



JOHNS HOPKINS

BLOOMBERG SCHOOL  
*of* PUBLIC HEALTH



Master of Public Health  
Program Manual  
2021-2022

Full-time



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# 2021-2022 ACADEMIC YEAR CALENDAR

**REGULAR SUMMER TERM** **W June 30 – W Aug 25 (40 class days)**

|  |                       |
|--|-----------------------|
| International Student Information Day .....            | Th June 24            |
| NEW Full-time STUDENT ORIENTATION .....                | M June 28 – T June 29 |
| Instruction Begins for Summer Term .....               | W June 30             |
| Regular Summer Add Period .....                        | W June 30 – T July 6  |
| Regular Summer Drop Period .....                       | W June 30 – T July 13 |
| INDEPENDENCE DAY HOLIDAY .....                         | M July 5              |
| MPH Core & Concentration Areas.....                    | W July 7, M July 12   |
| MPH Customization\Concentration Election Form Due..... | Th July 15            |
| 2nd Term Registration Begins.....                      | Th July 1             |
| Portfolio: Goals Analysis Part 1 .....                 | M July 30             |
| MPH Capstone Information Session (1) .....             | T Aug 10              |
| 1st Term Registration Deadline.....                    | F Aug 27              |
| Last Class Day of Summer Term .....                    | W Aug 25              |

**1ST TERM** **M Aug 30 - M Oct 25 (40 class days)**

|   |                      |
|---|----------------------|
| Instruction Begins for 1 <sup>st</sup> Term.....  | M Aug 30             |
| Add Period .....                                  | M Aug 30 - F Sept 3  |
| Drop Period .....                                 | M Aug 30 - S Sept 10 |
| LABOR DAY .....                                   | M Sept 6             |
| Portfolio: Goals Analysis Part 2.....             | M Sept 27            |
| Field Experience Fund Award Application Due ..... | F Oct 8              |
| 2 <sup>nd</sup> Term Registration Ends .....      | F Oct 22             |
| Last Class Day of 1 <sup>st</sup> Term .....      | M Oct 25             |

**2ND TERM** **T Oct 26 - W Dec 22 (40 class days)**

|   |                       |
|---|-----------------------|
| Instruction Begins for 2 <sup>nd</sup> Term .....               | T Oct 26              |
| Add Period .....  | T Oct 26 – M Nov 1    |
| Drop Period .....   | T Oct 26 – M Nov 8    |
| MPH Capstone Information Session (2).....                       | Th Oct 28             |
| 3 <sup>rd</sup> Term Registration Begins .....                  | M Nov 15              |
| 4 <sup>th</sup> Term Registration Begins .....                  | M Nov 15              |
| Final Deadline for Changing Concentration Area.....             | F Nov 5               |
| THANKSGIVING RECESS .....                                       | Th Nov 25 – Su Nov 28 |
| MPH Capstone Information Form Due.....                          | F Nov 19              |
| Institutional Review Board Application Submission Deadline..... | F Nov 19              |
| Last Class Day of 2 <sup>nd</sup> Term .....                    | W Dec 22              |

**WINTER INTERSESSION** **T Jan 4 – F Jan 21**

|  |          |
|--|----------|
| MARTIN LUTHER KING, JR. HOLIDAY RECESS ..... | M Jan 17 |
| 3 <sup>rd</sup> Term Registration Ends ..... | F Jan 21 |

**3RD TERM** **M Jan 24 - F Mar 18 (39 class days)**

|   |                     |
|---|---------------------|
| Instruction Begins for 3 <sup>rd</sup> Term .....       | M Jan 24            |
| MPH Capstone TA Office Hours Begin .....                |                     |
| Add Period .....  | M Jan 25 - M Jan 28 |
| Drop Period .....                                       | M Jan 25 - M Feb 4  |
| Submit Final Capstone Outline to Capstone Advisor ..... | F Feb 4             |
| Last Class Day of 3 <sup>rd</sup> Term .....            | F Mar 18            |
| SPRING RECESS .....                                     | M Mar 21 - F Mar 25 |
| 4 <sup>th</sup> Term Registration Ends .....            | F Mar 25            |

**4TH TERM** **M Mar 28 – F May 20 (40 class days)**

|   |                    |
|---|--------------------|
| Instruction Begins for 4 <sup>th</sup> Term .....                           | M Mar 28           |
| Add Period .....  | M Mar 28 – F Apr 1 |
| Drop Period .....   | M Mar 28 – F Apr 8 |
| MPH Capstone TA Office Hours Continue .....                                 |                    |
| Submit First Draft of Capstone Project to Capstone Advisor.....             | F Mar 18           |
| Global Health Day.....  | Th Mar 25          |
| MPH Alumni Reception in DC.....   | TBD                |
| Submit Final Draft of Capstone Project to Capstone Advisor.....             | F Apr 15           |
| Upload Approved Final Capstone Paper to Drop Box.....                       | M May 2            |
| Deadline for Completion of Alternate Venue for Capstone Presentations ..... | Sa May 14          |
| MPH Capstone Symposium.....   | Sa May 15          |
| Last Class Day of 4 <sup>th</sup> Term .....                                | F May 20           |
| PUBLIC HEALTH CONVOCATION .....   | T May 24           |
| UNIVERSITY COMMENCEMENT .....   | Th May 26          |
| RESIDENCY PROGRAM ENDS .....  | Th June 30         |

## MPH Executive Board

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

|                            |   |  |  |
|----------------------------|---|--|--|
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## MPH Program Office

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|                         |   |  |
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# SUMMER 2021 INFORMATION

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## Summer Curriculum Overview

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

**180.601: Environmental Health** (5 credits)

Meghan Davis, John Groopman, Brian Schwartz & Jon Links

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

Rosa Crum, David D. Celentano & Jennifer Anne Deal

**300.610: Public Health Policy** (4 credits)

Joshua Sharfstein

**380.755: Population Dynamics and Public Health** (2 credits)

M.E. Hughes

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

Beth Resnick and Paulani Mui

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

**550.867: Introduction to MPH Studies** (0 credits)

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

## Optional Summer Course Electives

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

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

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

### Summer Term Online Courses

|            |   |
|------------|---|
| 221.606.81 | Training Methods and Continuing Education for Health Workers (4 credits)  |
| 223.615.01 | Digital Health Strategies to Control Covid19 (2 credits)<br>** This course will be taught virtually via Zoom on Wednesday 10am-12pm |
| 221.688.81 | Social & Behavioral Foundations of Primary Health Care (4 credits)  |
| 300.750.81 | Teaching, Learning and Leading – in the Classroom, in the Workplace and in the Community (1 credit)                                 |
| 306.601.01 | Introduction to Bioethics in Public Health Practice and Research (1 credit)   |
| 312.617.81 | Fundamentals of Financial Accounting (3 credits)  |
| 390.750.01 | Introduction to Clinical Research (2 credits)   |
| 410.618.81 | Using Software in Qualitative Research and Analysis (1 credit)  |
| 550.606.01 | Milestones in Public Health (1 credit)  |
| 550.630.81 | Public Health Biology (3 credits)   |
| 552.622.81 | Creating, Implementing and Monitoring Budgets for Projects and Programs (1 credit)  |

### Steps required to add a summer course:

Discuss the additional course selection with your Summer Faculty Advisor when you meet on June 28th and obtain their approval to add the course to your summer schedule.

Add the course via SIS online registration at <https://sis.jhu.edu/sswf/> during the summer add/drop period from June 30-July 6.

### Helpful Course Information Links:

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

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

## Introduction to MPH Studies

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**Course Faculty:** Summer Faculty Advisors and MPH Academic Coordinator

**Format:** Discussion sessions with summer faculty group advisors; enrichment seminars, information sessions, Goals Analysis required assignments.

### **Learning Objectives**

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

### **Course Requirements**

*Students are required to:*

1. Attend all Summer Faculty Advising meetings and other Introduction to MPH Studies information sessions.
2. Submit Customization\Concentration Election Form by July 15<sup>th</sup>.
3. Complete the MPH Individualized Goals Analysis Part 1 Self-Assessment assignment by July 30<sup>th</sup>.
4. Complete the MPH Individualized Goals Analysis Part 2 Curriculum Plan assignment by September 27<sup>th</sup> (faculty academic advisor approval required prior to submission).

### **Method of Student Evaluation**

Students will be evaluated (Pass\Fail) on their attendance and participation at the Summer Faculty Advising meetings and the other Introduction to MPH Studies information sessions, in addition to completing both assignments (Parts 1 & 2) of the MPH Individualized Goals Analysis requirement.

### **Schedule of Introduction to MPH Studies Sessions**

See the Summer Calendar of Events for a listing of required attendance meetings and information sessions (**marked in bold**). All activities will be conducted online via Zoom. Zoom information for each session can be found in CoursePlus under Academic Year 2021-2022: Summer Term: Intro to MPH Studies.

## Summer Schedule of MPH Activities and Events

### Please Note:

- Attendance required for activities in Bold and All times are EDT
- All Zoom information will be found in CoursePlus under Academic Year 2021-2022: Summer Term: Intro to MPH Studies

Thurs., June 24<sup>th</sup> : 8:00-9:30am: New Full-time MPH International Student Welcome & Information Day

Mon., June 28<sup>th</sup> : 9:00am-10:30am – MPH Orientation (Day 1)  
10:30am-12:30pm – Intro. to MPH Studies: Summer Faculty Advising Meetings (various Zoom sessions)

Tues., June 29<sup>th</sup> : 8:00-10:00am – Intro. to MPH Studies: Summer Faculty Advising Meetings (Dowdy and Kennedy)  
10:00am-1:30pm – MPH Orientation (Day 2)

Wed., June 30<sup>th</sup>: **First day of classes:**  
9:00-10:00am – Intro. to MPH Studies: Welcome to First Day of Classes

Mon., July 5<sup>th</sup> : **HOLIDAY RECESS – NO CLASSES**

Tues., July 6<sup>th</sup> : 9:30-10:30am – Intro. to MPH Studies: Academic Ethics Overview: Jon Vernick, Office of Academic Integrity  
10:30-11:30am – Intro to MPH Studies: Faculty Group Advising Activity (various Zoom sessions)

Wed., July 7<sup>th</sup> : 8:00-9:00am – Intro to MPH Studies: Faculty Group Advising Activity (Dowdy and Kennedy)  
9:30-11:00am – Intro. to MPH Studies: Core Curricular Choices, Part I

Mon., July 12<sup>th</sup> : 9:30-11:00am – Intro. to MPH Studies: Core Curricular Choices, Part II

Tues., July 13<sup>th</sup> : 9:30-11:00am – Intro. to MPH Studies: Concentrations/Customization Fair

Wed., July 14<sup>th</sup> : 8:00-9:30am – Intro. to MPH Studies: Summer Faculty Advising Meetings (Dowdy and Kennedy)  
9:30-11:30am – Intro to MPH Studies: Effective Database Searching/Proquest RefWorks  
12:00-1:30pm – Intro. to MPH Studies: Summer Faculty Advising Meetings (various Zoom sessions)

Thurs., July 15<sup>th</sup> : **CUSTOMIZATION & CONCENTRATION ELECTION FORMS DUE**  
11:00am-11:45am – MPH Student Societies Information Session

Mon., July 26<sup>th</sup>: 9:30-11:00am – Intro. to MPH Studies: Practicum Session

Tues., July 27<sup>th</sup>: 9:30-10:30am – SOURCE Panel Discussion

Wed., July 28<sup>th</sup>: 12:00-1:00pm – SOURCE Information Session for All Students (*organized with Admissions*)

Fri., July 30<sup>th</sup>: **GOALS ANALYSIS DUE**  
12:00-1:00pm – MPH Societies Officers Election Talks

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

Mon., Aug 2nd: 9:00-10:00am – MPH Alumni Mentoring Session (This session is required for students to participate in the alumni mentoring program)

Tues., Aug 3<sup>rd</sup>: 9:30-11:00am – **Intro. to MPH Studies: Certificate/Special Interest Groups Fair**

Wed., Aug. 4<sup>th</sup>: 8:00-9:30am – **Intro. to MPH Studies: Summer Faculty Advising Lunch Meetings (Dowdy and Kennedy)**  
12:00-1:30pm – **Intro. to MPH Studies: Summer Faculty Advising Meetings (various Zoom sessions)**

Mon., Aug 9<sup>th</sup>: 9:30-10:30am – SOURCE “Virtual” East Baltimore Bus Tour (*Tony Bridges*)

Tues., Aug. 10<sup>th</sup>: 9:30-11:00am – **Intro to MPH Studies: Capstone Info. Session (1)** -

Wed., Aug. 11<sup>th</sup>: 9:30-10:30am – PhD/DrPH Session

Tues., Aug 17<sup>th</sup>: 9:30-10:30am – Careers in Global Health

Fri., Aug. 27<sup>th</sup>: 1st Term Registration Ends

Wed., Aug. 25<sup>th</sup>: **LAST DAY OF SUMMER TERM**

Mon., Aug. 30<sup>th</sup>: **Instruction Begins for 1<sup>st</sup> Term**

## Hopkins and the Baltimore Community

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

Working with Baltimore community-based organizations on volunteer or practicum experiences can be facilitated through involvement with SOURCE, the Urban Health Institute (UHI), and other offices. Service-learning opportunities, such as the Baltimore Community Practicum course (BCP), will be flexible this year due to COVID-19, offering community engagement through virtual platforms. Information about BCP and other practicum experiences will be presented in a virtual information session on July 27, 2021.

Join our SOURCE "Virtual" East Baltimore Bus Tour on Monday, August 9th from 9:30am until 10:30 am and learn more about our hyper-local community partner sites on this engaging tour! We will provide information about the history between JHU and East Baltimore, as well as issues impacting our East Baltimore community. Following the virtual online tour, we will have a discussion and debrief with SOURCE's Community Consultant, Glenn Ross.

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

## The Power of Public Health: A Virtual Summer Series

The purpose of this summer virtual series sponsored by the Office of Public Health Practice is to foster relationships among the incoming 2022 school of public health students and the Bloomberg School Community.

| <b>The Power of Public Health: A Virtual Summer Series</b><br><i>Hosted by the Office of Public Health Practice</i> |  |  |
|---|--|--|
| <b>Date</b>   | <b>Session Title</b>   | <b>Invited Speakers:</b>                                 |
| 7/19<br>5:30-6:30pm<br>EST  | <b>Johns Hopkins Bloomberg School of Public Health: Celebrating our Past, Present and Future</b><br>Student only after party 6:30 - 7:00 pm<br>Register here:<br><a href="https://jh.zoom.us/webinar/register/WN_N85jigWzREyaR53fucoG3A">https://jh.zoom.us/webinar/register/WN_N85jigWzREyaR53fucoG3A</a> | Deans MacKenzie, Klag and Sommer                         |
| 7/26<br>4:30-5:30pm<br>EST  | <b>Mental health as a guiding prorioity and core public health value</b><br>Student only after party 5:30 - 6:00 pm<br>Register here:<br><a href="https://jh.zoom.us/webinar/register/WN_JlyfLOEsTmqfeZpJWPr2iA">https://jh.zoom.us/webinar/register/WN_JlyfLOEsTmqfeZpJWPr2iA</a>                         | Dani Fallin, Calliope Hollingue, and Laura Murray        |
| 8/9<br>5:30-6:30pm<br>EST   | <b>Making an Impact at the Local, National, and Global Levels</b><br>Student only after party 6:30 - 7:00 pm<br>Register here:<br><a href="https://jh.zoom.us/webinar/register/WN_fospiUxITmGvhqHD4H9RNA">https://jh.zoom.us/webinar/register/WN_fospiUxITmGvhqHD4H9RNA</a>                                | Josh Sharfstein, Paul Spiegel, Tony Bridges              |
| 8/16<br>4:30-5:30pm<br>EST  | <b>Public Health, Equity, and Social Justice: Conversations, Ideas, and Actions</b><br>Student only after party 5:30 - 6:00 pm<br>Register here:<br><a href="https://jh.zoom.us/webinar/register/WN_FNWg7E0rRaK0ZNo7Co3YkA">https://jh.zoom.us/webinar/register/WN_FNWg7E0rRaK0ZNo7Co3YkA</a>              | Allison Barlow, Monica Guerrero Vazquez , Keilah Jacques |

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

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

Students will make this selection by Thursday, July 15 by submitting the electronic Customizing/Concentration Election Form. Information about your interests and goals that you indicate on this form will assist in making your faculty academic advisor assignment.

The educational objectives, course of study, and capstone experience requirements for each concentration are described in the Customized/Concentrations Appendix A. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Concentrations/Customization Fair on July 13th. Students who customize their program of study complete the core MPH requirements and choose elective courses for the remaining credits to complete their degree. More information about the concentrations and customizing your program of study can be found in the Concentration Section of this manual.

For the 2021-22 academic year, students can select one of the following areas:

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

### Core Curricular Choices Sessions

*Part One: Wednesday, July 7*

*9:30 – 11:00am*

*Part Two: Monday, July 12*

*9:30 – 11:00am*

### CUSTOMIZATION/CONCENTRATION FAIR

Tuesday, July 13:

#### Key Deadlines:

**July 15:** Customizing/Concentration Election Forms Due

**November 5:** Deadline for changing from certain concentration areas to another.

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

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



## Certificate Programs

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

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

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

\* MPH Interest Group (not a certificate)

\*\* Can be completed completely online

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

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## Getting Advice, Mentoring, and Your Questions Answered

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### Academic Advising Network

Each MPH student is assigned to an Academic Advising Network. The roles of the Academic Network Advisors are to provide both group and individual mentoring and foster interaction and shared knowledge within a network identified by a common interest area. They will address questions about courses and activities related to student interests and goals. The Academic Network Advisors will suggest elective coursework, seminars, activities with centers, and provide recommendations of faculty to serve as possible capstone advisors. They also will assist students with the completion of their Goals Analysis and Curriculum Plan.

### Advice on Program or School Policies/Procedures

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

### Questions about Student Services

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>. Questions/inquiries can be submitted to the Office of Student Enrollment and Account Management (SEAM) by submitting the SEAM online form found at <https://support.sis.jhu.edu/case/>.

### Advice about Personal or Other Issues

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

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

## MPH Student Societies and Student Assembly MPH Co-Officers

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

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

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

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

Each year, the societies:

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

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

### Key Dates

#### INFORMATION SESSION

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

Thursday, July 15

11am – 11:45am

#### CANDIDATE ELECTION SPEECHES

Friday, July 30

12 - 1pm

## PROGRAM OVERVIEW

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### Objectives

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

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

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

### Foundational Public Health Knowledge

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

#### ***Profession & Science of Public Health***

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

#### ***Factors Related to Human Health***

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

## Foundational Public Health Competencies

All MPH students will demonstrate achievement of the following competencies:

### ***Evidence-based Approaches to Public Health***

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

### ***Public Health & Health Care Systems***

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

### ***Planning & Management to Promote Health***

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

### ***Leadership***

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

### ***Communication***

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

### ***Interprofessional Practice***

- Perform effectively on interprofessional teams

### ***Systems Thinking***

- Apply systems thinking tools to a public health issue

## Summary of Graduation Requirements

- A minimum of 80 credits are required for graduation. Students must complete the MPH core curriculum as detailed in the next section entitled “MPH Core Curriculum.”
- At least 60 of the 80 credits must be completed in formal coursework that is not special studies, i.e. independent studies.
- At least five additional general competencies from the Customized Program of Study/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. [EXCEPTION: Courses may be taken P/F in Summer through Second Terms of AY 21-22].
- All students are required to complete their individualized MPH Goals Analysis as part of the Introduction to MPH Studies course during their first term of registration in the program.
- All students must complete the MPH Practicum requirement, including course 300.615 or 300.603.
- All students must complete an MPH capstone project (xxx.800), along with course 260.710 or 260.720.
- 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 Academic Network 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 after the summer term 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 Academic Network Advisor and their MPH Academic Coordinator to request an extension beyond the four-year limit. An extension request should be submitted to their Academic Network 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 Academic Network 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 Academic Network 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 term 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\\_Academic\\_Ethics\\_102606.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.pdf)

***Student Handbook on Referencing*** The purpose of this handbook is to provide students with an overview of the school's standards and expectations regarding referencing and citation. [http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing\\_handbook.pdf](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 tables on the following pages list courses that satisfy the foundational knowledge and public health competency core areas and when they are offered. While not a formal course, students are also required to complete the MPH Practicum Experience (please see *Practicum Experience in Population-based Health* section).**

### Listing of MPH Core Curriculum Course Options

Course schedules are subject to change.

It is the student's responsibility to check the Online Course Directory for the most up to date information.

Please check the Online Course Directory for the most up-to-date course listings at  
<http://www.jhsph.edu/courses>

**2021-2022 Academic Year Course Schedule (subject to change)**

| Course   | Title   | Credits       | Onsite                                    | Online              |
|--|---|---------------|---|---------------------|
| <b>ASSESSING POPULATION NEEDS (choose one)</b> |   |               |   |                     |
| 221.688  | Social and Behavioral Foundations of Primary Health Care  | 4             | No  | Su, 3 <sup>rd</sup> |
| 222.642  | Assessment of Nutritional Status <i>(note prerequisite)</i>   | 3             | 2 <sup>nd</sup>                           | No                  |
| 224.689  | Health Behavior Change at the Individual, Household and Community Levels  | 4             | 2 <sup>nd</sup>                           | No                  |
| 318.623  | Social Policy for Vulnerable Populations in the US  | 3             | No  | 2 <sup>nd</sup>     |
| 380.640  | Children in Crisis  | 3             | 3 <sup>rd</sup>                           | No                  |
| 410.613  | Psychosocial Factors in Health and Illness  | 3             | 3 <sup>rd</sup>                           | No                  |
| 410.614  | A New View: Improving Public Health Through Innovative Social and Behavioral Tools and Approaches                                     | 4             | SI  | No                  |
| 410.616  | Social and Behavioral Aspects of Public Health  | 4             | SI  | No                  |
| 410.620  | Program Planning for Health Behavior Change   | 3             | 1 <sup>st</sup> , WI                      | 4 <sup>th</sup>     |
| 410.654<br>AND<br>410.655                      | Health Communication Programs I: Planning and Strategic Design AND<br>Health Communication Programs II: Implementation and Evaluation | 4<br>AND<br>4 | 3 <sup>rd</sup><br>AND<br>4 <sup>th</sup> | No                  |
| 410.683  | Global Perspectives in LGBT Health <i>(note prerequisite)</i>   | 3             | 3 <sup>rd</sup>                           | No                  |

| Course   | Title   | Credits | Onsite          | Online  |
|--|---|---------|-----------------|---|
| <b>BIOLOGIC AND GENETIC FACTORS (552.608 is required)</b>  |   |         |                 |   |
| 552.608  | Biologic, Genetic and Infectious Bases of Human Disease   | 0.5     | No              | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>                   |
| <b>BIOLOGY AND PUBLIC HEALTH (choose one)</b>  |   |         |                 |   |
| <i>Appropriate for all students. Provides a broad introduction to public health biology:</i>                         |   |         |                 |   |
| 183.631  | Fundamentals of Human Physiology  | 4       | 2 <sup>nd</sup> | 4 <sup>th</sup>   |
| 260.636  | Evolution of Infectious Disease   | 3       | 1 <sup>st</sup> | No  |
| 550.630  | Public Health Biology   | 3       | 1 <sup>st</sup> | Su, 4 <sup>th</sup>   |
| 550.631  | Biological Basis of Public Health   | 3       | No              | 1 <sup>st</sup>   |
| 550.844  | Current Issues in Public Health: Covid-19 Pandemic Response   | 2       | 1 <sup>st</sup> | No  |
| <i>For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:</i> |   |         |                 |   |
| 120.603  | Molecular Biology of Pandemic Influenza   | 3       | 2 <sup>nd</sup> | No  |
| 120.620  | Fundamentals of Reproductive Biology  | 3       | 1 <sup>st</sup> | 1 <sup>st</sup> , 2 <sup>nd</sup>                                     |
| 120.627  | Stem Cells & the Biology of Aging & Disease ( <i>note prerequisite</i> )  | 3       | 3 <sup>rd</sup> | 3 <sup>rd</sup>   |
| 182.640  | Food-and-Water Borne Diseases   | 3       | 3 <sup>rd</sup> | No  |
| 187.610  | Public Health Toxicology  | 4       | 1 <sup>st</sup> | 2 <sup>nd</sup>   |
| 222.641  | Principles of Human Nutrition   | 4       | 1 <sup>st</sup> | No  |
| 223.689  | Biologic Basis of Vaccine Development ( <i>note prerequisite</i> )  | 3       | 4 <sup>th</sup> | No  |
| 260.606  | Major Global Infectious Diseases: Prospects for Control   | 2       | WI              | No  |
| 260.631  | Immunology, Infection & Disease   | 3       | 2 <sup>nd</sup> | No  |
| 260.635  | Biology of Parasitism   | 5       | 2 <sup>nd</sup> | No  |
| 260.650  | Vector Biology & Vector-borne Diseases  | 3       | 3 <sup>rd</sup> | No  |
| 260.656  | Malariology   | 4       | No              | 3 <sup>rd</sup>   |
| 340.612  | Epidemiologic Basis for Tuberculosis Control  | 2       | 1 <sup>st</sup> | SI, 3 <sup>rd</sup>   |
| 340.646  | Epidemiology & Public Health Impact of HIV & AIDS   | 4       | 1 <sup>st</sup> | 2 <sup>nd</sup>   |
| 340.654  | Epidemiology & Natural History of Human Viral Infections  | 6       | No              | 1 <sup>st</sup>   |
| 340.744  | Adv. Topics on Control & Prevention of HIV/AIDS   | 4       | 2 <sup>nd</sup> | 3 <sup>rd</sup>   |
| 380.761  | STI's in Public Health Practice ( <i>note prerequisite</i> )  | 4       | No              | 4 <sup>th</sup>   |
| <b>CAPSTONE PROJECT (Choose either 260.710 or 260.720. xxx.800 is required)</b>                                      |   |         |                 |   |
| 260.710  | Communication Practice for Health Science Professionals   | 3       | No              | 2 <sup>nd</sup> , 4 <sup>th</sup>                                     |
| 260.720  | Communications Primer for the Public Health Sciences<br>(FT students enroll as follows: For last names beginning with:<br>A through G= enroll in 1st term; H through O= enroll in 2nd term;<br>P through Z= enroll in 3rd term) | 1       | No              | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| xxx.800  | MPH Capstone ( <i>required</i> )  | 2       | 4 <sup>th</sup> | Su, 2 <sup>nd</sup> , 4 <sup>th</sup>                                 |
|  |   |         |                 |   |

| Course  | Title   | Credits       | Onsite                                    | Online  |
|---|---|---------------|---|---|
| <b>COMMUNICATION STRATEGIES (choose one)</b>  |   |               |   |   |
| 222.654   | Food, Culture and Nutrition   | 4             | 4 <sup>th</sup>                           | No  |
| 224.692   | Methods in Formative Research and Human Centered Design for Intervention Development ( <i>note prerequisites</i> )  | 4             | 4 <sup>th</sup>                           | 3 <sup>rd</sup>                                     |
| 301.645   | Health Advocacy   | 3             | 4 <sup>th</sup>                           | No  |
| 308.701   | Effective Presentations and News Media Interviews: Practical Skills for Health Practitioners  | 3             | SI, FI, WI                                | No  |
| 317.610   | Risk Policy, Management and Communication ( <i>note prerequisite</i> )  | 3             | 2 <sup>nd</sup>                           | 4 <sup>th</sup>                                     |
| 410.650   | Intro to Persuasive Communications: Theories & Practice   | 4             | 2 <sup>nd</sup> , WI                      | No  |
| 410.651   | Health Literacy: Challenges and Strategies for Effective Communication  | 3             | No  | 2 <sup>nd</sup>                                     |
| 410.654<br>AND<br>410.655   | Health Communication Programs I: Planning and Strategic Design<br>AND<br>Health Communication Programs II: Implementation and Evaluation                      | 4<br>AND<br>4 | 3 <sup>rd</sup><br>AND<br>4 <sup>th</sup> | No  |
| <b>ENVIRONMENTAL HEALTH (180.601 is required)</b>   |   |               |   |   |
| 180.601   | Environmental Health  | 5             | SI, Su                                    | 3 <sup>rd</sup>                                     |
| <b>FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE (<u>ALL</u> the following courses are required)</b>   |   |               |   |   |
| 552.601   | Foundational Principles of Public Health  | 0.5           | No  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> |
| 552.609   | Psychological and Behavioral Factors that Affect a Population's Health  | 0.5           | No  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> |
| 552.610   | The Social Determinants of Health   | 0.5           | No  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> |
| 552.611   | Globalization and Population Health   | 0.5           | No  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> |
| <b>HEALTH EQUITY (choose one)</b>   |   |               |   |   |
| 188.694   | Health of Vulnerable Worker Populations   | 3             | No  | 1 <sup>st</sup>                                     |
| 305.684   | Health Impact Assessment  | 3             | FI, 3 <sup>rd</sup>                       | No  |
| 318.623   | Social Policy for Vulnerable Populations in the US  | 3             | No  | 2 <sup>nd</sup>                                     |
| 330.661   | Social, Psychological and Developmental Processes in the Etiology of Mental Disorders   | 3             | 3 <sup>rd</sup>                           | No  |
| 380.604   | Life Course Perspectives on Health  | 4             | 1 <sup>st</sup>                           | 2 <sup>nd</sup>                                     |
| 410.600   | Fundamentals of Health, Behavior and Society  | 4             | 1 <sup>st</sup>                           | No  |
| <b>INTERPROFESSIONAL PRACTICE (<u>BOTH</u> 552.625 and 550.xxx are required and must be taken in the same term as listed below)</b> |   |               |   |   |
| 552.625 &<br>550.602  | Building Collaborations Across Sectors to Improve Population Health<br>Interprofessional Education Event<br>(Note: FT students should enroll for this option) | 0.5<br>0      | No<br>2 <sup>nd</sup>                     | 1 <sup>st</sup><br>No                               |
| <b>INTRODUCTION TO MPH STUDIES (550.867 is required)</b>  |   |               |   |   |
| 550.867   | Introduction to MPH Studies   | 0             | Su  | SI, 2 <sup>nd</sup> , WI, 4 <sup>th</sup>           |

| Course   | Title  | Credits | Onsite                            | Online  |
|--|--|---------|-----------------------------------|---|
| <b>LEADERSHIP, GOVERNANCE, AND MANAGEMENT (choose one)</b>   |  |         |                                   |   |
| 221.602  | Applications in Managing Health Organizations in Low- and Middle-Income Countries                  | 3       | 3 <sup>rd</sup>                   | No  |
| 221.608  | Managing NGOs in the Health Sector   | 3       | 3 <sup>rd</sup>                   | No  |
| 312.600  | Managing Health Services Organizations   | 4       | No                                | 3 <sup>rd</sup>                                     |
| 312.601  | Fundamentals of Management for Health Care Organizations ( <i>note prerequisite</i> )              | 3       | 2 <sup>nd</sup>                   | No  |
| 312.655  | Organizational Behavior and Management   | 2       | 4 <sup>th</sup>                   | No  |
| 312.700  | Leading Organizations  | 3       | 1 <sup>st</sup>                   | SI  |
| 312.703  | Learning Organizations & Knowledge Management  | 3       | 4 <sup>th</sup>                   | No  |
| 410.622  | Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries | 4       | 2 <sup>nd</sup>                   | No  |
| 380.880-.883   | Lessons in Leadership (ALL four courses required)  | 4       | 1 <sup>st</sup> – 4 <sup>th</sup> | No  |
| <b>NEGOTIATION AND MEDIATION (<i>BOTH</i> 552.623 AND 552.624 are required)</b>  |  |         |                                   |   |
| 552.623  | Principles of Negotiation and Mediation for Public Health Professionals                            | 0.5     | No                                | 2 <sup>nd</sup> , 3 <sup>rd</sup>                   |
| 552.624  | Applications of Negotiation and Mediation for Public Health Professionals                          | 0.5     | No                                | 2 <sup>nd</sup> , 3 <sup>rd</sup>                   |
| <b>POPULATION DYNAMICS (380.775 is required)</b>   |  |         |                                   |   |
| 380.755  | Population Dynamics and Public Health  | 2       | Su                                | 1 <sup>st</sup>                                     |
| <b>PUBLIC HEALTH POLICY/PROBLEM SOLVING (choose one) <i>Must be completed during the 1st year of the MPH Program</i></b> |  |         |                                   |   |
| 300.610  | Public Health Policy   | 4       | Su                                | No  |
| 550.608  | Problem Solving in Public Health   | 4       | Fl                                | Su, 3 <sup>rd</sup>                                 |
| <b>PUBLIC HEALTH PRACTICE (choose one)</b>   |  |         |                                   |   |
| 300.603  | Tools of Public Health Practice and Decision Making  | 3       | Fl                                | No  |
| 300.615  | Tools of Public Health Practice  | 1       | No                                | Su, 3 <sup>rd</sup>                                 |
| <b>QUALITATIVE METHODS (choose one)</b>  |  |         |                                   |   |
| 224.690  | Qualitative Research Theory and Methods  | 3       | 3 <sup>rd</sup>                   | 1 <sup>st</sup>                                     |
| 550.604  | Qualitative Reasoning in Public Health   | 2       | 1 <sup>st</sup>                   | 2 <sup>nd</sup>                                     |
| 552.603  | The Role of Qualitative Methods and Science in Describing and Assessing Population's Health        | 0.5     | No                                | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> |

| Course  | Title   | Credits  | Onsite  | Online  |
|---|---|----------|---|---|
| <b>QUANTITATIVE METHODS (Must complete requirements for <u>BOTH</u> Biostatistics and Epidemiology)</b>   |   |          |   |   |
| <i>BIostatISTICS (choose one complete sequence) No switching permitted between Biostatistics sequences. Courses must be taken in sequence</i>   |   |          |   |   |
| Provides conceptual understanding of statistical ideas and methods; limited calculations:   |   |          |   |   |
| 140.611-612   | Statistical Reasoning in Public Health I – II*                                    | 6        | SI  | 1 <sup>st</sup> , 2 <sup>nd</sup>                                     |
| Covers statistical concepts and calculations for data analysis; develops statistical computing skills:  |   |          |   |   |
| 140.621-623   | Statistical Methods in Public Health I-III  | 12       | No  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>                   |
| Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra:  |   |          |   |   |
| 140.651-654   | Methods in Biostatistics I-IV   | 16       | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> | No  |
| <i>EPIDEMIOLOGY (choose one) Must be completed during the 1st year of the MPH Program</i>   |   |          |   |   |
| 340.601   | Principles of Epidemiology  | 5        | SI  | No  |
| 340.721   | Epidemiologic Inference I   | 5        | 1 <sup>st</sup>   | SI, Su, 3 <sup>rd</sup>   |
| <b>RESOURCE MANAGEMENT AND BUDGETING (choose one)</b>   |   |          |   |   |
| 221.602   | Applications in Managing Health Organizations in Low- and Middle-Income Countries | 3        | 3 <sup>rd</sup>   | No  |
| 312.603   | Fundamentals of Budgeting and Financial Management                                | 3        | SI  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |
| 318.625   | Management of Non-Profit Organizations  | 3        | 4 <sup>th</sup>   | No  |
| 552.621   | Basic Resources Management for Public Health                                      | 1        | No  | 2 <sup>nd</sup> , 3 <sup>rd</sup>                                     |
| 552.622   | Creating, Implementing and Monitoring Budgets for Projects and Programs           | 1        | SI  | 1 <sup>st</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>                   |
| <b>SYSTEMS THINKING (choose one)</b>  |   |          |   |   |
| 221.654   | Systems Thinking in Public Health   | 3        | No  | 2 <sup>nd</sup>   |
| 552.626   | Systems Thinking: Concepts and Methods  | 0.5      | No  | 2 <sup>nd</sup> , 4 <sup>th</sup>                                     |
| <b>GENERAL COMPETENCIES (choose five competencies from amongst the MPH Concentration/ Customized Program of Study competency listings and the corresponding courses that complete each). All competency listings are in Appendix A.</b> |   |          |   |   |
| <i>Please refer to the Additional General Competencies section for more information</i>   |   |          |   |   |
| Competency #  | Course Taking to Complete Competency  | Credits  | Concentration   | Term Taken:   |
| <b>Example: CAH1</b>  | <b>380.604 Life Course Perspectives on Health</b>                                 | <b>4</b> | CAH   | 1st   |
|   | Competency 1  |          |   |   |
|   | Competency 2  |          |   |   |
|   | Competency 3  |          |   |   |
|   | Competency 4  |          |   |   |
|   | Competency 5  |          |   |   |

\*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  
 FI = Offered in Fall Institute in Barcelona, Spain  
 No = Not offered in this format

Su = Offered in Summer Term  
 WI = Offered in Winter Institute Term

## Modifications of Core Course Requirements

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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  |
|----------------------------------|--|--|
| <b>Biostatistics</b>             | Requires taking an examination.  | Dr. Marie Diener-West,<br><a href="mailto:mdiener@jhu.edu">mdiener@jhu.edu</a> . |
| <b>Epidemiology</b>              | Requires taking an examination   | Dr. David Dowdy,<br><a href="mailto:ddowdy1@jhu.edu">ddowdy1@jhu.edu</a>         |
| <b>Biology and Public Health</b> | 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,<br><a href="mailto:gketner1@jhu.edu">gketner1@jhu.edu</a>       |

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

## Additional General Competencies

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In addition to fulfilling the Foundational Public Health competencies through completion of the MPH core requirements, students must select 5 additional general competencies that they plan to develop as part of the MPH program. Students will select their 5 additional competencies from amongst the 12 MPH concentrations and Customized Program of Study competency listings. The competencies will be met by completing one of the corresponding, approved courses listed for each.

If you elect to pursue a concentration, you will be fulfilling the 5 competencies outlined by that specific concentration and the corresponding approved courses. If you opt to customize your program of study, then you have the option to either complete all 5 competencies from one concentration or select a variety of competencies from amongst the 12 concentrations and the Customized Program of Study competency listings. **All courses taken to fulfill the general competencies must be taken for letter grading unless the course(s) is only offered for Pass/Fail grading. [EXCEPTION: Courses may be taken P/F in Summer through Second Terms of AY 21-22].**

- This decision should be made in consultation with your Academic Network Advisor.
- Please note that a single course may satisfy both an MPH core competency and a Concentration area and/or Customized Program of Study competency.
- Please note that a single course may satisfy more than one Concentration area competency.

Your general competency selections must be noted as part of your Goals Analysis: Part 2 – Curriculum Planning which will be completed as part of the *Introduction to MPH Studies* course. Courses selected to fulfill your 5 additional competencies must be completed for graduation eligibility.

As you progress through the MPH program, if your course selections change, you must resubmit the **Core Curriculum Confirmation Form** which is part of the Goals Analysis: Part 2 – Curriculum Planning to update how these requirements will continue to be met.

**Course schedules are subject to change.**

***It is the student's responsibility to check the Online Course Directory for the most up to date information.***

Please check the Online Course Directory for the most up-to-date course listings at <http://www.jhsph.edu/courses>

**Example 1: Student A is customizing their program of study and is interested in climate change and behavior change interventions to address these issues. They are also completing the Biostatistics 611-612 course series to fulfill the Biostatistics core requirement.**

| GENERAL COMPETENCY TABLE |                     |                |  |  |                     |
|--------------------------|---------------------|----------------|--|--|---------------------|
| <u>Academic Year</u>     | <u>Term</u>         | <u>Course#</u> | <u>Course Title</u>  | <u>Concentration That Competency Is From</u> | <u>Competency #</u> |
| 2021-2022                | 2nd term            | 224.689        | Health Behavior Change at the Individual, Community and Household Levels | Global Environmental Sustainability & Health | GESH2               |
| 2021-2022                | 2nd term & 4th term | 188.688        | Health Behavior Change at the Individual, Community and Household Levels | Global Environmental Sustainability & Health | GESH3               |

|           |                 |         |  |                                |       |
|-----------|-----------------|---------|--|--------------------------------|-------|
| 2021-2022 | <b>2nd term</b> | 224.689 | Health Behavior Change at the Individual, Community and Household Levels | Social and Behavioral Sciences | SBS1  |
| 2021-2022 | <b>2nd term</b> | 140.612 | Statistical Reasoning II   | Customized                     | CUST1 |
| 2021-2022 | <b>2nd term</b> | 140.612 | Statistical Reasoning III  | Customized                     | CUST2 |

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

| <b>GENERAL COMPETENCY TABLE</b> |             |                |  |  |                     |
|---------------------------------|-------------|----------------|--|--|---------------------|
| <u>Academic Year</u>            | <u>Term</u> | <u>Course#</u> | <u>Course Title</u>  | <u>Concentration That Competency Is From</u> | <u>Competency #</u> |
| 2021-2022                       | 1st term    | 380.604        | Life Course Perspectives on Health   | Women's & Reproductive Health                | WRH2                |
| 2021-2022                       | 2nd term    | 380.624        | Maternal and Child Health Legislation and Programs                               | Women's & Reproductive Health                | WRH3                |
| 2021-2022                       | 3rd term    | 380.666        | Women's Health   | Women's & Reproductive Health                | WRH1                |
| 2021-2022                       | 2nd term    | 300.712        | Formulating Policy: Strategizing and Systems of Policymaking in the 21st Century | Health Systems & Policy                      | HSP3                |
| 2021-2022                       | 3rd term    | 380.611        | Fundamentals of Program Evaluation   | Health Systems & Policy                      | HSP5                |

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

| <b>GENERAL COMPETENCY TABLE</b> |                 |                |                                  |  |                     |
|---------------------------------|-----------------|----------------|----------------------------------|--|---------------------|
| <u>Academic Year</u>            | <u>Term</u>     | <u>Course#</u> | <u>Course Title</u>              | <u>Concentration That Competency Is From</u> | <u>Competency #</u> |
| 2021-2022                       | <b>1st term</b> | 222.641*       | Principles of Human Nutrition    | Food, Nutrition, and Health                  | FNH1                |
| 2021-2022                       | <b>1st term</b> | 222.657        | Food and Nutrition Policy        | Food, Nutrition, and Health                  | FNH2                |
| 2021-2022                       | <b>1st term</b> | 222.657        | Food and Nutrition Policy        | Food, Nutrition, and Health                  | FNH3                |
| 2021-2022                       | <b>2nd term</b> | 222.642        | Assessment of Nutritional Status | Food, Nutrition, and Health                  | FNH4                |
| 2021-2022                       | <b>1st term</b> | 222.657        | International Nutrition          | Food, Nutrition, and Health                  | FNH5                |



## MPH CUSTOMIZED PROGRAM OF STUDY AND OPTIONAL MPH CONCENTRATIONS

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

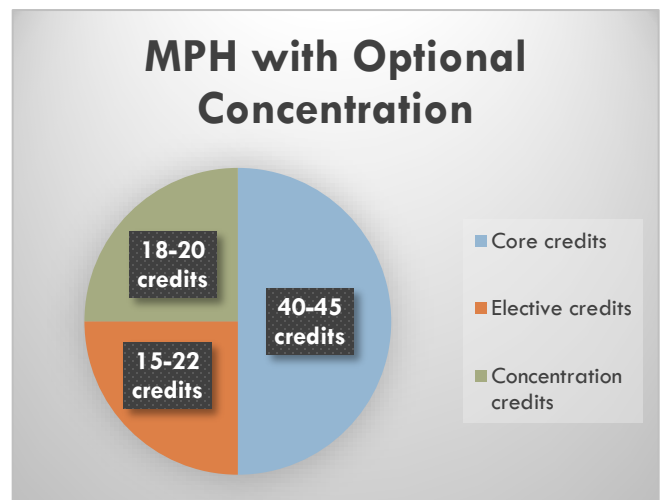
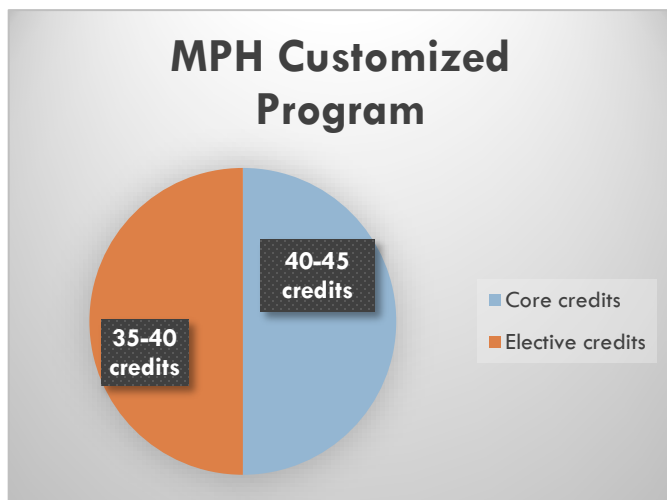
### **MPH Customized Program**

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

### **MPH Concentration Areas**

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

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



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

### **Choosing to Customize or Electing a Concentration**

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

**Students may switch into a new concentration only if they have met the 1st term requirements for that concentration and they must notify the Concentration Directors and the MPH Academic Coordinator (Janet Carn at [jcarn1@jhu.edu](mailto:jcarn1@jhu.edu)) of their intent to switch into a concentration by Monday, November 9, 2021.**

**Students in a concentration can switch to a customized program of study through the end of the add/drop period of 3rd term. When changing from a concentration to a customized course of study, students must notify the MPH Academic Coordinator (Janet Carn at [jcarn1@jhu.edu](mailto:jcarn1@jhu.edu)) and the Concentration Directors.**

**Important Note:** If making this switch impacts a student's core course selections and/or additional general competencies selections, then a revised *Core Curriculum Confirmation Form* must be submitted to the MPH Office at the time of the switch.

#### **Answers to some frequently asked questions are:**

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

### **Academic Advising Network**

Each MPH student is assigned to an Academic Advising Network. The roles of the Academic Network Advisors are to provide both group and individual mentoring and foster interaction and shared knowledge within a network identified by a common interest area. They will address questions about courses and activities related to student interests and goals. The Academic Network Advisors will suggest elective coursework, seminars, activities with centers, and provide recommendations of faculty to serve as possible capstone advisors. They also will assist students with the completion of their Goals Analysis and Curriculum Plan.

### **Capstone Project**

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

## MPH GOALS ANALYSIS

### MPH Goals Analysis

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 Academic Network Advisor.
- Serve as a springboard for discussion of career opportunities as the program progresses.
- The Goals Analysis should be updated as you make changes in focus and direction throughout the MPH program.

The required Goals Analysis will be completed as part of the *Introduction to MPH Studies* course and consists of two parts:

- **Part 1 – Self-Assessment:** Complete a self-assessment by:
  1. Rating your current skill levels for the Schoolwide and MPH core competencies. Identify the core competencies that you wish to focus on and those that are particularly relevant to your professional future.
  2. 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. This information should be reviewed with your Academic Network Advisor.
- **Part 2 – Curriculum Planning:** Students should work with their Academic Network Advisor to complete their curriculum plan and submit the online Core Curriculum Confirmation Form to the MPH Program office.
  1. Develop a term-by-term tentative course plan for your entire MPH program, including the five additional general competencies and corresponding courses that you will be completing. Your course plan should include the required courses, electives, and special studies you intend to take and when you plan to complete these courses.
  2. Once your term-by-term plan has been created, complete the **Core Curriculum Confirmation Form**, indicating your core course selections and your 5 general competency selections. In the reflection section of the form, list any 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.
  3. **A new Core Curriculum Confirmation Form must be submitted if you make any changes to your MPH core requirement selections or your five additional general competency selections. All courses that are linked to your 5 general competencies must be completed for degree and graduation eligibility.**

**Please note: Students that switch from or to a concentration or the customized program of study must also submit an updated Core Curriculum Confirmation Form if applicable at the time of the switch.**

#### Goals Analysis Key Dates

| Part                     | Due Date           |
|--------------------------|--------------------|
| Part 1 – Self Assessment | July 30, 2021      |
| Part 2 – Curriculum Plan | September 27, 2021 |

## PLANNING YOUR CURRICULUM

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

### Course Directory and Academic Calendar

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

### Course load and time commitment

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

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

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

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

### Sequencing your curriculum

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

### Choosing electives

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

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

## JHSPH Certificate Programs

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

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

## MPH Concentrations

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

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

*Course schedules are subject to change.*

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

## Interprofessional Education Requirement and Activities at Hopkins

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

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

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

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

### I. IPE Social Networking Event (OPTIONAL): Tuesday, October 12, 2021 5:30- 6:30 pm ET

Please look for future emails with information regarding signing up for this event.

- 1) Provides an opportunity to meet and network with students in different professional pathways.
- 2) Provides the opportunity to learn more about interprofessional education.

### II. IPE Teams and Teamwork (fulfilling MPH IPE competency requirement):

A. **FIRST TERM REQUIREMENT:** Register for the prerequisite **552. 625.81 Building Collaborations Across Sectors to Improve Population Health (1 credit)**

B. **SECOND TERM REQUIREMENT:** Register for **550.602.81 Interprofessional Education Activity (0 credits)** You will be assigned to attend **a synchronous IPE Event on either Monday, November 1, 2021 5:30-8:00 pm ET OR Thursday, November 4, 2021 5:30-8:00 pm ET**

Competencies:

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

## PRACTICUM EXPERIENCE IN POPULATION-BASED HEALTH

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### 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 – <https://my.jhsph.edu/Academics/practice/mph-practicum/Pages/default.aspx>

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

Practicum Examples – <https://my.jhsph.edu/Academics/practice/mph-practicum/examples/Pages/default.aspx>

All practicums must be fully completed, and all evaluations and deliverables submitted by the following dates:

May graduates: May 1<sup>st</sup> prior to graduation

August graduates: August 1<sup>st</sup> prior to graduation

December graduates: December 1<sup>st</sup> prior to graduation

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

## General Criteria for MPH Practicum

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

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



## Competency-based Learning Objectives for MPH Practicum

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

### **Evidence-based Approaches to Public Health**

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

### **Public Health & Health Care Systems**

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

### **Planning & Management to Promote Health**

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

### **Policy in Public Health**

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

### **Leadership**

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

### **Communication**

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

### **Interprofessional Practice**

- Perform effectively on interprofessional teams

### **Systems Thinking**

- Apply systems thinking tools to a public health issue

### **Other**

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

## Steps to Completing the MPH Practicum

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

1. Identify general learning objectives for the practicum, to fit your overall academic goals, during the Goals Analysis process. Complete the practicum section of the MPH Goals Analysis. For each practicum experience, a student is recommended to identify at least 5 competencies to address (please see the “Competency-based Learning Objectives for MPH Practicum” section).
2. Complete course 300.615.81 *The Tools of Public Health Practice* (1 credit). This course includes a pre-assessment of current perceived strengths and opportunities for further development.
3. Find a practicum opportunity, or set of opportunities, to suit your goals (please see the “Finding Practicum Opportunities” section for more detail regarding the range of opportunities). It is best to begin identifying opportunities around the start of 1<sup>st</sup> term of the MPH year.
4. If you choose a course-based practicum, register for the course and submit the Practicum Learning Plan for the course to receive approval to apply the course towards your MPH practicum requirement. Students in a course-based practicum can then skip to step 9.
5. In conference with your prospective preceptor, develop a Practicum Learning Plan that outlines your academic goals for the experience, proposed timeline and deliverables, as well as your role and responsibilities at the organization where the practicum will take place.
6. Submit your Practicum Learning Plan via the web-based form. **Approval is required before you can begin working on a project and counting hours towards your practicum.** The approval process generally takes 1-2 weeks from time of submission, and you will hear back from the practicum team once this process is complete, and/or if additional information is required. Once approval is received, you may begin your practicum.
7. For full-time students, registration for practicum credits for a customized practicum experience is optional unless required by the hosting organization/preceptor (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, reflect on your experience, and share at least 2 deliverables from your practicum 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.

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

\* All forms and reports are accessible on the Practicum website: <https://my.jhsph.edu/Academics/practice/mph-practicum/Pages/default.aspx>

## Ways to Complete the Practicum Requirement

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

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

### ***JHSPH approved courses with a practicum component***

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

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

**Students must submit a Practicum Learning Plan at the beginning of the course to document that they are taking the course to fulfill their practicum requirement.** Please use the following link to view the most current listing of approved practicum courses: <https://my.jhsph.edu/Academics/practice/mpg-practicum/courses/Pages/default.aspx>

### ***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.”<sup>1</sup>

Examples of customized projects include but are not limited to:

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

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

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

## Finding Practicum Opportunities

Students may utilize the resources below to identify practicum experiences.

### **Practicum Opportunity Site – Office of Public Health Practice and Training**

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

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

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

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

### **SOURCE**

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

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

### **Office of Public Health Practice and Training**

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

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

Paulani Mui, MPH Practicum Coordinator  
615 N. Wolfe Street, E2532  
Baltimore, MD 21205  
[practice@jhu.edu](mailto:practice@jhu.edu)

### **Certificate Programs**

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

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

## Practicum Requirement for Residency and Dual Degree Programs

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

## Registering for a JHSPH Approved Course with a Practicum Component

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

A list of currently offered courses that have an approved practicum component can be found here: <https://my.jhsph.edu/Academics/practice/mph-practicum/courses/Pages/default.aspx>. This list will be updated as the year progresses, so please check back regularly to see if a course is being offered.

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

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

## Registering for a Customized Practicum Experience

Full-time students who find their own customized practicum opportunities have the option to register for practicum credits, but this is not required.\* Students who choose to register are allowed to spread credits across multiple terms. Students must still complete the required practicum steps as described on the “Steps to Completing the MPH Practicum” section.

\*Some organizations or preceptors may require academic credit registration in order for you to complete your practicum with them - in these cases registration would be required.

**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://my.jhsph.edu/Academics/practice/mph-practicum/process/Pages/default.aspx>

## 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 Academic Network Advisor, Capstone Advisor, and the MPH Practicum Coordinator to ensure that a linkage is appropriate and that the two requirements are distinct. For more information and examples of capstone and practicum linkages, please visit: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-linked-to-capstone.html>.

# MPH CAPSTONE PROJECT

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## 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 either the course, 260.720 — *Communication Primer for Public Health Sciences* or 260.710- *Communication Practice for Health Science Professionals*, and both the written and oral component to your project.

The project must be the student's own work and is meant to utilize the skills/knowledge that they have gained during the MPH program. If a student is a member of a group project or working with a faculty member on a group project, the student can only use their own individual work from that project as the basis for their project.

The project is done under the direction of a faculty member, the MPH capstone advisor. Students may identify an appropriate faculty member to supervise their capstone. **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 capstone 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* OR 260.710 *Communication Practice for Health Science Professionals*

Students must complete either 260.720: *Communications Primer for the Public Health Sciences* OR 260.710 *Communication Practice for Health Science Professionals* as part of the MPH Capstone requirement. Students can complete either 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 either course no later than Term 3, prior to your capstone presentation.

**Please note:** As part of these courses, 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. These courses also require 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 (xxx.800) 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. Most full-time students will complete their capstone presentation at the MPH Symposium held in May each year. 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 capstone 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 (<https://www.jhsph.edu/offices-and-services/institutional-review-board/>) 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](http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6). This worksheet will indicate the additional steps (if any) required to properly document IRB approval of your project.

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

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. Academic Network Advisor is a good resource for discussing your areas of interests for your project and may refer you to other faculty members whose expertise better matches the type of project that you wish to pursue. Another helpful strategy is to inquire with several faculty members about any current work of theirs that may lend itself to a potential capstone project. Other resources for identifying a potential capstone advisor are the online faculty directory (searchable by keyword), and the research portal at: <https://jhu.pure.elsevier.com/en/>

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

Once you know the source of the project data, you should complete the online ‘IRB Worksheet’ ([http://jhsph.us2.qualtrics.com/SE/?SID=SV\\_1GrF6WBUcNFZCV6](http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6)) to determine what additional steps (if any) are needed in regard to securing IRB approval for your project or documenting the existing approval.

### **Step 3: Submit the online MPH Capstone Information Form.**

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

[https://jhsph.co1.qualtrics.com/ife/form/SV\\_aW5K2s4h2TFghmd](https://jhsph.co1.qualtrics.com/ife/form/SV_aW5K2s4h2TFghmd)

### **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: Complete bulk of work on your project, submit first draft of paper and register for the 2-credit capstone course number.**

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. Register for the two credit MPH capstone course number in your final term when you will be completing the project (both written and oral components).

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

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

### **Step 7: Submit final, capstone advisor approved paper to the CoursePlus drop box**

Obtain confirmation from your capstone advisor of their final approval of your paper. Then 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 are received on time. Papers submitted without capstone advisor’s approval will not be accepted.***

### **Step 8: Give an oral presentation of your project.**

Only after the final paper and capstone advisor’s approval are submitted, you will complete the oral component of the capstone project by giving a 10-minute presentation of your project followed by 5 minutes for Q&A discussion.

### **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. In this case, once the capstone project is complete and has been presented, the grade will be changed to I/P.

**Capstone Project Information Sessions**

Tuesday, August 10, 2021: Intro. to MPH Studies: Capstone Information Session (1) 9:30-11:00am

Wednesday, October 27, 2021: Intro. to MPH Studies: Capstone Information Session (2) 12:00-1:30pm

**Timeline for in-person presentation at May Capstone Symposium**

|  |                        |
|--|------------------------|
| Complete 260.710 or 260.720  | No later than 3rd Term |
| Submit online Capstone Information Form  | By November 19, 2021   |
| Submit final outline to capstone advisor   | By February 4, 2022    |
| Register for capstone course for Term 4  | By March 18, 2022      |
| Submit first draft of project to capstone advisor  | By March 18, 2022      |
| Submit final draft of project to capstone advisor  | By April 15, 2022      |
| Upload only the <b>capstone advisor approved final paper</b> to drop box.<br>Unapproved papers will not be accepted. | By May 2, 2022         |
| Give oral presentation   | May 14, 2022           |

**Timeline for presentation at alternate venue**

Students presenting at an alternate venue must complete their presentation no later than the May symposium date.

**Registering for the MPH Capstone**

**In addition to completing either 260.710: *Communication Practice for Health Science Professionals* or 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 and presented – this includes both the written and oral components of the project. For most students this will be 4th term.**

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.ihsph.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, Health 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 Project

#### **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 Zoom.

#### **Library Informationist (Librarian)**

Donna Hesson, MLS

[dhesson@jhmi.edu](mailto:dhesson@jhmi.edu)

Available for a Zoom meeting by appointment. Please schedule a meeting via email.

#### **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 <https://browse.welch.jhmi.edu/teaching-learning-resources/welch-library-videos>

#### **Guide for writing and designing the oral presentation**

This guide can be found at <https://www.jhsph.edu/academics/degree-programs/master-of-publichealth/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.

[https://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/Referencing\\_handbook.pdf](https://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/Referencing_handbook.pdf)

For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style ([https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)), or the American Psychological Association Style Guide to Electronic References ([https://apastyle.apa.org/learn/faqs/style-guide-differ?\\_ga=2.92822109.137521177.1614357460-1696208564.1614357460](https://apastyle.apa.org/learn/faqs/style-guide-differ?_ga=2.92822109.137521177.1614357460-1696208564.1614357460)).

### 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).

### Capstone Honors and Awards

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

## MPH FIELD EXPERIENCE FUND AWARD

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The MPH Field Experience Fund awards can be used to develop an MPH capstone project or to have a population-based practicum experience. The award is intended primarily to provide support for students during the Winter intersession period to develop their practicum and/or capstone project. For example, the award could be used for travel to collect data or to obtain a direct hands-on practical public health experience. The awards can be used for individual field experiences (\$750/domestic or \$2,000/international awards) or group field experiences involving multiple students (\$6,000 per group project/\$2,000 per student maximum.) An application for the award consists of a short paper outlining the capstone project or the practicum experience and how the funds will be used. The application must have the signed signature of a Hopkins faculty member 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 13th Annual Global Health Day on Thursday, March 24, 2022.

### KEY DATES

|                                      |     |  |
|--------------------------------------|-----|--|
| Wednesday, September 8 <sup>th</sup> | 4pm | MPH Field Experience Fund Award Information Session  |
| Monday, October 11 <sup>th</sup>     | 5pm | MPH Field Experience Fund Award Applications Due   |
| Friday, November 5 <sup>th</sup>     |     | Deadline for IRB submission for field experiences taking place during the January intersession and requiring IRB approval. |
| Thursday, March 24 <sup>th</sup>     |     | Global Health Day at JHSPH   |

## APPENDIX A: MPH ELECTIVE CONCENTRATIONS & CUSTOMIZED PROGRAM

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

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

### KEY DEADLINES

July 15<sup>th</sup> Customizing/Concentration Election Form Due

November 5<sup>th</sup> Deadline for changing from certain concentration areas to another. Students may switch from a concentration to a customized course of study after this date.

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

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

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

### Faculty Concentration Advisors

| Concentration Director                | Department   | Telephone    | Email  |
|---------------------------------------|--|--------------|--|
| Michelle C. Carlson, PhD, Professor   | Department of Mental Health                          | 410-614-4887 | <a href="mailto:mcarloso2@jhu.edu">mcarloso2@jhu.edu</a> |
| Qian-Li Xue, PhD, Associate Professor | Departments of Medicine, Biostatistics, Epidemiology | 410-502-7808 | <a href="mailto:qxue1@jhu.edu">qxue1@jhu.edu</a>         |

### Educational Objectives

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

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

### Competencies Table:

All students must complete the courses listed below, totaling between 12-15 credits:

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

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



## Course of Study

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

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

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

## Additional Required Courses

To achieve 18 credits, all students must complete the remaining credits (3-6) from the following courses in addition to the courses listed in the competencies table:

| Course #  | Course Name  | On-site                          | Online          | Credits |
|---|--|----------------------------------|-----------------|---------|
| Students are encouraged to elect to take any of the following courses to focus their concentration: |  |                                  |                 |         |
| 380.603   | Demographic Methods for Public Health  | 2 <sup>nd</sup>                  | 3 <sup>rd</sup> | 4       |
| 120.627   | Stem Cells and the Biology of Aging and Disease  | 3 <sup>rd</sup>                  | 3 <sup>rd</sup> | 3       |
| 410.615   | Research Design in the Social and Behavioral Sciences  | 2 <sup>nd</sup>                  |                 | 3       |
| 309.605   | Health Issues for Aging Populations  | 2 <sup>nd</sup>                  | 3 <sup>rd</sup> | 3       |
| 380.666   | Women's Health   | 3 <sup>rd</sup>                  |                 | 3       |
| 330.607   | Prevention of Mental Disorders: Public Health Interventions  | 3 <sup>rd</sup>                  | 3 <sup>rd</sup> | 3       |
| 340.699   | Epidemiology of Sensory Loss in Aging  | 3 <sup>rd</sup>                  |                 | 3       |
| 330.639   | The Intersection of Mental and Physical Health   | 4 <sup>th</sup>                  |                 | 3       |
| 330.802   | Seminar on Aging, Cognition & Neurodegenerative Disorders (biennially offered; any 1 of 4 terms fulfills this course option)<br>(any 1 of 4 terms fulfills this course option) | 1 <sup>st</sup> -4 <sup>th</sup> |                 | 2       |

## **Capstone Experience**

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

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

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

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

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

## A.2. CHILD & ADOLESCENT HEALTH (CAH) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                       | Department                               | Telephone    | Email  |
|--|--|--------------|--|
| Andrea Ruff, MD<br>Associate Professor       | International Health                     | 410-955-1633 | <a href="mailto:aruff1@jhu.edu">aruff1@jhu.edu</a> |
| Susan Gross, PhD, MPH<br>Associate Scientist | Population, Family & Reproductive Health | 410-585-4140 | <a href="mailto:sgross@jhu.edu">sgross@jhu.edu</a> |

### Educational Objectives

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

### Competencies Table

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

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

## Course of Study

Students will also be required to:

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

Students are required to meet the coursework required for the CAH concentration competencies and take at least 3 elective courses from the CAH concentration elective table below. The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is approximately 18 credits (depending on which of the required courses are selected).

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

| Course #   | Course Name   | Credits | Onsite          | Online                            |
|------------|---|---------|-----------------|-----------------------------------|
| 180.655    | Baltimore Food Systems: a Case Study of Urban Food Environments                                     | 4       | 3 <sup>rd</sup> | No                                |
| 221.627    | Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries                  | 4       | 2 <sup>nd</sup> | No                                |
| 221.645    | Large Scale Effectiveness Eval of Health Programs   | 4       | 2 <sup>nd</sup> | 4 <sup>th</sup>                   |
| 222.642    | Assessment of Nutritional Status (Prerequisite previous biology or nutrition course or IH 222.641 ) | 3       | 2 <sup>nd</sup> | No                                |
| 222.641    | Principles of Human Nutrition* (conflicts with Life Course, 1 <sup>st</sup> term)                   | 4       | 1 <sup>st</sup> | No                                |
| 222.647    | Nutrition Epidemiology  | 3       | 3 <sup>rd</sup> | No                                |
| 222.649    | International Nutrition   | 3       | 4 <sup>th</sup> | No                                |
| 222.654    | Food Culture and Nutrition  | 4       | 4 <sup>th</sup> | No                                |
| 222.655    | Nutrition and Life Stages   | 3       | 3 <sup>rd</sup> | No                                |
| 222.657    | Food and Nutrition Policy   | 2       | 1 <sup>st</sup> | No                                |
| 223.662    | Vaccine Development and Assessment  | 4       | 2 <sup>nd</sup> | No                                |
| 223.663    | Infectious Diseases and Child Survival  | 3       | 3 <sup>rd</sup> | No                                |
| 223.680    | Global Disease Control Programs & Policies  | 4       | 4 <sup>th</sup> | 4 <sup>th</sup>                   |
| 223.687    | Vaccine Policy Issues   | 3       | 3 <sup>rd</sup> | No                                |
| 224.694.01 | Mental Health Intervention Programming in Low and Middle-Income Countries                           | 3       | 3 <sup>rd</sup> | No                                |
| 301.627    | Understanding and Preventing Violence   | 3       | 2 <sup>nd</sup> | No                                |
| 305.610    | Issues in Injury and Violence Prevention  | 2       | 1 <sup>st</sup> | No                                |
| 330.602.81 | The Epidemiology of Substance Use and Related Problems  | 3       | No              | 1 <sup>st</sup> , 2 <sup>nd</sup> |
| 330.640    | Childhood Victimization: A Public Health Perspective  | 3       | 4 <sup>th</sup> | No                                |
| 380.611    | Fundamentals of Program Evaluation  | 4       | 3 <sup>rd</sup> | 1 <sup>st</sup>                   |
| 330.674    | Suicide as a Public Health Problem  | 3       | 4 <sup>th</sup> |                                   |

|         |   |   |                 |                 |
|---------|---|---|-----------------|-----------------|
| 380.623 | Adolescent Health and Development   | 3 | No              | 3 <sup>rd</sup> |
| 380.625 | Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-Being   | 3 | 3 <sup>rd</sup> | No              |
| 380.640 | Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth        | 3 | 3 <sup>rd</sup> | No              |
| 380.642 | Child Health and Development  | 3 | No              | 2 <sup>nd</sup> |
| 380.661 | Clinical Aspects of Maternal and Newborn Health                                     | 3 | 3 <sup>rd</sup> | No              |
| 380.662 | Critiquing the Research Literature in Maternal, Neonatal & Reproductive Health      | 4 | 2 <sup>nd</sup> | No              |
| 380.635 | Urban Health in Contemporary America  | 4 | 4 <sup>th</sup> | No              |
| 380.720 | Masculinity, Sexual Behavior & Health: Adolescence & Beyond                         | 3 | 2 <sup>nd</sup> | No              |
| 380.721 | Schools and Health  | 3 | 2 <sup>nd</sup> | No              |
| 380.747 | International Adolescent Health   | 3 | No              | 4 <sup>th</sup> |
| 380.749 | Adolescent Sexual and Reproductive Health   | 3 | 4 <sup>th</sup> | No              |
| 380.761 | Sexually Transmitted Infections in Public Health Practice                           | 4 | No              | 4 <sup>th</sup> |
| 380.762 | HIV Infection in Women, Children and Adolescents                                    | 4 | No              | 4 <sup>th</sup> |
| 380.765 | Preventing Infant Mortality and Promoting the Health of Women, Infants and Children | 3 | No              | 4 <sup>th</sup> |
| 410.752 | Children, Media and Health  | 3 | 3 <sup>rd</sup> | No              |

*\*Concentration Seminar Lectures will occur throughout all four terms and a calendar will be given to students at the beginning of each term. However special studies course registration will only be for the second or 3<sup>rd</sup> terms.*

### **Capstone Experience**

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

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

#### Faculty Concentration Directors

| Concentration Director              | Department    | Telephone    | Email  |
|-------------------------------------|---------------|--------------|--|
| Rosa M. Crum, MD, MHS<br>Professor  | Epidemiology  | 410-614-2411 | <a href="mailto:rcrum1@jhu.edu">rcrum1@jhu.edu</a>   |
| Marie Diener-West, PhD<br>Professor | Biostatistics | 410-502-6894 | <a href="mailto:mdiener@jhu.edu">mdiener@jhu.edu</a> |

#### Educational Objectives

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

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

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

#### Competencies Table:

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

\*Also fulfills MPH core requirement

## Course of Study

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

Required Courses:

| Course #                         | Course Name  | Credits | On-site   | Online |
|----------------------------------|--|---------|---|--------|
| 340.721<br>OR<br>340.601         | Epidemiologic Inference I *<br>OR<br>Principles of Epidemiology *                | 5<br>5  |   | S      |
| 340.751-753                      | Epidemiologic Methods 1 - 3  | 5 each  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>                   |        |
| 140.621-624<br>OR<br>140.651-654 | Statistical Methods in Public Health I-IV<br>OR<br>Methods in Biostatistics I-IV | 4 each  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |        |

\*Also fulfills MPH core requirement

## Capstone Experience

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

## Concentration Seminar

The 3 credits of research special studies are for attending the required group seminars. These seminars typically will meet weekly on Wednesdays from 8:00-9:00 am during the academic year. Topics will include: getting started on a research project, how to identify data sets, managing data, writing a scientific paper and oral presentation skills. Most of the seminars will be used as research in progress sessions where students are expected to formally report on the progress to date of their capstone projects. These seminars will begin in September; no more than two excused absences are allowed.

## Expectations

Students are expected:

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

## A.4. FOOD, NUTRITION, AND HEALTH (FNH) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                       | Department           | Email  |
|--|----------------------|--|
| Laura E. Caulfield, PhD, Professor           | International Health | <a href="mailto:lcaulfi1@jhu.edu">lcaulfi1@jhu.edu</a> |
| Casey Rebholz, PhD, MPH, Assistant Professor | Epidemiology         | <a href="mailto:crebhol1@jhu.edu">crebhol1@jhu.edu</a> |

### Educational Objectives:

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

Students choosing this concentration will gain an understanding of:

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

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

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

### Competencies Table:

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



|  |   |   |                 |                 |
|--|---|---|-----------------|-----------------|
| FNH2. Characterize political, social and economic influences affecting nutrition and well-being  | 222.657 Food and Nutrition Policy<br>OR   | 2 | 1 <sup>st</sup> | 2 <sup>nd</sup> |
|  | 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health       | 3 |                 |                 |
| 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<br>OR   | 2 | 1 <sup>st</sup> | 2 <sup>nd</sup> |
|  | 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health       | 3 |                 |                 |
| 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<br>OR  | 3 | 2 <sup>nd</sup> |                 |
|  | 222.647 Nutrition Epidemiology  | 3 | 3 <sup>rd</sup> |                 |
| FNH5. Evaluate opportunities to advance nutrition and health through public health initiatives   | 222.657 Food and Nutrition Policy<br>OR   | 2 | 1 <sup>st</sup> | 2 <sup>nd</sup> |
|  | 222.649 International Nutrition<br>OR   | 3 | 4 <sup>th</sup> |                 |
|  | 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health<br>OR | 3 |                 |                 |
|  | 180.620 An Introduction to Food Systems and Public Health   | 4 | 2 <sup>nd</sup> |                 |

**Course of Study:**

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

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

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

| Course number | Course Name  | Credits | On-site         | Online          |
|---------------|--|---------|-----------------|-----------------|
| 180.655       | Baltimore Food Systems: A Case Study in Urban Food Environments                                  | 4       | 3 <sup>rd</sup> |                 |
| 182.640       | Food- and Water-borne Diseases   | 3       | 3 <sup>rd</sup> |                 |
| 221.611       | Food Security and Nutrition in Humanitarian Emergencies<br>(Prerequisite: 221.613 or 221.615)    | 2       | 4 <sup>th</sup> |                 |
| 222.630       | Nutrition, Infection and Immunity  | 3       |                 | 4 <sup>th</sup> |
| 222.654       | Food, Culture, and Nutrition (Consent required for all students)                                 | 4       | 4 <sup>th</sup> |                 |
| 222.655       | Nutrition and Life Stages (Consent required for all students)                                    | 3       | 3 <sup>rd</sup> |                 |
| 222.661       | Designing Healthy Diets (Prerequisite: 222.641 and either 222.642 or 222.647)                    | 2       | 4 <sup>th</sup> |                 |
| 340.644       | Epidemiology of Diabetes and Obesity (Prerequisite: 340.601 or equivalent)                       | 2       | 4 <sup>th</sup> |                 |
| 380.744       | Nutrition and Growth in Maternal and Child Health  | 3       |                 | 1 <sup>st</sup> |
| 224.630.81    | The Obesity Epidemic Problem Solving Seminar: What We Can Learn from Native American Communities | 3       |                 | 1 <sup>st</sup> |

**Capstone Experience:**

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

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

## A.5. FOOD SYSTEMS (FS) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                         | Department                           | Telephone    | Email  |
|--|--------------------------------------|--------------|--|
| Keeve Nachman, PhD, MHS<br>Associate Professor | Environmental Health and Engineering | 410-223-1811 | <a href="mailto:nachma1@jhu.edu">nachma1@jhu.edu</a> |
| Roni Neff, PhD, ScM<br>Associate Professor     | Environmental Health and Engineering | 410-223-1811 | <a href="mailto:rneff1@jhu.edu">rneff1@jhu.edu</a>   |

### Educational Objectives

The MPH Concentration in Food Systems explores the complex interactions among diet, food production, ecosystems, public health, and equity and the challenge of nourishing a growing world population against a backdrop of resource scarcity and climate change. Students will apply systems thinking, communication, public health policy analysis, and/or advocacy skills to address the public health implications of food systems.

The MPH Concentration includes a minimum of 18 credits of required and elective courses. Some courses are based on field trips and experiential learning with community-based organizations and local policymakers. Other courses can be taken online and incorporate interactive sessions and recorded presentations from a wide range of experts in their fields. Students participate in group mentoring meetings and are invited to participate in additional enrichment activities and networking opportunities with alumni and other students studying food systems. Both full-time and part-time students are welcome to join the concentration.

### Competencies Table

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

All students must take at least one course for each of the six competencies below. Additional courses from the table will count towards the 18-credit requirement.

| Food Systems Concentration Competencies   | Course Meeting Competency  | Credits | Onsite | Online          |
|---|--|---------|--------|-----------------|
| FS1. Define and describe the concepts of food systems, food security, food system sustainability, and resilience. | 180.620 Food Systems and Public Health   | 4       |        | 2 <sup>nd</sup> |
| FS2. Characterize political, social, and economic influences on food systems                                      | 180.620 Food Systems and Public Health   | 4       |        | 2 <sup>nd</sup> |
| FS3. Use a systems perspective to propose an evidence-based food system intervention                              | 180.620 Food Systems and Public Health   | 4       |        | 2 <sup>nd</sup> |
| FS4 NEW: Explain the linkages between human health, animal health and environmental health                        | 180.606 Case Studies in Food Production and Public Health<br><b>OR</b>         | 4       |        | 4 <sup>th</sup> |
|   | 180.635 Seafood and Public Health: Global Trade, Nutrition and the Environment | 2       |        | 3 <sup>rd</sup> |

|  |   |   |                 |                 |
|--|---|---|-----------------|-----------------|
| FS5. Evaluate opportunities to advance food system change through an equity lens               | 180.655 Baltimore Food Systems: A Case Study of Urban Food Environments           | 4 | 3 <sup>rd</sup> |                 |
|  | <b>OR</b>   |   |                 |                 |
|  | 180.644 Food System Resilience to Disasters: Covid-19, Climate Change, and Beyond | 2 |                 | 2 <sup>nd</sup> |
|  | <b>OR</b>   |   |                 |                 |
|  | 180.605 Food Systems Practicum  | 3 | 2 <sup>nd</sup> |                 |
| FS6. Develop and communicate an evidence-based-policy position on a complex food systems topic | 180.606 Case Studies in Food Production and Public Health                         | 4 |                 | 4 <sup>th</sup> |
|  | <b>OR</b>   |   |                 |                 |
|  | 180.644 Food System Resilience to Disasters: Covid-19, Climate Change, and Beyond | 2 |                 | 2 <sup>nd</sup> |

In addition to the courses listed in the competencies table, students may elect courses from the groups below:

| Course#   | Course Name  | Credits | On-site         | Online          |
|---|--|---------|-----------------|-----------------|
| <b>GROUP A: Students elect up to three courses from Group A</b>                               |  |         |                 |                 |
| <i>These courses provide broader context on the public health impacts of the food system.</i> |  |         |                 |                 |
| 180.611   | The Global Environment and Public Health   | 4       | 1 <sup>st</sup> |                 |
| 222.657   | Food and Nutrition Policy  | 2       | 1 <sup>st</sup> |                 |
| 182.640   | Food and Water Borne Diseases  | 3       | 3 <sup>rd</sup> |                 |
| 222.653   | Food Technology and Health   | 3       | 4 <sup>th</sup> |                 |
| 380.740   | Nutrition Programs, Policy and Politics in the US: Impact on Maternal, Child, Family Health      | 3       |                 | 2 <sup>nd</sup> |
| 221.611   | Food Security and Nutrition in Humanitarian Emergencies  | 2       | 4 <sup>th</sup> |                 |
| 700.630   | Food Ethics  | 3       | 3 <sup>rd</sup> |                 |
| 222.654   | Food, Culture and Nutrition  | 4       | 4 <sup>th</sup> |                 |
| 410.608   | NEW: Applying Systems Thinking to Obesity Prevention   | 2       | SI              |                 |
| 380.660   | NEW: Food Industry, Politics and Public Health   | 3       |                 | 4 <sup>th</sup> |
| 185.600   | MOVED FROM GROUP B: One Health Tools to Promote and Evaluate Healthy and Sustainable Communities | 3       |                 | 4 <sup>th</sup> |
| 222.622   | NEW: Obesity in Public Health  | 3       | 2 <sup>nd</sup> |                 |
|   |  |         |                 |                 |

**Students may also elect up to one additional course from Group B**

**These courses teach skills and approaches that are relevant to addressing food system challenges.**

|         |   |   |                                   |                 |
|---------|---|---|-----------------------------------|-----------------|
| 221.654 | Systems Thinking in Public Health: Applications of Key Methods and Approaches | 3 |                                   | 3 <sup>rd</sup> |
| 317.600 | Intro to the Risk Sciences and Public Policy                                  | 4 | 1 <sup>st</sup>                   | 3 <sup>rd</sup> |
| 410.620 | Program Planning for Health Behavior Change                                   | 3 | 1 <sup>st</sup> , WI              | 4 <sup>th</sup> |
| 317.610 | Risk Policy, Management and Communication                                     | 3 | 2 <sup>nd</sup>                   | 4 <sup>th</sup> |
| 410.650 | Intro to Persuasive Communications: Theories and Practice                     | 4 | WI, 2 <sup>nd</sup>               |                 |
| 180.625 | Community-Driven Epidemiology and Environmental Justice                       | 3 | 3 <sup>rd</sup>                   |                 |
| 410.663 | Media Advocacy and Public Health: Theory and Practice                         | 3 | 4 <sup>th</sup>                   |                 |
| 410.690 | Ethnographic Fieldwork  | 3 | 1 <sup>st</sup>                   |                 |
| 313.620 | Intro to Behavioral Economics: Theory and Practice                            | 3 | 4 <sup>th</sup>                   |                 |
| 318.603 | Applying Microeconomics to Policymaking                                       | 3 | 1 <sup>st</sup>                   | 1 <sup>ST</sup> |
| 305.684 | Health Impact Assessment  | 3 | 2 <sup>nd</sup> , 3 <sup>rd</sup> |                 |
| 410.672 | Introduction to Campaigning & Organizing for Public Health                    | 3 |                                   | 3 <sup>rd</sup> |
| 224.689 | Health Behavior Change at the Individual, Household, and Community Levels     | 4 | 2 <sup>nd</sup>                   |                 |
| 410.606 | NEW: Local and Global Best Practices in Health Equity Research Methods        | 4 |                                   | 4 <sup>th</sup> |
| 260848  | NEW: Community-Based Practice Through Civic Engagement                        | 2 |                                   | 4 <sup>th</sup> |
| 410.612 | NEW: Sociological Perspectives on Health                                      | 3 | 1 <sup>st</sup>                   |                 |

**Capstone**

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

## A.6. GLOBAL ENVIRONMENTAL SUSTAINABILITY & HEALTH (GESH) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                    | Department   | Telephone    | Email  |
|---|--|--------------|--|
| Peter Winch, MD, MPH<br>Professor         | Social and Behavior Interventions,<br>International Health | 410-955-9854 | <a href="mailto:pwinch@jhu.edu">pwinch@jhu.edu</a>               |
| Jordan Kuiper, PhD<br>Assistant Scientist | Environmental Health and Engineering                       |              | <a href="mailto:jkuiper1@jhmi.edu">jkuiper1@jhmi.edu</a>         |
| Hannah Marker, MPH<br>Research Associate  | Social and Behavior Interventions,<br>International Health |              | <a href="mailto:Hannah.marker@jhu.edu">Hannah.marker@jhu.edu</a> |
| Shima Hamidi, PhD<br>Assistant Professor  | Environmental Health and Engineering                       |              | <a href="mailto:Shamidi2@jhu.edu">Shamidi2@jhu.edu</a>           |

### Educational Objectives:

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

### Competencies Table:

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

| Global Environmental Sustainability and Health Focus Area Competencies  | Course Meeting Competency   | Credits | Onsite                            | Online          |
|---|---|---------|-----------------------------------|-----------------|
| GESH1. Define climate change and describe multiple ways climate change will have an impact on public health   | 180.611 The Global Environment, Climate Change and Public Health  | 4       | 1 <sup>st</sup>                   |                 |
| GESH2. Define behaviors related to climate change and environmental sustainability, identify factors that affect them, and design a behavior change intervention to address either climate change or environmental sustainability | 224.689 Health Behavior Change at the Individual, Community and Household Levels  | 4       | 2 <sup>nd</sup>                   |                 |
| GESH3. Effectively communicate a position/opinion on a climate and/or sustainability topic  | 188.688 Global Environmental Sustainability and Health Seminar<br>Note: students must enroll in this course for both 2 <sup>nd</sup> and 4 <sup>th</sup> term | 1       | 2 <sup>nd</sup> , 4 <sup>th</sup> |                 |
| GESH4. Characterize the role of food systems in sustainability and the environment  | 180.620 Introduction to Food Systems and Public Health<br>OR  | 4       |                                   | 1 <sup>st</sup> |
|   | 180.606 Case Studies in Food Production and Public Health<br>OR   | 4       |                                   | 4 <sup>th</sup> |
|   | 180.655 Baltimore Food Systems: A Case Study of Urban Food Environments   | 4       | 3 <sup>rd</sup>                   |                 |

|   |  |   |                 |  |
|---|--|---|-----------------|--|
| GESH5. Apply principles of systems-thinking to understand the various causes and effects of climate change on the environment and public health | 180.611 The Global Environment, Climate Change and Public Health | 4 | 1 <sup>st</sup> |  |
|---|--|---|-----------------|--|

**Course of Study:**

In addition to the courses listed in the “Competencies Table”, students must select at least one of the required courses from the list below. Also provided is a section of recommended courses. Students in this concentration will complete a total of at least 18 credits.

| Course #   | Course Name   | Credits | on-site                           | online          |
|--|---|---------|-----------------------------------|-----------------|
| <i>Required courses - All students must select at least one of the following core courses:</i> |   |         |                                   |                 |
| 180.651  | Energy, Environment and Public Health   | 2       | 3 <sup>rd</sup>                   |                 |
| 188.682  | A Built Environment for a Healthy and Sustainable Future                      | 3       |                                   | 4 <sup>th</sup> |
| 185.600  | One Health Tools to Promote and Evaluate Healthy and Sustainable Communities  | 3       |                                   | 4 <sup>th</sup> |
| 180.625  | Community-Driven Epidemiology and Environmental Justice                       | 3       | 3 <sup>rd</sup>                   |                 |
| 330.609  | Climate Change and Mental Health: Research, Practice, and Policy Perspectives | 3       |                                   | 4 <sup>th</sup> |
| <i>Recommended Courses*</i>  |   |         |                                   |                 |
| 221.611  | Food Security and Nutrition in Humanitarian Emergencies                       | 2       | 4 <sup>th</sup>                   |                 |
| 410.663  | Media Advocacy and Public Health: Theory and Practice                         | 3       | 4 <sup>th</sup>                   |                 |
| 182.626  | Issues for Water and Sanitation in Tropical Environmental Health              | 2       | 3 <sup>rd</sup>                   |                 |
| 221.624  | Urban Health in Developing Countries  | 3       |                                   | 4 <sup>th</sup> |
| 182.640  | Food- and Water-borne Diseases  | 3       | 3 <sup>rd</sup>                   |                 |
| 410.654  | Health Communication Programs I: Planning and Strategic Design                | 4       | 3 <sup>rd</sup>                   |                 |
| 410.655  | Health Communication Programs II: Implementation and Evaluation               | 4       | 4 <sup>th</sup>                   |                 |
| 224.690  | Qualitative Research I: Theory and Methods                                    | 3       | 3 <sup>rd</sup>                   | 1 <sup>st</sup> |
| 224.691  | Qualitative Research II: Data Analysis  | 3       | 4 <sup>th</sup>                   | 2 <sup>nd</sup> |
| 305.684  | Health Impact Assessment  | 3       | 2 <sup>nd</sup> , 3 <sup>rd</sup> |                 |
| *Additional courses will be considered upon discussion with advisor                            |   |         |                                   |                 |

**FI =Fall Institute in Barcelona**

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

## A.7. HEALTH LEADERSHIP AND MANAGEMENT CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                               | Department                 | Telephone    | Email  |
|--|----------------------------|--------------|--|
| Anbrasi Edward, PhD, MPH, MBA<br>Associate Scientist | International Health       | 410-502-7663 | <a href="mailto:aedward1@jhu.edu">aedward1@jhu.edu</a> |
| Mark J. Bittle, DrPH, MBA, FACHE<br>Senior Scientist | Health Policy & Management | 410-502-0460 | <a href="mailto:mbittle1@jhu.edu">mbittle1@jhu.edu</a> |

### Educational Objectives:

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

### Competencies Table:

| Health Leadership & Management  | Course Meeting Competency  | Credits | Onsite              | Online          |
|---|--|---------|---------------------|-----------------|
| <b>HLM1. Leadership:</b> Evaluate leadership styles as applied to self, organizations, and the impact on organizational performance.  | 312.700: Leading Organizations   | 3       |                     | 1 <sup>ST</sup> |
| <b>HLM2. Communication and Relationship Management:</b> Apply concepts of negotiation to manage conflict, enhance problem-solving, and improve team dynamics.   | 312.670: Negotiation in Healthcare Settings                            | 3       | SI, 4 <sup>th</sup> |                 |
| <b>HLM3. Professional &amp; Social Responsibility:</b> 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       |                     | 1 <sup>ST</sup> |
| <b>HLM4. Health &amp; Healthcare Environment:</b> Establish goals and objectives for improving health outcomes that incorporate an understanding of the social determinants of health and of the socioeconomic environment in which the organization functions. | 221.722: Quality Assurance Management Methods for Developing Countries | 4       | 1 <sup>st</sup>     | 1 <sup>st</sup> |
| <b>HLM5. Business:</b> 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, 3 <sup>rd</sup> |                 |



**Course of Study:**

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

**Additional courses:**

| Course #  | Course Name   | Credits | On-site   | Online  |
|---|---|---------|---|---|
| <i>Students elect <u>at least one</u> course from Group B: Management Practice Skills.</i>        |   |         |   |   |
| 221.661   | Project Development for PHC in Devel. Countries   | 4       | 4 <sup>th</sup>   |   |
| 312.600   | Managing Health Services Organizations  | 4       |   | 3 <sup>rd</sup>   |
| 221.608   | Managing Non-governmental Organizations in the Health Sector*   | 3       | 3 <sup>rd</sup> , 4 <sup>th</sup>                       |   |
| 221.602   | Applications in Managing Health Organizations in LMIC ( <i>Instructor consent required</i> )  | 3       | 3 <sup>rd</sup>   |   |
| <b>312.701*</b>   | Strategic Leadership and Decision-Making  | 3       |   |   |
| <b>312.600*</b>   | Managing Health Services Organizations  | 4       |   |   |
| 318.625   | Management of Nonprofit Organizations   | 3       | 4 <sup>th</sup>   |   |
| <b>*Part of Leadership course series</b>  |   |         |   |   |
| <i>Students elect <u>at least one</u> course Group C: Technical/Operations Management Skills.</i> |   |         |   |   |
| <b>312.703*</b>   | Learning Organizations and Knowledge Management   | 3       |   |   |
| 312.603   | Fundamentals of Budgeting & Financial Mgmt  | 3       | Su  | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , |
| 309.620   | Managed Care and Health Insurance<br>( <i>Prereq: Basic knowledge of US health care system.300.651 or similar course or consent of instructor</i> ) | 3       | 3 <sup>rd</sup>   |   |
| 311.615   | Quality of Medical Care   | 3       | 3 <sup>rd</sup>   | 1 <sup>st</sup>   |
| 309.600   | Evaluating Quality Improvement and Patient Safety Programs  | 3       |   | 1 <sup>st</sup>   |
| 312.621   | Strategic Planning( <i>Prereq: 312.600 or 312.603</i> ) ( <i>4<sup>th</sup> term only for MHA Students</i> )  | 3       | Sl, 3 <sup>rd</sup> , 4 <sup>th</sup>                   |   |
| 312.633   | Health Management Information Systems   | 3       |   | 3 <sup>rd</sup> , 4 <sup>th</sup>                                       |
| 312.660   | Marketing in Health Care Organizations  | 3       | Sl, 1 <sup>st</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> |   |
| 313.790   | Introduction to Economic Evaluation   | 3       | 1 <sup>st</sup>   | 4 <sup>th</sup>   |
| 313.620   | Intro. To Behavioral Economics: Theory and Practice<br>( <i>Prereq:212.619, 313.603 or equivalent</i> )   | 3       | 4 <sup>TH</sup>   |   |
| 317.605   | Methods in Quantitative Risk Assessment   | 4       | 3 <sup>rd</sup>   | 1 <sup>st</sup>   |
| 317.600   | Introduction to Risk Sciences and Public Policy   | 4       | 1 <sup>st</sup>   | 3 <sup>rd</sup>   |
| 312.678   | Intro. to Healthcare Quality & Patient Safety: A Mgmt. Perspective<br>( <i>Instructor consent required</i> )  | 2       | 3 <sup>rd</sup>   |   |
| 221.639   | Health Care In Humanitarian Emergencies   | 3       | 2 <sup>nd</sup>   | 1 <sup>st</sup>   |

|         |   |   |                     |                      |
|---------|---|---|---------------------|----------------------|
| 312.617 | Fundamentals of Financial Accounting  | 3 | Su, 1 <sup>st</sup> | 1 <sup>st</sup> , Su |
| 313.641 | Introduction to Health Economics ( <i>Instructor consent required</i> )       | 3 | 3 <sup>rd</sup>     | 3 <sup>rd</sup>      |
| 221.635 | Advances in Community-Oriented Primary Health Care ( <i>Prereq: 220.601</i> ) | 4 | 3 <sup>rd</sup>     | 3 <sup>rd</sup>      |
| 221.652 | Health Financing in Low and Middle Income Countries                           | 3 | 3 <sup>rd</sup>     |                      |

**Capstone**

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

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

## A.8. HEALTH SYSTEMS & POLICY (HSP) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                    | Department                 | Telephone | Email  |
|---|----------------------------|-----------|--|
| Mary Fox, PhD<br>Assistant Professor      | Health Policy & Management | X7-0778   | <a href="mailto:mfox9@jhu.edu">mfox9@jhu.edu</a>       |
| Dustin Gibson, PhD<br>Associate Scientist | International Health       | X7-8768   | <a href="mailto:dgibso28@jhu.edu">dgibso28@jhu.edu</a> |

### Educational Objectives:

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

### Competencies Table:

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

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

|   |  |   |                 |                 |
|---|--|---|-----------------|-----------------|
|   | 301.645 Health Advocacy  | 3 | 4 <sup>th</sup> |                 |
|   | 305.684 Health Impact Assessment (HIA)   | 3 | 3 <sup>rd</sup> |                 |
|   | 222.657 Food and Nutrition Policy  | 2 | 1 <sup>st</sup> |                 |
|   | 380.667 Women's Health Policy  | 3 | 4 <sup>th</sup> |                 |
| HSP3: Identify and apply evidence to formulate public health policies and interventions within health systems | 221.650 Health Policy Analysis in LMIC (note prerequisite)   | 3 | 3 <sup>rd</sup> |                 |
|   | 300.712 Formulating Policy: Strategies and Systems of policymaking in the 21 <sup>st</sup> Century | 3 | 2 <sup>nd</sup> |                 |
|   | 301.645 Introduction to Health Advocacy  | 3 | 4 <sup>th</sup> |                 |
|   | 305.607 Public Health Practice (note prerequisite)   | 4 | 2 <sup>nd</sup> | 4 <sup>th</sup> |
|   | 380.667 Women's Health Policy  | 3 | 4 <sup>th</sup> |                 |
|   | 317.600 Introduction to the Risk Sciences and Public Policy  | 4 | 1 <sup>st</sup> | 3 <sup>rd</sup> |
|   | 305.684 Health Impact Assessment (HIA)   | 3 | 3 <sup>rd</sup> |                 |
|   | 180.620.81 Food Systems and Public Health  | 4 |                 | 2 <sup>nd</sup> |
| HSP4. Apply economic principles to health systems and/or public health policy interventions                   | 313.641.81 Introduction to Health Economics  | 3 |                 | 3 <sup>rd</sup> |
|   | 313.790.81 Introduction to Economic Evaluation   | 3 |                 | 4 <sup>th</sup> |
|   | 221.652.01 Financing Health Systems for Universal Health Coverage                                  | 3 | 3 <sup>rd</sup> |                 |
|   | 313.602 Economic Evaluation II (note prerequisite or concurrent course)                            | 3 | 3 <sup>rd</sup> |                 |
|   | 313.643 Health Economics I (note prerequisite)   | 3 | 2 <sup>nd</sup> |                 |
| HSP5. Use evaluation tools to assess the impact of health systems and/or public health policy interventions   | 313.790.81 Introduction to Economic Evaluation   | 3 |                 | 4 <sup>th</sup> |
|   | 221.620 Applying Summary Measures of Pop. Health to Improve Health Systems                         | 3 | 4 <sup>th</sup> | 2 <sup>nd</sup> |
|   | 221.638 Health Systems Research & Evaluation in Developing Countries                               | 4 | 3 <sup>rd</sup> |                 |
|   | 221.645 Large-Scale Effectiveness Evaluation of Health Programs                                    | 4 | 2 <sup>nd</sup> | 4 <sup>th</sup> |
|   | 309.617 Introduction to Methods for Health Services Research & Evaluation II                       | 2 |                 | 4 <sup>th</sup> |
|   | 380.611 Fundamentals of Program Evaluation   | 4 | 3 <sup>rd</sup> | 1 <sup>st</sup> |

**Course of Study:**

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

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

**Capstone Experience:**

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

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

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

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

***Expectations:***

Students are expected:

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

## A.9. HUMANITARIAN HEALTH (HH) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                         | Department           | Telephone    | Email  |
|--|----------------------|--------------|--|
| Courtland Robinson, PhD<br>Associate Professor | International Health | 410-955-3892 | <a href="mailto:court.robinson@jhu.edu">court.robinson@jhu.edu</a> |
| Shannon Doocy, PhD<br>Associate Professor      | International Health | 410-502-2628 | <a href="mailto:doocy1@jhu.edu">doocy1@jhu.edu</a>                 |

### Educational Objectives:

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

### Competencies Table:

All students must complete the courses listed below:

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

<sup>1</sup> 604.601.81 Public Health in Humanitarian Emergencies (4 credits, online 1<sup>st</sup> term) may be used as an alternative, though it is preferred that students present in Baltimore take the in-person offering of the class.

<sup>2</sup> 604.701.81 Assessment Approaches in Humanitarian Settings (3 credits, online 1<sup>st</sup> term) may be used as an alternative, though it is preferred that students present in Baltimore take the in-person offering of the class.

**Course of Study:**

In addition to the courses listed in the “Competencies Table”, students in this concentration will complete a minimum of 18 credits over and above the MPH core course requirements.

| Course #   | Course Name   | Credits | On-site         | Online          |
|--|---|---------|-----------------|-----------------|
| <i>All students must take at least 4 credits of the following courses:</i> |   |         |                 |                 |
| 221.639  | Health Care in Humanitarian Emergencies   | 3       | 2 <sup>nd</sup> | 1 <sup>st</sup> |
| 604.731  | Leadership and Management in Humanitarian Health                                    | 2       |                 | 2 <sup>nd</sup> |
| 221.623  | Water and Sanitation in Humanitarian Emergencies                                    | 2       |                 | 3 <sup>rd</sup> |
| 604.721  | Securing Food Assistance and Nutrition in Humanitarian Emergencies                  | 2       |                 | 2 <sup>nd</sup> |
| <i>Elective Credits (remaining credits)</i>                                |   |         |                 |                 |
| <b>Health</b>  |   |         |                 |                 |
| 221.646  | Health Systems in Lower and Middle Income Countries                                 | 3       | 2 <sup>nd</sup> | 2 <sup>nd</sup> |
| 221.627  | Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries  | 4       | 2 <sup>nd</sup> |                 |
| 221.608  | Managing Non-Governmental Organizations in the Health Sector                        | 3       | 3 <sup>rd</sup> |                 |
| 221.643  | Armed Conflict and Health   | 2       | 2 <sup>nd</sup> |                 |
| 380.750  | Migration and Health: Concepts, Rates and Relationships                             | 3       | 3 <sup>rd</sup> |                 |
| 221.661  | Project Development for Primary Health Care in Developing Countries                 | 4       | 4 <sup>th</sup> |                 |
| <b>Mental Health</b>   |   |         |                 |                 |
| 330.620  | Issues in Mental Health Research in Developing Countries                            | 3       | 2 <sup>nd</sup> | 2 <sup>nd</sup> |
| 221.634  | Stress Management for Relief Workers  | 2       | 2 <sup>nd</sup> |                 |
| 604.751  | Mental Health and Psychosocial Support in Low Resource Humanitarian Emergencies     | 2       |                 | 3 <sup>rd</sup> |
| 221.642  | Mental Health Aspects of Disasters: Public Health Preparedness and Response         | 2       | 3 <sup>rd</sup> |                 |
| 330.680  | Promoting Mental and Preventing Mental Disorders in Low and Middle Income Countries | 3       |                 | 4 <sup>th</sup> |
| <b>Climate Change and Disaster Preparedness</b>                            |   |         |                 |                 |
| 180.623  | Infectious Disease Threats and Global Public Health Security                        | 3       | 3 <sup>rd</sup> | 3 <sup>rd</sup> |
| 180.653  | Climate Change: Avoiding Conflict and Improving Public Health                       | 3       |                 | 4 <sup>th</sup> |
| 180.670  | Introduction to Public Health Emergency Preparedness                                | 3       | 4 <sup>th</sup> |                 |
| 604.641  | Disaster Preparedness   | 2       |                 | 2 <sup>nd</sup> |
|  |   |         |                 |                 |
|  |   |         |                 |                 |
|  |   |         |                 |                 |



| <b>Human Rights</b>                                       |   |   |                 |                                  |
|---|---|---|-----------------|----------------------------------|
| 340.683   | Human Rights in Public Health Practice                    | 2 | 3 <sup>rd</sup> |                                  |
| 604.741   | Human Rights in Humanitarian Emergencies                  | 2 |                 | 3 <sup>rd</sup>                  |
| 380.663   | Gender-Based Violence, Research, Practice and Policy      | 3 | 3 <sup>rd</sup> | 4 <sup>th</sup>                  |
| 340.639   | Assessing Epidemiologic Impact of Human Rights Violations | 2 | 4 <sup>th</sup> |                                  |
| <b>Quantitative Methods and Monitoring and Evaluation</b> |   |   |                 |                                  |
| 340.770   | Public Health Surveillance                                | 3 | 2 <sup>nd</sup> | 3 <sup>rd</sup> , SI             |
| 380.611   | Fundamentals of Program Evaluation                        | 4 | 3 <sup>rd</sup> | 1 <sup>st</sup>                  |
| 380.612   | Applications in Program Monitoring and Evaluation         | 4 | 4 <sup>th</sup> |                                  |
| <b>Required for International Field Placements</b>        |   |   |                 |                                  |
| 220.600   | International Travel Preparation, Safety and Wellness     | 1 |                 | 2 <sup>nd</sup> -4 <sup>th</sup> |

**Capstone Experience:**

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

## A.10. INFECTIOUS DISEASES (ID) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                         | Department                            | Telephone    | Email  |
|--|---------------------------------------|--------------|--|
| Noreen A Hynes, MD, MPH<br>Associate Professor | International Health                  | 410-614-7196 | <a href="mailto:nhynes1@jhu.edu">nhynes1@jhu.edu</a>   |
| Photini Sinnis, MD                             | Molecular Microbiology and Immunology | 410-502-6918 | <a href="mailto:psinnis1@jhu.edu">psinnis1@jhu.edu</a> |
| Kawsar Talaat, MD<br>Assistant Professor       | International Health                  | 410-502-9627 | <a href="mailto:ktalaat@jhu.edu">ktalaat@jhu.edu</a>   |

### Educational Objectives:

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

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

### Competencies Table:

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

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

|  |   |   |                 |  |
|--|---|---|-----------------|--|
| ID5. Develop and evaluate strategies to prevent infections | 340.627 Epidemiology of Infectious Diseases                           | 4 | 2 <sup>nd</sup> |  |
|  | OR<br>340.609 Concepts and Methods in Infectious Disease Epidemiology | 3 | 3 <sup>rd</sup> |  |

**Course of Study:**

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

| Course #   | Course   | Credits | Onsite          | Online              |
|--|--|---------|-----------------|---------------------|
| <i>The Remainder of the 20 credits can be taken from this list of courses:</i> |  |         |                 |                     |
| <b>Epidemiology:</b>   |  |         |                 |                     |
| 340.722  | Epidemiologic Inference in Public Health II ( <i>Prerequisites: 340.601, 340.721, 340.751, 140.612 or equivalent</i> )   | 4       | 2 <sup>nd</sup> | 4 <sup>th</sup>     |
| 380.761  | STI in Public Health Practice* ( <i>Prerequisite: 550.630 or equivalent</i> )  | 4       |                 | 4 <sup>th</sup>     |
| 340.651  | Emerging Infections  | 2       | 4 <sup>th</sup> |                     |
| 340.653  | Epidemiologic Inference in Outbreak Investigations ( <i>Prerequisite: basic knowledge of infectious disease; knowledge of introductory epidemiology &amp; biostatistics is essential</i> ) | 3       | 1 <sup>st</sup> |                     |
| 340.646  | Epidemiology and Public Health Impact of HIV and AIDS  | 4       | 1 <sup>st</sup> | 2 <sup>nd</sup>     |
| 340.641  | Healthcare Epidemiology  | 4       | 4 <sup>th</sup> |                     |
| <b>Microbiology:</b>   |  |         |                 |                     |
| 120.602  | Concepts of Molecular Biology ( <i>Prerequisite: Introductory biochemistry or consent of instructor</i> )  | 4       | 1 <sup>st</sup> |                     |
| 260.623  | Fundamental Virology (A good cell biology background is recommended).  | 4       | 1 <sup>st</sup> |                     |
| 550.630  | Public Health Biology*   | 3       |                 | Su, 4 <sup>th</sup> |
| 260.627  | Pathogenesis of Bacterial Infections   | 4       | 3 <sup>rd</sup> |                     |
| 340.654  | Epidemiology & Natural History of Human Viral Infections* (similar content to 260.623-624)   | 6       |                 | 1 <sup>st</sup>     |
| 260.624  | Advanced Virology ( <i>Prerequisite: 260.623, undergrad virology or consent of instructor</i> )  | 4       | 4 <sup>th</sup> |                     |
| 223.689  | Biological Basis of Vaccine Development* ( <i>Prerequisite: 260.611-12 or equivalent familiarity with the principles of immunology</i> )   | 3       | 4 <sup>th</sup> |                     |
| <b>Parasitology/Tropical Diseases:</b>   |  |         |                 |                     |
| 260.635  | Biology of Parasitism* (includes laboratory sessions)  | 5       | 2 <sup>nd</sup> |                     |
| 260.650  | Vector Biology and Vector-borne Diseases*  | 3       | 3 <sup>rd</sup> |                     |
| 260.656  | Malariology*   | 4       |                 | 3 <sup>rd</sup>     |
|  |  |         |                 |                     |

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

\*Also fulfills MPH core requirement

### Certificates:

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

### Capstone Experience:

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

Some recent MPH ID Concentration Capstone Titles:

#### *Emerging Infections*

- Emerging Infections Preparedness and response for a Nipah virus outbreak: medical countermeasures and public health interventions. (*Winner of the Dr. Louis Fink MPH Capstone Award for academic year 2018-2019*)
- Monkeypox Medical Countermeasures in Low-income and High Income countries (*Winner of 1 of 13 2019-2020 MPH Capstone awards*)

#### *Vaccine Preventable Diseases*

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

#### *Tropical Diseases*

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

#### *HIV and STIs*

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

*Clinical Research*

- Surgical Outcomes from Hepatitis C lung and heart transplants

## A.11. SOCIAL AND BEHAVIORAL SCIENCES (SBS) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director                       | Department                  | Telephone    | Email  |
|--|-----------------------------|--------------|--|
| Julie A. Denison, PhD<br>Associate Professor | International Health        | 443-287-2704 | <a href="mailto:jdenson@jhu.edu">jdenson@jhu.edu</a>     |
| Ryan D. Kennedy, PhD<br>Associate Professor  | Health Behavior and Society | 410-955-3435 | <a href="mailto:rdkennedy@jhu.edu">rdkennedy@jhu.edu</a> |

### Educational Objectives:

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

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

### Competencies Table

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

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

|  |   |   |                      |                 |
|--|---|---|----------------------|-----------------|
| 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   | 3 | 1 <sup>st</sup> , WI | 4 <sup>th</sup> |
|  | OR  |   |                      |                 |
|  | 410.654 Health Comm Program I AND   | 4 | 3 <sup>rd</sup>      |                 |
|  | 410.655 Health Comm Prog II   | 4 | 4 <sup>th</sup>      |                 |
|  | OR  |   |                      |                 |
|  | 224.692.01 Formative Research for Behavioral and Community Interventions (note prerequisites) | 4 | 4 <sup>th</sup>      |                 |
| SBS5. Appropriately apply behavioral science methods to evaluate behavioral  | 380.611 Fundamentals of Program Evaluation  | 4 | 3 <sup>rd</sup>      | 1 <sup>st</sup> |

### Course of Study

Students will also be required to:

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

### Additional Elective Courses

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

|  |  |   |                 |     |
|--|--|---|-----------------|-----|
| 410.631  | Introduction to Community-Based Participatory Research: Principles and Methods   | 3 | 2 <sup>nd</sup> |     |
| 550.601  | Implementation Research and Practice (3 units)   | 3 | 2 <sup>nd</sup> | 2nd |
| 224.690.01;<br>224.690.81                            | Qualitative Research Theory and Methods  | 3 | 3 <sup>rd</sup> | 1st |
| <b><i>Intervention Design and Implementation</i></b> |  |   |                 |     |
| 410.630  | Implementation & Sustainability of Community-Based Health Programs   | 3 | 4th             |     |
| 410.651  | Health Literacy: Challenges and Strategies for Effective Communication   | 3 | 3rd             | 2nd |
| 221.661  | Project Development for Primary Health Care in Developing Countries ( <i>Prereq: 220.601 and consent of instructor</i> ) | 4 | 4th             |     |
| 410.663  | Media Advocacy and Public Health: Theory and Practice  | 3 | 4 <sup>th</sup> |     |
| 301.645  | Health Advocacy  | 3 | 4th             |     |

**Capstone Experience:**

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

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



## A.12. WOMEN'S AND REPRODUCTIVE HEALTH (WRH) CONCENTRATION

### Faculty Concentration Directors

| Concentration Director            | Department                               | Telephone    | Email  |
|-----------------------------------|--|--------------|--|
| Donna Strobino, PhD<br>Professor  | Population, Family & Reproductive Health | x2-5451      | <a href="mailto:dstrobi1@jhu.edu">dstrobi1@jhu.edu</a> |
| Saifuddin Ahmed, PhD<br>Professor | Population, Family & Reproductive Health | 410-614-4952 | <a href="mailto:sahmed@jhu.edu">sahmed@jhu.edu</a>     |

### Educational Objectives:

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

### Competencies Table:

| Women's and Reproductive Health Concentration Competencies   | Course Meeting Competency   | Credits | Onsite          | Online          |
|--|---|---------|-----------------|-----------------|
| WRH1. Assess the principal health concerns for women or mothers and newborns, the associated population-based risk factors, and the relative impact of each risk factor. | 380.664 Reproductive and Perinatal Epidemiology<br><b>OR</b>  | 4       | 4 <sup>th</sup> |                 |
|  | 380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children<br><b>OR</b> | 3       |                 | 4 <sup>th</sup> |
|  | 380.666 Women's Health<br><b>OR</b>   | 3       | 3 <sup>rd</sup> |                 |
|  | 380.668 International Perspectives On Women, Gender, and Health   |         |                 |                 |
| 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       | 1 <sup>st</sup> | 2 <sup>nd</sup> |
| 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<br><b>OR</b>                                   | 4       | 2 <sup>nd</sup> | 2 <sup>nd</sup> |
|  | 380.665 Family Planning Policies and Programs<br><b>OR</b>  | 4       | 3 <sup>rd</sup> |                 |
|  | 380.771 Understanding and Changing International Reproductive Health Policy<br><b>OR</b>                  | 3       | 4 <sup>th</sup> |                 |
|  | 380.667 Women's Health Policy<br><b>OR</b>  | 3       | 4 <sup>th</sup> |                 |
|  | 380.768 Selected Topics in Women's Health and Women's Health Policy<br><b>OR</b>                          | 4       |                 | 1 <sup>st</sup> |
|  | 380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children              | 3       |                 | 4 <sup>th</sup> |

|  |  |   |                 |  |
|--|--|---|-----------------|--|
| 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<br><b>OR</b>                      | 3 | 3 <sup>rd</sup> |  |
|  | 380.760 Clinical Aspects of Reproductive Health<br><b>OR</b>                               | 3 | 3 <sup>rd</sup> |  |
|  | 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries | 4 | 2 <sup>nd</sup> |  |
| WRH5. Evaluate research approaches to understanding woman's or reproductive health concerns and the implications of the research | 380.664 Reproductive and Perinatal Epidemiology<br><b>OR</b>                               | 4 | 4 <sup>th</sup> |  |
|  | 380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health  | 4 | 2 <sup>nd</sup> |  |

### **Course of Study**

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

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

### **Capstone Experience:**

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

### **Capstone Presentation:**

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

***Maternal and Child Health Certificate:***

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

### A.13. MPH CUSTOMIZED PROGRAM OF STUDY

**Educational Objectives:**

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

**Competencies:**

Students customizing their elective courses must choose five general competencies in consultation with their Academic Network Advisor. You have the option to either complete all 5 competencies from one concentration or select a variety of competencies from amongst the 12 concentrations and the customized competencies listed below. The competencies will be met by completing the corresponding course(s) listed for each. All courses taken to fulfill the general competencies must be taken for letter grading unless the course(s) is only offered for Pass/Fail grading. The Competencies Table below shows three general competencies that are frequently chosen by customized students.

**Competencies Table:**

| Customized Program of Study Competencies   | Course Meeting Competency          | Credits | Onsite              | Online                            |
|--|------------------------------------|---------|---------------------|-----------------------------------|
| <b>CUST1.</b> Distinguish the summary measures of association applicable to retrospective and prospective study designs.   | 140.612 Statistical Reasoning II   | 3       | SI, 2 <sup>nd</sup> | 2 <sup>nd</sup>                   |
| <b>CUST2.</b> 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   | 3       | SI, 2 <sup>nd</sup> | 2 <sup>nd</sup>                   |
| <b>CUST3.</b> Compare and contrast epidemiologic study designs and identify questions that can be appropriately answered with these different designs.   | 340.722 Epidemiologic Inference II | 4       | 2 <sup>nd</sup>     | 2 <sup>nd</sup> , 4 <sup>th</sup> |

**Course of Study:**

Students complete courses for the core MPH curriculum and customize their elective courses. Some of these elective courses must meet the 5 general competencies chosen by the students. As is true for all MPH students, the curriculum plan outlined in the student’s goals analysis must be reviewed with the student’s Academic Network Advisor.

**Capstone Experience:**

The MPH Capstone project is a requirement of all MPH students for graduation. It is an opportunity to explore public health projects that are focused on a student’s individual interests. The goal is to synthesize, integrate and apply in a variety of public health formats the knowledge, skills and competencies that have been acquired during the period of study. Completion of this project includes a written report and oral presentation. The capstone project is guided and supervised by either the student’s faculty academic advisor or a capstone advisor with relevant expertise. The requirements for the capstone are registration for 2 credits in the term in which the capstone project is completed. The MPH Capstone Course number is (xxx.800), with xxx being the code associated with the primary Department of the faculty member serving as the capstone advisor. If the project involves more than two credits of academic effort, the student should register for additional research special study credits (xxx.840). See the Capstone Section in this Manual for more detailed information.

## 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](mailto: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](mailto:jhsph.dss@jhu.edu)

- Review of disability documentation
- Arranging accommodations

#### Financial Aid

[Office of Student Enrollment and Account Management \(SEAM\)](#)

Tel: 410-955-3004

Fax: 410-955-0464

Email: [SEAM's online form](#)

- 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](http://ois.jhu.edu/Contact_Us/Medical%20Institutions/index.html)

Tel: 667-208-7012

Fax: 410-955-0871

Email: [internationalservices@jhmi.edu](mailto: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](mailto: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**

[Office of Student Enrollment and Account Management \(SEAM\)](#)

Tel: 410-955-3552

Fax: 410-955-0464

Email: [SEAM's online form](#)

- 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](mailto: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**[Office of Student Enrollment and Account Management \(SEAM\)](#)

Tel: 410-955-5725

Email: [SEAM's online form](#)

- 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-studentlife@jhu.edu](mailto:jhsph-studentlife@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](mailto:dhesson@jhmi.edu)[https://welch.jhmi.edu/about/staff/donna\\_hesson](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.

**Policy for JHSPH Graduate Student Sick Leave**

All students receiving a fellowship/stipend from JHSPH for full-time study while enrolled in a Master's or PhD program at the School are entitled to 15 days (three weeks) paid sick leave per year. Days may be used for a student's own sickness or to care for a family member. Unused days may not be carried over into the following 12-month period and are not payable upon departure.

When a student takes sick leave, they should notify their faculty adviser and keep them as up to date as feasible. At its discretion, the department or adviser may require the student to submit verification of the need for sick leave from their healthcare provider to the University Health Service Center for review. Any documents containing a student's medical information must be kept separate from their academic file. Extended absences (more than two weeks) must be reported by the student and the adviser to the Department Administrator as quickly as possible. If the illness requires an extended absence, the student may apply for a leave of absence.

**Books on the Reading List of the MPH Executive Board**

*10 Lessons in Public Health*, by Alfred Sommer

*Polio: An American Story*, by David M. Oshinsky

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

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

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

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

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

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

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

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

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

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

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

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

*The Immortal Life of Henrietta Lacks*, by Rebecca Skloot

*Not in My Neighborhood*, by Antero Pietila

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

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