



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

**Population, Family and Reproductive Health
MSPH STUDENT HANDBOOK
2020-2021**

Revised 9/14/2020



Johns Hopkins Bloomberg School of Public Health
Department of Population, Family and Reproductive Health
615 N. Wolfe Street | Baltimore, MD 21205

**THE JOHNS HOPKINS UNIVERSITY
BLOOMBERG SCHOOL OF PUBLIC HEALTH
2020-21 ACADEMIC YEAR CALENDAR**

MEMORIAL DAY HOLIDAY	M May 25
SUMMER INSTITUTES	T May 26
REGULAR SUMMER TERM	W July 1 – W Aug 26 (40 class days)

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

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

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

Internet-Based/Part-Time MPH New Student Orientation	Sun Jan 3
WINTER INTERSESSION	M Jan 4 – F Jan 15

Winter Intersession Registration Begins.....	Th Oct 1
Winter Intersession Registration Ends.....	W Dec 30
MARTIN LUTHER KING, JR. HOLIDAY RECESS	M Jan 18

3RD TERM	M Jan 25 - F Mar 19 (40 class days, M-F)
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Registration Begins for 3 rd Term.....	M Nov 16
3 rd Term Registration Ends	F Jan 22
Instruction Begins for 3rd Term.....	M Jan 25
Add Period.....	M Jan 25 - Su Jan 31
Drop Period	M Jan 25 – Su Feb 7
Last Class Day of 3 rd Term	F Mar 19
SPRING RECESS	M Mar 22 - F Mar 26

4TH TERM	M Mar 29– F May 21 (40 class days, M-F)
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Registration Begins for 4 th Term.....	M Nov 16
4 th Term Registration Ends.....	F Mar 26
Instruction Begins for 4 th Term.....	M Mar 29
Add Period.....	M Mar 29 – Su Apr 4
Drop Period	M Mar 29 – Su Apr 11
Last Class Day of 4 th Term.....	F May 21
PUBLIC HEALTH CONVOCATION	T May 25
UNIVERSITY COMMENCEMENT	Th May 27
RESIDENCY PROGRAM ENDS	W June 30

All JHU divisions begin fall terms on Monday, August 31, 2020 and spring terms on M January 25, 2021
Rosh Hashanah Sa September 19; Yom Kippur, M Sept 28
APHA Oct 24-28, 2020, San Francisco, CA

Table of Contents

Part I – GENERAL INFORMATION.....	4
PFRH General Information.....	5
JHSPH Academic Policies and Procedures.....	7
Regulations for PFRH Students.....	8
Institutional Review Board Research Project Approval Procedures.....	11
JHSPH Travel Abroad Policy.....	13
PFRH Teaching Assistant Policy.....	15
PFRH Policies & Forms.....	16
PART II – MASTERS STUDENTS HANDBOOK.....	21
MSPH Program Overview.....	22
PFRH Policies Regarding Academic Requirements.....	22
MSPH Course Requirements.....	23
PFRH Areas of Interest Requirements for MSPH.....	29
MSPH Field Placement Guidelines.....	35
MSPH Essay and Presentation Guidelines.....	40
PART III – PFRH CERTIFICATE PROGRAMS.....	47
PFRH Certificate Programs.....	48
Part IV – APPENDICES.....	49
MSPH Program Competencies.....	50
Appendix - Work Agreement.....	52
Appendix - Student Field Placement Evaluation Report.....	55
Appendix - Student Evaluation of Preceptor.....	56
Appendix - Preceptor Evaluation of Student.....	56
Appendix - Masters Essay Topic Form.....	58
Appendix - Reader Approval Form.....	59
Appendix - Master’s Essay Distinction Award Nomination Form.....	60
Appendix - Essay Template.....	61
Appendix - 2020-2021 PFRH Academic Calendar of Activities.....	64

**Part I -
GENERAL INFORMATION**

PFRH General Information

A. Education Office

The education office is your first point of contact for most questions regarding academic student-related matters.

Donna Strobino, PhD
Vice Chair of Education
dstrobi1@jhu.edu
Room E4650
Tel: 410-502-5451

Gilbert Morgan
Academic Program Manager
gmorga13@jhu.edu
Room E4005
Tel: 410-614-6676

Kristen McCormick
Senior Academic Program Coordinator
kmccor14@jhu.edu
Room E4014
Tel: 410-955-1116

B. Information Technology

The Information Technology Team provides leading edge technology and systems support at JHSPH. Our Anytime-Anywhere strategy means that the School's information resources are available to the faculty, students, and staff of JHSPH from anywhere in the world, any time they need them.

High quality support is an integral factor in the success of today's public health professional. The JHSPH Information Technology team deploys technology to enhance the productivity, learning and research experience of the School's faculty, staff, and students.

In deploying our Anytime-Anywhere strategy, we make the computing, networking, and communications resources of the School available 24 hours a day, 7 days a week, 365 days a year both on-campus and off. The Information Technology team also provides comprehensive and customized services to faculty and administrators that streamline and secure survey data collection, project management, computer purchasing, and networking.

All new students will be issued a Johns Hopkins Office 365 email account, which is based on your Johns Hopkins Enterprise Directory (JHED) ID. Step-by-step instructions to activate your JHED ID are available [here](#).

After your JHED ID is activated, you can set up your Office 365 email account by following the instructions located [here](#).

You will be given a JHSPH ID to access JHSPH resources such as the my.JHSPH portal, printing, and the secure wireless network.

Information Technology Office

Room: W3014, Wolfe St.
Phone: 410-955-3781 (5-3781)
Hours: Monday-Friday 8:30 am-5:00 pm (walk in and phone in)
Closed weekends and holidays.

C. Departmental Seminars

PFRH holds a [noon seminar series](#) every Wednesday 1st through 4th term. **PFRH students are required to attend.** The schedule of seminars will be sent in advance via email to all PFRH students and listed in the JHSPH Weekly Calendar. All graduating students are **required** to make a presentation of their thesis results in a formal academic setting, which may include the departmental noon seminar or a professional meeting.

D. Departmental Special Seminars

The department offers special seminars throughout the year (e.g. the Masters' presentation seminar). Students may be required to attend additional seminars throughout the year.

E. Departmental Services

Payroll

Teaching and research assistant payroll forms can be found online at my.jhsph.edu under the department in the section called Human Resources and Payroll. All questions regarding payroll including stipends should be directed to pfrh-payroll@jhu.edu. Completed paperwork that cannot be sent electronically should be delivered to the front office – E4527. Students who need to be set up on payroll for stipends payments should email pfrh-payroll@jhu.edu to set up an appointment.

Facsimile Machine

Students have access to send and receive local faxes from the departmental fax machine listed below.
(410) 955-2303 (Bloomberg School of Public Health building E4527 PFRH Main Office).

Kitchens

The department has three kitchens available for your use. Refrigerators are cleaned on Fridays at 4:30pm and everything not marked with a name and date is thrown away. Please be advised that the refrigerators (and microwaves) are maintained by our department staff and not housekeeping so please clean up your spills. Also staff, faculty and students share the three refrigerators so please be mindful of space when storing large items.

F. Parking

See Bloomberg School of Public Health: <http://www.jhsph.edu/student-life/transportation/>.

G. Student Groups

See Bloomberg School of Public Health: http://www.jhsph.edu/offices-and-services/student-assembly/student_groups.html.

H. COVID-19 Information

For academic year 2020-21, many on-site services will not be available during the 1st and 2nd term and possibly extended through the 3rd and 4th term. All such services, however, will be able to be accessed remotely. Information about these services and answers to additional resources are listed below.

COVID-19 News & Information: <https://my.jhsph.edu/Resources/COVID-19/Pages/default.aspx>

FAQs: <https://my.jhsph.edu/Resources/COVID-19/Lists/FAQStudent/By%20Topic.aspx>

Mental Health: <https://my.jhsph.edu/Resources/COVID-19/COVID19MH/Forms/AllItems.aspx>

JHSPH Academic Policies and Procedures

The School's Catalog and Student Handbook can be found at: http://www.jhsph.edu/student_affairs/one_stop/.

The school's internal website ("the portal") resources page, <https://my.jhsph.edu/Resources/>, houses commonly-needed links, including Computer Related Policies, HIPAA Intellectual Property Guidelines, and Office of Communications Policies and Procedures, as well as information specifically for students.

Students should be familiar with the School's Policy and Procedure Memos (PPMs) for Academic Programs and Students. The PPMs are located on the School's internal website ("the portal") at <https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx>.

Topics addressed in the School's Academic Programs:

- Academic Programs #1 General Policies
- Academic Programs #2 School of Advanced International Studies (SAIS)/Bloomberg School of Public Health Dual Degree Program
- Academic Programs #3 Doctor of Philosophy Degree
- Academic Programs #4 Doctor of Public Health Degree
- Academic Programs #5 Doctor of Science Degree
- Academic Programs #6 Continuing Education Courses
- Academic Programs #7 Master of Public Health Degree
- Academic Programs #8 Master of Health Science Degree - Academic
- Academic Programs #9 Master of Health Science Program for Doctoral Degree Candidates
- Academic Programs #10 Master of Science Degree
- Academic Programs #11 Master of Science in Public Health Degree
- Academic Programs #12 Registration and Acquisition of Course Credits
- Academic Programs #13 Master of Health Administration
- Academic Programs #14 Master of Science Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #15 Doctor of Philosophy (Ph.D.) Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #16 Master of Health Science Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #17 Certificate Programs
- Academic Programs #18 Master of Science Program for Doctoral Degree Candidates
- Academic Programs #19 Bachelor of Arts/Master Degree Programs
- Academic Programs #20 Master of Public Policy Degree
- Academic Programs #21 Master of Bioethics Degree
- Academic Programs #22 OPAL Degree
- Academic Programs #23 MAPHB Online Degree

Topics addressed in the School's Students PPMs include:

- PPM Students #1 Academic Ethics
- PPM Students #2 Special Student Status: Regular Special Student
- PPM Students #3 Special Student Status: Limited Special Students
- PPM Students #4 Special Student Status: General Preventive Medicine and Occupational Medicine Residents
- PPM Students #5 Postdoctoral Fellows - Policy Guidelines and Procedures
- PPM Students #6 Student Conduct Code
- PPM Students #7 Student Grievance Procedure

Regulations for PFRH Students

A. Registration Policies

Continuous Registration

Master students are required to be registered full-time (16 units) each term throughout their program. Students may register online at <https://sis.jhu.edu/sswf/>. Please note that the Student Accounts office will impose a \$100 fee for late registration. A student who fails to register for a term or longer will be treated by the Registrar's Office as withdrawn from the School. A student may return to the School only upon formal reinstatement by the Department of PFRH, which may include the need to reapply for the degree program.

Leave of Absence

In the event a student needs to take time from her/his/their studies due to circumstances beyond their control, a leave of absence may be requested. Leaves of absence are typically limited to one year except for military service. Students requiring additional terms of leave beyond one year must apply for additional leave. Students who have had federal financial aid may be subject to additional restrictions and should check with the Financial Aid Office before extending a leave of absence beyond two terms. No more than two years of leave may be granted. The department requires that students requesting an official Leave of Absence (LOA) submit documentation explaining the reason for their LOA along with their LOA form to the department. The completed form must be submitted to the Registrar's Office. A fee of \$50 per term is imposed. Students are responsible for payment of this fee. Students needing to file for a LOA should do so prior to the end of add/drop of the term in which they wish to begin the LOA, although sooner is highly recommended. Failure to officially file for a LOA or failure to pay the LOA fee is considered a withdrawal from the School.

Students who return from an approved LOA must notify the Associate Registrar and the department chair during the term prior to resuming graduate study. PFRH also requires that prior to their return students contact their advisor so that the advisor is aware of the return and can help them resume their course of study. Students must contact their advisor at least a month before their expected return to ensure that plans for their course of study are fully discussed with their advisor and all needed paperwork is submitted to the registrar on a timely basis. Upon return from leave of absence status, students must register for a minimum of two successive terms before completing their degree program.

B. Satisfactory Academic Progress

PFRH has a rigorous standard for satisfactory academic progress. Students must adhere to the following:

- Master students must achieve a cumulative GPA of 2.75 for all formal course work.
- Master students must complete program requirements within the time limits published in the designated Academic Program Policy and Procedure Memorandum (PPM).

C. Unsatisfactory Academic Progress/Cause for Dismissal

A failing grade (F) in two or more courses will be cause for dismissal from the PFRH graduate program. The department will permit a student to remediate one course failure (F). Any student who fails a course will be monitored closely regarding academic progress.

Other causes for dismissal from the program include, but are not limited to, the following:

- Ethics violation
- Failure to maintain required GPA and to successfully complete all required courses

D. Departmental Pass/Fail Policy

The following policies are applicable to PFRH students:

- **Master's Programs:** PFRH requires Master's students to take all required courses, including required PFRH area of interest courses, for a letter grade. Only elective courses may be taken as Pass/Fail option unless otherwise waived for the academic term or year by the school. Students should have a discussion with the faculty advisor for taking courses Pass/Fail.

E. JHSPH Courses Taken Prior to Enrollment in Current Degree Program

Students who previously took a course at the School of Public Health who wish to use the course to fulfill a current requirement must have received a “B” or better and taken the course within the last three years of matriculating into their current degree program. Students who took these courses as an undergraduate may use the courses to fulfill course requirements, but may not receive credit for the course to meet the minimum credit requirement for their current degree program.

F. Course Waiver Policy

Students requesting course waivers must present evidence of prior coursework in the same subject, including, but not limited to, a syllabus and transcript. No waivers will be granted for courses in which the student received less than a B, or did not receive a letter grade. If a waiver is granted, another course in the same subject must be taken as a substitute.

Required PFRH Courses

Students wishing to waive **380.604, Life Course Perspectives on Health**, must petition the instructors and show that they have taken a similar course, demonstrate knowledge of the foundations of a multilevel life course perspective on health, and demonstrate (e.g. through a past course paper) that they understand how to develop a conceptual framework.

Students wishing to waive **Principles of Population Change (380.600) or Demographic Methods for Public Health (380.603)** may do so with the consent of the instructor and with the understanding that they are required to take a higher level course in the same subject area (e.g., Social and Economic Aspects of Human Fertility (380.655) instead of Principles of Population Change or Methods & Measures in Population Studies (380.651) instead of Demographic Methods for Public Health).

Master’s or doctoral students may petition the Master’s or Doctoral Committee, with consent from their academic advisor, to **substitute a course requirement with another course not listed in the requirements**. Students should contact the Education Office with their request; the Education Office will forward the request to the degree program director or course instructor, as appropriate. Evidence of having taken a similar course in a previous graduate program or a rationale for substituting a course must be provided with the petition. The request will then be reviewed by the degree (Master’s or Doctoral) program committee. **The Department’s waiver form can be found under the PFRH Policies & Forms section.**

Required Courses in Other Departments

Students wishing to waive **Epidemiologic Inference (340.721) or Epidemiologic Methods (340.751)** may do so by contacting the Academic Coordinator in the Department of Epidemiology, FranBurman@jhu.edu, at the beginning of the 1st term. Students may waive Epidemiologic Inference or Epidemiologic Methods only if they have completed a graduate level course in epidemiology with a grade of B or higher. Students will need to take the waiver exam and receive a score of 85% or better on the exam. Students who do not pass the exam must register for the course. Students who receive a waiver for Epidemiologic Inference must take a higher level course in epidemiologic methods.

The only Biostatistics course that can be waived is **Statistical Methods in Public Health (140.621)**. Students may petition the Department of Biostatistics for a waiver if they can document and demonstrate that they have previously acquired the course competencies. The documentation to grant a waiver requires the title of previous course(s), name of instructor(s), textbook(s) used, course syllabi, and grade(s) received. After review of this documentation, one or more written waiver examinations may be required. Students wishing to request a waiver should contact the Academic Coordinator in the Department of Biostatistics, margo1@jhu.edu, before the start of the 1st term. Doctoral students are required to take the remainder of the Statistical Methods in Public Health sequence (140.622-624) or Methods in Biostatistics (140.651-654).

G. Student’s Responsibilities Regarding Deadlines

If a student needs to postpone taking an examination or submitting a paper for a PFRH course, the student must make the request in writing in advance to the course instructor explaining the reason for the request. The ruling made by the individual faculty member is final about such requests, and there is no appeal process. Original copies of work should be turned in for assignments. **The use of e-mail for turning in work is at the discretion of the instructor. It is the student’s responsibility to ensure that the appropriate faculty member actually receives her/is work.**

H. Credit Limit

Students may request a waiver to extend the 22-credit limit during the first and second terms of second year of their studies while doing their field placements. The request should be directed to their advisors and include the specific courses; the rationale for taking the courses; their ability to have sufficient time for additional coursework (for example, one or more of field placements began during the summer); and that a similar course is not available in a later term. Advisors may approve up to 23 credits after evaluating the request. Their approval must be sent to the academic program coordinator for documentation. Requests for more than 23 credits must be approved by the advisor and documentation about the request be forwarded to the master's committee for consideration. All decisions by the advisor and master's committee are final.

I. Special Studies

Special studies provide students with the opportunity for intensive exploration of substantive and methodological issues in their area of interest under the supervision of a faculty member. Students are encouraged to undertake such opportunities in advance of planning their master's essay or doctoral research. It is expected that doctoral students, however, will begin more specialized studies after they have completed most course and degree requirements and are developing and implementing a research topic for their thesis. A special-studies form must be completed by students and faculty with whom they are working for special studies that are not taken for development of a doctoral research proposal or to complete the required MSPH/MHS essay. The form shown below includes the objectives for the special studies and the activities and deliverables undertaken to meet the objectives along with a timeline and frequency of meetings.

Institutional Review Board Research Project Approval Procedures

The Institutional Review board (IRB) of the Bloomberg School of Public Health requires review of all faculty and student research involving the use of human subjects.

Before beginning contact with either human or animal subjects for research, students, as all researchers, must obtain the appropriate approval for their projects from either an institutional review board (e.g., the Institutional Review board, IRB) or the Institutional Animal Care and Use Committee (IACUC). In both cases, the faculty mentor must be involved in this process in that the protocol for the research project is submitted under the faculty's name with the student listed as a student investigator. NO contact can be made with humans, human tissue, human samples or human records without prior approval of the protocol by the IRB. NO animals can be purchased for the experimentation without an IACUC protocol approval.

It is important for students to make sure that they are either listed on their mentor's approved protocol or have obtained approval for their research protocol, in collaboration with their mentor before starting their research.

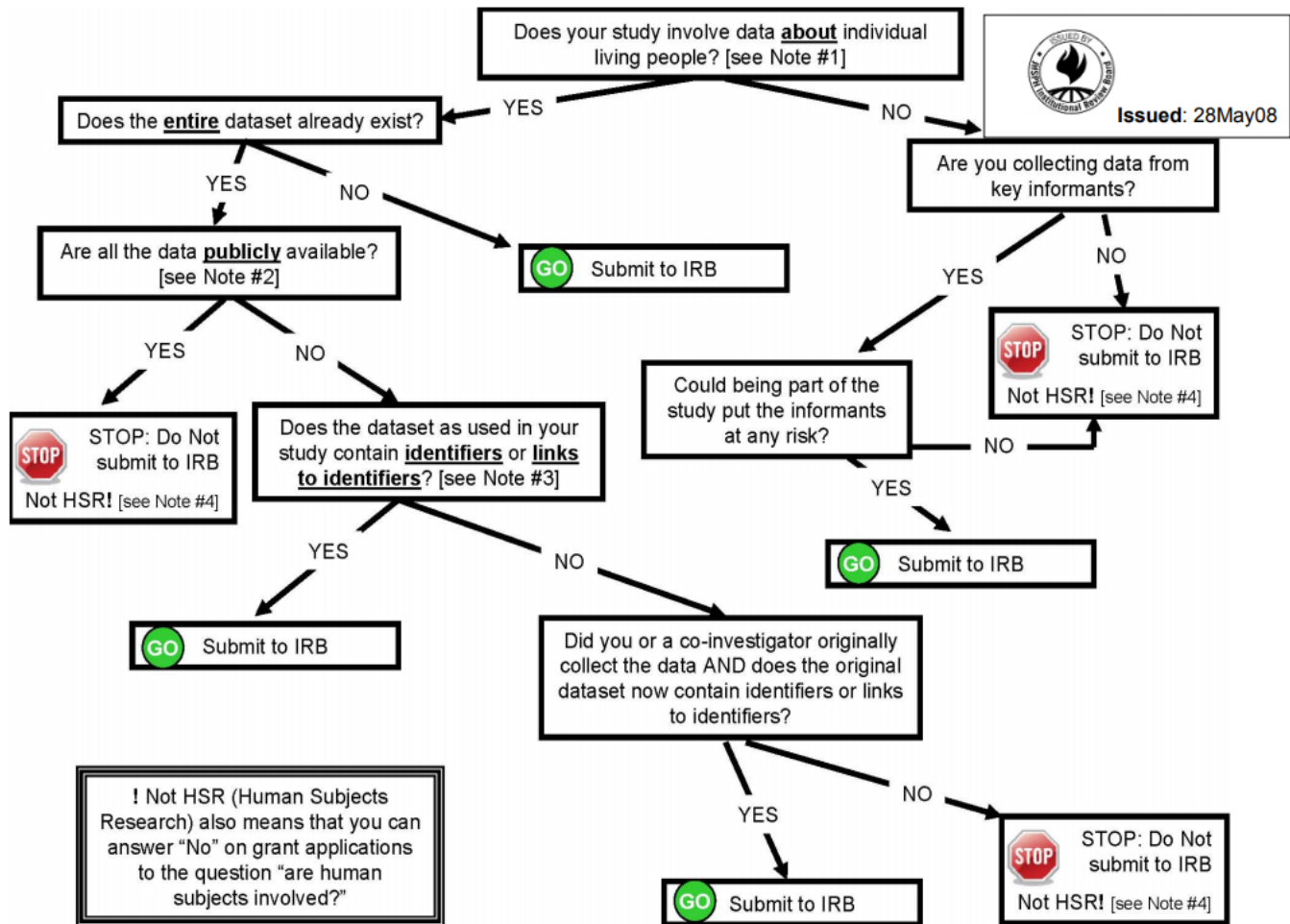
Information about the IRB committee can be obtained at the Office for Research Subjects in Suite W1100 in Bloomberg School of Public Health building. Students who are conducting original and independent research - under the direction of JHMI faculty advisers - that involves human subjects must have their proposed project approved by this committee.

When students are using data and other information that was developed by a previously approved JHMI or IRB research project, a copy of the previous IRB approval must be forwarded to the IRB in addition to a plan of how the data are to be used in secondary data analysis. If the student will be conducting secondary analysis of data from an existing approved study (refer to IRB list), the student and advisor will complete the IRB short form for approval of a secondary data analysis of the approved data set. The IRB still needs to review and approve how the student plans to use the data and report the findings from the analysis of the data.

For field placement activities outside of JHU, the student's advisor will review the proposed set of activities to be conducted during the field placement experience (usually before the placement starts or within the first month of work to assure that approval is granted before research begins). If it is difficult to distinguish whether the activities are "practice" or "research", the student should consult the IRB website about the activities. If necessary, after review of the website, a memo describing the proposed activities should be submitted to the IRB by the student and advisor for an expedited review. The IRB review process should be completed within two weeks and a decision made as to whether the proposed activity is "professional practice" or "research project".

The IRB will advise the student and advisor of their decision and if the scope of the project requires a full IRB application. In the circumstance that the IRB determines that an MSPH or MHS student is planning to conduct an activity that meets the criteria for a research project, the IRB will request completion of a full application for submission to the Institutional Review board. The letter from the IRB and any subsequent communication will be kept in the student's departmental record.

Authorization must also be obtained from the agency/department sponsoring a field placement for the use and dissemination of the data and information in question. If the student plans to publish her/his/their work and/or the work is conducted as "research", a full IRB application must be submitted. Guidelines for preparing an application to the Committee on Human Research are available in Room W1100 and on the IRB website, <http://www.jhsph.edu/offices-and-services/institutional-review-board/>.



Notes: Is it human subjects?

1. "About" means the data provide information about individual living people, not simply collected from individual living people. Key informant data about agencies or other entities (e.g., asking a hospital administrator about wait times in the ER, asking a drug manufacturer about dispensing patterns) or from experts or opinion leaders about their areas of expertise does not constitute data about individual living people.
2. "Publicly available" means the information is available to anyone, without prior clearance or qualification. Examples of publicly available data include census data, state court records, openly available national household surveys, or data available on the web. If you need a Data Use Agreement, it is not publicly available.
3. Identifiers provide the possibility of linkage to specific individuals. Examples include names, social security numbers, addresses, hospital IDs, or any HIPAA-defined identifiers. Identifiable can also mean that you can reasonably link to a specific individual based on an ensemble of variables. If you retain records that link an individual to a study ID, even if those records are kept in a separate location, then those individuals remain identifiable as long as you keep those records.
4. Can I still submit something I think is NHR to the IRB for review? Yes! There is some element of risk in making this determination yourself, should you ever be challenged on the decision not to submit by a journal editor or other source. You are welcome to submit any research protocol to the IRB and you will receive a statement with a determination following review. We urge you to do so to protect yourself if the topic is particularly socially or politically sensitive. If you elect to use the flow chart with attached clarifications, then we recommend printing it out, with notations regarding how you made your ultimate decision, and retain it in your files.

JHSPH Travel Abroad Policy

A. Travel Support*

If a current student does not have access to other funding, the department will provide up to 50% support for **one trip** throughout her/his academic program in PFRH (this policy does not apply to presentations after students graduate, even if the work was completed during their studies) under the following circumstances:

- If a student has a platform presentation at a professional meeting or conference, the department will provide 50% support up to \$500.00.
- If a student has a poster presentation at a professional meeting or conference, the department will provide 50% support up to \$300.00.

Prior to travel, a student should send a request via email to Jennifer Poyout, jpoynot@jhu.edu, including the travel dates, destination, and nature of the trip. Travel that is not pre-approved will not be reimbursed.

The funds are matching and will only be reimbursed after travel. No advances will be made. Receipts must be provided for reimbursement within *15 days of return from travel*, and submitted to Jennifer Poyout at jpoynot1@jhu.edu

** This policy is in effect from September 1, 2020 through August 31, 2021 and is subject to the availability of department funds.*

B. International Travel

The Department and the School require all students who are traveling abroad for academic and/or research purposes to create a travel registry profile. The School collects this information on an ongoing basis, so that in case of an emergency the University knows where individual students are located and how she/he/they can be reached. To create a Travel Registry Profile, please visit <https://my.jhsph.edu/sites/itr/default.aspx>.

To begin preparing for international travel, visit <https://my.jhsph.edu/sites/itr/default.aspx>. Students with questions should contact Edna Koimur, Student Accounts Office, at 410-955-5725 or ekoimur@jhu.edu.

Johns Hopkins University has a 24/7 resource on call, online and even on the ground to help with any medical, security and logistical questions, concerns and situations that may arise. If you need a medical referral, lose your medication, seek pre-travel advice or experience a medical or security crisis, Johns Hopkins University has a fully integrated program in place so you receive the care and expertise that you need, whenever and wherever you need it.

Johns Hopkins University partners with International SOS, the leading medical assistance, international healthcare and security assistance company. Travel security services are provided by a joint venture of International SOS and Control Risks, the world's leading security risk management firm. SOS card information can be found at http://www.jhu.edu/purchasing/travel/intl_sos.pdf.

To obtain a travel insurance card please contact the Risk Management Department at 443-997-8258.

As a graduate student at the Johns Hopkins Bloomberg School of Public Health, you may have an opportunity to supplement your education or conduct research in another country. These opportunities often enrich the academic curriculum, contribute to dissertation research, and allow students to apply the knowledge obtained in the classroom to the world's communities. While the School encourages participation in these experiences, international tensions can be high. Therefore, students should seek information on conditions abroad before traveling.

Any plans for international travel should be carefully considered. Before undertaking any travel, please consult the Department of State Website at <http://travel.state.gov>. Information on US embassies, travel advisories, and the availability of transportation should the situation in a country deteriorate may be found on this site.

If you are traveling to a less developed part of the world, you should be certain to contact your health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard your health. Located on the East Baltimore campus, you can reach the International Travel Clinic by telephone at 410-955-8931.

Further information about recommended immunizations and prophylaxis is available at the CDC Website, <http://www.cdc.gov/travel>.

Students who travel must complete a Graduate Student Study Release and must leave contact information with the PFRH Education Office. Copies of the Graduate Student Study Release (https://my.jhsph.edu/sites/itr/Documents/Graduate_Student_Study_Release_Form_9_Apr_2013.pdf) form may be obtained online or Student Affairs in suite E1002 of the Wolfe Street Building. In addition, PFRH students must complete the department's travel form. A copy of the form can be found at <https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Traveling%20to%20Countries%20with%20Travel%20Warnings%20Form%202013.doc>.

In addition, when going to and returning from countries that are considered State Department Warning Areas (listed here: <http://travel.state.gov/content/passports/english/alertswarnings.html>), travelers must notify department chairs or their designees. Travelers must notify Associate Dean Ward (mward@jhu.edu) before going to CDC Warning Level 3 areas (i.e., avoid nonessential travel) and upon their return. Current Level 3 areas are Guinea, Liberia and Sierra Leone. Check <http://wwwnc.cdc.gov/travel/notices> for an up-to-date list. Students should contact Michael Ward for additional questions or information.

International students must contact the Office of International Services (OIS) well in advance of any travel to avoid compliance issues with their visa status. OIS may be contacted at 410-955-3371, or at <http://www.hopkinsmedicine.org/intlsvcs>.

The Global Field Research Award supports hands-on public health research and practice related travel costs. All full-time students in good standing are eligible to apply. Details and application available at <http://www.hopkinsglobalhealth.org/news-events/news/center-for-global-health-awards-85-student-travel-grants/>.

PFRH Teaching Assistant Policy

The Department of Population, Family and Reproductive Health supports full-time graduate students serving in the role of teaching assistants (TA). The department values the educational and learning experience that students gain through participating as a TA in addition to providing monetary compensation to them. The department classifies TA positions into 2 levels: 1.0 FTE TA and 0.5 FTE TA. The expectation for time commitment as well as monetary compensation differs for the two levels. Part-time students are not eligible for TA positions due to FLSA rules.

Information about current TA positions will be sent to students throughout the year. Typically, students should have already taken the course in order to be a TA. Students wishing to serve as a TA in a course should meet with the course instructor prior to agreeing to serve as a TA and discuss the nature of the course as well as the faculty member’s expectations. Both should discuss the responsibilities of the TA as well as the tasks the department deems beyond the scope of the TA to be sure there are no misunderstandings about roles. The expected number of hours/week as well as preparation needs should also be addressed. Once a student and faculty member have agreed, they both must sign the TA agreement form; students submit it to the department’s payroll office.

The number of hours that a TA actually works may vary substantially from course to course, but it is generally expected that a TA will begin work approximately two weeks prior to the start of the course and continue to work at least 10 days beyond the last class session or until grades are submitted. 1.0 FTE TA is expected to attend each class session. 0.5 FTE TAs may or may not be required to attend class sessions.

TA Payment Scale

(Rate determined at the end of add/drop)

Class Size	1.0 FTE 3 Credit Courses	1.0 FTE 4 Credit Courses	.50 FTE 3 Credit Course	.50 FTE 4 Credit Course
<16	594			
16-24	1,188	1,332	594	666
25-40	1,476	1,620	738	810
41-54	1,764	1,908	882	954
>54	Determined on course by course basis			

PFRH Policies & Forms

PFRH Degree Requirements Waiver Request

Student Name_____ Degree Program_____

Advisor Name_____

Date of Request _____ (MM/DD/YY)

Course name and number

Reason for waiver request*

*Please state the reason for the request and provide documentation supporting the waiver request (e.g. syllabus for course you would like to take instead of required course, reason you need to take course later in program) Identify if alternate course is proposed, and specify as appropriate.

I understand that this waiver must be approved by my advisor, the program director and Doctoral or Masters Committee.

Signature of Student Date

Signature of Advisor Date

PFRH Degree Requirements Waiver Procedure:

All waiver requests must be submitted on this form to the Education Office. Once approved, documentation of the waiver will be maintained in the student’s file.

PFRH students may petition the PFRH Doctoral or Masters Committee, with consent of their academic advisor, to waive a particular course in the PFRH list of requirements, but it must be replaced with a similar or higher level course. Students should first contact the Education Office with their request once she/he/they has consent from her or his advisor. The Academic Program Administrator will forward the request onto the degree program director. Evidence of having taken a similar course in a previous graduate program or a rationale for substituting a course must be provided with the petition.

Students requesting waivers must present evidence of prior coursework in the same subject, including a syllabus and transcript. No waivers will be granted for courses in which the student received less than a B. If a waiver is granted, another course must be taken as substitute.

Please submit this request to the Academic Program Administrator, Gilbert Morgan (E4005)

Office Use Only

Date request received_____ Departmental or Area of Interest requirement_____

Approval Date_____ Student Record updated

Alternate Course_____



Advisor Change Request Form

Date of Request

Student Name

Degree Program Area of Interest

Effective Date: Academic Year Term

Student Signature

Primary Advisor (Please Print Name)

Signature

New Advisor (Please Print Name)

*New Co-Advisor (Please Print Name)

Signature

Approval of Change:

Donna Strobino, PhD Vice Chair of Education

*If applicable

*Please return completed (printed) form to Gilbert Morgan, Academic Program Manager
CC: Advisor and Student File*

PFRH Special Studies Tracking Form

Student Name _____ Academic Year _____

Faculty Name _____ Term _____

Learning objectives

Activities

Deliverables

Timeline

Frequency of faculty-student meetings (e.g., 1 hour every other week) _____

Hours/week of student's independent effort (beyond faculty-student meetings) _____

Number of academic credits in specified term

- 1 credit = 3 hours/week (combined faculty-student meeting and student's independent effort)
- 2 credits = 6 hours/week (combined faculty-student meeting and student's independent effort)
- 3 credits = 9 hours/week (combined faculty-student meeting and student's independent effort)
- Other _____

Signature of Student _____ Date _____

Signature of Advisor _____ Date _____

COMPLETED FORM TO BE SUBMITTED TO ACADEMIC OFFICE (GILBERT MORGAN) AND HOUSED IN STUDENT FILE.

Traveling to Countries with Travel Warnings Form

Student must submit this form if question 3 in the Travel Checklist was marked Yes.

This form must be submitted to Kristen McCormick (master's students) or Gilbert Morgan (doctoral students) along with the International Travel Checklist, the Safety or Evacuation Plan, and photocopies of your passport, health insurance and student ID, at least 2 months before the proposed travel date.

Student's Full Name: Program Area: Degree:

1. Country of Citizenship:

2. Country and city of Travel:

3. Length of Stay:

4. Address of the nearest U.S. consulate and your country's consulate, while in this country:

5. Will this trip satisfy a degree requirement (MHS internship, Doctoral Thesis, Doctoral Non-Thesis Related Research)?

 MSPH Internship Other
 Doctoral Thesis No
 Doctoral Non-Thesis related Research

6. Please name the organization and/or faculty member you will be working in this country:

7. List all the cities, towns, and rural areas you will be working in:

8. Does the organization/faculty member have a safety or evacuation plan in place in case of emergencies?
Yes No

If Yes, please include a copy of the safety plan in this form

- 9. What project will you be working on?
- 10. What will be your specific duties?
- 11. Who will be your direct supervisor?
- 12. What is the address and telephone number of the main office you will be working in?
- 13. What is your lodging plan while traveling abroad?
- 14. Provide justification for working in this specific country

Student's Signature: _____ Date: _____

For Advisor or Faculty member responsible only:

I have no issues or concerns with this student's travel

I have concerns regarding this student's travel

Please comment on any aspects of the project you would like the committee to consider when reviewing this form

Advisor/Faculty's Signature: _____ Date: _____

**PART II -
MASTERS STUDENTS
HANDBOOK**

MSPH Program Overview

This PFRH handbook describes the program of study for MSPH students. It is based on school-wide requirements, the learning objectives and competencies required by the Council on Education in Public Health (CEPH), and competencies for the areas of interest supported by the curriculum in PFRH.

During the program, PFRH MSPH students are required to successfully complete:

- Epidemiologic Inference I (340.721.60);
- Statistical Reasoning (140.611-612) or Statistic Methods in Public Health (140.621-623); three (3) units of Research or Public Health Ethics as well as Academic and Research Ethics (550.860);
- Five area of interest course requirements including Life Course Perspectives on Health (380.604 or 380.604.81); either Principles of Population Change (380.600) or Demographic Methods (380.603 or 380.603.81); and three courses related to primary health concerns, strategies to promote population health and frameworks specific to the area of interest;
- Achieve a grade point average (GPA) of 2.75 or higher in all course work to be in good academic standing;
- Successfully complete the MSPH field placement*;
- Successfully complete the required final culminating MSPH essay and presentation;
- Complete a minimum of 128 academic units, including 16 units minimum each term to be considered full-time students.

**Details about course requirements and guidelines for the field placement and the essay and presentation are described in the next sections of this handbook. All required courses must be taken for a letter grade*

The appendices include the competencies for the program which align with the listing of required and optional courses of the program as shown below.

PFRH Policies Regarding Academic Requirements

PFRH Policies Regarding Academic Requirements

The Director of the Masters' Programs and Academic Coordinator review and credential the academic progress of all Masters' students at the end of each term. A Course Selection and Tracking Form summarizing the student's progress is provided to the advisor and student immediately after the review. The form notes if a student is making satisfactory progress. It also includes the courses a student has taken to fulfill the CEPH competencies, learning objectives and area of interest competencies. If a student is not showing satisfactory progress, then the student and advisor are required to meet and provide a formal letter to the Director of the Masters' Programs indicating how the student will meet the necessary academic standards.

A student who earns a "D" or "F" grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to successfully complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).

If an MSPH student cannot meet the above academic standards, a formal request will be submitted by the student and advisor to the Director of the Masters' Programs. Judgment concerning dismissal from the program for students demonstrating substandard academic performance will be made by the Masters' Committee in consultation with the Chair of PFRH.

Waivers

Details regarding course waiver, are shown above in the section called "Regulations for PFRH Students." The total number of credits required for completion of the degree remains the same regardless of a course waiver.

MSPH Course Requirements

MSPH students are required to meet school-wide requirements and learning objectives and competencies required by the Council on Education in Public Health (CEPH). During the first year of the MSPH degree program, students will be required to take the five courses in their area of interest, Quantitative Methods: Biostatistics, Quantitative Methods: Epidemiology, Public Health and Health Care Systems Interpersonal Practice, and Negotiation/Mediation-as listed in the CEPH requirement. 550.860.82 Academic and Research Ethics should be completed in the first term of the first year before significant coursework has been undertaken. The tables shown below indicate the schoolwide requirements, CEPH learning objectives and core competencies and the courses that fulfill each.

SCHOOLWIDE REQUIREMENTS		
Research or Public Health Ethics	Course/(Credits)	Term
	550.860.82 Academic and Research Ethics (0)	1,2,3,4
Apply ethical concepts and tools to population health research and practice	306.663 Legal and Ethical Issues in Health Services Management (3) OR 306.665 Research, Ethics, and Integrity: US and International Issues (3)	4 3

CEPH LEARNING OBJECTIVES		
Learning Objectives	Course/(Credits)	Term
1. Explain public health history, philosophy and values	380.624.01 (81) Maternal and Child Health Legislation and Programs (4) OR 552.601.81 Foundational Principles of Public Health (0.5)	2 1, 2, 3
	380.624.01 (81) Maternal and Child Health Legislation and Programs (4) OR 552.601.81 Foundational Principles of Public Health (0.5)	2 1, 2, 3
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	380.603 (81) Demographic Methods for Public Health (4) OR 552.602.81 The Role of Quantitative Methods in Public Health (0.5) AND 552.603.81 The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health (0.5) OR 224.690 Research Theory and Methods (2)	2, 3 1,3,4 1,2,3 1,3
	380.600 Principles of Population Change (4) OR 552.604.81 Causes and Trends in Morbidity and Mortality (0.5)	2 1,3
	340.721.60 (81) Epidemiologic Inference in Public Health I (5) OR 340.751 Epidemiologic Methods I (5)	1, 3 1

CEPH LEARNING OBJECTIVES		
6. Explain the critical importance of evidence in advancing public health knowledge	380.664 Reproductive and Perinatal Epidemiology (4) OR 552.606.81 The Critical Importance of Evidence in Advancing Public Health Knowledge (0.5)	4 1,3
7. Explain effects of environmental factors on a population's health	380.616 Child Health Epidemiology (3) OR 552.607.81 Essentials of Environmental Health (0.5)	4 1,2,3
8. Explain biological and genetic factors that affect a population's health	552.608.81 Biologic, Genetic and Infectious Bases of Human Disease (0.5)	1,2,3
9. Explain behavioral and psychological factors that affect a population's health	380.604 (81) Life Course Perspectives on Health (4)	1, 2
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	380.604 (81) Life Course Perspectives on Health (4)	1, 2
11. Explain how globalization affects global burdens of disease	380.600 Principles of Population Change (4) OR 552.611.81 Globalization and Health: A Framework for Analysis (0.5)	2 1,2,3
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	552.612.81 Essentials of One Health (0.5)	1,4

+ Many 0.5 and 1.0 credit 552 courses are listed for only one term but may be available in another term, but are not yet listed in the course catalog as such.

CEPH REQUIREMENTS		
Quantitative Methods: Statistics		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C3a. Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate	140.611-612 Statistical Reasoning in Public Health I-II (3) OR	1,2
C4. Interpret results of data analysis for public health research, policy, or practice	140.621-623 Statistical Methods in Public Health I-III (4)	1, 2, 3
Quantitative Methods: Epidemiology		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C1. Apply epidemiological methods to the breadth of settings and situations in public health practice	340.721 Epidemiologic Inference in Public Health I (5) OR	1, 3
C2a. Select quantitative data collection methods appropriate for a given public health context	340.751 Epidemiologic Methods I (5)	1

CEPH REQUIREMENTS		
Qualitative Methods		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C2b. Select qualitative data collection methods appropriate for a given public health context	224.690 Qualitative Research Theory and Methods (3)	1, 3
C3b. Analyze qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	OR 550.604 Qualitative Reasoning in Public Health (2)	1,2
	OR 552.603 The Role of Qualitative Methods and Science in Describing and Assessing A Population's Health (0.5)	1,2,3
Health Equity		
C6. 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	380.604 Life Course Perspectives on Health (4)	1, 2
Assessing Population Needs		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C7. Assess population needs, assets and capacities that affect communities' health	380.640 Children in Crisis (3)	3
	OR 224.689 Health Behavior Change at the Individual, Household, and Community Levels (4)	2
	OR 222.642 Assessment of Nutritional Status (3)	2
	OR 410.620 Program Planning for Health Behavior Change (3)	1, 4
Public Health and Health Care Systems		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	380.624 Maternal and Child Health Legislation and Programs (4)	2
C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence		
C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		
Public Health and Health Care Systems		

CEPH REQUIREMENTS		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	380.640 Children in Crisis (4) (meets CEPH Competency C8, C9)	3
C9. Design a population-based policy, program, project, or intervention	OR 380.665 Family Planning Policies and Programs (4) (meets CEPH Competency C8, C9)	3
C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence	OR	4
C15. Evaluate policies for their impact on public health and health equity	380.771 Understanding and Changing Reproductive Health Policy (3) (meets CEPH Competency C8, C12, C15)	
Budgeting		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C10. Explain basic principles and tools of budget and resource management	552.622 Creating, Implementing and Monitoring Budgets (1)	1,3,4
Program Evaluation		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C11. Select methods to evaluate public health programs	380.611 Fundamentals of Program Evaluation (4) (this course also meets competencies C2a and C2b)	1, 3
Evaluate Policies		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C15. Evaluate policies for their impact on public health and health equity	380.771 Understanding and Changing International Reproductive Health Policy (3) OR 380.667 Women’s Health Policy (3)	4 4
Coalition Building		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	380.624 Maternal and Child Health Legislation and Programs (4) OR 380.665 Family Planning Policies and Programs (4)	2 3
Advocacy		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>

CEPH REQUIREMENTS		
C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	380.740 Nutrition Programs, Policy and Politics in the US: The Impact on Maternal, Child and Family Health (3) OR 300.615 Tools of Public Health Practice (1) OR 380.771 Understanding and Changing International Reproductive Health Policy (3) OR 380.620 A Coalition-Based SMART Approach to Public Health Advocacy (3)	2 3 4 3
Interpersonal Practice		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C21. Perform effectively in interprofessional teams	552.625 Building Collaborations Across Sectors to Improve Population Health (0.5) AND Interprofessional Education Event	1,3
Communication Strategies		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C18. Select communication strategies for different audiences and sectors	410.650 Introduction to Persuasive Communication: Theories and Practice (4) OR 410.651 Health Literacy: Challenges and Strategies for Effective Communication (3) OR 410.657 Communication Strategies for Sexual Risk Reduction (3)	2 2 4
Communicating Public Health Content		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C19. Communicate audience-appropriate public health content, both in writing and through oral presentation	301.645 Health Advocacy (3) OR	4
C20. Describe the importance of cultural competence in communicating public health content	260.720 Communications Primer for the Public Health Sciences (1)	1,2,3,4
Leadership Strategies		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C16. Apply principles of leadership, governance, and management, which include creating a vision,	380.880 Lessons in Leadership (1) (all 4 courses required- one each term)	1,2,3,4

CEPH REQUIREMENTS		
empowering others, fostering collaboration, and guiding decision making	OR 380.681 Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries (4) (requires a 5 day Seminar with full day sessions from Jan 13-17, 2020)	2
Negotiation and Mediation		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C17. Apply negotiation and mediation skills to address organizational and community challenges	552.623 Principles of Negotiation and Mediation for Public Health Professionals (0.5) AND 552.624 Applications of Negotiation and Mediation for Public Health Professionals (0.5)	2,3 2,3
Systems Thinking		
<i>CEPH Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
C22. Apply systems thinking tools to a public health issue	221.654 Systems Thinking in Public Health (3) OR 552.626 Systems Thinking: Concepts and Methods (0.5)	2 2,4

DEPARTMENTAL REQUIREMENTS		
Field Placement	<i>Course/(Credits)</i>	<i>Term</i>
	380.810 Field Placement Population, Family and Reproductive Health (16) AND 380.810 Field Placement Population, Family and Reproductive Health (16)	1 (2 nd year) 2 (2 nd year)
Master's Essay	<i>Course/(Credits)</i>	<i>Term</i>
	380.840 Special Studies and Research Population, Family and Reproductive Health (variable credit) AND 380.840 Special Studies and Research Population, Family and Reproductive Health (variable credit)	3 (2 nd year) 4 (2 nd year)

PFRH Areas of Interest Requirements for MSPH

Students must take a minimum of five required courses from one of the department's areas of interest. The courses fulfilling these requirements must be taken *in addition to* core, school-wide, departmental, CEPH requirements and learning objectives. The current areas of interest include the following:

- Adolescent Health
- Child Health
- Maternal, Fetal and perinatal health
- Population and Health
- Women's, Sexual and Reproductive Health

Master's students must take five courses to meet the requirements for the areas of interest component of their degree program. Within a given area of interest, a **unique course** must be selected for each of the following competencies. One course 380.604 Life Course Perspectives on Health may be taken to also meet one of the 22 CEPH competencies. The course, 380.665 Family Planning Policies and Programs may be taken to meet competency 4 if both 380.624 Maternal and Child Health Legislation and Programs and 380.665 Family Planning Policies and Programs have both been taken to meet the CEPH requirements.

1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course;
2. Identify and assess the causes and consequences of population change using demographic methods;
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor;
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations relevant to the area of interest;
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of relevant populations.

Courses taken to meet the 12 CEPH objectives can also be used to meet the area of interest competencies and CEPH competencies.

If a student chooses to complete a second area of interest, courses may be double counted across their primary and secondary areas of interest; students must, however, complete the course requirements for at least one area of interest. The department encourages students to select electives from other areas of interest to enhance their breadth and depth of understanding in their chosen and other areas of interest. Areas of interest and their eligible courses are listed in the following tables.

ADOLESCENT HEALTH		
<i>Competency</i>	<i>Course/Activity Meeting Competency / (Credits)</i>	<i>Term</i>
1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course	380.604 Life Course Perspectives on Health (4)	1, 2
2. Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principles of Population Change (4)	2
	OR 380.603 Demographic Methods for Public Health (4)	2,3
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.	380.623 Adolescent Health and Development (3)	3
	OR 380.747 International Adolescent Health (3)	4
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant populations.	380.624 Maternal and Child Health Legislation and Programs* (4)	2
	OR 380.665 Family Planning Policies and Programs (4)	3
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.725 The Social Context of Adolescent Health and Development (3)	4
Electives		
380.720 Masculinity, Sexual Behavior and Health: Adolescence and Beyond (3)		2
380.721 Schools and Health (3)		2
380.762 HIV Infection in Women, Children and Adolescents (4)		4
380.761 Sexually Transmitted Infections in Public Health Practice (4)		4
380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)		3
380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)		3
380.771 Understanding and Changing International Reproductive Health Policy (3)		4
380.749 Adolescent, Sexual and Reproductive Health (3)		4

**This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement*

CHILD HEALTH		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principles of Population Change (4) OR 380.603 Demographic Methods for Public Health (4)	2 2,3
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.	380.616 Child Health Epidemiology (3)	4
4 Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant populations.	380.624 Maternal and Child Health Legislation and Programs (4)* OR 380.661 Clinical Aspects of Maternal and Newborn Health (3)	2 3
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.642 Child Health and Development (3) OR 380.744 Nutrition and Growth in Maternal and Child Health (3)	2 1
Electives		
223.663 Infectious Diseases and Child Survival (3)		3
380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)		3
330.640 Childhood Victimization: A Public Health Perspective (3)		4
380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)		4
380.762 HIV Infection in Women, Children & Adolescents (4)		4
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)		3
380.740 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)		2
380.721 Schools and Health (3)		2
380.623 Adolescent Health and Development (3)		2
410.752 Children, Media and Health (3)		3

**This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement*

MATERNAL, FETAL AND PERINATAL HEALTH		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course	380.604 Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principles of Population Change (4) OR 380.603 Demographic Methods for Public Health (4)	2 2,3
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.	380.664 Reproductive and Perinatal Epidemiology (4)	4
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.624 Maternal and Child Health Legislation and Programs (4)* OR 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4) OR 380.661 Clinical Aspects of Maternal and Newborn Health (3)	2 2 3
5 Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.655 Social and Economic Aspects of Human Fertility (3) OR 380.744 Nutrition and Growth in Maternal and Child Health (3)	2 1
Electives		
380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)		2
380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)		4
380.740 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)		2
120.620 Fundamentals of Reproductive Biology (3)		1,2

**This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement*

POPULATION AND HEALTH		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principles of Population Change (4) OR 380.603 (81) Demographic Methods for Public Health (4)	2 2,3
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.	380.655 Social and Economic Aspects of Human Fertility (3) OR 380.750 Migration & Health: Concepts, Rates, and Relationships (3)	2 3
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.665 Family Planning Policies and Programs (4) OR 380.624 Maternal and Child Health Legislation and Programs (4)* OR 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)	3 2 2
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.655 Social and Economic Aspects of Human Fertility (3) OR 380.750 Migration & Health: Concepts, Rates, and Relationships (3) OR 380.756 Poverty, Economic Development and Health (4)**	2 3 Not offered
Electives		
380.635 Urban Health in Contemporary America (4)		4
380.664 Reproductive and Perinatal Epidemiology (4)		4
380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)		4
380.767 Couples and Reproductive Health (variable credit) (cancelled AY2020-2021)		1
380.670 Clinical Aspects of Reproductive Health (3)		3

*This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement

** This course is offered every other year

WOMEN'S, SEXUAL AND REPRODUCTIVE HEALTH		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course.	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principles of Population Change (4) OR 380.603 (81) Demographic Methods for Public Health (4)	2 2,3
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.	380.664 Reproductive and Perinatal Epidemiology (4) OR 380.666 Women's Health (3)	4 3
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.665 Family Planning Policies and Programs (4) OR 380.771 Understanding and Changing International Reproductive Health Policy (3) OR 380.667 Women's Health Policy (3) OR 380.768 Selected Topics in Women's Health and Women's Health Policy (4) OR 380.760 Clinical Aspects of Reproductive Health (3)	3 4 4 1 3
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.655 Social and Economic Aspects of Human Fertility (3) OR 380.668 International Perspectives on Women, Gender and Health (3)	2 4
Electives		
380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)		2
380.720 Masculinity, Sexual Behavior & Health: Adolescence & Beyond (3)		2
380.749 Adolescent Sexual and Reproductive Health (3)		4
380.762.81 HIV infection in Women, Children and) Adolescents (4)		4
380.623.81 Adolescent Health and Development (3)		3
550.629 The Epidemiology of LGBT Health (3)		2
410.683 Global Perspectives On LGBT Health (3)		3
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
380.663 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3)		4
380.628 Public Health Perspectives on Abortion (3)		4
380.624 Maternal and Child Health Legislation and Programs (4)		2
410.657 Community Strategies for Sexual Risk Reduction (3)		4
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
120.620 Fundamentals of Reproductive Biology (3)		1
380.761.81 Sexually Transmitted Infections in Public Health Practice (4)		4

MSPH Field Placement Guidelines

The field placement is an integral part of the MSPH Program in the Department of Population, Family and Reproductive Health. It provides an opportunity for the student to enhance her/his/their educational experience by integrating basic understanding of concepts, methods, and skills developed during the first year of the MSPH academic program with the experience of full-time work in an appropriate practice setting. It also provides the opportunity to successfully complete a specified activity and/or product as stated in the field placement objectives.

MSPH students are required to complete a two-term field placement for a minimum of 4 months full-time, or no less than 680 full time work hours. Students must be in good academic standing and have completed the following course work: PFRH Area of Interest courses (5 courses), Quantitative Methods: Biostatistics (2-4 courses), Quantitative Methods: Epidemiology (1 course), Public Health and Health Care Systems Interpersonal Practice (2-3 courses), and Negotiation/Mediation (1 course) -as listed in the CEPH requirements to proceed to the field placement portion of the program.

During terms 5 and 6 of the program, students will register for PFRH Field Placement (380.810) for 16 credits each term. Students are expected to be on campus in the 7th and 8th terms of their academic program when they take courses and complete their culminating Master's Essay and Presentation. Students who wish to extend their field placement must petition the Masters Committee for approval.

Details about the field placement are described in the following pages as well as on the MSPH CoursePlus site. The Work Agreement for the Field Placement must be submitted before the field placement begins.

Structure of the Field Placement

Timing and Hours

The field placement may begin right after the end of the first program year and is usually completed on or before the end of Term 2 of the second year. The duration of the placement should be a minimum of four (4) months or 680 full time work hours. This time includes any holidays which are normally observed by the field placement sponsor. To comply with the School's academic calendar, a four-month field placement should begin no later than August 1st.

Compensation

The student is expected to function as a productive staff member throughout the field placement. While it is considered equitable for the student to be properly compensated for his/her/their contribution in the form of a salary, stipend, or other such financial support, not all field placements are paid positions.

International Placements

If the field placement is outside the U.S., a [Graduate Student Study Release](#) form must be completed and submitted to the Academic Coordinator. Students should also consult the section on International Travel in Part I of this handbook for further requirements about international travel.

Arranging the Placement

The process of arranging the field placement will vary; however, arrangements will be considered formalized when:

- A Work Agreement has been completed and signed by the student, academic advisor and preceptor.
- All arrangements associated with compensation have been agreed on by all principals involved, and contracts pursuant thereto have been completed and filed with the proper financial offices and office.

Selection of the Field Placement Site

Students can seek a field placement in many different types of health and/or welfare organizations. These may include national and state program offices, nonprofit voluntary organizations, or public as well as private agencies with a public health or population focus. The field placement can be domestic, international, or both. Field placement opportunities can be found by searching the PFRH MSPH 1st Year Cohort site on CoursePlus, which includes several possible and available field placement opportunities as well as on the my.jhsph website.

Field placements on the my.jhsph website are organized by domestic and international locations, and by specific location. If a student has a clear sense of where she/he/they would like to do the field placement, she/he/they can click on the location and see the various field placements associated with the location. If students are less clear about location for their field placement(s), another starting point is the Popular Field Placements list of previous field placements that have received positive feedback from students.

Another way of finding a field placement is to speak with faculty who share common interests. Some former students have found field placements by working on research projects with a faculty member from the School of Public Health or School of Medicine. Getting advice and assistance from an academic advisor is another useful way of finding opportunities for field placements.

Regardless of how you find your field placement, the following minimum criteria should be followed:

- The preceptor has the time and inclination to supervise the student to facilitate a meaningful learning and work experience;
- The activities and final product are clearly defined;
- Adequate support, supplies, and space are provided for the student; and
- A Work Agreement is signed by preceptor, student and faculty advisor and submitted to the MSPH CoursePlus site on a timely basis.

Student Responsibilities

Students are expected to take an active role in identifying potential field placement opportunities. This approach is important, as it also prepares students for acquiring skills needed to obtain a job after graduation. Students should ensure that their resume or curriculum vitae is updated and may also be required to write a cover letter to the organization describing the skills they can offer to the organization. Students are expected to show a high level of professionalism when communicating with potential preceptors and discussing the potential scope of work for the field placement. During the course of securing and working on the field placement, students need to be in regular contact with their faculty advisor. The Field Placement Coordinator and the MSPH Academic Program Coordinator also need to be informed about plans a student has for securing a field placement. Students must complete a Work Agreement with their preceptor and approval from their Academic Advisor before the beginning of the Field Placement. To receive credit for the field placement, students must submit a Work Agreement to the MSPH CoursePlus website, and an evaluation form must be completed by the student as well as the preceptor. Students are responsible for assuring that all forms are completed.

If students plan to either analyze or collect data as part of the field placement, please consult the [IRB Website](#) and discuss related matters with their advisors.

Field Placement Preceptor

The preceptor supervises the student's progress in completing all goals, objectives, and associated activities throughout the field placement. In addition, the preceptor needs to be available to meet with the student on a regular basis and, when necessary, advise the MSPH Program Director, Dr. Kristin Mmari (kmmari1@jhu.edu), of any problems that may arise. The preceptor is required to submit a performance form at the completion of the field placement. Copies of all forms can be found on the PFRH MSPH 2nd Year Cohort site on CoursePlus:

<https://courseplus.jhu.edu/core/index.cfm/go/ol:library.viewAll/coid/7100/>.

Faculty Advisor

The faculty advisor may be the primary contact to help identify potential field placement sites. Other faculty and the MSPH Academic Program Coordinator are also available to consult on additional recommendations. The faculty advisor approves the decision about the most appropriate field placement experiences for his/he/they advisee. The advisor confers as needed with both the student and the preceptor during the field placement.

PFRH Field Placement Coordinator

The PFRH Field Placement Coordinator is available to discuss the type of field placement of interest to students and to help locate appropriate field placement opportunities. Meeting with the field placement coordinator is particularly important if the faculty advisor does not have contacts in the student’s area of interest. In addition, the field placement coordinator can assist students in completing the necessary paperwork and advise them of outside funding sources and deadlines.

Forms for Field Placement

All of the forms that are required to undertake the field placement can be found under PFRH MSPH 2nd Year Cohort site on [CoursePlus](#). These include:

Student Forms

- [Work Agreement \(need a signature from preceptor as well\)](#)
- [Student Field Placement Evaluation Report \(this needs to be completed after each field placement\)](#)
- [Student Evaluation of Preceptor](#)

Preceptor Form

- [Preceptor Evaluation of Student](#)

The Work Agreement

The Work Agreement is the form needed to confirm a field placement; it must be submitted before the field placement begins. It contains important information, including the student’s contact information, the contact information of the preceptor, and a list of tasks (referred to as ‘work objectives’) that the student is expected to perform as part of the field placement. It is important that students carefully define the work objectives, keeping in mind feasibility and realistic expectations. The table below illustrates examples of “well specified” work objectives and work objectives that vague or poorly specified and need to be rephrased:

“Well specified” work objectives	“Vague or poorly specified” work objectives
Assist in the development of field guides for data collection for program evaluation (20%)	Complete data collection activities (30%)
Contribute to writing of the baseline report (33%)	Write manuscripts based on analyzed data (30%)
Assist in data analysis by entering and cleaning data (25%) and performing univariate and bivariate analyses (40%)	Conduct all data analyses for the project (25%)

“Well specified” work objectives describe realistic objectives that are feasible within the time frame of a typical field placement. They also do not over-commit students to a certain task, unlike those found under the above ‘vague or poorly specified’ work objectives. Avoid using terms and phrases such as ‘complete all’ or ‘conduct all’ – as these phrases may create unrealistic expectations, which if not met, may result in poor evaluations. The percentage of time for a given objective also should be realistic; for example, the tasks listed as vague or poorly specified can be very time-consuming; time spent on the task should be clearly in line with the ability to complete them.

To ensure the work agreement is realistic and feasible, students are expected to discuss their work agreements with their advisors and/or the academic coordinator as well as the Field Placement Coordinator.

Confirming the Field Placement

- If you are considering more than one opportunity, inform the contact person at each site about when you will let them know of your decision; **there may be others waiting for the same opportunity.**
- **After you have informed an organization that you have decided not to work with them, send a letter thanking them for their time.** If your first choice falls through for some reason, you may have another option.
- **For the placement you select, send a letter** to the individuals with whom you will be working thanking them for their time, conveying your enthusiasm for their field placement offer, and indicating that you will speak with your advisor and be in touch with them about the next steps in setting up the field placement.
- **After speaking with your advisor, send a letter to your preceptor reviewing the steps in finalizing the field placement. The next step is theirs.** It is helpful to include a sample Work Agreement form so the preceptor knows the general guidelines and parameters. The objective is to assure that both students and preceptors have the same understanding of the scope of work. This up-front negotiation with written confirmation avoids later problems. This approach also demonstrates that you are well organized, focused, and follow through on tasks.
- The letter can include a **draft of your objectives for the field placement.** Sharing the objectives will avoid misunderstanding of your proposed contribution, and how you expect to benefit from the experience.
- The letter should include a writing sample, if applicable and if you have not yet provided one, and a **detailed description of the MSPH Field placement**, including Preceptor Evaluation Guidelines for the MSPH field placement. As noted above, students are required to submit a signed Work Agreement Form before beginning the field placement (sometimes called a “contract”).
When the work objectives have been completed and agreed on, prepare and sign 2 copies of the Work Agreement for the preceptor to also sign. The preceptor should retain one copy and the other copy must be uploaded to CoursePlus or sent to the Academic Program Coordinator, via email.
- **If you sign a contract with an organization**, it represents the official documentation that you have agreed on the scope of work with the organization, and, therefore, must abide with the terms of the contract. If you are not sure about signing such a document, it is critical that you speak to either your academic advisor, the Director of the MSPH program, the MSPH Academic Program Coordinator, or the Field Placement Coordinator for further assistance.

During the Field Placement

- Maintain regular contact with your faculty advisor. The faculty advisor is a valuable resource for information and guidance throughout your degree program;
- If you are having difficulties with your field placement it is important to express your concerns to your faculty advisor or field placement coordinator, Dr. Susan Gross (sgross@jhu.edu), to assure that your field placement is a successful and positive experience;
- If you are offered an extension for your field placement that would extend past winter break you must petition the MSPH Committee for an extension (see the Petition to Extend Field Placement Policy).

After the Field Placement

Upon completion of the field placement, each student must prepare a brief, but concise, evaluation of the field placement. The student evaluation form can be found on the PFRH MSPH 2nd Year Cohort site on CoursePlus. This brief narrative (no more than 2 pages) should describe: 1) key strengths of the field placement; 2) weaknesses or challenges encountered; and 3) whether the field placement should be recommended to future MSPH students. Students can submit this report in the Dropbox labeled “Field Placement Evaluation” in the CoursePlus site labeled PFRH MSPH 2020 Cohort.

The Field Placement preceptor must also complete an evaluation form.

Returning second-year MSPH students are invited to share their experiences about their field placements in informal small group discussions during the 3rd term quarterly lunch for first-year MSPH students. This valuable information can help first-year MSPH students navigate the process for identifying field placements.

Petition to Extend the Field Placement

Under special circumstances, an extension may be granted by the Masters Committee to a student for an existing field placement as a special studies course (380.810). Students must write a formal petition for an extension to the Masters Committee before the end of 2nd term (term 6) of the second year. The petition must include:

- A description about how the extension will enable the student to attain his/her/their academic objectives beyond coursework already completed or additional coursework in the 7th and 8th terms of study; students often use the last two terms as an opportunity to take courses to further enhance skills they found lacking during their field placement
- The specific objectives of the extension and the additional skills that will be gained;
- Confirmation of advisor support; and
- A statement indicating the intention to return to campus for MSPH Presentation and to complete MSPH Essay in adherence with MSPH program guidelines

Students can email the petition to the Academic Program Coordinator with the student’s academic advisor copied on the email. No petition will be approved if it is submitted after the end of the 2nd term.

For More Information

For more information about the MSPH field placement program, please contact:

Kristen McCormick, Sr. Academic Program Coordinator
 Department of Population, Family and Reproductive Health
 Johns Hopkins Bloomberg School of Public Health
 615 N. Wolfe Street, E4014
 Baltimore, MD 21205
 kmccor14@jhu.edu

Field Placement Deadlines

TASKS/ASSIGNMENTS	DUE DATE
Submit work agreement for each field placement	May 2021
Register for 380.810 Field Placement PFRH (16 credits for 1 st and 2 nd terms of second year)	June 2021
Submit Student Field Placement Evaluation Form, Preceptor Evaluation of Student Form, and Student Evaluation of Preceptor Form for each field placement	December 2021

**Exact dates to be determined*

MSPH Essay and Presentation Guidelines

The Master's Essay is a requirement for graduation from the MSPH program in the Department of Population, Family, and Reproductive Health. The goal of the essay is for students to apply the skills and knowledge they have acquired during their academic program to a public health problem or concern of interest to them. In addition to the written essay, students must give a 10-minute public presentation about the content of their essay.

Students should begin thinking about essay topics and format at the end of the first academic year and should have identified a topic before completing their field placement. During Terms 7 and 8 of the program, students register for Special Studies and Research in PFRH: Master's Essay/Presentation (380.840), designating their First Reader as the instructor. Guidelines for credit hours are as follows:

- Term 7: 3-6 units
- Term 8: 3-5 units
- Students need to take a minimum of 3 units of special studies
- If taking more than 3 units student must meet weekly with their 1st reader

The following sections provide detailed guidelines about the essay and presentation. The MSPH CoursePlus website has further details about the process.

Essay Readers

Students must have a minimum of two readers for their essay. The following guidelines must be applied:

- The students' primary reader must be PRFH faculty;
- The students' advisor must be one of the readers;
- The students' second reader, if not their advisor, must have a primary or joint appointment at JHSPH; and
- A third reader at the agency or organization where the field placement took place is required if the student is using project data or if the essay is used for project purposes.

Responsibilities of Students and Readers

Primary Reader

The primary reader has the overall responsibility of working with the student on the essay from the outline to the final draft, and on preparation for the presentation. The primary reader must be identified as the instructor for the special studies course for the Masters Essay (380.840) in the 7th and 8th terms. The primary reader also may nominate the student's essay for a distinction award if the quality of the essay is deemed to be excellent.

Second Reader

The second reader provides additional comments to the student about essay drafts. Typically, second readers provide their feedback on the second draft of the essay, once students have incorporated comments by the primary reader on the first draft. The student is expected to incorporate feedback from both the primary and second reader in the final essay. Second readers must also provide approval for the final essay.

Third Reader

The third reader may also provide comments on the essay at any stage. If the third reader is outside the department, students are strongly advised to discuss the roles and responsibilities of the third reader with their first reader. Third readers do not need to provide final approval for the essay.

The essay must meet the standards required by faculty of the school. However, if the student is using data collected by the third reader or the third reader's agency, students should provide drafts of the essay to the third reader and discuss when feedback will be given to the student from the reader. Students should also discuss potential publications with this reader.

Choosing a Topic and Format for the Essay

In addition to selecting a topic, students may select one of five formats for the essay:

- Research Report
- Analysis of a Public Health Problem or Legislation Position Paper
- Structured Literature Review
- Evaluation of a Program/Project
- Research Proposal

Many students link the essay topic to their Field Placement experience, although it is not a requirement that they do so. For example, students' work on a literature review or a research project as part of their Field Placement may serve as a basis for developing the essay. The essay must represent work completed, for example on a research project, in addition to that completed during the Field Placement. Regardless of whether the topic is based on their Field Placement, students must focus on a public health concern or problem, which may or may not be in their area of interest. Details on the expectations of the essay are given during the 3rd MSPH quarterly luncheon.

The student and his/her/their advisor must verify the knowledge and skills required for the selected essay format (see [Essay Topic Form](#)); for example, students conducting a systematic literature review for their essay must have taken a related course or work with a primary reader with methodological expertise in systematic reviews.

Steps to Complete the Essay

Step 1: Identify topic, format, and readers

Students should identify a primary reader whose research interests and expertise are in the topic area or methodology for the essay. Academic advisors must serve as a reader, but do not need to be the primary reader. Advisors can serve as a useful resource for discussing potential topics of interest and providing referrals to other faculty members in the department whose expertise better matches the proposed topic of the essay. Other resources for identifying potential primary readers are the Master's Program Director and Associate Director, academic coordinators, Department website, and school faculty directory.

Step 2: Discuss roles and responsibilities with readers

Once readers have been identified, all students should have a conversation with their readers so that each knows his/her/their responsibility for the essay. This discussion is especially important for readers who are outside PFRH and for third readers. A timeline should also be provided to the readers so that each is aware of when feedback should be provided. In general, readers should be given at least a minimum of one week to provide feedback to students. Additionally, while not required, the student and readers should discuss plans to publish the essay and the order of authors for the publication. Separate guidelines regarding authorship will be provided to the students.

Step 3: Determine Whether Essay Involves 'Human Subjects Research'

What is 'human subjects research'?

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

For the purposes of the essay, after students have identified the data source(s) for their research, they should complete the online [IRB Worksheet](#) to determine the additional steps (if any) needed for securing IRB approval for the essay, or documenting existing approval.

For additional questions about the IRB process, please visit: <https://www.jhsph.edu/offices-and-services/institutional-review-board/faqs-by-topic/>

Step 4: Submit the Essay Topic Form

After students have selected an essay topic and format, the [Essay Topic Form](#) must be completed and signed by the student, academic advisor, and primary reader (if different from the advisor). This form will ensure that a student has the needed skills and knowledge to complete the essay. For example, if a student decides to conduct an evaluation of a project or a program for the essay, the student must have either taken the 'Fundamentals of Program Evaluation' course or had prior experience conducting an evaluation (formats listed under "MSPH Essay and Presentation Guidelines" section). Students also must indicate whether IRB approval is needed for the essay.

Step 5: Register for 380.840 in PFRH

Students should register for 3 to 6 units of special studies with their **primary reader** using course number 380.840 in the 7th term and 3 to 5 units in the 8th term.

Step 6: Submit Outline of Essay to Primary Reader

Students must submit an outline of the essay to their primary reader by the required deadline listed below. The outline should contain all major headings and sub-headings of the particular essay format, with bulleted text on the content of each section. Primary readers must be given at least 1 week to provide feedback to the student on the outline. **Failure to meet the outline deadline often results in delay in meeting later deadlines.**

Step 7: Submit First Draft of Essay to Primary Reader

Students must submit a complete draft of their essay to the primary reader by the required deadline. The primary reader should ensure that the draft contains all necessary elements of the essay in the standardized format. Primary readers should provide feedback to the student within 2 weeks of receiving the draft essay. **Failure to meet this deadline often results in delay in completing the essay on time.**

Note: Students partnering with an organization that is expecting a report may need to write two separate documents in order to meet the expectations of the department's essay.

Step 8: Submit Second Draft of Essay to Primary and Secondary Readers

Second drafts must be reviewed by both the primary and second readers for final edits and recommendations. Both readers should provide feedback to the student within 2 weeks of receiving the second draft. Students should submit a second draft in a timely manner and of reasonable quality in order for faculty to complete their review and provide comments to them in a timely manner. Students must incorporate comments from each reader in their final draft.

Step 9: Submit Final Draft of Paper to Primary and Secondary Readers for Approval

Students must submit the final draft of their essay to both primary and secondary readers for approval and submission to the Academic Office. Both readers must also submit the [Reader Approval Form](#) for the essay directly to the Academic Office. ***If the essay is not approved by both readers by the deadline, students may not participate in the oral presentation and may be in jeopardy of not graduating. They also will not be eligible for a distinction award.***

Step 10: Oral Presentation of Essay

Each student is required to present his/he/theyr essay in a 10-minute PowerPoint presentation at a public seminar before the end of the 8th term. The student's advisor is expected to review draft presentations prior to a practice session. A practice session will be scheduled approximately one week prior to the public seminar with input from doctoral students in the department. No video clips are allowed in the presentation.

Before students can present their Masters' Essay, they must meet these conditions:

- Any existing incompletes in coursework must be rectified, with confirmation by the student's advisor and academic coordinator,
- The essay has received final approval from first and second readers,
- PowerPoint presentation has been approved by the primary reader.

Failure to meet any of these conditions before the time of presentation will result in postponement of graduation.

Master’s Essay Deadlines

In preparation for completion of the Master’s essay and presentation, students should contact their advisor and/or their primary reader no later than the 6th term to discuss the essay topic and format. Master’s Essays are due early in the 8th Term. Students should begin work on their paper no later than the start of 7th term, preferably before the term begins, and complete it early in the 8th term (see deadlines below). Students should begin to consider essay topics and format during their field placement. Essays will be presented at a seminar in May, prior to graduation.

TASKS/ASSIGNMENTS	DUE DATE
Receipt of master’s essay topic form to first reader for approval	November 2021
Receipt of student’s draft outline to first reader	December 2021
Receipt of student’s final essay outline to first reader for approval	January 2022
Receipt of student’s first draft to first reader	February 2022
Receipt of student’s final draft for final edits to first and second readers	March 2022
Receipt of student’s final essay with incorporated edits to first and second readers	April 2022
Reader approval forms signed from both first and second readers	April 2022
PowerPoint presentation approved by first reader	One week prior to master’s essay presentation
Master’s Essay presentation	End of April/beginning of May 2022

**Exact dates to be determined*

The dates are not guidelines; they are deadlines. Failure to meet the deadlines will result in postponement of the presentation of the essay and could have consequences for graduation.

General Guidelines for All Essay Formats

The essay should be between 18-22 pages in length, excluding the title page, acknowledgements, tables, references/bibliography, and appendices.

All essays should have a title page with: the title of the essay, student’s name, readers (identifying the advisor), and the date. Please see the template included in the *Appendices* section at the end of the handbook. You may include an acknowledgments page (does not count toward the total).

Typing guidelines:

- Standard letter size paper 8 ½ by 11
- Double spaced/single sided (can single space block quotations)
- Type size no smaller than 11 pt.
- 1 inch margins all around
- Page numbering: title page, acknowledgments, etc., usually not numbered. Others numbered consecutively to the end of the paper;
- Consistent format for all tables, figures, headings, and endnotes and/or bibliography materials.

Use APA or AMA format for references; see <http://www.apastyle.org/> and <http://www.amamanualofstyle.com/>.

Essay Formats

The following are the specific guidelines for each essay format. If a student prefers a format that differs from those specified below, the student will need approval by advisor and the Director of the Master's Program.

Research Report

This format could be based on secondary data analysis (more typical) or primary data collection and analysis. IRB approval is needed for this format. The sections in this format essay are as follows:

- Structured abstract (1-page maximum)
 - Should include the following headings: Background, Objective (s) of study, Methods, Results, Conclusions
- Introduction (1 to 3 pages)
 - Importance of public health concern/problem
 - The magnitude of problem and population affected
 - Knowledge gaps and how the current study fills the gaps
- Methods (2 to 4 pages) *See Methods Section below*
 - Study design
 - Sample/participants
 - Data Sources
 - Measures/Topics [for quantitative analyses, include variable tables that specifies variables and how they are operationalized (e.g., categorical, ordinal, interval); for qualitative analyses, include table with domains and sample questions]
 - Data analysis
- Results
- Discussion with Limitations and Implications for public health practice
- References
- Tables/figures

Analysis of a Public Health Problem or Legislation Position Paper

Both formats examine a public health problem and recommend either a specific intervention strategy or a policy or policies for addressing the problem. The analysis of a public health problem format offers solutions and recommendations related to intervention strategies, while a legislation position paper offers solutions and recommendations related to a policy or a set of policies. Both formats identify concerns of key stakeholders. The sections in this essay format are as follows:

- Executive summary (2-3 pages) [Should include an Introduction and overview of public health problem and a brief discussion about how the problem could be addressed.]
- Statement of the problem (1 page)
- Magnitude of problem (1-2 pages)
- Causes/determinants of the problem (3-5 pages)
- Alternative policy strategies; and may also include an evaluation of a current policy and its impact along with the discussion of alternative policy strategies (4-6 pages)
- Specific recommendations (2-4 pages)

Structured Literature Review

This format analyzes an important public health problem by examining the literature published on the problem. The sections in this essay format are as follows:

- Structured abstract (1 page maximum)
 - Should include the following headings: Background, Objective (s) of review, Methods, Results, Conclusions
- Introduction (1 to 3 pages)
 - Why the topic is an important public health problem
 - The magnitude of problem and population affected
 - Knowledge gaps and how the current literature review contributes to field or fills the gaps
- Methods (1 to 3 pages) *See Methods Section below*
 - Databases used
 - Search criteria
 - Analytic tables describing literature cited
- Results (3 to 6 pages)
- Discussion (3 to 5 pages)
- References
- Tables/figures

Evaluation of a Program/Project

This format involves evaluating/monitoring an existing public health program/project and could include a process, outcome, or impact evaluation. The sections in this essay format are as follows:

- Introduction (1 to 2 pages)
- Description of program/project (1 to 3 pages)
 - Need (The public health problem the program/project is trying to address)
 - Target audiences (The groups/individuals who are targeted for the program/project)
 - Activities of program/project
- Objectives of program/project (1 page)
- Logic Model of program/project (1 page)
- Evaluation Methodology (3 to 6 pages) *See Methods Section below*
 - Type of evaluation
 - Indicators
 - Data collection methods
 - Sampling strategy and sample size
 - Data analysis
- Anticipated use of results (2 to 5 pages)
- Timetable (1 page)

Research Proposal

This essay format simulates a grant proposal for a research project. The sections in this essay format are as follows:

- Introduction (1 page)
- Statement of research question (1/2 page)
- Specific aims (1 page)
- Background and significance (2-3 pages)
- Methods (6-8 pages) *See Methods Section below*

- Study design
- Sampling/participants/sample size
- Data Sources and variables
- Methods of Analysis
- Strengths and Limitations (1 page)
- Budget and budget justification (1-2 pages)

Methods Section for Research Report, Structured Literature Review and Evaluation Formats

The information included in the Methods section should provide sufficient detail to the reader so that the quality of the study design, sampling methods, data sources, and measures can be clearly evaluated, even if the methods have been reported elsewhere. If the maximum essay length of 20 pages does not permit this level of detail, then students are encouraged to include an appendix describing additional details about the study methods. This appendix should supplement and not duplicate material already found in the body of the essay. Referring the reader to previous publications about the methods is not adequate.

Evaluation Criteria for MSPH Essay Readers

- The student demonstrates the ability to successfully complete a cohesive and acceptable essay in the timeframe provided and applying public health knowledge and skills.
- The student demonstrates the ability to make appropriate inference(s) and draw logical conclusion(s) to inform the field of public health.
- The essay is suitable for publication either in a peer-reviewed journal or an organization/government report.

Honors

Student essays that demonstrate excellence, as indicated by both the primary and secondary readers, can be nominated for an honorary 'distinction' award if the essay submission deadline is met. Nominations will be accepted from the primary reader. Student essays that receive a distinction award will be selected by the masters committee. A certificate will be given to those that have been selected for the honorary distinction award.

Resources/Support for Essays

Students who are conducting quantitative analyses for their essays may contact the Biostatistics Lab for assistance. Students who are conducting literature reviews for their essays may contact Lori Rosman, Public Health Informationist (lrosman1@jhmi.edu) or Claire Twose, Associate Director, Public Health and Basic Science Information Services (ctwose1@jhmi.edu). Additional resources for essay writing and preparing oral presentations may be found on the Welch Medical Library web site.

**PART III –
PFRH CERTIFICATE
PROGRAMS**

PFRH Certificate Programs

[Adolescent Health](#)

[Demographic Methods](#)

[Maternal and Child Health](#)

[Population and Health](#)

[Public Health Advocacy](#)*

[Public Health Economics](#)*

*Jointly offered.

For information on the Educational Objectives, Requirements and Course of Study for each Certificate, please visit <https://www.jhsph.edu/academics/certificate-programs/> or contact Gilbert Morgan, gmorga13@jhu.edu.

Please discuss your interest in pursuing a Certificate with your academic advisor!

**Part IV -
APPENDICES**

MSPH Program Competencies

CEPH Learning Objectives

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

CEPH Competencies

- C1. Apply epidemiological methods to the breadth of settings and situations in public health practice
- C2a. Select quantitative data collection methods appropriate for a given public health context
- C2b. Select qualitative data collection methods appropriate for a given public health context
- C3a. Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- C3b. Analyze qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- C4. Interpret results of data analysis for public health research, policy, or practice
- C5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
- C6. 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
- C7. Assess population needs, assets and capacities that affect communities' health
- C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- C9. Design a population-based policy, program, project, or intervention
- C10. Explain basic principles and tools of budget and resource management
- C11. Select methods to evaluate public health programs
- C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence
- C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

- C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
- C15. Evaluate policies for their impact on public health and health equity
- C16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making
- C17. Apply negotiation and mediation skills to address organizational and community challenges
- C18. Select communication strategies for different audiences and sectors
- C19. Communicate audience-appropriate public health content, both in writing and through oral presentation
- C20. Describe the importance of cultural competence in communicating public health content
- C21. Perform effectively in interprofessional teams
- C22. Apply systems thinking tools to a public health issue

Areas of Interest Competencies

All **PFRH master's students** must attain proficiency in five competencies in their selected PFRH area of interest:

1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course;
2. Identify and assess the causes and consequences of population change using demographic methods;
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor;
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations relevant to the area of interest;
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of relevant populations

Appendix - Work Agreement

Instructions: This Master of Science in Public Health (MSPH) field placement work agreement form is to be completed by the student based on discussions with the student’s advisor and field placement preceptor. Once approved and signed by the student, preceptor and advisor, the student will submit a copy of this field placement approval form to the student’s CoursePlus site before starting field placement.

Section 1: Student Information

Student name:	Student’s email address:
	Student’s phone number:
Advisor’s name:	Advisor’s email address:

Section 2: Field Placement Information

Name and address of organization:
Division within organization:
Organization’s URL:

Field placement preceptor: (Note the preceptor is the person who will be directly supervising the student’s work on a day-today basis.)

Preceptor’s name and title:	Phone:	Email address:
Location of field placement (city, state, country):		
Expected start and end date:		
Student’s weekly work schedule (days/hours):		

Section 3: Field Placement Learning Objectives and Deliverables/Tasks

Describe learning objectives for the field placement experience, and deliverables- and the activities the student will undertake to meet those learning objectives and deliverables:

Field placement objective(s)	Activities to meet objective	Percentage of Time
<i>Example: Develop program monitoring tools</i>	<i>[Student's name] will work with the team of the organization's country office to assist them with developing a monitoring form for the organization's new public health program</i>	

Deliverables
<i>Example: Training manual, policy brief</i>

Compensation: All negotiations and arrangements pertaining to a monetary award for the student intern mentioned above shall be undertaken between the student and the sponsoring agency with the consultation and advice of the faculty advisor and MSPH program director. Any award in the form of financial remuneration is discreet and held in confidence be the aforementioned principals.

Section 4: Student Acknowledgement

I acknowledge the 32 credit field placement registration requirement (16 credits for the first term and 16 credits for the second term). I have participated in negotiating and writing this work agreement and with my signature certify that it is consistent with my field placement objectives. I will make every effort to fulfill these objectives during my field placement.

X

Student signature and date

Section 5: Preceptor Agreement

I have participated in negotiating and writing this work agreement and with my signature certify that is accurately represents my expectations of the student. I further arrange space and support services for the student, meet at least once every two weeks, and submit a written evaluation of the student within two weeks after the field placement ends.

X

Preceptor signature and date

Section 7: Advisor Approval

I approve of this field placement proposal as stated in this work agreement.

X

Advisor signature and date

Appendix - Student Field Placement Evaluation Report

MSPH STUDENT FIELD PLACEMENT EVALUATION REPORT

The MSPH Internship Report is a review and synthesis of a student's experience in field placement. Its content should include the following:

- A. Inclusive dates and total hours
- B. Extent to which the placement experience did/did not meet each of the objectives outlined in the work agreement.
 - 1. For those work agreement objectives which were accomplished, description of how they were accomplished (append relevant materials, e.g. questionnaires, protocols, manuals, bibliographies, etc.)
 - 2. For those not accomplished, explanation and statement of barriers and problems
- C. Relationship of activities to course work
 - 1. Examples of theory and principles of public health reflected in the placement experience
 - 2. Examples of occurrences, observations inconsistent with theory and principles
- D. Content, process and quality of orientation and supervision
- E. Perception of major areas of growth, learning, skill development during placement
- F. Aspects of the setting that limited growth, learning, skill development during placement
- G. Recommendations regarding:
 - 1. Placing students in this setting in the future
 - 2. Improving the process of arranging the placement and maximizing its value as a learning experience
 - 3. Changing the curriculum to better prepare students for public health practice

The paper should be typed and double-spaced. Substance is of far greater interest than length. So that students can be candid, this report will not be shared with the agency supervisor or other agency personnel.

This report must be submitted to the PFRH MSPH 2020 Cohort CoursePlus site by last date in term two of second year.

Appendix - Student Evaluation of Preceptor

Johns Hopkins Bloomberg School of Public Health
Department of Population, Family and Reproductive Health
Field Placement Evaluation of Preceptor Form

Student's Name:	
Preceptor's Name:	
Agency Name:	
Placement Dates:	

Student should complete the form and return it to the MSPH program office. Feel free to provide additional comments or details about important areas.

CRITERIA	Excellent	Good	Fair	Needs Work
Public Health Background and Knowledge				
1. Knowledge of Public Health Issues				
<i>Comment:</i>				
2. Knowledge of Public Health Methods				
<i>Comment:</i>				
Professional Conduct and Mentoring				
3. Proactive Communication				
<i>Comment:</i>				
4. Accessibility				
<i>Comment:</i>				
6. Giving directions				
<i>Comment:</i>				
7. Giving Feedback				
<i>Comment:</i>				
8. Networking student within the agency				
<i>Comment:</i>				
Project Specific Performance				
9. Given appropriate role in project				
<i>Comment:</i>				
10. Project allowed for integration of public health training into tasks				
<i>Comment:</i>				
11. Project allowed for the use of public health skills				
<i>Comment:</i>				
12. Facilitated the achievement of field placement goals/objectives				
<i>Comment:</i>				
13. Facilitated contribution to agency mission				
<i>Comment:</i>				
Overall evaluation of the Preceptor				
<i>Comment:</i>				

Please answer each of these questions (either by inserting typed text after each question or on a separate sheet of paper):

1. Thinking about the overall placement, how frequently did you and your preceptor meet?
2. Were all proposed work objectives successfully completed? Please Explain.
3. In terms of specific skills, what are the preceptor's major *strengths*?
4. In terms of specific skills, what are the preceptors' main *areas for improvement*?
5. In thinking about future preceptors, what characteristics do they need to be successful?
6. In thinking about future field placements, would you recommend this placement to other students? Please Explain.
7. Other comments:

Appendix - Preceptor Evaluation of Student

Johns Hopkins Bloomberg School of Public Health

Appendix - Preceptor Evaluation of Student

2020-21

Department of Population, Family and Reproductive Health
 MSPH Student Field Placement Performance **Evaluation by Preceptor**
Please submit this completed form to the Masters Assistant Director,
Dr. Susan Gross at sgross@jhu.edu, as well as the student that completed the field placement.

Student	
Prepared by	
Organization	
Dates of Internship	
Form Completed	

	Excellent	Above Average	Average	Below Average	Poor	N/A
Academic preparation						
Demonstrated knowledge of public health issues that are pertinent to your organization's mission						
Knowledge or experience with public health tools that are relevant to your organization's activities (e.g. epidemiological methods)						
Professional Conduct						
Demonstration of initiative						
Followed through on assigned tasks						
Effective communication						
Appropriate and effective interaction with supervisor						
Appropriate and effective interaction with colleagues						
Integration of supervisor's suggestions/constructive criticism						
Project Specific performance						
Appropriate role in project operation						
Integration of didactic training into assigned tasks						
Utilization of appropriate public health practice skills (e.g. data collection/management; quantitative/analytical, program planning, literature review, information presentation)						
Achievement of internship goals/objectives						
Contribution to the Organization's mission						
Overall evaluation of student intern						

Would you recommend this student as an intern or job applicant to a professional colleague? Why or why not?

Other Comments:

Appendix - Masters Essay Topic Form

MASTERS ESSAY TOPIC FORM

Student name	
Advisor	
1 st reader	
2 nd reader	
Title of Essay	

Essay format (check one):

- Research report
- Analysis of a public health problem or Legislation position paper
- Systematic literature review
- Evaluation of a program/project

IRB approval needed? Yes No

Checklist of skills needed for essay:

- Literature search & review
- Program monitoring/evaluation
- Qualitative data analysis
- Secondary data analysis
- Grant writing
- Policy brief writing

Qualifications of students to complete essay:

Student Signature:	Date:
SPH Advisor Signature*:	Date:
Primary reader (if different from Advisor)*:	Date:

*By signing you are approving this essay topic and format

Appendix - Reader Approval Form

Reader Approval

TO: Cynthia Minkovitz
William H. Gates Sr. Professor and
Chair
PFRH
c/o Kristin Mmari (kmmari1@jhu.edu)

DATE: _____

FROM: _____
Masters Essay Reader

1st Reader _____

2nd Reader _____

I have read the Masters Essay for _____, and I

APPROVE _____

DO NOT APPROVE _____

Signature Date

Appendix - Master's Essay Distinction Award Nomination Form

2020-21

Appendix - Master's Essay Distinction Award Nomination Form

Instructions: Faculty may nominate master's students for which they were first readers on their master's essay. Students may not self-nominate and should not be aware that they have been put forward for the award. Students are not eligible if they were late in submitting their first draft and/or final essay. Nominations should be submitted to Kristin Mmari at kmmari1@jhu.edu.

Master's Essay Distinction Award Nomination Form Department of Population Family and Reproductive Health

Student name:
Name of nominator:

Compared to other PFRH Master's essays, please rate (with "X") the student's essay on the following.

	Top				
	1%	5%	10%	25%	50%*
Originality					
Clarity					
Public Health Impact					
Contribution to Knowledge					

*Please consider whether nomination is appropriate

Please describe why you are nominating the student (5 sentences of less)

Pease describe the level of independence demonstrated while working on his or her essay (5 sentences or less)

If this essay were to be submitted for publication, would the student be listed as first author?

___ Yes.

___ No. If no, please explain (2 sentences of less)

X

Signature of Nominator

Appendix - Essay Template

The following pages show the template for the Essay.

Typing guidelines:

- Standard letter size paper 8 ½ by 11

- Double spaced/single sided (can single space block quotations)

- Type size no smaller than 11 pt.

- 1 inch margins all around

- Page numbering: title page, acknowledgments, etc., usually not numbered. Others numbered consecutively through to the end of the paper;

- Consistent format for all tables, figures, headings, and endnotes and/or bibliography materials.

[Essay Title]

[Student Full Name]

First Reader [and advisor]: [Name and Credentials]

Second Reader [and advisor]: [Name and Credentials]

Third Reader: [Name, Credentials and Organization, if applicable]

[Date]

In partial fulfillment of degree requirements for the [Master of Science in Public Health/
Master of Health Science], Department of Population, Family and Reproductive Health

Beginning of Essay

Appendix - 2020-2021 PFRH Academic Calendar of Activities

Date	Event	Time	Place
08/27/2020	Orientation	1:00-4:00pm	Virtual Session
09/10/2020	PFRH Welcome Back Trivia	4:00-6:00pm	Virtual Session
09/08/2020	First Term Quarterly Meeting with First Year MSPH Students	12:15-1:15pm	Virtual Session
09/10/2020	DSA Meeting for First Term	12:15 – 1:00 pm	Virtual Session
09/14/2020	First Term Quarterly Meeting with Second Year MSPH Students	12:15-1:20pm	Virtual Session
10/01/2020	Cynthia’s First Term Quarterly Meeting	12:15-1:00pm	Virtual Session
10/06/2020	First Term Quarterly Meeting with First Year MSPH Students	12:15-1:20pm	Virtual Session
10/09/2020	Admissions Open House- Breakout Session with Department	10:00-:11:30am	Virtual Session
11/03/2020	Second Term Quarterly Meeting with First Year MSPH Students	12:15-1:20pm	Virtual Session
11/05/2020	Second Term Quarterly Meeting with Second Year MSPH Student	12:15-1:20pm	Virtual Session
11/06/2020	Admissions Open House- Breakout Session with Department	1:00-2:30pm	Virtual Session
11/11/2020	DSA Meeting for Second Term	12:15 – 1:00 pm	Virtual Session
11/25/2020	Cynthia’s Second Term Quarterly Meeting	12:15-1:00pm	Virtual Session
12/08/2020	Second Term Quarterly Meeting with First Year MSPH Students	12:15-1:20pm	Virtual Session
	PFRH Holiday Party	4:00-6:00pm	TBD
01/25/2021	Welcome Back for Second Year MSPH Students	12:15-1:20pm	TBD
02/1-4/2021	PhD Interview Week	All Day	Virtual Session
02/02/2021	Third Term Quarterly Luncheon with First Year MSPH Students	12:15-1:20pm	TBD
02/04/2021	Third Term Quarterly Luncheon with Second Year MSPH Students	12:15-1:20pm	TBD
02/11/2021	DSA Meeting for Third Term	12:15-1:00 pm	Virtual Session
03/05/2021	Cynthia’s Third Term Quarterly Luncheon	12:15-1:00pm	Virtual Session
03/12/2021	Admitted Student Visitors Day	12:30-2:00pm	TBD
04/06/2021	Fourth Term Quarterly Luncheon with First Year MSPH Students	12:15-1:20pm	TBD
04/08/2021	DSA Meeting for Fourth Term	12:15 – 1:00pm	Virtual Session
04/09/2020	Fourth Term Quarterly Luncheon with Second Year MSPH Students	12:15-1:20pm	Virtual Session
	Admitted Student Visitors Day	12:30-2:00pm	TBD
04/30/2021	Cynthia’s Fourth Term Quarterly Luncheon	12:15-1:00pm	Virtual Session
05/05/2021	Master’s Essay Presentations	12:00-1:20pm	TBD
05/12/2021	Master’s Essay Presentations	12:00-1:20pm	TBD
05/17/2021	Master’s Essay Presentations	12:00-1:20pm	TBD
05/19/2021	Master’s Essay Presentations	12:00-1:20pm	TBD