone, email, or Skype.

AVAILABLE IN TERM 3 & TERM 4

- In the areas of Biostatistics, Epidemiology, Ethics, Health policy and Social & Behavioral Sciences
- Can aid with items such as data analysis, content, and thinking through your project
- Office hours available for in-person or SKYPE

Librarians

Donna Hesson,
MLS
Welch Office 209
410-955-3028
dhesson@jhmi.edu

Lori Rosman, MLS
Welch Office 211
410-614-1286
lrosman@jhmi.edu

Claire Twose,
MLIS
Welch Office 105
410-502-0490
ctwose1@jhmi.edu

Peggy Gross, MA,
MLS
Welch Office 214
410-502-7574
mgross21@jhmi.edu

Welch Library Online Tutorials

The Welch Library's website offers tutorials on various aspects of referencing, finding online resources, preparing presentations, grant writing, etc. at <http://welch.jhmi.edu/welchone/>

Guide for writing and designing the oral presentation

This guide can be found at <http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone/Designing%20and%20Writing%20an%20Effective%20Presentation.pdf>.

Student Handbook on Referencing

The purpose of this handbook is to provide students with an overview of the school's standards and expectations regarding referencing and citation.

http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf

For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html), or the American Psychological Association Style Guide to Electronic References (<http://www.apa.org/pubs/books/4210509.aspx>).

Examples of Capstone Projects from Previous Years

Examples of projects from previous years are available online, at <http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html>, under Step 1 and Step 5. The examples provided show the breadth of possible topics and formats of the capstone project. In addition, binders with copies of capstone project papers completed by students from previous years are available at the MPH Program office (Room W1015, Wolfe Street Building).

Examples of published papers, funded grants, program initiatives, etc., that have emanated from MPH students' capstone projects: <https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/#capstone>

Capstone Honors and Awards

The MPH Capstone Awards Committee bestows special honors to the best overall capstone projects. Nominations are accepted from capstone advisors. The winners will be selected by the awards committee based on the written project. Each capstone award winner receives a plaque for excellence. The student with the single overall best capstone project will also receive a \$500 award.

MPH FIELD EXPERIENCE FUND AWARD

The MPH Field Experience Fund awards can be used to develop an MPH capstone project or to have a population-based practicum experience. The award is intended primarily to provide support for students during the Winter intersession period to develop their practicum and/or capstone project. For example, the award could be used for travel to collect data or to obtain a direct hands-on practical public health experience. The awards can be used for individual field experiences (\$750/domestic or \$2,000/international awards) or group field experiences involving multiple students (\$6,000 per group project/\$2,000 per student maximum.) An application for the award consists of a short paper outlining the capstone project or the practicum experience and how the funds will be used. The application must have the signed signature of a Hopkins faculty advisor as well as an off-site preceptor.

The MPH Field Experience award recipients will each submit a 2-page written summary of their experiences and present a poster at the 12th Annual Global Health Day on Thursday, March 25, 2021.

KEY DATES

Wednesday, September 9 th	9:00am	MPH Field Experience Fund Award Information Session
Friday, October 9 th		MPH Field Experience Fund Award Applications Due
Friday, November 6 th		Deadline for IRB submission for field experiences taking place during the January intersession and requiring IRB approval.
Thursday, March 25 th		Global Health Day at JHSPH

APPENDIX A: MPH ELECTIVE CONCENTRATIONS & CUSTOMIZED PROGRAM

Course schedules are subject to change, so please periodically check the following website for the most current course details: <http://www.jhsph.edu/courses>

A.1.	Aging in Public Health.....	2-4
A.2.	Child & Adolescent Health.....	5-7
A.3.	Epidemiologic & Biost Methods for Public Health & Clinical Research.....	8-9
A.4.	Food, Nutrition, & Health.....	10-12
A.5.	Food Systems.....	13-15
A.6.	Global Environmental Sustainability & Health.....	16-17
A.7.	Health Leadership & Management.....	18-20
A.8 .	Health Systems & Policy.....	21-24
A.9 .	Humanitarian Health.....	25-27
A.10.	Infectious Diseases.....	28-31
A.11.	Social & Behavioral Sciences in Public Health.....	32-34
A.12.	Women’s & Reproductive Health.....	35-37
A.13	MPH Customized Program of Study.....	38-39

KEY DEADLINES

- July 16th Customizing/Concentration Election Form Due
- November 6th Deadline for changing from certain concentration areas to another. Students may switch from a concentration to a customized course of study before this date.
- No switches allowed after Add/Drop period for 3rd Term for Customized Program of Study.

When changing from a concentration to a customized course of study, students must notify Janet Carn and the Concentration Directors.

A.1. AGING & PUBLIC HEALTH (APH) CONCENTRATION

Faculty Concentration Advisors

Concentration Director	Department	Telephone	Email
Michelle C. Carlson, PhD, Professor	Department of Mental Health	410-614-4887	mcarlo2@jhu.edu
Qian-Li Xue, PhD, Associate Professor	Departments of Medicine, Biostatistics, Epidemiology	410-502-7808	qxue1@jhu.edu

Educational Objectives

We now recognize that risk factors and precursors to chronic diseases of aging begin in mid-life, years before they are observed, and often co-occur leading to multi-morbidities. The MPH concentration in Aging and Public Health (APH) is designed for students seeking training in quantitative research methods who would like exposure to a multi-systems approach to the study of aging. Students are offered perspectives and methods of studying the aging individual (brain systems, body, & mind), the environments in which they age (home, work, neighborhoods, health care), and interventions that target these systems to delay and treat the progression of chronic diseases, including but not limited to dementias, disability, frailty, and cardiovascular disease. The research methodologies covered by this training are translatable to the study of specific chronic diseases that affect older adults disproportionately. The goal of this concentration is to help students integrate coursework with direct participation in practicum experiences and in the design, conduct and/or analysis of existing, ongoing, or new observational, clinic, and intervention studies of aging.

To enhance interdisciplinary training and practice, this concentration will augment MPH core course work with opportunities for study group meetings, journal clubs, seminars, and works in progress meetings in which to present research hypotheses, plans for data analyses, and preliminary results in preparation for the Capstone and for manuscript development. Faculty supporting the APH Concentration span the Departments of Biostatistics, Epidemiology, Health, Behavior & Society, Health Policy & Management, Mental Health, Population, Family, and Reproductive Health, the Center on Aging and Health (COAH) and the Center for Innovative Care in Aging in the School of Nursing. In addition, this concentration is coordinated in collaboration with the Certificate in Gerontology and is distinguished by the inclusion of a concentration seminar course, broader array of course offerings and specialized foci, and the incorporation of opportunities for practica, as required by the MPH program. Student may be enrolled in both the Concentration and the Gerontology Certificate program. All students are required to complete and obtain a passing grade (minimum of C) in their concentration courses.

Competencies Table

All students must complete the courses listed below:

Aging & Public Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
APH1. Evaluate how the biology of aging influences late-life vulnerability.	330.623 Brain & Behavior in Mental Disorders	3	4 th	
APH2. Identify life course [and interdisciplinary] perspectives for studying aging systems.	380.604 Life Course Perspectives on Health	4	1 st	2 nd
APH3. Determine appropriate research methods that account for the complexities associated with the study of aging adults.	340.616 Epidemiology of Aging	3	1 st (*)	SI, 1 st (#)
APH4. Assess interventions and policy to improve the health of diverse aging populations.	309.605 Health Issues for Aging Populations	3	2 nd	
APH5. Develop oral and written communication skills to support the translation of research for practice and policies for the health of diverse aging populations.	330.xxx Research and Translation in Aging Seminar	1 per term	3 rd , 4 th	

*In odd-numbered years, it is offered in person; #In even-numbered years, it is offered online.

Course of Study

Students in this concentration will take at least 19 credits over and above the MPH core course requirements. All students must take the courses listed in the competencies table above that allow the students to focus their interests in aging and public health. The Research and Translation in Aging Seminars will provide students with general research skill development, promote critical thinking, oral communication skills, and knowledge of issues integral to interdisciplinary aging research, as well as function as Research in Progress (RIP) meetings for students to share their developing Capstone paper ideas, learn about available data sets and studies, discuss quantitative methods, offer and receive feedback, and network.

Students can elect to target subspecialties offered by core faculty that integrate biologic, epidemiologic and clinical sciences and quantitative assessment methods related to observing and intervening on age-related changes in:

- 1) cognitive and physical functions
- 2) auditory, visual, and vestibular systems
- 3) health care and policy
- 4) health disparities
- 5) women's health
- 6) aging in the workplace

Additional Required Courses:

All students must take at least 4 credits from the following courses in addition to the courses listed in the competencies table:

Course #	Course Name	On-site	Online	Credits
Students are encouraged to elect to take any of the following courses to focus their concentration:				
380.603	Demographic Methods for Public Health	2 nd	3 rd	4
120.627	Stem Cells and the Biology of Aging and Disease	3 rd	3 rd	3
410.615	Research Design in the Social and Behavioral Sciences	2 nd		3
380.666	Women's Health	3 rd		3
330.607	Prevention of Mental Disorders: Public Health Interventions	3 rd	4 th	3
340.699	Epidemiology of Sensory Loss in Aging	3 rd		3
330.639	The Intersection of Mental and Physical Health	4 th		3
330.802	Seminar on Aging, Cognition & Neurodegenerative Disorders (biennially offered; any 1 of 4 terms fulfills this course option) (any 1 of 4 terms fulfills this course option)	1 st -4 th		2

Capstone Experience

The MPH capstone experience in Aging and Public Health is designed to give students an opportunity to apply and integrate coursework with practicum and research. Preparation for the Capstone experience will start near the end of the 1st term and be integrated throughout the year. In the 3rd and 4th terms, the Research and Translation in Aging Seminar is required for informal discussions of issues relevant to public health research and research in progress sessions. The final product will be a written paper based on one of the two approaches, listed below. Capstone Option 2 requires that students take the 621-623 (or higher) Biostatistics sequence. Students may also take relevant research methods or mixed methods courses, as appropriate.

Students may choose a Capstone project that addresses an important question in aging and that is approved by the student's advisor and the concentration directors. Options include:

- 1) Comprehensive literature review. The student will prepare a comprehensive review of the literature on a specific topic in aging research using systematic methods for searching, screening, and inclusion of articles.
- 2) Research Report. The student will use an available data set to conduct analyses to examine a specific question relevant to aging.

Capstone Special Studies Credits: A total of 3 credits of research special studies (XXX.840 - one each in 2nd, 3rd and 4th terms) will be allotted to this activity under the direction of the student's Capstone advisor.

In the 4th term, students are required to register for the 2-credit MPH Capstone Course (XXX.800) and will present the work in a short oral presentation in a special MPH Capstone symposium in May

A.2. CHILD & ADOLESCENT HEALTH CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Andrea Ruff, MD Associate Professor	International Health	410-955-1633	aruff1@jhu.edu
Susan Gross, PhD, MPH Associate Scientist	Population, Family & Reproductive Health	410-614-5066	sgross@jhu.edu

Educational Objectives

The MPH concentration in Child & Adolescent Health (CAH) focuses on understanding developmental and health issues and health status of children and adolescents across the globe, the nature and scope of the multiple determinants of their health status, and the range of public health programs to address the health and well-being of children and families. Students participating in the CAH concentration will be expected to attain proficiency in the 5 competencies shown below. They will be expected to do so by taking at least one of the courses that meets each competency.

Competencies Table

All students must complete the competencies based on the selection of courses listed below:

Child & Adolescent Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
CAH1. Assessing principal health concerns for the child and adolescent population, the associated population-based risk factors, and the relative impact of each risk factor.	380.604 Life Course Perspectives on Health	4	1 st	2 nd
	OR 380.744 Nutrition and Growth in Maternal and Child Health	3		1 st
CAH2. Evaluating strategies to promote child and adolescent health, including health services and systems delivery strategies used to address health concerns in the child and adolescent population.	380.604 Life Course Perspectives on Health	4	1 st	2 nd
	OR 380.740 Nutrition Programs, Policy and Politics in the United States: the Impact On Maternal, Child and Family Health	3		2 nd
CAH3. Applying frameworks specific to child and adolescent health for improving the health of the child and adolescent population.	380.604 Life Course Perspectives on Health	4	1 st	2 nd
	OR 380.744 Nutrition and Growth in Maternal and Child Health	3		1 st
	OR 380.624 Maternal and Child Health Legislation and Programs	4	2 nd	2 nd
CAH4. Examine political, social and economic influences on child and adolescent health.	380.624 Maternal and Child Health Legislation and Programs	4	2 nd	2 nd
	OR 380.725 The Social Context of Adolescent Health and Development	3	4 th	
CAH5. Propose strategies to promote child and adolescent health policy by local, national and international organizations.	380.624 Maternal and Child Health Legislation and Programs	4	2 nd	2 nd
	OR 380.725 The Social Context of Adolescent Health and Development	3	4 th	

Course of Study

Students will also be required to:

- 1) Attend the Child and Adolescent Concentration seminars that will offered through the year. Students will be expected to enroll in a 1 credit Special Studies (xxx.840) in 2nd term where xxx is the department code of the academic advisor
- 2) Complete at least 3 additional elective courses with a focus relevant to child and adolescent health. Those 3 electives must be selected from the list of courses shown below.
- 3) Develop a capstone focused on child and adolescent health.

Students are required to complete a minimum of 7 courses for the CAH concentration. The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is approximately 18 credits (depending on which of the required courses are selected).

Additional Required Courses (select 3 from the following list):

Course #	Course Name	Credits	Onsite	Online
180.655	Baltimore Food Systems: a Case Study of Urban Food Environments	4	3 rd	No
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	No
221.645	Large Scale Effectiveness Eval of Health Programs	4	2 nd	4 th
222.642	Assessment of Nutritional Status (Prerequisite previous biology or nutrition course or IH 222.641)	3	2 nd	No
222.641	Principles of Human Nutrition* (conflicts with Life Course, 1 st term)	4	1 st	No
222.647	Nutrition Epidemiology	3	3 rd	No
222.649	International Nutrition	3	4 th	No
222.654	Food Culture and Nutrition	4	4 th	No
222.655	Nutrition and Life Stages	3	3 rd	No
222.657	Food and Nutrition Policy	2	1 st	No
223.662	Vaccine Development and Assessment	4	2 nd	No
223.663	Infectious Diseases and Child Survival	3	3 rd	No
223.680	Global Disease Control Programs & Policies	4	4 th	4 th
223.687	Vaccine Policy Issues	3	3 rd	No
301.627	Understanding and Preventing Violence	3	2 nd	No
305.610	Issues in Injury and Violence Prevention	2	1 st	No
330.640	Childhood Victimization: A Public Health Perspective	3	4 th	No
380.611	Fundamentals of Program Evaluation	4	3 rd	1 st
330.674	Suicide as a Public Health Problem	3	3 rd	4 th
380.623	Adolescent Health and Development	3	No	3 rd
380.625	Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-Being	3	3 rd	No
380.640	Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth	3	3 rd	No

380.642	Child Health and Development	3	No	2 nd
380.661	Clinical Aspects of Maternal and Newborn Health	3	3 rd	No
380.662	Critiquing the Research Literature in Maternal, Neonatal & Reproductive Health	4	2 nd	No
380.635	Urban Health in Contemporary America	4	4 th	No
380.720	Masculinity, Sexual Behavior & Health: Adolescence & Beyond	3	2 nd	No
380.721	Schools and Health	3	2 nd	No
380.747	International Adolescent Health	3	No	4 th
380.749	Adolescent Sexual and Reproductive Health	3	4 th	No
380.761	Sexually Transmitted Infections in Public Health Practice	4	3 rd	4 th
380.762	HIV Infection in Women, Children and Adolescents	4	No	4 th
380.765	Preventing Infant Mortality and Promoting the Health of Women, Infants and Children	3	No	4 th
410.752	Children, Media and Health	3	3 rd	No

**Concentration Seminar Lectures will occur throughout all four terms and a calendar will be given to students at the beginning of each term. However special studies course registration will only be for the second term.*

Capstone Experience:

The MPH capstone in CAH involves application of skills and competencies acquired during the MPH course-work to the solution of public health-practice problems confronted in efforts to improve children's health. It has both a written and oral-presentation component and several options are available to complete this requirement. During the CAH noon seminars, we will periodically focus on capstone progress and students are required to register for the 2-credit MPH Capstone Course (xxx.800) in the 4th term.

A. 3. EPIDEMIOLOGIC AND BIOSTATISTICAL METHODS FOR PUBLIC HEALTH AND CLINICAL RESEARCH CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Rosa M. Crum, MD, MHS Professor	Epidemiology	410-614-2411	rcrum1@jhu.edu
Marie Diener-West, PhD Professor	Biostatistics	410-502-6894	mdiener@jhu.edu

Educational Objectives

The MPH concentration in Epidemiologic and Biostatistical Methods for Public Health and Clinical Research is designed for students with quantitative backgrounds who wish to pursue a rigorous curriculum in epidemiologic study design and statistical data analysis. The goal of this concentration is to help students participate in the design, conduct and analysis of research studies in public health and put concepts into practice. This concentration is best suited for students who have already worked in a particular substantive area and have identified specific research questions.

The objectives of this concentration are to outline the necessary didactic course work, group meetings and seminars, and opportunities to articulate an appropriate hypothesis, identify an appropriate study design and data set for answering the question, obtain IRB approval, gain familiarity with aspects of data management and reproducible research, conduct and interpret results of univariate, bivariate and multivariable statistical analysis and summarize them in a written research report.

Students must obtain a grade of B or better in Epidemiologic Inference I during the summer term in order to elect the concentration. All students are required to complete and obtain a passing grade (minimum of C) in the subsequent four-term sequence in biostatistics and three terms of epidemiology.

Competencies Table

All students must complete the courses listed below:

Epidemiologic and Biostatistical Methods Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
EBM1. Compare and contrast epidemiologic study designs and identify questions that can be appropriately answered with these different designs.	340.752 Epidemiologic Methods II	5	2 nd	
EBM2. Link appropriate analytic models with public health research questions and epidemiologic study designs.	340.753 Epidemiologic Methods III	5	3 rd	
EBM3. Distinguish the summary measures of association applicable to retrospective and prospective study designs.	140.622 Statistical Methods in Public Health II*	4	2 nd	
	140.652 Methods in Biostatistics II*	4	2 nd	
EBM4. Formulate and correctly interpret a multivariable linear, logistic or survival regression model to estimate a health effect while minimizing confounding and identifying	140.623 Statistical Methods in Public Health III*	4	3 rd	
	140.653 Methods in Biostatistics III*	4	3 rd	
EBM5. Summarize in a table, the results of linear, logistic, log-linear, or survival regressions and write a description of the statistical methods, results, and main findings for a scientific report.	140.624 Statistical Methods in Public Health IV	4	4 th	
	140.654 Methods in Biostatistics IV*	4	4 th	

*Also fulfills MPH core requirement

Course of Study

Students in this concentration will complete a total of 19 credits over and above the MPH core course requirements. All students must take the following required courses in addition to the courses listed in the competencies table:

Additional Required Courses:

Course #	Course Name	Credits	On-site	Online
340.721	Epidemiologic Inference I*	5		S
340.751	Epidemiologic Methods 1	5	1 st	

*Also fulfills MPH core requirement

Capstone Experience

The MPH capstone experience in Epidemiologic and Biostatistical Methods involves the application of skills and competencies acquired to problems in epidemiology and data analysis. Preparation for the capstone experience will start during the 1st term and be integrated throughout the year. A student must register for a total of 3 credits of research special studies (xxx.840) (1 credit each in the 1st, 2nd and 3rd terms) under the direction of the student's academic advisor, capstone advisor or other concentration-affiliated faculty. There will be required group seminars for informal discussion of issues relevant to public health research and capstone research in progress sessions. The final product will be a written paper based on a student's research question of interest and corresponding multivariable data analysis. The student's capstone advisor will approve the written paper. In addition, each student will register for the 2-credit Capstone Course (xxx.800) in the 4th term and prepare and present the work in a short oral presentation at the capstone symposium in May.

Concentration Seminar

The 3 credits of research special studies are for attending the required group seminars. These seminars typically will meet weekly on Thursdays from 12:15-1:20 pm during the academic year. Topics will include: getting started on a research project, how to identify data sets, managing data, writing a scientific paper and oral presentation skills. Most of the seminars will be used as research in progress sessions where students are expected to formally report on the progress to date of their capstone projects. These seminars will begin in September; no more than two excused absences are allowed.

Expectations

Students are expected:

- 1) During the first term, to identify a research question, hypotheses and data set to be used (November 1).
- 2) During the second term, to submit and obtain IRB approval (December 1).
- 3) To attend and participate in all small group seminars (no more than 2 excused absences).
- 4) To complete at least two research in progress presentations.
- 5) To complete a formal presentation of the final report of their project using a format typical of a scientific meeting presentation.
- 6) To write a formal paper summarizing the data analyses and findings from their capstone project, using the guidelines of a relevant journal.

A.4. FOOD, NUTRITION, AND HEALTH CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Laura E. Caulfield, PhD, Professor	International Health	410-955-2786	lcaulfi1@jhu.edu
Casey Rebholz, PhD, MPH, Assistant Professor	Epidemiology	410-614-0574	crebhol1@jhu.edu

Educational Objectives:

The MPH concentration in Food, Nutrition and Health (FNH) concentration provides students with the knowledge and understanding of the relevance of food and nutrition as it affects population health, and with the technical and analytic skills to address the public health implications associated with nutrition problems.

Students choosing this concentration will gain an understanding of:

- 1) The role of foods and nutrition in disease risk and prevention;
- 2) The methods for studying food consumption, and nutritional status and the use and interpretation of nutritional data;
- 3) The design, implementation and evaluation of nutrition programs and policy to improve the nutrition and health of diverse populations.

The minimum number of academic credits needed to complete the concentration requirements over and above the MPH core requirements is 17 credits. Students should choose to receive a letter grade for each course fulfilling the requirements for the concentration, unless letter grade is not an option (e.g., 222.860).

* If a student has significant prior background in nutrition, they should speak with Drs. Caulfield or Rebholz about building a specific plan to meet the requirements.

Competencies:

Food, Nutrition and Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
FNH1. Define the role of foods, nutrients and nutrition for human health and for disease risk and prevention	For those more generally interested in population-level nutrition: 222.641 Principles of Human Nutrition	4	1 st	
	For those with wish to understand nutrient metabolism, health and disease in a public health context: 222.644 Cellular Biochemistry of Nutrients OR 222.651 Nutrients of Biological Systems	3 2	2 nd 3 rd	
	For those who wish to understand diet in the primary and secondary prevention of chronic diseases: 222.652 Nutrition in Disease Treatment and Prevention	3		4 th
	222.657 Food and Nutrition Policy OR	2	1 st	

FNH2. Characterize political, social and economic influences affecting nutrition and well-being	380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd
FNH3. Identify the governmental and non- governmental organizations and processes involved in the development of public health nutrition initiatives	222.657 Food and Nutrition Policy OR	2	1 st	
	380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd
FNH4. Identify appropriate methods for studying food consumption and nutritional status and the use and interpretation of nutritional data	222.642 Assessment of Nutritional Status OR	3	2 nd	
	222.647 Nutrition Epidemiology	3	3 rd	
FNH5. Evaluate opportunities to advance nutrition and health through public health initiatives	222.657 Food and Nutrition Policy OR	2	1 st	
	222.649 International Nutrition OR	3	4 th	
	380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health OR	3		2 nd
	180.620 Food Systems and Public Health	4		2 nd

Course of Study

Students in this concentration will complete a total of at least 17 credits.

Students are encouraged to attend Program in Human Nutrition Seminar, Tuesdays, 12:15-1:20; they can join the mailing list and the seminar speaker and topic are generally announced to the School. Students can sign up for the seminar for credit by enrolling in 222.860 Graduate Nutrition Seminar. If signing up for credit, this will not count towards the required total number of credits.

Students may select from the below listed courses to complete the 17 credits:

Course number	Course Name	Credits	On-site	Online
180.655	Baltimore Food System: A Case Study in Urban Food Environment	4	3 rd	
182.640	Food- and Water-borne Diseases*	3	3 rd	
221.611	Food/Nutrition and Livelihood in Humanitarian Emergencies (Prerequisite: 221.613)	2	4 th	
222.630	Nutrition, Infection and Immunity	3		4 th
222.654	Food, Culture, and Nutrition (Consent required for all students)	4	4 th	
222.655	Nutrition and Life Stages (consent required for all students)	3	3 rd	
222.661	Designing Healthy Diets (Prerequisite: 222.641 and either 222.642 or 222.647)	2	4 th	
340.644	Epidemiology of Diabetes and Obesity (Prerequisite: 340.601 or equivalent)	2	4 th	
380.744	Nutrition and Growth in Maternal and Child Health	3		1 st
224.630.81	The Obesity Epidemic Problem Solving Seminar: What can we learn from Native American communities	3		1 st

Capstone Experience:

Typically, the capstone experience involves the application of the skills and competencies acquired during the MPH coursework to the solution of a particular nutrition problem or to the analysis of food and nutrition policies and/or programs. There are many opportunities for students to utilize available data sets to conduct statistical analyses for their capstone, and this would be strongly recommended for those interested in nutritional epidemiology. Through meetings with their advisor, and concentration meetings (to be held quarterly), students will explore their interests and options for a capstone experience.

During the 3rd term, students will register for 2 credits of research special studies (xxx.840) for the capstone experience under the direction of their capstone advisor. In 4th term, students are required to register for the 2 credit MPH Capstone Course (xxx.800). Students will make a formal presentation of their capstone experience as part of the MPH capstone symposium.

A.5. FOOD SYSTEMS CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Keeve Nachman, PhD, MHS Assistant Professor	Environmental Health and Engineering	410-223-1811	nachma1@jhu.edu
Roni Neff, PhD, ScM Assistant Professor	Environmental Health and Engineering	410-223-1811	rneff1@jhu.edu

Educational Objectives:

The MPH concentration in Food Systems provides students with the knowledge and understanding of the relevance of the food system to public health and apply communication, public health policy analysis, and/or advocacy skills to study and address the public health implications of food systems.

The MPH Concentration includes a minimum of 18 credits of required and elective courses. Some courses are based on field trips and experiential learning with community-based organizations and local policymakers. Students participate in monthly group mentoring meetings and are invited to participate in additional optional enrichment activities and networking with alumni and other students studying food systems.

Competencies Table:

Students in this concentration will complete at least 18 credits over and above the MPH core course requirements.

All students must complete the courses below

Food Systems Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
FS1. Define food systems and describe inter-relationships within the food system that impact public health	180.620 Food Systems and Public Health	4		2 nd
FS4. Use a systems perspective to analyze and apply critical thinking to inter-relationships within the food system	180.620 Food Systems and Public Health	4		2 nd
FS2. Characterize political, social and economic influences on food systems	180.620 Food Systems and Public Health	4		2 nd
FS3. Evaluate opportunities to advance food system change through a public health lens	180.655 Baltimore Food Systems: A Case Study of Urban Food Environments	4	3 rd	
FS5. Develop and communicate an evidence-based-policy position on a complex food systems topic	180.606 Case Studies in Food Production and Public Health	4		4 th

All students must also take at least one course from Group A and one course from Group B in addition to the courses listed in the competencies table:

Course#	Course Name	Credits	On-site	Online
GROUP A: Students elect at least one course from Group A				
<i>These courses provide broader context for the public health impacts of the food system.</i>				
180.611	The Global Environment and Public Health	4	1 st	
222.657	Food and Nutrition Policy	2	1 st	
182.640	Food and Water Borne Diseases	3	3 rd	
222.653	Food Technology and Health	3	4 th	
380.740	Nutrition Programs, Policy and Politics in the US: Impact on Maternal, Child, Family Health	3		2 nd
221.611	Food Security and Nutrition in Humanitarian Emergencies	2	4 th	
700.630	Global Food Ethics	3	4 th	
222.654	Food, Culture and Nutrition	4	4 th	
180.605	Food System Sustainability Practicum	3	4 th	
Students elect at least one course from Group B:				
<i>These courses teach skills that are relevant to addressing food system challenges and improving public health.</i>				
221.654	Systems Thinking in Public Health: Applications of Key Methods and Approaches	3		3 rd
317.600	Intro to the Risk Sciences and Public Policy	4	1 st	3 rd
410.620	Program Planning for Health Behavior Change	3	1 st , WI	4 th
317.610	Risk Policy, Management and Communication	3	2 nd	4 th
410.650	Intro to Persuasive Communications: Theories and Practice	4	WI, 2 nd	
180.625	Community-Driven Epidemiology and Environmental Justice	3	3 rd	
410.663	Media Advocacy and Public Health: Theory and Practice	3	4 th	
185.600	One Health Tools to Promote and Evaluate Health and Sustainable Communities	3		4 th
410.690	Ethnographic Fieldwork	3	1 st	
313.620	Intro to Behavioral Economics: Theory and Practice	3	4 th	
318.603	Applying Microeconomics to Policymaking	3	1 st	1 ST
305.684	Health Impact Assessment	3	2 ND , 3 rd	
410.672	Introduction to Campaigning & Organizing for Public Health	3		3 rd
224.689	Health Behavior Change at the Individual, Household, and Community Levels	4	2 nd	

Capstone

The MPH Capstone experience involves applying the skills and competencies acquired during the MPH coursework to a food systems-related problem or to the analysis of policies and/or programs at the intersection of food, the environment and public health. Through meetings with their advisor and monthly concentration meetings, students will explore their interests and options for a capstone experience. The capstone experience may be completed in partnership with a community organization or agency, at the discretion of the student and the advisor. Students will be provided a list of food systems research and project ideas, many of which tie into projects currently underway by faculty and staff at the Johns Hopkins Center for a Livable Future or may serve as inspiration for project ideas that align with the students' interests and goals. In 4th term, students are required to register for the 2-credit MPH Capstone Course (XXX.800). Students will make a formal presentation of their capstone experience as part of the Food Systems MPH Concentration Capstone Symposium.

A.6. GLOBAL ENVIRONMENTAL SUSTAINABILITY & HEALTH CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Peter Winch, MD, MPH Professor	Social and Behavior Interventions, International Health	410-955-9854	pwinch@jhu.edu
Cindy Parker, MD Assistant Scientist	Environmental Health and Engineering, Krieger School of Arts and Sciences	443-287-6734	cindyparker@jhu.edu

Educational Objectives:

The MPH concentration in Global Environmental Sustainability and Health explores the main drivers of global environmental change (land use, energy use, food use, water use and population growth) and how they, in turn, threaten human health on local, regional and global scales. Students gain necessary skills to develop appropriate responses to these challenges through qualitative research methods and behavioral change interventions.

Competencies:

Global Environmental Sustainability and Health Focus Area Competencies	Course Meeting Competency	Credits	Onsite	Online
GESH1. Define climate change and describe multiple ways climate change will have an impact on public health	180.611 The Global Environment, Climate Change and Public Health	4	1 st	
GESH2. Define behaviors related to climate change and environmental sustainability, and identify factors that affect them	224.689 Health Behavior Change at the Individual, Community and Household Levels	4	2 nd	
GESH3. Design a behavior change intervention to address climate change or environmental sustainability	224.689 Health Behavior Change at the Individual, Community and Household Levels	4	2 nd	
GESH4. Communicate effectively a position/opinion on a climate and/or sustainability topic	188.688 Global Environmental Sustainability and Health Seminar	1	2 nd , 4 th	
GESH5. Characterize the role food system plays in climate change and the environment	180.620 Food Systems and Public Health	4		2 nd
GESH6. Apply the systems thinking perspective to understand the various causes and effects of climate change on the environment and public health	180.620 Food Systems and Public Health	4		2 nd
	OR			
	180.611 The Global Environment, Climate Change and Public Health	4	1 st	
	OR			
	188.682 A Built Environment for a Healthy and Sustainable Future	3		4 th

Course of Study:

Students in this concentration will complete a total of at least 18 credits.

Course #	Course Name	Credits	on-site	online
<i>All students must take the following core courses:</i>				
<i>Students select at least one food-related course:</i>				
180.606	Case Studies in Food Production and Public Health	4		4 th
180.655	Baltimore Food Systems: A Case Study of Urban Food Environments	4	3 rd	
180.606	Case Studies in Food Production and Public Health	4		4 th
<i>Students select one of the following:</i>				
180.651	Energy, Environment and Public Health	2	3 rd	
188.682	A Built Environment for a Healthy and Sustainable Future	3		4 th
185.600	One Health Tools to Promote and Evaluate Healthy and Sustainable Communities	3		4 th
180.625	Community-Driven Epidemiology and Environmental Justice	3	3 rd	
180.653	Climate Change: Avoiding Conflict and Improving Public Health	3		4 th
<i>Recommended Courses</i>				
221.611	Food Security and Nutrition in Humanitarian Emergencies	2	4 th	
410.663	Media Advocacy and Public Health: Theory and Practice	3	4 th	
182.626	Issues for Water and Sanitation in Tropical Environmental Health	2	3 rd	
221.624	Urban Health in Developing Countries	3		4 th
182.640	Food- and Water-borne Diseases	3	3 rd	
410.654	Health Communication Programs I: Planning and Strategic Design	4	3 rd	
410.655	Health Communication Programs II: Implementation and Evaluation	4	4 th	
224.690	Qualitative Research I: Theory and Methods	3	3 rd	1 st
224.691	Qualitative Research II: Data Analysis	3	4 th	2 nd
305.684	Health Impact Assessment	3	2 nd , 3 rd	

FI =Fall Institute in Barcelona

The GESH MPH Capstone experience will involve applying the skills acquired during coursework to a climate change or sustainability related problem. This could be through research with faculty, literature reviews, or program/policy analysis, among other options. Students will explore their interests and options for a capstone project through monthly concentration meetings, the GESH seminar and advisor meetings. A list of research and project ideas for students will be provided by concentration faculty advisors. In 4th term, students are required to register for the 2-credit MPH Capstone Course. Students will give their capstone presentations during the 4th term GESH seminar.

A.7. HEALTH LEADERSHIP AND MANAGEMENT CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Anbrasi Edward, PhD, MPH, MBA Associate Scientist	International Health	410-502-7663	aedward1@jhu.edu
Mark J. Bittle, DrPH, MBA, FACHE Senior Scientist	Health Policy & Management	410-502-0460	mbittle1@jhu.edu

Educational Objectives:

The MPH concentration in Health Leadership & Management provides students with an understanding of the challenges of organizational leadership and management in the health sector. The concentration is aimed at individuals whose responsibilities require them to have the knowledge and skills essential to balance the demands of leading and managing during times of change, but who do not require or desire a full management degree.

Competencies:

Health Leadership & Management	Course Meeting Competency	Credits	Onsite	Online
HLM1. Leadership: Evaluate leadership styles as applied to self, organizations, and the impact on organizational performance.	312.700: Leading Organizations	3	SI, 1 st , 3 rd	3 rd
HLM2. Communication and Relationship Management: Apply concepts of negotiation to manage conflict, enhance problem-solving, and improve team dynamics.	312.670: Negotiation in Healthcare Settings	3	SI, 4 th	
HLM3. Professional & Social Responsibility: Explain the relationship between a commitment to self-development including continuing education, networking, reflection and personal improvement and leadership effectiveness.	312.700: Leading Organizations	3	SI, 1 st , 3 rd	3 rd
HLM4. Health & Healthcare Environment: Establish goals and objectives for improving health outcomes that incorporate an understanding of the social determinants of health and of the socioeconomic environment in which the organization functions.	221.722: Quality Assurance Management Methods for Developing Countries	4	1 st	1 st
HLM5. Business: Collate relevant data and information and analyze and evaluate this information to support or make an effective decision or recommendation.	312.604: Quantitative Tools for Managers	3	SI, 2 nd , 3 rd	

Course of Study:

Students in this concentration will complete a total of at least 18 credits and also participate in monthly concentration meetings. In addition to taking the courses fulfilling the concentration competencies (listed on the previous page), students must take at least one course from Group B and at least one course from Group C listed below:

Additional courses:

Course #	Course Name	Credits	On-site	Online
<i>Students elect <u>at least one</u> course from Group B: Management Practice Skills.</i>				
221.661	Project Development for PHC in Devel. Countries	4	4 th	
221.604	Case Studies in Management Decision-making	3	3 rd	
380.681	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries <i>(Instructor consent required)</i>	4	2 nd	
312.600	Managing Health Services Organizations	4		3 rd
221.608	Managing Non-governmental Organizations in the Health Sector*	3	3 rd , 4 th	
221.602	Applications in Managing Health Organizations in LMIC <i>(Instructor consent required)</i>	3	3 rd	
318.625	Management of Nonprofit Organizations	3	4 th	
<i>Students elect <u>at least one</u> course Group C: Technical/Operations Management Skills.</i>				
312.603	Fundamentals of Budgeting & Financial Mgmt	3	Su	1 st , 2 nd , 3 rd , 4 th ,
309.620	Managed Care and Health Insurance <i>(Prereq: Basic knowledge of US health care system.300.651 or similar course or consent of instructor)</i>	3	3 rd	
311.615	Quality of Medical Care	3	3 rd	1 st
309.600	Evaluating Quality Improvement and Patient Safety Programs	3		1 st
312.621	Strategic Planning <i>(Prereq: 312.600 or 312.603) (4th term only for MHA Students)</i>	3	SI, 3 rd , 4 th	
312.633	Health Management Information Systems	3		3 rd , 4 th
312.630	Healthcare Financial Management	3		1 st
312.660	Marketing in Health Care Organizations	3	SI, 1 st , 3 rd , 4 th	
313.790	Introduction to Economic Evaluation	3	1 st	4 th
313.620	Intro. To Behavioral Economics: Theory and Practice <i>(Prereq:212.619, 313.603 or equivalent)</i>	3	4 TH	
317.605	Methods in Quantitative Risk Assessment	4	3 rd	1 st
317.600	Introduction to Risk Sciences and Public Policy	4	1 st	3 rd
312.678	Intro. to Healthcare Quality & Patient Safety: A Mgmt. Perspective <i>(Instructor consent required)</i>	2	3 rd	

221.610	Pharmaceuticals Management for Under-served Populations* (Prereq: Evaluative health services experience; Either 220.601, 221.646, 221.602, 550.608 or equivalent course or work experience qualifies).	3	3 rd	
221.620	Applying Summary Measures of Pop. Health to Improve Health Systems	3	4 th	2 nd
221.639	Health Care In Humanitarian Emergencies	3	2 nd	1 st
312.617	Fundamentals of Financial Accounting	3	Su, 1 st	1 st , Su
313.641	Introduction to Health Economics (Instructor consent required)	3	3 rd	3 rd
313.610	Health Economics for Managers (Prereq: 313.639 or other course in Microeconomics)	3	2 nd	
221.635	Advances in Community-Oriented Primary Health Care (Prereq: 220.601)	4	3 rd	3 rd
221.652	Health Financing in Low and Middle Income Countries	3	3 rd	
185.600	One Health Tools to Promote and Evaluate Healthy and Sustainable Communities	3		4 th

Capstone

The MPH capstone experience in Health Leadership & Management provides students the opportunity to apply the competencies they acquire to clinical, technical and management problems in health sector organizations. Through meetings with their advisor and monthly concentration meetings, students will explore their interests and options for a capstone experience. A range of options are available. Students register for the 2 credit Capstone Course (xxx.800) in the 4th term.

Additional credits of research special studies (xxx.840) can be completed under the direction of the student's advisor or concentration-affiliated faculty. Students will make a formal presentation of their capstone experience as part of the MPH Capstone Symposium.

A.8. HEALTH SYSTEMS & POLICY CONCENTRATION**Faculty Concentration Directors**

Concentration Director	Department	Telephone	Email
Mary Fox, PhD Assistant Professor	Health Policy & Management	X7-0778	mfox9@jhu.edu
Shivam Gupta, PhD Associate Scientist	Health System Program, International Health	X2-3238	sgupta23@jhu.edu

Educational Objectives:

The MPH concentration in Health Systems and Policy aims to develop a broad understanding of health systems and the processes through which public policy decisions are made in the U.S. and select low, middle, and high-income countries. In addition, students acquire grounding in the range of research and evaluation methods pertaining to health systems and policy analysis, including the skills to use and critique data, research findings, and program evaluations. Through concentration meetings and supplemental activities, the concentration aims to build a community of practice among students, introduce students to possible career paths for professionals in this field, and expose them to the workings of a variety of organizations concerned with health systems and policies in the U.S. and internationally.

Competencies:

Each student must complete a course to fulfill each competency choosing from those listed in the competency table below. Some courses fulfill requirements for two competencies. A total of 20 concentration-related credits must be completed.

Health Systems and Policy Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
HSP1: Assess the role of health systems in addressing contemporary public health issues	221.646.01/81 Health Systems in LMIC (consent required)	3	2 nd	2 nd
	221.652 Financing Health Systems for Universal Health Coverage	3	3 rd	
	300.651 Introduction to the U.S. Healthcare System	4	1 st	4 th
	180.620.81 Introduction to Food Systems and Public Health	4		2 nd
	221.654.81 Systems Thinking in Public Health: Applications of Key Methods and Approaches	3		2 nd
HSP2: Assess the role of policy in addressing contemporary public health issues	300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21 st Century	3	2 nd	
	221.646.01/81 Health Systems in LMIC (consent required)	3	2 nd	2 nd
	221.650 Health Policy Analysis in LMIC	3	3 rd	
	305.607 Public Health Practice (note prerequisite)	4	2 nd	4 th
	300.651 Introduction to the U.S. Healthcare System	4	1 st	4 th
	306.650 Public Health and the Law	3	3 rd	
	300.600 Introduction to Health Policy	4		1 st

	301.645 Health Advocacy	3	4 th	
	305.684 Health Impact Assessment (HIA)	3	3 rd	
	222.657 Food and Nutrition Policy	2	1 st	
	380.667 Women’s Health Policy	3	4 th	
HSP3: Identify and apply evidence to formulate public health policies and interventions within health systems	221.650 Health Policy Analysis in LMIC (note prerequisite)	3	3 rd	
	300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21 st Century	3	2 nd	
	301.645 Health Advocacy	3	4 th	
	305.607 Public Health Practice (note prerequisite)	4	2 nd	4 th
	380.667 Women’s Health Policy	3	4 th	
	317.600 Introduction to the Risk Sciences and Public Policy	4	1 st	3 rd
	305.684 Health Impact Assessment (HIA)	3	3 rd	
	180.620.81 Introduction to Food Systems and Public Health	4		2 nd
HSP4. Apply economic principles to health systems and/or public health policy interventions	221.644 Econometric Methods for Evaluation of Health Programs (note prerequisite)	4	3 rd	
	221.651 Econometrics I (note prerequisite)	4	3 rd	
	313.602 Economic Evaluation II (note prerequisite or concurrent course)	3	3 rd	
	313.643 Health Economics (note prerequisite)	3	2 nd	
HSP5. Use evaluation tools to assess the impact of health systems and/or public health policy interventions	221.644 Econometric Methods for Evaluation of Health Programs	4	3 rd	
	221.620 Applying Summary Measures of Pop. Health to Improve Health Systems	3	4 th	2 nd
	221.638 Health Systems Research & Evaluation in Developing Countries	4	3 rd	
	221.645 Large-Scale Effectiveness Evaluation of Health Programs	4	2 nd	4 th
	309.617 Introduction to Methods for Health Services Research & Evaluation II	2		4 th
	380.611 Fundamentals of Program Evaluation	4	3 rd	1 st

Course of Study:

Students in this concentration will complete at least 20 credits specific to the concentration. Students are required to take at least one course for each competency listed above. In cases where fulfilling the competencies does not add up to 20 credits, students must select from the recommended list below to complete the total credit requirement.

Course #	Recommended Course Name	Credits	Onsite	Online
221.617	Behavioral Economics in Health Decisions	2	3 rd	
312.693	Introduction to Comparative Effectiveness and Outcomes Research	3		1 st
300.713	Research & Evaluation Methods for Health Policy	3	3 rd	
220.601	Foundations of International Health	4		1 st ,4 th
309.620	Managed Care and Health Insurance	3	3 rd	
300.650	Crisis and Response in Public Health Policy and Practice	3	3 rd	
301.627	Understanding and Preventing Violence	3	2 nd	
410.668	Policy Interventions for Health Behavior Change	3	2 nd	
410.611	Under Pressure: Health, Wealth & Poverty	3	4 th	
380.624	Maternal and Child Health Legislation and Programs	4	2 nd	2 nd
223.687	Vaccine Policy Issues (<i>Prerequisite: 223.622</i>)	3	3 rd	
309.730	Patient Safety and Medical Errors	3	3 rd	3 rd
380.665	Family Planning Policies and Programs	4	3 rd	
380.761	STI in Public Health Practice (<i>Prerequisite: 550.630 or equivalent</i>)	4	3 rd	4 th
306.660	Legal and Public Health Issues in the Regulation of Intimacy	3	4 th	
223.680	Global Disease Control Programs and Policies (<i>Prerequisite: 340.601 or 340.751 or 550.694.81or 550.695.81</i>)	4	4 th	4 th

Capstone Experience:

MPH students must develop a project on a health systems or policy problem in the U.S. or internationally over the course of the year with a faculty advisor with whom they register for the 2 credit Capstone Course (xxx.800) in the 4th term. Capstone projects are presented at an end-of-year MPH capstone symposium.

Possible topics, grouped by general area of policy interest, include:

- Evaluating the impact of legislation on health behaviors or outcomes
- Identifying and addressing financial, geographic, and cultural barriers to access to health care and developing policies to address these barriers to improve equity
- Improving coordination (including information systems, contracting, and payment mechanisms) among the public sector, the private sector, and social security systems
- Expanding financial protection in health systems through for example, health insurance – both public and private – including raising revenues, pooling revenues, contracting for services and payment options, and setting levels of co-payments.
- Changing the organization of the health system, possibly including changes in the public-private mix of provision and/or financing of health care
- Use of information and incentives to effect changes in the behavior of health care providers and/or patients.

- Developing appropriate policies and regulations for public health priority programs – such as road traffic injuries, HIV/AIDS, obesity, and tobacco control

Expectations:

Students are expected:

- 1) To attend and participate in all monthly group meetings (no more than 2 excused absences).
- 2) To deliver a brief presentation at one of the monthly meetings in third or fourth terms.

A.9. HUMANITARIAN HEALTH CONCENTRATION**Faculty Concentration Directors**

Concentration Director	Department	Telephone	Email
Courtland Robinson, PhD Associate Professor	International Health	410-955-3892	court.robinson@jhu.edu
Shannon Doocy, PhD Associate Professor	International Health	410-502-2628	doocy1@jhu.edu

Educational Objectives:

Students will have adequate knowledge and skills to be able to work effectively in the humanitarian health field—including in disasters and emergencies—whether in the context of research, program implementation, and/or policy response.

Competencies:

Humanitarian Health Focus Area Competencies	Course Meeting Competency	Credits	Onsite	Online
HH1. Ethics and Human Rights: Demonstrate working knowledge of core humanitarian and human rights principles, treaty instruments, and codes of ethical conduct in humanitarian settings.	221.613 Introduction to Humanitarian Emergencies	3	1 st	
HH2. Humanitarian Architecture: Demonstrate working knowledge of humanitarian architecture, including key organizations, international and UN systems, and sectors, including health, WASH, shelter, nutrition, food security, and protection.	221.613 Introduction to Humanitarian Emergencies	3	1 st	
HH3. Methods and Measurement: Students will be able to demonstrate skills in assessment, monitoring and evaluation relevant to humanitarian contexts—including qualitative, quantitative and mixed methods—and describe how to apply evidence generated from these approaches to inform decision making in humanitarian settings.	221.641 Methods and Measurement in Humanitarian Emergencies	2	2 nd	
HH4. Project Planning and Implementation: Students will be able to demonstrate basic skills in humanitarian project design, planning and implementation, including awareness of appropriate interventions and how to contextualize them in operational settings.	221.613 Introduction to Humanitarian Emergencies	3	1 st	
HH5. Operationalization: Students will be able to demonstrate how to critically assess and synthesize information, prioritize decisions and actions, and communicate these decisions and actions effectively.	221.695 Seminar in Humanitarian Health AND 221.613 Introduction to Humanitarian Emergencies	0.5 3	1 st , 2 nd , 3 rd , 4 th 1 st	

Course of Study

Students in this concentration will complete a minimum of 18 credits over and above the MPH core course requirements.

Course #	Course Name	Credits	On-site	Online
<i>All students must take at least 4 credits of the following courses:</i>				
221.639	Health Care in Humanitarian Emergencies	3	2 nd	1 st
604.731	Leadership and Management in Humanitarian Health	2		2 nd
221.623	Water and Sanitation in Humanitarian Emergencies	2		3 rd
221.611	Food Security and Nutrition in Humanitarian Emergencies	2	4 th	
Elective Credits (remaining credits)				
Health				
221.646	Health Systems in Lower and Middle Income Countries	3	2 nd	2 nd
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	
221.608	Managing Non-Governmental Organizations in the Health Sector	3	3 rd	
221.643	Armed Conflict and Health	2	3 rd	
380.750	Migration and Health: Concepts, Rates and Relationships	3	3 rd	
221.661	Project Development for Primary Health Care in Developing Countries	4	4 th	
Mental Health				
330.620	Issues in Mental Health Research in Developing Countries	3	2 nd	2 nd
221.634	Stress Management for Relief Workers	2	2 nd	
604.751	Mental Health and Psychosocial Support in Low Resource Humanitarian Emergencies	2		3 rd
221.642	Mental Health Aspects of Disasters: Public Health Preparedness and Response	2	3 rd	
330.680	Promoting Mental and Preventing Mental Disorders in Low and Middle Income Countries	3		4 th
Climate Change and Disaster Preparedness				
180.623	Infectious Disease Threats and Global Public Health Security	3	3 rd	3 rd
180.653	Climate Change: Avoiding Conflict and Improving Public Health	3		4 th
180.670	Introduction to Public Health Emergency Preparedness	3	4 th	
604.641	Disaster Preparedness	2		2 nd
Human Rights				
340.683	Human Rights in Public Health Practice	2	3 rd	
604.741	Human Rights in Humanitarian Emergencies	2		3 rd

380.662	Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4	2 nd	
340.639	Assessing Epidemiologic Impact of Human Rights Violations	2	4 th	
Quantitative Methods and Monitoring and Evaluation				
340.770	Public Health Surveillance	3	2 nd	3 rd , SI
380.611	Fundamentals of Program Evaluation	4	3 rd	1 st
380.612	Applications in Program Monitoring and Evaluation	4	4 th	
Required for International Field Placements				
220.600	International Travel Preparation, Safety and Wellness	1		2 nd -4 th

Capstone Experience:

The MPH capstone experience is an opportunity for students to integrate concentration issues with various public health skills and competencies gained through the year. Students will work individually or in small groups, and with the support and advice of a capstone advisor, to develop specific projects or concepts. Students are required to register for the 2 credit Capstone Course (xxx.800) in the 4th term. (The xxx refers to the department of your capstone advisor. In International Health, for example, this would be 220.800). These two credits count toward the MPH degree but not toward the concentration requirements.

A.10. INFECTIOUS DISEASES CONCENTRATION**Faculty Concentration Directors**

Concentration Director	Department	Telephone	Email
Clive Shiff, PhD Professor	Molecular Microbiology & Immunology	410-955-1263	cshiff1@jhu.edu
Noreen A Hynes, MD, MPH Associate Professor	International Health	410-614-7196	nhynes1@jhu.edu
Kawsar Talaat, MD Assistant Professor	International Health	410-502-9627	ktalaat@jhu.edu

Educational Objectives:

The MPH concentration in Infectious Diseases is designed for students who wish to focus on the development of new competencies or the enhancement of existing competencies in multiple disciplines needed to be an effective infectious diseases public health practitioner in various settings in the public and private sectors. The MPH Infectious Diseases concentration enhances and augments other MPH core course work to consolidate skills and knowledge in epidemiology, immunology, microbiology, parasitology, disease transmission pathogenesis and prevention and control of infectious diseases --- in both domestic and international settings.

The goal of this concentration is to help students integrate coursework through the direct participation in related practical experience (practicum) and in infectious disease-related research-related activities. Students who successfully complete the concentration will have gained a level of expertise needed for careers within state and local health departments, federal agencies; or the private sector, including the biotechnology and pharmaceutical industries, conducting infectious disease-related research.

Competencies:

Infectious Disease Concentration Competencies	Course meeting competency	Credits	Onsite	Online
ID1. Describe the epidemiological characteristics of major Infectious diseases humans	340.627 Epidemiology of Infectious Diseases OR	4	2 nd	2 nd
	340.609 Concepts and Methods in Infectious Disease Epidemiology	3	3 rd	
ID2. Explain the immune responses to Infection	550.603 Fundamentals of Immunology OR	3		1 st
	260.631 Immunology, Infection, and Disease* OR	3	2 nd	
	260.611 Principles of Immunology I	4	1 st	
ID3. Develop and evaluate strategies to control infections	340.627 Epidemiology of Infectious Diseases OR	4	2 nd	2 nd
	340.609 Concepts and Methods in Infectious Disease Epidemiology	3	3 rd	
ID4. Compare and contrast the microbiology and pathogenesis of major infections	223.682 Clinical and Epidemiologic Aspects of Tropical Diseases OR	4	4 th	2 nd
	340.627 Epidemiology of Infectious Diseases	4	2 nd	2 nd

ID5. Develop and evaluate strategies to prevent infections	340.627 Epidemiology of Infectious Diseases	4	2 nd	2 nd
	OR 340.609 Concepts and Methods in Infectious Disease Epidemiology	3	3 rd	

Course of Study:

Students are required to take 20 credits from the list of courses below with a minimum of 3 credits in each of the following five areas: 1) Epidemiology, 2) Microbiology, 3) Parasitology and Tropical Diseases, 4) Prevention & Control of Infectious Diseases, and 5) Immunology. Courses that are listed in multiple areas can only be used to satisfy one area requirement. Courses fulfilling the concentration requirements cannot be taken pass/fail (a letter grade is required). No waivers are given if similar courses were taken prior to matriculation/enrollment.

Course #	Course	Credits	Onsite	Online
<i>The Remainder of the 20 credits can be taken from this list of courses:</i>				
Epidemiology:				
340.722	Epidemiologic Inference in Public Health II (<i>Prerequisites: 340.601, 340.721, 340.751, 140.612 or equivalent</i>)	4	2 nd	4 th
380.761	STI in Public Health Practice* (<i>Prerequisite: 550.630 or equivalent</i>)	4	3 rd	4 th
340.651	Emerging Infections	2	4 th	
340.653	Epidemiologic Inference in Outbreak Investigations (<i>Prerequisite: basic knowledge of infectious disease; knowledge of introductory epidemiology & biostatistics is essential</i>)	3	1 st	
340.646	Epidemiology and Public Health Impact of HIV and AIDS	4	1 st	2 nd
340.641	Healthcare Epidemiology	4	4 th	
Microbiology:				
120.602	Concepts of Molecular Biology (<i>Prerequisite: Introductory biochemistry or consent of instructor</i>)	4	1 st	
260.623	Fundamental Virology (A good cell biology background is recommended).	4	1 st	
550.630	Public Health Biology*	3		Su, 4 th
260.627	Pathogenesis of Bacterial Infections	4	3 rd	
340.654	Epidemiology & Natural History of Human Viral Infections* (similar content to 260.623-624)	6		1 st
260.624	Advanced Virology (<i>Prerequisite: 260.623, undergrad virology or consent of instructor</i>)	4	4 th	
223.689	Biological Basis of Vaccine Development* (<i>Prerequisite: 260.611-12 or equivalent familiarity with the principles of immunology</i>)	3	4 th	
Parasitology/Tropical Diseases:				
260.635	Biology of Parasitism* (includes laboratory sessions)	5	2 nd	
260.650	Vector Biology and Vector-borne Diseases*	3	3 rd	
260.656	Malariology*[Note: The Internet offering is <i>NOT an option for the Infectious Diseases concentration.</i>]	4		3 rd

Prevention & Control of Infectious Diseases:				
550.630	Public Health Biology*	3		Su, 4 th
223.662	Vaccine Development and Application	4	2 nd	
260.636	Evolution of Infectious Disease	3	1 st	
223.663	Infectious Diseases and Child Survival	3	3 rd	
223.687	Vaccine Policy Issues (<i>Prerequisite: 223.662</i>)	3	3 rd	
380.761	STI in Public Health Practice* (<i>Prerequisite: 550.630 or equivalent</i>)	4	3 rd	4 th
340.612	Epidemiologic Basis for Tuberculosis Control*	2	1 st	SI, 3 rd
223.680	Global Disease Control Programs & Policies (<i>Prerequisite: 340.601 or 340.751 or 550.694.81 and 550.695.81</i>)	4	4 th	4 th
223.689	Biologic Basis of Vaccine Development* (<i>Prerequisite: 260.611-12 or equivalent familiarity with the principals of immunology</i>)	3	4 th	
260.601	Vector Borne Disease Control (<i>Prerequisite: Background in biomedical science</i>).	3	4 th	
180.630	Chemical and Biological Weapons Threats: Science, Public Health, Policy	3	4 th	
182.640	Food and Water Borne Diseases	3	3 rd	
222.630	Nutrition, Infection and Immunity	3		4 th
380.762	HIV Infection in Women, Children, and Adolescents	4		4 th

*Also fulfills MPH core requirement

Certificates:

Students enrolled the ID Concentration may also seek a Certificate in a complementary focus as there is some overlap in coursework. <https://www.jhsph.edu/academics/certificate-programs/>

Capstone Experience:

The MPH capstone experience in Infectious Diseases is an opportunity for students to apply what they have learned to an infectious disease public health problem. Students are required to register for the 2 credit MPH Capstone Course (xxx.800) in the 4th term. Additional credits of special studies research (xxx.840) can be completed in 3rd term under the direction of their capstone advisor. Students will prepare a paper on a specific infectious disease reviewing current key knowledge in the pathogenesis or control of the disease and focus on identifying at least 2 critical areas in need of additional research or public health solutions. Each paper topic must be approved by the students' advisor based upon a brief outline. Each student will present the working oral presentation in a special MPH symposium in May or an alternative venue approved by the concentration faculty.

Some recent MPH ID Concentration Capstone Titles:

Emerging Infections

- Emerging Infections Preparedness and response for a Nipah virus outbreak: medical countermeasures and public health interventions. (*Winner of the Dr. Louis Fink MPH Capstone Award*)
- Monkeypox Medical Countermeasures in Low-income and High Income countries (Winner of 1 of 13 2020 MPH Capstone awards)

Vaccine Preventable Diseases

- Evaluating differences in adverse effects associated with vaccine preventable high consequence pathogens

Tropical Diseases

- Examining environmental determinants of malaria and mosquito foraging in Macha, Zambia

HIV and STIs

- Micro-RNA as a biomarker of infection and treatment response in a mouse model of tuberculosis infection HIV and STIs
- Risk factors associated with sexually transmitted infection diagnosis in lesbian, gay, and bisexual women attending Baltimore City Health Department STI clinics from 2005 to 2016

Clinical Research

- Surgical Outcomes from Hepatitis C lung and heart transplants

A.11. SOCIAL AND BEHAVIORAL SCIENCES CONCENTRATION**Faculty Concentration Directors**

Concentration Director	Department	Telephone	Email
Julie A. Denison, PhD Associate Professor	International Health	443-287-2704	jdenison@jhu.edu
Ryan D. Kennedy, PhD Assistant Professor	Health Behavior and Society	410-955-3435	rdkennedy@jhu.edu

Educational Objectives:

The MPH concentration in Social and Behavioral Sciences in Public Health focuses on designing, implementing and evaluating programs that promote healthy behaviors in international and/or domestic settings. Students study the psychological and social influences on health and behavior, and they obtain skills necessary for working with diverse populations on a variety of health topics, in nonprofit organizations and government agencies.

Students who complete this concentration may be eligible to take the national certifying exam to become a Certified Health Education Specialist.

Competencies Table

All students must complete the competencies based on the selection of courses listed below:

Social and Behavioral Sciences Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
SBS1. Identify social and psychological factors and processes in the etiology of disease and health-related behaviors	410.600 Fundamentals of Health, Behavior and Society	4	1 st	
	OR 224.689 Health Behavior Change at the Individual, Household and Community Levels	4	2 nd	
SBS2. Appropriately select and apply behavioral science theories to studying health problems in diverse populations	410.600 Fundamentals of Health, Behavior and Society	4	1 st	
	OR 224.689 Health Behavior Change at the Individual, Household and Community Levels	4	2 nd	
SBS3. Utilize effective assessment and program planning skills to design health-promoting programs and policies	410.620 Program Planning for Health Behavior Change	3	1 st , W1	4 th
	OR 410.654 Health Comm Program I AND 410.655 Health Comm Prog II	4 4	3 rd 4 th	
	OR 224.692 Formative Research for Behavioral and Community Interventions (note prerequisites)	4	4 th	

SBS4. Articulate and address issues that facilitate the design, implementation, and sustainability of effective behavior- change programs.	410.620 Program Planning for Health Behavior Change OR	3	1 st , WI	4 th
	410.654 Health Comm Program I AND	4	3 rd	
	410.655 Health Comm Prog II OR	4	4 th	
	224.692.01 Formative Research for Behavioral and Community Interventions (note prerequisites)	4	4 th	
SBS5. Appropriately apply behavioral science methods to evaluate behavioral	380.611 Fundamentals of Program Evaluation	4	3 rd	1 st

Course of Study

Students will also be required to:

- 1) Attend the Seminar for MPH Concentration in SBS (5550.853) for 1 credit in 1st term and the Seminar for MPH Concentration SBS II (550.854) for 1 credit in 2nd term.
- 2) complete a minimum of 18 credits, based on the courses selected from the Competency Table above, plus elective course selected from the list of courses shown below.

Additional Elective Courses

Theory				
221.688	Social & Behavioral Foundations of Primary Health Care	4		3 rd ; Su
410.613	Psychosocial Factors in Health & Illness	3	3 rd	
410.612	Sociological Perspectives on Health	3	1 st	
410.650	Introduction to Persuasive Communications: Theories & Practice	4	2 nd , WI	
330.661	Social & Psychological Development Processes in the Etiology of Mental Disorders (<i>Instructor consent required for all students.</i>)	3	3 rd	
410.652	Interpersonal Influence in Medical Care	2	4 th	
410.657	Communication Strategies for Sexual Risk Reduction (<i>Prerequisite: 140.621-2 or equivalent</i>)	3	4 th	
Research and Evaluation				
380.612	Applications in Program Monitoring and Evaluation (<i>Prerequisite: 380.611</i>)	4	4 th	
309.616-.617	Introduction to Methods for Health Services Research and Evaluation I and II (<i>Cannot take this as a single course; counts as two courses</i>)	4		3 rd and 4 th
410.615	Research Design in Social & Behavioral Sciences (<i>Prereq: one terms biostatistics or consent of instructor</i>)	3	2 nd	
221.645	Large-Scale Effectiveness Evaluations of Health Programs (<i>Prereq: knowledge of basic biostat & epi</i>)	4	2 nd	4 th

410.631	Introduction to Community-Based Participatory Research: Principles and Methods	3	2 nd	
550.601	Implementation Research and Practice (3 units)	3	2 nd	2nd
<i>Intervention Design and Implementation</i>				
410.630	Implementation & Sustainability of Community-Based Health Programs	3	4 th	
410.651	Health Literacy: Challenges and Strategies for Effective Communication	3	3 rd	2nd
221.661	Project Development for Primary Health Care in Developing Countries (<i>Prereq: 220.601 and consent of instructor</i>)	4	4 th	
410.663	Media Advocacy and Public Health: Theory and Practice	3	4 th	
301.645	Health Advocacy	3	4 th	

Capstone Experience:

For the MPH Capstone, students focus on a specific health behavior problem and work through one of the following skill sets, in partnership with a community organization or agency:

- Grant writing
- Comprehensive literature review
- Intervention design/implementation
- Program evaluation
- Formative Research Protocol
- Ethnographic/Qualitative Research Protocol
- Research Project Addressing Social and Behavioral Issues in Health

A.12. WOMEN'S AND REPRODUCTIVE HEALTH CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Donna Strobino, PhD Professor	Population, Family & Reproductive Health	x2-5451	dstrobi1@jhu.edu
Saifuddin Ahmed, PhD Professor	Population, Family & Reproductive Health	410-614-4952	sahmed@jhu.edu

Educational Objectives:

The MPH concentration in Women's and Reproductive Health (WRH) focuses on understanding the general and reproductive health status of women, determinants of their health status, research approaches to study women's and reproductive health, and preventive strategies, health services interventions and programs to address women's health and well-being, as well as the health of their newborns. Students may choose to focus on women's, reproductive or perinatal health, either in the US or global settings.

Competencies:

Women's and Reproductive Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
WRH1. Assess the principal health concerns for women or mothers and newborns, the associated population-based risk factors, and the relative impact of each risk factor.	380.664 Reproductive and Perinatal Epidemiology OR	4	4 th	
	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children OR	3		4 th
	380.666 Women's Health	3	3 rd	
WRH2. Apply a life course framework to understanding the determinants a woman's or reproductive health concern and population strategies to address the health	380.604 Life Course Perspectives on Health	4	1 st	2 nd
WRH3. Evaluate strategies to promote population health, including the policies and programs that address health concerns and behavior for women or mothers and newborns.	380.624 Maternal and Child Health Legislation and Programs OR	4	2 nd	2 nd
	380.665 Family Planning Policies and Programs OR	4	3 rd	
	380.771 Understanding and Changing International Reproductive Health Policy OR	3	4 th	
	380.667 Women's Health Policy OR	3	4 th	
	380.768 Selected Topics in Women's Health and Women's Health Policy OR	4		1 st
	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children	3		4 th

WRH4. Critique health services and systems delivery strategies used to address women and reproductive health concerns.	380.661 Clinical Aspects of Maternal and Neonatal Health OR	3	3 rd	
	380.760 Clinical Aspects of Reproductive Health OR	3	3 rd	
	221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	
WRH5. Evaluate research approaches to understanding woman's or reproductive health concerns and the implications of the research	380.664 Reproductive and Perinatal Epidemiology OR	4	4 th	
	380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4	2 nd	

Course of Study

Students must also select one or two additional courses if less than five courses are taken from the above list. The below courses are also electives for students in the concentration.

Course #	Course Name	Credits	On-site	Online
380.744	Nutrition and Growth in Maternal and Child Health Internet only	3		1 st
380.655	Social and Economic Aspects of Human Fertility	3	2 nd	
380.749	Adolescent Sexual and Reproductive Health	3	4 th	
380.762	HIV Infection in Women, Children and Adolescents	4		4 th
380.663	Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies	3	3 rd	4 th
120.620	Fundamentals of Reproductive Biology	3		2 nd

Capstone Experience:

The MPH capstone experience in Women's and Reproductive Health is an opportunity for students to apply the competencies and skills acquired through coursework and other related educational activities (e.g. practicum). Most students fulfill the capstone by undertaking independent work with a concentration-affiliated faculty. The project may involve, but is not limited to, undertaking a data analysis, literature review with a focus on policy and programmatic implications, or an analysis of a public health problem using the problem-solving paradigm or other related conceptual model. Students register for the 2 credit MPH Capstone Course (xxx.800) in the 4th term. Students may also take an additional 1 to 4 credits of special studies research (xxx.840 with their capstone advisor) for the capstone experience, beginning as early as the 2nd term under the direction of the student's capstone advisor. A written product and a formal presentation are required.

Capstone Presentation:

The MPH concentration in Women's and Reproductive Health Capstone presentations will be held during a separate evening session prior to the Saturday Capstone Project Symposium. Students who present at the WRH concentration session are not required to present at the Saturday Capstone Symposium, but they must attend the symposium.

Maternal and Child Health Certificate:

Students in the Women's and Reproductive Health concentration may also pursue the **Maternal and Child Health Certificate**. However, there are additional course requirements outside the concentration requirements to complete the certificate, although for many students it will be only one additional course.

A.13. MPH CUSTOMIZED PROGRAM OF STUDY

Customized Faculty Directors

Concentration Director	Department	Telephone	Email
John McGready, PhD, Senior Scientist	Biostatistics	410-614-9405	jmcgree1@jhu.edu
Marie Diener-West, PhD Professor	Biostatistics	410-502-6894	mdiener@jhu.edu

Educational Objectives:

The customized approach to the Master of Public Health degree is designed for students who seek a broad perspective on the science and practice of the population-based approach to health and disease. It provides students the flexibility to tailor competencies, in conjunction with their academic advisor, to meet their individual professional and personal goals. Though students who choose the customized approach may already have specific area(s) of expertise, they may in addition prefer the option of access to a wide range of course content throughout the academic year. In addition, they also may have academic objectives that do not fit precisely into the more structured concentration areas.

Competencies:

Students customizing their elective courses must choose five general competencies in consultation with their academic advisor (please see page 15). You have the option to either complete all 5 competencies from one concentration or select a variety of competencies from amongst the 12 concentrations. The competencies will be met by completing the corresponding course(s) listed for each. All courses taken to fulfill the general competencies must be taken for letter grading unless the course(s) is only offered for Pass/Fail grading.

Course of Study:

Students complete courses for the core MPH curriculum and customize their elective courses. Some of these elective courses must meet the 5 general competencies chosen by the students. As is true for all MPH students, the curriculum plan outlined in the student's goals analysis must be approved by the student's formal faculty academic advisor.

Advisor Assignment:

Each MPH student will be assigned an appropriate faculty academic advisor by the MPH program faculty, taking into consideration each student's experiences, interests and goals. Every effort is made to ensure a good match between student and faculty interests. Customized students have the opportunity to express preferences for any School of Public Health faculty, Department, or Center with which they wish to affiliate.

Capstone Experience:

The MPH Capstone project is a requirement of all MPH students for graduation. It is an opportunity to explore public health projects that are focused on a student's individual interests. The goal is to synthesize, integrate and apply in a variety of public health formats the knowledge, skills and competencies that have been acquired during the period of study. Completion of this project includes a written report and oral presentation. The capstone project is guided and supervised by either the student's faculty academic advisor or a capstone advisor with relevant expertise. The requirements for the capstone are registration for 2 credits in the term in which the capstone project is completed.

The MPH Capstone Course number is (xxx.800), with xxx being the code associated with the primary Department of the faculty member serving as the capstone advisor. If the project involves more than two credits of academic effort, the student should register for additional research special study credits (xxx.840). See the Capstone Section in this Manual for more detailed information.

Customized Meetings:

Customized students will meet monthly as a group, usually on a Monday or Tuesday at noon, the exact calendar dates to be determined. These meetings provide an academic and professional “home” for the customized students and an opportunity to interact with other students and faculty with a broad range of interests. The format of these meetings will vary and range from seminars, to student capstone-in-progress meetings, to open discussions of student issues. The somewhat formal seminars will include presentations by faculty members representing various Departments in the School covering new areas of investigation in their fields. These are followed by informal discussion and questions.

The capstone-in-progress format provides the opportunity for students to network with each other, report on their progress and obtain constructive advice from colleagues and faculty.

All customized students are invited to these meetings. Although attendance is not required, students are encouraged to bond and support each other throughout the year.

Appendix B: Additional Student Resources

JHSPH Offices and Contact Information

Career Services

<https://www.jhsph.edu/offices-and-services/career-services/>

Tel: 410-955-3034

Fax: 410-502-9809

Email: JHSPH.careers@jhu.edu

- Career coaching for students and alumni
- Help in preparing a public health resume
- A robust database of public health jobs and internships
- Information about employers
- Access to a growing network of public health professionals

Center for Teaching and Learning (CTL)

<http://ctl.jhsph.edu/help/>

- CoursePlus
- OpenCourseware and Coursera
- Introduction to Online Learning Module
- Computer and technology requirements for JHSPH eLearning sites

Disability Support Services

<https://www.jhsph.edu/offices-and-services/student-affairs/disability-support-services/>

Tel: (410) 955-3034

Fax: (410) 502-9809

Email: jhsph.dss@jhu.edu

- Review of disability documentation
- Arranging accommodations

Financial Aid

<https://www.jhsph.edu/offices-and-services/student-affairs/financial-aid/>

Tel: 410-955-3004

Fax: 410-955-0464

Email: JHSPH.finaid@jhu.edu

- Federal and private loans
- Federal Work-Study Program
- Loan forgiveness and repayment assistance

International Services

http://ois.jhu.edu/Contact_Us/Medical%20Institutions/index.html

Tel: 667-208-7012

Fax: 410-955-0871

Email: internationalservices@jhmi.edu

- Immigration and student visa issues (including I-20 forms)
- Travel signatures
- Optional Practical Training (OPT)

The OIS website also provides some information related to taxes, drivers' licenses and social security numbers for international students.

JHSAP (Johns Hopkins Student Assistance Program)

<http://www.jhsap.org/>

Tel: 443-287-7000

Toll Free: 866-764-2317

Fax: 410-502-0404

Email: jhsap@jhu.edu

- Short-term counseling
- Crisis response
- Healthy relationship support
- School-life coaching and adjustment
- Educational workshops

JHSPH Information Technology

<https://www.jhsph.edu/offices-and-services/information-technology/>

Phone: 410-955-3781

- JHSPH ID
- Laptop Recommendations
- On-Campus Printing
- Multimedia Studio
- MyJHSPH Portal System
- JHSPH Wireless Network

JHU Information Technology

<http://www.it.johnshopkins.edu/gettingstarted.html>

East Baltimore campus: 410-955-HELP (4357)

<http://it.johnshopkins.edu/help/>

- JHED ID
- JHU Email
- Purchasing computers and software
- Virus Protection
- University-wide wireless connection

Records & Registration

<https://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/>

Tel: 410-955-3552

Fax: 410-955-0464

Email: JHSPH.Registra@jhu.edu

- Course registration
- Student Information System (SIS)
- Enrollment verification letters
- Interdivisional Registration
- Ordering transcripts
- Graduation and diplomas
- Student veteran benefits

SOURCE

<https://source.jhu.edu/>

Tel: 410-955-3880

Fax: 410-502-2736

Email: SOURCE@jhu.edu

- Information on opportunities for community involvement, including special studies, capstones, internships, federal work-study, and volunteer positions
- Personal advising for individual students and student organizations
- Listings of community service opportunities in Baltimore
- Information and referral
- Volunteer listserv and Weekly Service Scoop (subscribe!)
- Programs on the history of East Baltimore and tours of the community
- Preparation programs for working in the community

Student Accounts & Business Services

<https://www.jhsph.edu/offices-and-services/student-accounts-and-business-services/>

Tel: 410-955-5725

Email: jhsph.bursar@jhu.edu

- Student financial accounts
- Tuition/Fee billing, payments and payment deadlines
- Third party billing (i.e. tuition remission, employer tuition arrangements)
- Payment refunds
- Student Tax Information
- Student Health Insurance Plan and Student Dental Plan

Student Life

<https://www.jhsph.edu/offices-and-services/office-of-student-life/>

Tel: 410-502-2487

Fax: 410-502-9809

Email: jhsph.diverse@jhu.edu

- Student personal advising assistance and well-being
- Minority student groups
- Connecting current students with prospective students

Welch Library

<https://welch.jhmi.edu/>

Donna Hesson, MPH Informationist

Tel: 410-955-3028

Email: dhesson@jhmi.edu

https://welch.jhmi.edu/about/staff/donna_hesson

- Guidance on accessing and utilizing library resources
- Tutorials on various aspects of referencing, finding online resources, preparing presentations, grant writing, etc.

Library, Information Services, and Resources

MPH Liaison Librarian – Donna Hesson

Donna Hesson is available to help you maximize your ability to access and effectively use the library's resources and technology when you need it, wherever you are – in your home, office, classroom, or clinic. Her email address is: dhesson@jhmi.edu

Access to Electronic Resources

The Welch library offers easy access to PubMed, Global Health, GIDEON, EMBASE, PsycINFO, Web of Knowledge, and Lexis-Nexis, as well as over 400 additional databases, over 7,000 full-text journals, and over 11,000 eBooks. Subject guides are available to help navigate the many resources available.

<http://welch.jhmi.edu/welchone/>

To ensure full-text access when available, you MUST access resources from the Welch Library's website. An excellent place to start is the Public Health LibGuide: http://browse.wlech.jhmi.edu/public_health

Off-Campus Access

Access to Welch licensed electronic resources while off-campus is available using either JHPulse or Off-Campus Logon (aka EZ Proxy). Both require a JHED ID and password.

JHPulse is a virtual private network system that allows Hopkins community members to access Hopkins computer resources from remote locations. To use JHPulse you will need to download and install a small program onto your laptop or home computer in advance:

<https://my.johnshopkins.edu> Log into MyJHU with your JHED ID and password. On the left side, scroll down to the Technology icon that is on the left, scroll over and click on the JHPulse icon. Follow the instructions from there.

Off-Campus Login is another method for remote access and uses EZ Proxy server-based software that utilizes Internet Protocol (IP)-based authentication. This does not require any software installation, but users must have a JHED ID and password. To access Welch resources from off-campus, click on the “Login” button along the top right of the Welch homepage and enter your JHED ID and password. The website will still say ‘Off Campus’ but you will be able to access successfully from off campus.

InterLibrary Loan (Weldoc)

Materials that are held at other Hopkins or non-Hopkins libraries may be requested using Weldoc, the library’s free interlibrary loan and document delivery system. Patrons on the Johns Hopkins Medical Institutions campuses are eligible to use Weldoc. To access Weldoc go to the library’s web site and on the left side of the web site, under “Quick Tools”, click on ‘Weldoc’. You will need to register so when you click on the Weldoc link and login, you will be sent to a registration form. Fill out all required spaces and then click on ‘submit’. You will then be able to use this service.

Electronic Reserves

For many of your classes, readings have been placed on Electronic Reserves. Your main access will be through CoursePlus (<http://courseplus.jhsph.edu/>). After you access your course, there will be a link to e-reserves within CoursePlus and then you will need to enter the password. You can also access the reserves through the Welch Library’s website. <http://welch.jhmi.edu/welchone/Course-Reserves>. Courses can be searched by course number, course name, department or instructor. In order to gain access to the e-reserves, you will be asked to enter your JHED ID and password.

Information Management: RefWorks

RefWorks is an online bibliographic management tool that allows you to create your own personal database of references to help organize citation information and easily produce bibliographies. The Johns Hopkins Institutions has a site license to RefWorks allowing all staff, students and faculty to use the services for free. Your account is already created and just needs to be initialized by logging in with your JHED ID and password. To access

RefWorks go to the library’s web site and on the left side of the web site, under “Quick Tools”, click on ‘RefWorks’.

Classes & Lectures

The library offers free classes and lectures during the year to members of the Hopkins community. Classes are held in the 2024 Building’s training room and require advance registration. Topics include: using the library, searching online databases, writing a grant or journal abstract, and information management. Visit the web site for the current listing of classes and lectures. <http://welch.jhmi.edu/welchone/welchcourses>

Admission to the Welch Library Building

The Welch Medical Library building is open and available to all students for studying and an excellent place for groups to meet. For admission to the library, patrons must swipe their JHMI Hopkins ID in the access reader at the main entrance.

Library Sites & Hours

For general information and circulation issues, contact the Welch Service Center - 410-955-3410
<http://welch.jhmi.edu/welchone/Library-Hours-and-Locations>

Books on the Reading List of the MPH Executive Board

10 Lessons in Public Health, by Alfred Sommer

Polio: An American Story, by David M. Oshinsky

The Ghost Map: The Story of London's Most Terrifying Epidemic—and How it Changed Science, Cities, and the Modern World (the cholera epidemic in London), by Steven Johnson

The Corner: A Year in the Life of An Inner-City Neighborhood (inner-city/drug war) by David Simon and Edward Burns

Betrayal of Trust: The Collapse of Global Public Health, by Laurie Garrett

The Great Influenza: The Story of the Deadliest Pandemic in History, by John M. Barry

How Doctors Think: Clinical Judgment and the Practice of Medicine, by Katherine Montgomery

The Making of a Tropical Disease: A Short History of Malaria, by Randy Packard

The Invisible Cure: Why We are Losing the Fight Against AIDS in Africa, by Helen Epstein

Amazing Grace: The Lives of Children and the Conscience of a Nation, by Jonathan Kozol

Dark Remedy: The Impact of Thalidomide and Its Revival as a Vital Medicine, by Rock Brynner and Trent Stephens

Smallpox: The Death of a Disease, by D.A. Henderson

While We Were Sleeping: Success Stories in Injury and Violence Prevention, by David Hemenway

Half the Sky: Turning Oppression into Opportunity for Women Worldwide (Vintage) by Nicholas D. Kristof and Sheryl WuDunn

The Immortal Life of Henrietta Lacks, by Rebecca Skloot

Not in My Neighborhood, by Antero Pietila

Pale Rider: The Spanish Flu of 1918 and How It Changed the World, by Laura Spinney.

***Suggestions for optional reading for your leisure reading enjoyment