JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Master of Public Health
Program Manual
2020-2021

Part-time/Online

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2020-2021 JHSPH ACADEMIC YEAR CALENDAR

MEMORIAL DAY HOLIDAY...	**M May 25**
SUMMER INSTITUTES BEGIN..	**T May 26**
Part-time/Online MPH New Student Orientation	Sun May 31

REGULAR SUMMER TERM	**M July 1 – W Aug 26 (39 class days)**
Summer Institute Registration Begins ……....……………………………...……………………………..	T Feb 11
Summer Term Registration Begins ……....……………………………...…………………………........	Th April 2
Instruction Begins for Summer Institutes ………………………………………………………………..	Begin T May 26
Internet-Based/Part-Time MPH New Student Orientation…………………………………………………..	Sun May 31
Summer Term Registration Ends………………………………………………………………………	F June 26
NEW STUDENT ORIENTATION ……………………………………………………..................……..	M June 29 – T June 30
Instruction Begins for Summer Term …………………………………………………………………..	W July 1
INDEPENDENCE DAY HOLIDAY ……………………………………………………………………..	F July 3
Summer Term Add/Drop Period ……………………………………………………………………	W July 1– W July 8 (full term courses only)
Last Class Day of Summer Term ………………………………………………………………	W Aug 26
Last Class Day of Summer Institutes ……………………………………………………………..……	F Aug 28

1ST TERM	**M Aug 31 – M Oct 26 (40 class days, M-F)**
1st Term Registration Begins ………………………………………………………………………	M Apr 27
1st Term Registration Ends ………………………………………………………………………………	W Aug 26
NEW STUDENT ORIENTATION/ REGISTRATION …………………………………………………………	Th Aug 27 – F Aug 28
Instruction Begins for 1st Term……………………………………………………………….....…	M Aug 31
LABOR DAY …………………………………………………………………………………..	M Sept 7
Add Period ………………………………………………………………………………………	M Aug 31 – Su Sept 6
Drop Period ……………………………………………………………………………………..	M Aug 31 – Su Sept 13

2ND TERM	**T Oct 27 – W Dec 23 (39 class days, M-F)**
2nd Term Registration Begins ……………………………………………………………………………	M Apr 27
2nd Term Registration Ends ……………………………………………………………………………..	F Oct 23
Instruction Begins for 2nd Term ………………………………………………………………………	T Oct 27
Add Period ……………………………………………………………………………………………	T Oct 27 – M Nov 2
Drop Period ………………………………………………………………………………………..	T Oct 27 – M Nov 9
THANKSGIVING RECESS ……………………………………………………………………………	W Nov 25 – Su Nov 29
Last Class Day of 2nd Term …………………………………………………………………………	W Dec 23

Part-time/Online MPH New Student Orientation …………………………………………………………..	**Sun Jan 3**
WINTER INTERSESSION ……………………………………………………………………………	**M Jan 4 – F Jan 15**
Winter Intersession Registration Begins ……………………………………………………………..	Th Oct 1
Winter Intersession Registration Ends ………………………………………………………………	W Dec 30

3RD TERM	**M Jan 25 - F Mar 19 (39 class days, M-F)**
3rd Term Registration Begins ……………………………………………………………………	M Nov 16
3rd Term Registration Ends …………………………………………………………………………..	F Jan 22
Instruction Begins for 3rd Term ………………………………………………………………………..	M Jan 25
Add Period …………………………………………………………………………………….	M Jan 25 – Su Jan 31
Drop Period ……………………………………………………………………………………..	M Jan 25 – Su Feb 7
Last Class Day of 3rd Term …………………………………………………………………………...	F Mar 19
SPRING RECESS …………………………………………………………………………………	M Mar 22 - F Mar 26

4TH TERM	**M Mar 29– F May 21 (40 class days, M-F)**
4th Term Registration Begins ……………………………………………………………………………..	M Nov 16
4th Term Registration Ends ……………………………………………………………………………....	F Mar 26
Instruction Begins for 4th Term ……………………………………………………………………………..	M Mar 29
Add Period ……………………………………………………………………………………………	M Mar 29 – Su Apr 4
Drop Period ………………………………………………………………………………………..	M Mar 29 – Su Apr 11
Last Class Day of 4th Term ………………………………………………………………………………..	F May 21

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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 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

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 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 period in which they are registered.

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_Acad emic_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.

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 <u>one</u> 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) **OR**
  300.603: The Tools of Public Health Practice and Decision Making (3 credits)
- 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/Onsite 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) (2 credits)

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

- History of Public Health module (Pre-Orientation activity)
- Goals Analysis Plan (please see section *Goals Analysis and Portfolio* section)
- MPH Practicum Experience (please see *Practicum Experience in Population-based Health* section)
- Completion of Interprofessional Education Event as part of course 552.625 Building Collaborations Across Sectors to Improve Population Health.

In addition to the required courses listed above, 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.

Listing of MPH Core Curriculum Course Options

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Course schedules are subject to change.

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

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

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

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

*Online options available

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

The biostatistics 140.611-612 sequence (Statistical Reasoning in Public Health I-II) can be supplemented by the Data Analysis Workshops I-II (140.613-614) and Advanced Data Analysis Workshop (140.620), which are offered in our intensive learning institutes. Taken sequentially, this biostatistics sequence (140.611-612) and data analysis workshops cover statistical concepts and calculations for data analysis and develop statistical computing skills.

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. <u>Students select their 5 additional competencies from among the > 60 *competencies* listed in courses required by any of the 12 MPH Focus Areas (see list of competencies below).</u>

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

The Competency Table must be completed and submitted as part of your curriculum plan. You will upload the curriculum plan with the competency table into the Evidence Section of Touchpoint 3 in your "My Portfolio". 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.

> *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

Focus Area Competencies

Aging & Public Health Focus Area 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	4th	
APH2. Identify life course [and interdisciplinary] perspectives for studying aging systems.	380.604 Life Course Perspectives on Health	4	1st	2nd
APH3. Determine appropriate research methods that account for the complexities associated with the study of aging adults.	340.616 Epidemiology of Aging	3	1st	SI
APH4. Assess interventions and policy to improve the health of diverse aging populations.	309.605 Health Issues for Aging Populations	3	2nd	
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	3rd, 4th	

Child & Adolescent Health Focus Area 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 OR	4	1st	2nd
	380.744 Nutrition and Growth in Maternal and Child Health	3		1st
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 OR	4	1st	2nd
	380.742 Family Health, Public Health and Policy	3	2nd	
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 OR	4	1st	2nd
	380.744 Nutrition and Growth in Maternal and Child Health OR	3		1st
	380.624 Maternal and Child Health Legislation and Programs	4	2nd	2nd
CAH4. Examine political, social and economic influences on child and adolescent health.	380.742 Family Health, Public Health and Policy OR	3	2nd	
	380.624 Maternal and Child Health Legislation and Programs OR	4	2nd	2nd
	380.725 The Social Context of Adolescent Health and Development	3	4th	
CAH5. Propose strategies to promote child and adolescent health policy by local, national and international organizations.	380.742 Family Health, Public Health and Policy OR	3	2nd	
	380.624 Maternal and Child Health Legislation and Programs OR	4	2nd	2nd
	380.725 The Social Context of Adolescent Health and Development	3	4th	

Epidemiologic and Biostatistical Methods Focus Area 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.	340.722 Epidemiologic Inference II OR	4	d	2nd, 4th
	340.752 Epidemiologic Methods II	5	2nd	
EBM2. Link appropriate analytic models with public health research questions and epidemiologic study designs.	340.753 Epidemiologic Methods III	5	3rd	
EBM3. Distinguish the summary measures of association applicable to retrospective and prospective study designs.	140.612 Statistical Reasoning II OR	3	SI, 2nd	2nd
	140.622 Statistical Methods in Public Health II OR	4	2nd	
	140.652 Methods in Biostatistics II	4	2nd	
EBM4. Formulate and correctly interpret a multivariable linear, logistic or survival regression model to estimate a health effect while minimizing confounding and identifying possible effect modification.	140.612 Statistical Reasoning II OR	3	SI, 2nd	2nd
	140.623 Statistical Methods in Public Health III OR	4	3rd	
	140.653 Methods in Biostatistics III	4	3rd	
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.	140.613 Data Analysis Workshop I AND 140.614 Data Analysis Workshops II OR	2 / 2	SI, WI / SI, WI	
	140.624 Statistical Methods in Public Health IV OR	4	4th	
	140.654 Methods in Biostatistics IV	4	4th	

Food, Nutrition and Health Focus Area 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 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 For those who wish to understand diet in the primary and secondary prevention of chronic diseases: 222.652 Nutrition in Disease Treatment and Prevention	4 3 2 3	1st 2nd 3rd	 4th
FNH2. Characterize political, social and economic influences affecting nutrition and well-being	222.657 Food and Nutrition Policy OR 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	2 3	1st	 2nd
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 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	2 3	1st	 2nd
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 222.647 Nutrition Epidemiology	3 3	2nd 3rd	
FNH5. Evaluate opportunities to advance nutrition and health through public health initiatives	222.657 Food and Nutrition Policy OR 222.649 International Nutrition OR 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health OR 180.620 Food Systems and Public Health	2 3 3 4	1st 4th	 2nd 2nd

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

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	1st	
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	2nd	
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	2nd	
GESH4. Communicate effectively a position/opinion on a climate and/or sustainability topic	188.688 Global Environmental Sustainability and Health Seminar	1	2nd, 4th	
GESH5. Characterize the role food system plays in climate change and the environment	180.620 Food Systems and Public Health	4		2nd
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 OR 180.611 The Global Environment, Climate Change and Public Health OR 188.682 A Built Environment for a Healthy and Sustainable Future	4 4 3	1st	2nd 4th

Health Leadership & Management Focus Area Competencies	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, FI, 2nd, 3rd	
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	1st, 4th	
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, FI, 2nd, 3rd	
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	1st	1st
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, 2nd, 3rd	

Health Systems and Policy Focus Area Competencies	Course Meeting Competency	Credits	Onsite	Online
HSP1. Assess the role of those health systems in addressing contemporary public health issues	221.646 Health Systems in LMIC (consent required) O R	3	2nd	2nd
	300.651 Introduction to the U.S. Healthcare System	4	1st	4th
HSP2. Assess the role of policy in addressing contemporary public health issues	221.650 Health Policy Analysis in LMIC (note prerequisite) O R	3	3rd	
	300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21st Century	3	2nd	
HSP3. Evaluate the role of evidence in advancing public health policy interventions	221.650 Health Policy Analysis in LMIC (note prerequisite) O R	3	3rd	
	300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21st Century OR	3	2nd	
	301.645 Health Advocacy OR	3	4th	
	305.607 Public Health Practice (note prerequisite)	4	2nd	4th
HSP4. Apply economic principles to health systems and/or public health policy interventions	221.644 Econometric Methods for Evaluation of Health Programs (note prerequisite) OR	4	3rd	
	221.651 Econometrics I (note prerequisite) O R	4	3rd	
	313.601 Economic Evaluation I OR	3	1st	
	313.641 Introduction to Health Economics O R	3		3rd
	313.643 Health Economics OR	3	2nd	
	313.790 Introduction to Economic Evaluation	3		4th
HSP5. Use evaluation tools to assess the impact of health systems and/or public health policy interventions.	221.638 Health Systems Research & Evaluation in Developing Countries OR	4	3rd	
	300.713 Research and Evaluation Methods for Health Policy OR	3	3rd	
	305.684 Health Impact Assessment (note prerequisite) OR	3	3rd	
	309.616 Introduction to Methods for Health Services Research & Evaluation I	2		3rd

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.	604.601 Public Health Humanitarian Emergencies	4		1st
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.	604.601 Public Health Humanitarian Emergencies	4		1st
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.	604.701 Assessment Approaches in Humanitarian Emergencies	3		1st
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.	604.601 Public Health in Humanitarian Emergencies	4		1st
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.	604.731 Leadership and Management in Humanitarian Emergencies AND 604.601 Public Health in Humanitarian Emergencies	2 4		2nd 3rd

*NEW: The Humanitarian Health Concentration can be completed online. Please contact the Faculty Concentration Directors, Dr. Courtland Robinson (court.robinson@jhu.edu) or Dr. Shannon Doocy (doocy1@jhu.edu), for complete online concentration requirements.

If you officially join and complete the Humanitarian Health Concentration, the Concentration course requirements will satisfy the additional general competency requirements.

Infectious Disease Focus Area Competencies	Course meeting competency	Credits	Onsite	Online
ID1. Describe the epidemiological characteristics of major Infectious diseases of	340.627 Epidemiology of Infectious Diseases	4	2nd	
ID2. Explain the immune responses to Infection	550.603: Fundamentals of Immunology OR	3		1st
	260.631: Immunology, Infection, and Disease* OR	3	2nd	
	260.611: Principles of Immunology I	4	1st	
ID3. Develop and evaluate strategies to control infections	340.627 Epidemiology of Infectious Diseases	4	2nd	
ID4. Compare and contrast the microbiology and pathogenesis of	223.682 Clinical and Epidemiologic Aspects of Tropical Diseases	4	4th	2nd
ID5. Develop and evaluate strategies to prevent infections	340.627 Epidemiology of Infectious Diseases	4	2nd	

Social and Behavioral Sciences Focus Area 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 OR	4	1st	
	224.689 Health Behavior Change at the Individual, Household and Community Levels	2	2nd	
SBS2. Appropriately select and apply behavioral science theories to studying health problems in diverse populations	410.600 Fundamentals of Health, Behavior and Society OR	4	1st	
	224.689 Health Behavior Change at the Individual, Household and Community Levels	2	2nd	
SBS3. Utilize effective assessment and program planning skills to design health-promoting programs and policies	410.620 Program Planning for Health Behavior Change OR	3	1st, WI	4th
	410.654 Health Comm Program I AND 410.655 Health Comm Prog II OR	4 4	3rd 4th	
	224.692 Formative Research for Behavioral and Community Interventions (note prerequisites)	4	4th	
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	1st, WI	4th
	410.654 Health Comm Program I AND 410.655 Health Comm Prog II OR	4 4	3rd 4th	
	224.692.01 Formative Research for Behavioral and Community Interventions (note prerequisites)	4	4th	
SBS5. Appropriately apply behavioral science methods to evaluate behavioral interventions	380.611 Fundamentals of Program Evaluation	4	3rd	1st

Women's and Reproductive Health Focus Area 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	4th	
	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children OR	3		4th
	380.666 Women's Health	3	3rd	
WRH2. Apply a life course framework to understanding the determinants a woman's or reproductive health concern and population strategies to address the health concern.	380.604 Life Course Perspectives on Health	4	1st	2nd
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	2nd	2nd
	380.665 Family Planning Policies and Programs OR	4	3rd	
	380.771 Understanding and Changing International Reproductive Health Policy OR	3	4th	
	380.667 Women's Health Policy OR	3	4th	
	380.768 Selected Topics in Women's Health and Women's Health Policy	4		1st
	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children	3		4th
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	3rd	
	380.760 Clinical Aspects of Reproductive Health OR	3	3rd	
	221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2nd	
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	4th	
	380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4	2nd	

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.

Goals Analysis

There are five touchpoints that are targeted towards Goals Analysis: self- assessment and curricular planning, mid-program progress update meetings with your faculty advisor and an end-of-program re- assessment of competencies and program evaluation.

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

- Describe the goals and competencies which you aim to achieve during your program.
- Plan your MPH education early in your program with the support and guidance of your faculty advisor.
- Serve as a springboard for discussion of career opportunities as the program progresses.

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

- <u>Touchpoint 1 – Resume/CV</u>: This Touchpoint is included in the Pre-Orientation activities and requires you to upload your resume/CV to your Portfolio within CoursePlus.

- <u>Touchpoint 2 – Self-Assessment</u>: Complete a self-assessment of your current skill levels for the MPH core competencies. Identify the core competencies that you wish to focus on and those that are particularly relevant to your professional future. 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. <u>This touchpoint should be reviewed with your faculty advisor.</u>

- <u>Touchpoint 3 – Curriculum and Competency Planning</u>: <u>Students should work with their faculty advisor to complete their curriculum plan and general competency table.</u> Identify what required courses, electives and special studies you intend to take and when you plan to complete your courses. Develop a tentative course plan for your entire MPH program. In your reflection, share how your curriculum plan is aligned with the goals that you identified in Touchpoint 2. List your potential 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. Students will complete the curriculum planner and general competency table found in Touchpoint 3. ***Please note that if during the course of your MPH program any changes are made to your course selection that impacts your competency requirement, you must submit a new curriculum plan and competency table to your Academic Coordinator. All courses that are linked to your 5 general competencies must be completed for degree and graduation eligibility.***

The Goals Analysis 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.

<u>Goals Analysis Key Dates</u>

Touchpoint	Due Date
Touchpoint 1	Prior to Orientation
Touchpoint 2	Two weeks after Orientation
Touchpoint 3	At the end of the first 8-week term after matriculation

Planning Your Curriculum

Part-time/Online MPH students have flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match online courses, intensive learning Institute courses, on-site courses at our East Baltimore campus, as well as Johns Hopkins courses at other sites (e.g., Barcelona).

Course Directory and Academic Calendar

For students doing a primarily online approach, the curriculum will be built from a combination of online courses and the intensive "institute" offerings. The definitive course directory is at *http://www.jhsph.edu/courses* and the current year courses in this catalog should be used for planning. New students should familiarize themselves with the academic calendar for the term dates and registration 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 part-time students take approximately six credits per term. A course load of about eight credits per term is the maximum reasonable course load for someone who is working full-time during that term. Students who matriculated part-time are welcome to take a full-time load in any term when they do not have other significant time commitments. No student may exceed twenty-two credits in a single 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 (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)
1	1	2	3	24
2	2	4	6	28
3	3	6	9	72

How many hours in a week can you set aside to do course-related work?

► How much time do you have available to spend on coursework on weekdays? (X Hours)
► How much time do you have available to spend on coursework per weekend? (Y Hours)
► **X + Y** = the number of hours you have available to spend on coursework per week.

For example, 2 hours each weekday except Friday (8 hours) and 4 hours on Sat and on Sunday (8 hours) = 16 hours per week (on average in an 8-week term)

Scenario: You work full-time and have about 15-20 hours per week to study

► Use the broad guideline "3 hours of study work per week for each one (1) credit"
► 15 hours available each week: 15 hours per week/3 hours of coursework per credit = 5 credits;
► 18 hours available each week: 18 hours per week/3 hours of coursework per credit = 6 credits;
► 21 hours available each week: 21 hours per week/3 hours of coursework per credit = 7 credits.

If you have 15-20 hours available in a week to study, you can take up to 5-7 credits of coursework.

Sequencing your curriculum

- The Public Health Policy/Problem Solving core and the Epidemiology core must be completed during the first year of study.
- The remaining required core area courses should be completed early in the program.
- 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 at or near the end of the program.

Choosing electives

Many of MPH program credits will be in elective courses, and even some of the core courses can be chosen from among a variety of options. Here are some places to look for guidance in choosing electives:

- Your faculty advisor
- The course listings for the Summer, Fall and Winter Institutes
- Searches in the course directory, using key words for search terms that pertain to your areas of interest
- The Informal Focus Areas/Formal Concentrations
- The certificate programs offered by JHSPH

JHSPH Certificate Programs

The School offers certificate programs in specific areas of study. MPH students may pursue a certificate program as some certificate programs may be completed online and through institute courses. For more information, visit: *http://www.jhsph.edu/academics/certificate-programs/* and contact the faculty sponsors of the certificate programs listed on the website.

Formal Concentrations

Part-time students **in the local-Baltimore area,** who can attend daytime on-campus activities year- round and wish to participate in one of the optional concentration areas, should contact the concentration directors. 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*).

NEW: The Humanitarian Health Concentration can now be completed online. Please contact the Faculty Concentration Directors for the complete online concentration requirements.

Part-time/online students who are unable to attend the onsite requirements will not be able to elect a formal concentration. The **Informal Focus Areas** offer options to tailor your course selection to a specific area. See the next session for more information.

Informal Focus Areas

There are many content areas where a few or several related courses are offered online and/or in institutes, even if there is not currently a formal track accessible to part-time/online students. Some examples are listed below.

- Child and Adolescent Health
- Epidemiological and Biostatistical Methods for Public Health and Clinical Research
- Food Systems

- Global Environmental Sustainability and Health
- Humanitarian Health *(NEW: This concentration can now be completed online)*
- Health Leadership and Management
- Health Systems and Policy
- Infectious Diseases
- Women's and Reproductive Health

On-campus Work in the Intensive Institutes

On-site courses in the intensive institutes provide valuable opportunities for personal networking and interaction among students, faculty and staff. These institutes make it more convenient for students who are working full-time to take advantage of the on-site opportunities.

Summer Institutes in Baltimore
The Summer Institutes offer short intensive courses in the following areas:

- Health Behavior and Society
- Health Policy & Management
- Environmental Health
- Epidemiology and Biostatistics
- Injury Prevention
- Mental Health
- Tropical Medicine
- American Indian Health
- Health Emergencies in Large Populations

The course schedules for the various Summer Institutes are typically published online in February.

Global Tobacco Control Institute in Baltimore
Two weeks of intensive courses held in Baltimore in October, considered to be part of 1st Term. Offerings are for students pursuing the Global Tobacco Control Certificate.

Fall Institute in Barcelona, Spain
Fall Institute is comprised of several short courses offered in November and is part of 2nd Term. While the Institute is hosted by the Health Policy & Management Department, the courses offered are from multiple departments and the offerings vary from year to year. Courses are held at Universitat Pompeu Fabra in Barcelona and taught in English. The schedule is typically available in late June.

Winter Institute in Baltimore
A variety of one- and two-week course are offered in January. Typically, the offerings include courses in Data Analysis, Tropical Medicine, Native American Health, Health Emergencies, Quality Improvement, and Health Communication, among others. The schedule is typically available in September.

Winter Institute in Washington, DC
All-day courses from one to four days long, pertaining to Health Policy, are offered in January. Courses are held at a Johns Hopkins satellite campus in the DuPont Circle area of Washington. The schedule is typically available in September.

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**

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 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) or *300.603.98: The Tools of Public Health Practice and Decision Making* (3 credits). 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). For students completing the degree part-time, it is best to start identifying opportunities early in the second year in the program.

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. For part-time/online students, registration for practicum credits for a customized practicum experience is optional (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

Options for Completing 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.

[1] https://ceph.org/assets/2016.Criteria.pdf pg 21

> *All projects require review and approval of the Practicum Learning Plan <u>prior to beginning work on the project</u>.*

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. ***<u>NOTE: Not all SOURCE projects meet the practicum requirements</u>***. 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 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.

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.**

The chart below includes *examples* of approved courses with a practicum component. ***These are subject to change.***

Please use this 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. This list will be updated as the year progresses, so please check back regularly to see if a course is being offered.

Course #	Course Title	Total Credits	Approx Hours	Term(s) Offered Onsite	Term(s) Offered Online
Fully meets the 100-hour practicum requirement					
BU 152.740 & BU 152.745	CITYLAB Toolkit & Practicum *(interdivisional)*	6	108	1st - 2nd	
550.864	Baltimore Community Practicum	4-6	124-220	2nd - 3rd	
308.851.01	Public Health Application for Student Experience (PHASE Internship)	6-9	120-230	2nd - 4th	
308.851.02	Johns Hopkins Health Policy Institute (HPI Internship)	6-9	120-230	2nd - 4th	
305.607	Public Health Practice • Students taking the course <u>on-campus</u> will be required to complete all work for the course onsite in Baltimore. • Students taking the course <u>online</u> will complete all work for the course remotely from their home locations.	4	90	2nd	4th
224.697, 224.698 & 224.699	Qualitative Research Practicum I, II, and III *(must also take 224.690-691)*	12	100	2nd - 4th	
380.640 & 380.840	Children in Crisis Practicum *(Must take 380.640 in 3rd term, and concurrently enroll in Special Studies (380.840) for both 3rd and 4th terms)*	7	120	3rd - 4th	
Partially meets the 100-hour practicum requirement					
300.712	Formulating Policy: Strategies & Systems of Policymaking in the 21st Century	3	35	2nd	
305.684	Health Impact Assessment	3	25	FI, 3rd	
410.610	Health and Homelessness	3	35	3rd	
312.621 & 300.840	Strategic Thinking Service-Learning Seminar	5	50	3rd	
340.698	Methods for Assessing Power, Privilege, and Public Health in the United States	4	25	4th	
380.612	Applications in Program Monitoring and Evaluation	4	50	4th	

Registering for a Customized Practicum Experience

Part-time students who find their own customized practicum opportunities are not required to register for practicum credit, allowing you to use those tuition dollars for additional didactic course work. Students must still complete the required practicum steps as described on the "*Steps to Completing the MPH Practicum*" section.

> **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

If registering, you should 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.

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.

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 any additional 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:** tbradshe@jhsph.edu
>
> **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.
You should 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. Your faculty advisor is a good initial 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". Once you know where the project data will be coming from, you should 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. Please see the previous page for more details about the IRB process.

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 such information as the name of your capstone advisor, a working title, the aims of your project, and IRB status if applicable, etc. https://jhsph.co1.qualtrics.com/jfe/form/SV_9QqgYWsQ42CU08R

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 <u>first</u> draft of paper.
Discuss an overall timeline for completing the various sections of your paper with your capstone advisor in preparation for submission of a first draft for their review. 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 <u>final</u> 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, <u>capstone advisor approved</u> 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. <u>Papers submitted without capstone advisor's approval will not be accepted</u>.***

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 10-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 Timeline

Timeline for online presentations, August session

Complete 260.720: Communications Primer for the Public Health Sciences	No later than 4th Term
Submit online Capstone Information Form	By early May
Submit final outline to capstone advisor	By late May
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By 3rd week of June
Submit final draft of project to capstone advisor	By 3rd week of July
Upload only the **capstone advisor approved final paper and slides** to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	August (see website for current year's date)

Timeline for online presentations, December sessions

Complete 260.720: Communications Primer for the Public Health Sciences	No later than 1st Term
Submit online Capstone Information Form	By late August
Submit final outline to capstone advisor	By 3rd week of September
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By 3rd week of October
Submit final draft of project to capstone advisor	By mid-November
Upload only the **capstone advisor approved final paper and slides** to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	December (see website for current year's dates)

Timeline for online presentations, May sessions

Complete 260.720: Communications Primer for the Public Health Sciences	No later than 3rd Term
Submit online Capstone Information Form	By early December
Submit final outline to capstone advisor	By early February
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By mid-March
Submit final draft of project to capstone advisor	By mid-April
Upload only the **capstone advisor approved final paper and slides** to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's dates)

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 early December
Submit final outline to capstone advisor	By early February
Register for capstone course for Summer Term	By mid-March
Submit first draft of project to capstone advisor	By late March
Submit final draft of project to capstone advisor	By 3rd week of April
Upload only the **capstone advisor approved final paper and slides** to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's date)

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.

Anticipated Graduation	Acceptable Alternate Venue Presentation Dates
May	Between March and May Capstone Symposium
August	Between June and Online MPH Capstone Session in August
December	Between October and Online MPH Capstone Session in December

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 course number in their final term before graduation when the project will be completed – this includes both the written and oral components of the project. For students anticipating a May graduation they should register for the 2-credit MPH Capstone course number in Term 4; an August graduation – Summer Term; and December graduation – Term 2.

The MPH Capstone course 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.

Librarians

Donna Hesson, MLS	Lori Rosman, MLS	Claire Twose, MLIS	Peggy Gross, MA, MLS
Welch Office 209	Welch Office 211	Welch Office 105	Welch Office 214
410-955-3028	410-614-1286	410-502-0490	410-502-7574
dhesson@jhmi.edu	lrosman@jhmi.edu	ctwose1@jhmi.edu	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*).

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.

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).

MPH Field Experience Fund Award

The MPH Field Experience Fund awards can be used to develop an MPH capstone project or 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 Annual Global Health Day in March.

Getting Advice, Mentoring, and Your Questions Answered

Each MPH student is assigned a faculty advisor. Advising assignments are coordinated by the MPH Executive Board and the MPH Program Office. Part-time students are assigned an individual faculty advisor prior to or at the start of the program. The role of the advisor is to discuss with you your academic program and progress including your choice of courses considering your educational and professional goals. Your advisor is your first point of contact with the faculty, but students are encouraged to reach out and form relationships with other faculty members as interests evolve. A Faculty Directory is available online at *http://www.jhsph.edu/faculty/directory/list/.*

Once you are assigned an advisor, you should be proactive in contacting him or her at least once a term. 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.

Students should use the MPH program office as a source for advice on the day-to-day details of the program, questions regarding program requirements, school policies or administrative procedures.

For specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies, please consult the JHSPH Student Services website at *https://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/for-current-students.html*.

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.