

Course Requirements for the PhD Degree

PFRH requires doctoral students to take a minimum of 3 units in Research Ethics. PhD students must take one of the following courses:

306.665	Research Ethics and Integrity: US and International Issues	3 units 3 rd Term ³
550.860*	Research Ethics	1 unit Option 1 st – 4 th Term

*If students choose 550.860, choose one of the following courses:

221.616	Ethics of Public Health Practice in Developing Countries	2 units 4 th Term
306.663	Legal and Ethical Issues in Health Services	3 units 3 rd Term

PhD students must take the following courses:

550.865	Public Health Perspectives on Research I	1 unit 1 st Term
550.866	Public Health Perspectives on Research II	1 unit 2 nd Term

PFRH Course Requirements

PhD students must take the following courses:

380.600	Principles of Population Change	4 units 2 nd Term
380.603	Demographic Methods for Public Health	4 units 2 nd Term
380.604	Life Course Perspectives on Health	4 units 1 st Term

Statistics and Basic Epidemiology Courses

PhD students must take the following courses:

340.601	Principles of Epidemiology	5 units 1 st Term
-OR		
340.751	Epidemiologic Methods I	5 units 1 st Term
140.621	Statistical Methods in Public Health I	4 units 1 st Term ⁴
140.622	Statistical Methods in Public Health II	4 units 2 nd Term ⁴
140.623	Statistical Methods in Public Health III	4 units 3 rd Term ⁴
140.624	Statistical Methods in Public Health IV	4 units 4 th Term ⁴

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¹ Course extends over two terms; students must register for both.

² Taken during the second year of study.

³ School-wide requirement

⁴ Students with a working knowledge of calculus and linear algebra may elect to substitute the introductory series of Biostatistics courses, i.e. 140.651) which assume that knowledge.

PhD Degree Program

PhD Research Methods Course Requirements

PhD students are required to take four research methods courses in a specific methodological area in addition to Principles of Epidemiology or Epidemiologic Methods I as noted below.

Epidemiology Specialty Core Requirements

Option 1 (340.601 Applied Epidemiology)

340.761	Applied Epidemiology I	4 units 2 nd Term
340.762	Applied Epidemiology II	4 units 3 rd Term

-AND select two of the following courses listed below:

340.645	Introduction to Clinical Trials	3 units 2 nd Term or
380.645.81	Introduction to Clinical Trials	3 units 1 st Term
340.717	Health Survey Research Methods	4 units 2 nd Term
380.711	Issues in Survey Research Design	3 units 3 rd Term
223.664	Design and Conduct of Community Trials	4 units 3 rd Term

Option 2 (340.751 Epidemiology Research Methods)

340.752	Epidemiologic Methods II	5 units 2 nd Term
340.753	Epidemiologic Methods III	5 units 3 rd Term

- AND select two of the courses listed below

340.645	Introduction to Clinical Trials	3 units 2 nd Term or
340.645.81	Introduction to Clinical Trials	3 units 1 st Term
340.717	Health Survey Research Methods	4 units 2 nd Term
380.711	Issues in Survey Research Design	3 units 3 rd Term
340.754	Methodologic Challenges in Epidemiologic Research	5 units 4 th Term
223.664	Design and Conduct of Community Trials	4 units 3 rd Term

Behavioral/Social Science Specialty Core Requirements:

340.717	Health Survey Research Methods	4 units 2 nd Term
	-OR-	
380.711	Issues in Survey Research Design	3 units 3 rd Term
	-AND-	
410.615	Research Design in the Social and Behavioral Sciences	3 units 3 rd Term

- AND two of the courses listed below:

230.649	Qualitative Research Methods in the Social Sciences (Arts & Sciences Course) 3 units/term	3 rd & 4 th Term
330.657	Statistics for Psychosocial Research: Measurement	4 units 1 st Term
380.611	Fundamentals of Program Evaluation	4 units 3 rd Term
380.612	Applications in Program Monitoring and Evaluation	4 units 4 th Term
410.690	Ethnographic Fieldwork	4 units 3 rd Term

PhD Degree Program

410.710	Concepts in Qualitative Research for Social and Behavioral Sciences	3 units 2 nd Term
140.655	Analysis of Longitudinal Data	4 units 3 rd Term
140.658	Statistics for Psychosocial Research: Structural Models	4 units 2 nd Term
224.691	Qualitative Data Analysis	4 units 4 th Term

Health Services Research and Evaluation Specialty Core Requirements:

380.611	Fundamentals of Program Evaluation -OR-	4 units 3 rd Term
309.616.81	Introduction to Methods for Health Services Research and Evaluation (Internet) -AND-	2 units 3 rd Term
380.612	Applications in Program Monitoring and Evaluation -OR-	4 units 4 th Term
221.645	Large Scale Effectiveness Evaluations of Health Programs	3 units 4 th Term

- AND select two of the courses listed below:

230.649	Qualitative Research Methods in the Social Sciences (Arts & Science) 3 units/term	
4309.715	Advanced Methods in HSR and Evaluation	4 units 2 nd Term
313.630	Concepts and Applications in Economic Evaluation I	3 units 3 rd Term
313.631	Concepts and Applications in Economic Evaluation II	3 units 4 th Term
340.717	Health Survey Research Methods	4 units 2 nd Term
410.690	Ethnographic Fieldwork	4 units 3 rd Term
410.710	Concepts in Qualitative Research for Social & Behavioral Sciences	3 units 2 nd Term
380.711	Issues in Survey Research Design	3 units 3 rd Term
221.644	Econometric Methods for Evaluation of Health Programs	4 units 4 th Term
223.664	Design and Conduct of Community Trials	4 units 3 rd Term
224.691	Qualitative Data Analysis	4 units 4 th Term

Demography Specialty Core Requirements (For RPWH and CHAD students only)

340.717	Health Survey Research Methods -OR-	4 units 2 nd Term
380.711	Issues in Survey Research Design -AND-	3 units 3 rd Term
380.650	Fundamentals of Life Tables	4 units 3 rd Term
380.651	Methods & Measures in Population Studies	4 units 4 th Term
410.615	Research Design in the Social and Behavioral Sciences	3 units 3 rd Term

PhD Degree Program

PFRH Track Course Requirements for PhD Child and Adolescent Health and Development

The Child and Adolescent Health and Development program provides multidisciplinary training in growth, health, and development from the prenatal period through adolescence. The PhD program emphasizes mastery of core knowledge in these areas, acquisition of methodological and analytical skills, and experience in examining how these issues affect children and families. The curriculum is sufficiently flexible to allow students to structure a program that will meet their research interests and career goals.

Course selection should be conducted in consultation with the student's advisor and justified in a written plan to be placed in the student's file midway through the first year. The selection of courses should provide coherence in developing both depth and breadth in research skills, contribute to the dissertation, and foster ultimate career goals. The curriculum consists of core content courses as well as specialization within a methodological area.

Content Course Requirements

380.623	Adolescent Health and Development	3 units 4 th Term
380.624	Maternal and Child Health Legislation and Programs	4 units 2 nd Term
380.626	Seminar in Child Health	3 units 4 th Term
380.641	Perinatal and Infant Growth and Development	3 units 1 st Term
380.642	Child Health and Development	3 units 2 nd Term

PhD students in the Child and Adolescent Health and Development track must register for the following course beginning in their second year. First year students are encouraged to attend without registering.

380.863*	Research Seminar in Child Health & Development	1 unit/term 1 st & 2 nd Terms ¹
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Electives

Students in the Child and Adolescent Health and Development track must take 2 or more elective courses from the following:

222.641	Principles of Human Nutrition	4 units 1 st Term
380.625	Attitudes, Programs, & Policies for Children with Special Health Care Needs	3 units 3 rd Term
380.671	Adolescent Pregnancy—Causes, Consequences, Interventions	3 units 4 th Term
380.721	Schools and Health	3 units 4 th Term
380.725	Social Ecology of Adolescent Health	3 units 3 rd Term
410.752	Children, Media & Health	3 units 3 rd Term

¹ Course extends over two terms; students must register for both.

PhD Degree Program

PFRH Track Course Requirements for PhD Population and Health

PhD students in the Population and Health Track are very strongly encouraged to take the following biostatistics series:

140.651	Methods in Biostatistics I	4 units 1 st Term
140.652	Methods in Biostatistics II	4 units 2 nd Term
140.653	Methods in Biostatistics III	4 units 3 rd Term
140.654	Methods in Biostatistics IV	4 units 4 th Term

PhD students in the Population and Health Track must take all of the following courses before sitting for the second year comprehensive exam:

380.650	Fundamentals of Life Tables	4 units 3 rd Term
380.651	Methods and Measures in Population Health	4 units 4 th Term
380.850	Research Seminar in Population and Health*	1 unit/1 st & 2 nd Terms

PhD students in the Population and Health track must take three of the following courses:

380.767	Couples and Reproductive Health	3 units 1 st Term
380.655	Social and Economic Aspects of Human Fertility*	4 units 1 st Term
380.662	Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4 units 2 nd Term
221.627	Issues in Maternal Mortality Reduction in Developing Countries	4 units 2 nd Term
380.665	Family Planning Policies and Programs	4 units 3 rd Term
380.753	Dynamics of Population Aging**	3 units 3 rd Term
380.756	Poverty, Economic Development and Health	4 units 3 rd Term
380.658	Economics of Gender and the Family*	2 units 4 th Term
380.671	Adolescent Pregnancy - Causes, Consequences, and Interventions	3 units 4 th Term
380.765.81	Preventing Infant Mortality and Promoting the Health of Women, Infants and Children	3 units 4 th Term

* Offered every other year; offered again in academic year 2010-2011

** Offered every other year; offered again in academic year 2009-2010

PhD students in the Population and Health track must take three of the following courses:

380.711	Issues in Survey Research	3 units 3 rd Term
330.657	Statistics for Psychosocial Research: Measurement	4 units 1 st Term
140.658	Statistics for Psychosocial Research: Structural Models	4 units 2 nd Term
140.641	Survival Analysis	3 units 3 rd Term
140.655	Analysis of Longitudinal Data	4 units 3 rd Term
140.662	Spatial Analysis and GIS I	3 units 3 rd Term
140.663	Spatial Analysis and GIS II	3 units 4 th Term
140.776	Statistical Computing	3 units 1 st Term

140.656	Multilevel Statistical Models in Public Health	4 units 4 th Term
221.620	Using Summary Measures of Population Health to Improve Health Systems	4 units 4 th Term
221.641	Measurement Methods in Humanitarian Emergencies	2 units 4 th Term
Sociology	Categorical Data Analysis and Selected Topics	
Sociology	Seminar on Panel Data Analysis	
Sociology	Analysis of Limited Dependent Variables	
Economics	Econometrics	

PhD students in Population and Health must also fulfill the requirements of one of the following three options (A, B, or C) for an advanced plan of study, which typically includes regular coursework, research apprenticeships, teaching assistantships and special studies.

Students must submit a written plan to their advisors and to the academic coordinator for fulfilling this requirement by the end of the fourth term of full-time enrollment

While it is not necessary for the entire plan to have been accomplished by the time of the School-Wide Preliminary Oral Exam, substantial and satisfactory progress towards that goal should be evident at that time.

Option A

Students choosing Option A will select one of the disciplines that underlie Population and Health (e.g. Anthropology, Communications, Economics, Epidemiology, Geography, Human Development, Political Science, Psychology, Sociology).

At the end of the proposed program of study such students will be able to:

- Identify, describe and distinguish among the framing theories of current research in the discipline
- Delineate the full scope of substantive inquiry in the discipline
- Identify the major avenues of recent scholarly inquiry and major scholarly debates within two substantive areas of inquiry in the discipline that bear on demography or public health
- Be able to identify, describe and distinguish among the major methods used in the discipline
- Have the technical skills to use at least one of these methods independently and at least one other in collaboration.

A faculty member of the University who is formally trained in that discipline must be a member of the school-wide preliminary oral committee.

Option B

Students choosing Option B will select a broad substantive area of inquiry within the field of public health (e.g. reproductive health, child health, refugee health, adolescent health, and aging).

At the end of the proposed program of study such students will be able to:

- Identify the major outcomes that are the object of study in the substantive area in both developed and developing countries
- Elucidate the significance of two of these outcomes– one in a developed country and one in a developing country– as health problems for *both populations and individuals*
- Identify the conceptual frameworks that are in common use to study each of these outcomes, including the theoretical orientation of the framework and the principal determinants of the outcome
- Compare and contrast at least two of these frameworks in terms of their advantages and disadvantages
- Be able to identify, describe and distinguish among the major methods used by researchers in the substantive area
- Have the technical skills to use at least one of these methods independently and at least one other in collaboration
- Identify the major types of intervention that have been brought to bear thus far on an outcome that is the object of study in the substantive area and the results of efforts to evaluate these interventions

A faculty member of the University whose current research program lies within the substantive area in question must be a member of the student's school wide oral committee.

Option C

The concurrent School-wide Doctoral/MHS Program in Biostatistics. A Faculty member of the University who has a PhD in statistics or Biostatistics must be a member of the student's school-wide oral committee.

PhD Degree Program

PFRH Track Course Requirements for PhD Reproductive, Perinatal and Women's Health

The curriculum for the PhD program is developed to extend over a six term period. The PhD course requirements for students in the reproductive, perinatal, and women's health program areas include courses required by the department and school, described previously; courses required by the department that focus on methods, and a minimum of five courses in the selected program area.

Area Concentration Required Courses

The required courses in this track are separated for students who concentrate in either reproductive health, perinatal health, or women's health. These courses cover five general content areas: epidemiology/ health issues; biology; programs and policies; clinical foundations; and research methods.

Reproductive Health – Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

120.620 Fundamentals of Reproductive Biology 3 units 1st Term

Policy/Program

380.665 Family Planning, Programs, and Policies 4 units 3rd Term

Clinical Issues

221.627 Maternal Health in Developing Countries 4 units 2nd Term
-OR-

380.760 Clinical Aspects of Reproductive Health 3 units 3rd Term

Research Methods

380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health 4 units 2nd Term

Perinatal Health – Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

380.641 Prenatal and Infant Growth and Development 3 units 1st Term

Policy/Program

380.624 MCH Legislation and Programs 4 units 2nd Term
-OR-

An approved Policy/Program alternative for students interested in International health.

Clinical Issues

221.627 Maternal Health Care in Developing Countries 4 units 2nd Term
-OR-

380.661 Clinical Aspects of Maternal and Newborn Health 3 units 4th Term

Research Methods

380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health 4 units 2nd Term

Women’s Health – Core Requirements:

Because the current courses in women’s health are limited, a specialized program with a concentration in women’s health is developed for each student in the area with approval by faculty in the RPWH area. It must include the following courses:

Epidemiology/Health Issues

380.666	Women’s Health	3 units 3 rd Term
	-OR-	

380.668	International Perspectives on Women, Gender, and Health	3 units 3 rd Term
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Biology

120.620	Fundamentals of Reproductive Biology	3 units 1 st Term
	-OR-	

Approved Alternative

Policy/Program

380.667	Women’s Health Policy	3 units 4 th Term
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Clinical Issues

380.760	Clinical Aspects of Reproductive Health	3units 3 rd Term
	-OR-	

221.627	Maternal Health Care in Developing Countries	4 units 2 nd Term
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Research Methods

380.662	Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4 units 2 nd Term
	-OR-	

Approved Alternative

Research Seminar

PhD students in the RPWH track must take the following course during their second year:

380.861	Research Seminar in Reproductive, Perinatal, and Women’s Health	2 units 1 st Term 1 unit 2 nd Term
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PhD Degree Program

Additional Information & Requirements for PhD Degree

Doctoral Student Advising

New doctoral students are assigned a temporary faculty advisor for 1st and 2nd terms, with the option to change advisors in 3rd term. Student may elect to keep their temporary advisor or switch to someone else. Advisors are matched with the student, based on mutual interests in the area of Population, Family and Reproductive Health. As students progress in their degree programs, they may elect to choose a different advisor than the one chosen in 3rd term of the first year of their program, depending on their dissertation topic selected or for other reasons.

Advisors play an important role in the student's academic life. The advisor is expected to keep abreast of school and departmental degree requirements so that he or she can counsel students on course selection and the proper progression toward a degree program. Students should meet with their advisor at least once a term to discuss their academic progress, to plan for fulfillment of degree requirements, to review and modify course selection plans for the next term, to discuss ultimate goals, and design an academic program best suited to attain set goals.

Advising students is an integral part of every faculty member's responsibilities. Students are not imposing on a faculty member by asking for advice. On the other hand, students should not expect their advisor to seek them out. It is the student's responsibility to consult their advisor when necessary and arrange periodic appointments to review academic progress. Students should read and understand the academic policies and procedures that may affect their individual curriculum and should prepare a tentative curriculum and course schedule as well as proposed alternatives.

To change advisors, the student should contact the preferred faculty member to determine if that person is able to assume responsibility as the student's advisor. If so, the student should notify the department in writing of an advisor change by completing an *Advisor Change Request Form*, available from the academic coordinator or at my.jhsph.edu, and obtain the signatures of both advisors before submitting this form to the academic coordinator. A copy of the completed *Advisor Change Request Form*, will be sent to the Office of Records and Registration. The Advisor Change Request Form may be located at: <https://my.jhsph.edu/sites/PFHS/default.aspx>.

As of July 2009, the following doctoral advisor agreement was established for all faculty in the department.

PFRH Doctoral Advisor Agreement

To ensure the quality of advising and mentoring of doctoral students, faculty advising doctoral students must meet the following conditions:

1. Be flexible with regard to students changing advisors during the 1st year of their program. Advisors are initially assigned to 1st year students with the option that the student may easily change after the first two terms of the program to another advisor.
2. Be familiar with the degree requirements in the PFRH Student Handbook so that when advising an advisee about courses the priority is to focus on meeting the requirements of the program, not requiring the student to take courses in optional areas.

3. Work with advisee to determine a thesis research topic that is of interest to the student whether or not the topic involves the advisor's specific research area.
4. Direct students who wish to switch to you as an advisor to the PFRH Academic Program Manager and Vice Chair of Education before any change is initiated. The Vice Chair of Education must approve any advisor change once the current and new advisor have discussed this with the student.
5. Faculty should be open to sharing data with students for their thesis research without requiring the student to become an advisee. Co-advising is an option, but the primary advisor should remain the student's choice.
6. Tenure track faculty must agree to advise both doctoral and masters students.

PhD Degree Program

First-Year Departmental Comprehensive Examination

The Department of PFRH conducts the first year comprehensive examination on the first Thursday in June every year. For academic year 2009-2010, the first year comprehensive exam is scheduled for **8:30 AM on Thursday, June 3, 2010.**

The purpose of the PFRH first year comprehensive is to test for the ability of students to integrate knowledge and skills learned in the following required first year courses:

140.621	Statistical Methods in Public Health I	4 units	1 st Term
140.622	Statistical Methods in Public Health II	4 units	2 nd Term
140.623	Statistical Methods in Public Health III	4 units	3 rd Term
140.624	Statistical Methods in Public Health IV	4 units	4 th Term
340.601	Principles of Epidemiology	5 units	1 st Term
380.600	Principles of Population Change	4 units	2 nd Term
380.603	Demographic Methods for Public Health	4 units	2 nd Term
380.604	Life Course Perspectives on Health	4 units	1 st Term

Mastery of the knowledge and skills acquired in these courses is necessary, therefore students must have earned a grade of “B” or better in all of these courses, as well as having a “B” average overall in order to be eligible to sit for the comprehensive examination.

The first year comprehensive examination is an in-class written examination organized into two parts: A and B.

During Part A, given in the morning for three hours, students must choose two of four questions. Each question is organized around a set of research results, typically taken from a journal article or faculty research. In Part A, students answer a series of factual questions about the findings. Part A can include requests for calculation of basic statistics or demographic quantities.

During Part B, given in the afternoon for two and one half hours, students must choose one of four essay type questions.

Each question on the first year comprehensive exam is graded anonymously by two faculty graders, using a set of pre-determined criteria. In cases of wide discrepancy in the two grades assigned for a particular question, a third grader will sometimes be consulted. A third grader will usually not be consulted if the discrepancy, however wide, does not affect the student's overall outcome (i.e. two discrepant grades which are both in the pass range or both in the fail range). A passing grade is typically 70%.

Past examinations and grading criteria are available from the Vice Chair for Education to serve as study guides. In the past, students have found it advantageous to study in groups as well as on their own.

Students must earn a passing grade on all three questions they write in order to obtain a passing grade on the first year comprehensive exam. Failure on any question necessitates a re-take of the first year comprehensive exam.

Students will be informed of their grades on the first year comprehensive examination within three weeks of taking the examination. For this academic year, this means that students will receive their grades on or before Thursday, June 24, 2010. The grades are pass or fail.

Students who fail their first year comprehensive examination may repeat the examination one time. The make-up examination for the first year comprehensive examination will be offered on the third Friday in August, 2010. For academic year 2009-2010 the make-up examination will be offered on **Friday, August 20, 2010.**

The August examination is a make-up examination only. If no student fails the June examination, the August examination will not be offered. No one may sit for the comprehensive exam in August for the first time. Students should plan to be in the area on June 3, 2010.

Students who fail the June examination must take the make-up in August. There will be no exceptions. To be safe, students should not make a plan to be away from the area on August 21, 2010 until they have received word that they passed their comprehensive in June.

All students may request a review of their performance on the comprehensive examination from the Chair of the Doctoral Committee. In this review, the faculty member will indicate the overall strengths and weaknesses of the student's performance, but the student will not be shown their specific grades.

Failure to pass the re-take of the first year comprehensive examination is grounds for dismissal from the doctoral program.

Second-Year Departmental Comprehensive Examination Child and Adolescent Health and Development

Each of the three tracks in the department of PFRH conducts a second-year comprehensive examination in January of the second year of study. The nature of the second-year comprehensive examination differs by track. What follows are procedures for the Child and Adolescent Health and Development Track.

Objective: The purpose of the second year doctoral comprehensive exam is to assess mastery of core knowledge in the area of child and adolescent health and development, and capacity to critically analyze and synthesize empirical research.

Eligibility: Students are eligible to take the second year comprehensive exam if they: 1) have passed the first year departmental comprehensive examination; 2) have successfully completed all the CHAD core track courses; and 3) are in good academic standing.

Content and Format: Students will be expected to have command of the content in track courses and required methods courses. One month prior to the comprehensive exam, students will be given a series of broad questions that address the content in core track courses. These questions and course syllabi will serve as study guides.

Core Readings: The CHAD faculty have developed a list of readings that are considered to be the “core knowledge” in the field of child and adolescent health and development. The list of these core readings will be distributed to the incoming CHAD doctoral students. Students are expected to read and master these publications. Some of these will be assigned as part of the CHAD doctoral research seminar and some of them may be assigned in classes. However, students are responsible for the entire set of readings, and any one of these may be cited in the 2nd year comprehensive exam.

The exam is comprised of two components: a take home written exam and an oral exam.

Part I: Take-Home (Written) Exam

Students will be given a research article and a series of questions related to the study’s conceptual framework, research questions, measurement of key variables, statistical analyses, interpretation of findings, and implications for research, practice, or policy. Whenever possible, the articles will be selected in accordance with the student’s area of interest (e.g., adolescence). Students will receive the written exam at the beginning of January and will have one week to complete it.

Part II: Oral Exam

Oral exams will be scheduled the following week after the submission of the take-home exam. The examination committee includes three faculty track members; the student’s advisor and two additional faculty members. The oral exam will focus on content and synthesis knowledge in core track courses, basic research methods, and follow-up questions on the take-home exam, providing students an opportunity to clarify written responses.

Grading the Exam

Each committee member will grade both written and the oral components on a scale from 1 to 100. Scores will be averaged across committee members separately for the oral and written examinations. A student must receive a mean grade of 70 or greater on each component in order to achieve a

passing grade for the comprehensive examination. If the student's grade is below 70 on one or both of the exam components, the examining committee will identify remediation at the close of the oral exam, which may include retaking one or both of the exams. All conditions or re-examinations must be complete by the end of third term. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

Second-Year Departmental Comprehensive Examination Population and Health

Each of the three tracks in the department of PFRH conducts a second-year comprehensive examination during the second year of study. The nature of the second-year comprehensive examination differs by track. What follows are procedures for the Population and Health track.

PhD students in the Population and Health track are expected to be familiar with three bodies of material when they sit for their second-year comprehensive examination:

1. Knowledge and skills acquired in required course work, with a special emphasis on track specific requirements;
2. Material on a reading list that will be distributed to second year students in the Population and Health track during September of each year.
3. Material covered in the Research Seminar in Population and Health immediately preceding the examination.

There will be a certain amount of overlap in readings for courses, readings on the reading list and readings discussed in seminar.

The format of the second year comprehensive exam (written and oral) for the Population and Health Track is as follows:

The exam is always offered in January during the week before Martin Luther King Day. For academic year 2010-2011 the students will sit for the written examination on **Monday January 10, 2011** and sit for their oral examination on either **Thursday, January 13, 2011 or Friday, January 14, 2011**.

On Monday January 3, 2011 (one week before the exam) students sitting for the exam will be given several (no more than four) articles to read, around which specific questions will be organized. Although the details of these articles will be the focus of some questions, students are expected to bring to bear the full breadth of the three bodies of material listed above when answering questions and may be asked questions that do not relate to these articles (particularly during the oral portion of the exam).

On Monday January 10, 2011 students will sit for a three-hour, open book, in-class written exam. Students are advised to bring copies of the two articles distributed the week before with them, and other materials as they wish.

On either Thursday, January 13, 2011 or Friday, January 14, 2011 students will sit for a two hour oral examination with three track faculty members including their academic advisor if possible. The oral examination may include follow-up on the student's answers on the written portion, as well as general questions including questions on methods. Students must pass both the written and oral components. Students who fail either the oral or the written component of the exam will be given one re-take to be scheduled before the beginning of first term of academic year 2010-11.

Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.

Second-Year Departmental Comprehensive Examination Reproductive, Perinatal and Women's Health

Each of the three tracks in the department of PFRH conducts a second-year comprehensive examination in January of the second year of study. The nature of the second-year comprehensive examination differs somewhat by track. What follows are procedures for the Reproductive, Perinatal and Women's Health track.

Overall Objective: To determine whether or not a student is prepared to move from course work to actively pursuing dissertation research

Eligibility: Students must have successfully completed their first year comprehensive examination, be in good academic standing based on the criteria laid out in the student handbook, and have completed all core program area requirements including their methods requirements.

Components: Take-home written exam and oral exam

PART I: Take-Home Exam

Objective: To test the student's ability to critically analyze research in their area of interest and to synthesize and integrate both concepts and methods learned in course work

Format: Take-home, written exam. The foundation of the exam is one or more research articles for which the student is asked to answer questions related to both the conceptual basis of the research and the methods used. If more than one article is included, students may be asked to compare and contrast the results and methods used in the articles or to use a second article to discuss the conceptual basis or methods used in the first article. Usually about 6-8 questions are asked that may include a few questions with several items.

Students are given articles that are in one of three content areas that are of their choosing and for which they are familiar. This approach is taken to minimize the amount of extra reading that students must under-take in order to adequately answer the questions. Student are expected, however, to use the literature, although not extensively, to support the answers to their questions. Students have one week to complete the exam.

PART II: Oral Exam

Objective: To test student's ability to defend and, where necessary, elaborate on their responses to the take home exam and to respond to questions related to core literature in the program area. The core literature is given to the student and discussed prior to the exam in the second year RPWH research seminar.

Format: The examination committee includes three faculty members, of which one is the student's advisor and one is a faculty member who is not in the specific core area of the student (i.e. reproductive, perinatal or women's health). For example, if the student's core area is reproductive health, then at least one faculty member must be a principal in perinatal or women's health. This individual will act as the chair for the exam. During the examination, students are asked questions about their responses to the take-home exam. This is an opportunity for them to clarify responses,

particularly if the answer is not seen as adequate. The students will also be asked to respond to questions in the core literature provided to them prior to the exam.

Grading the Exam

Take home: All three committee members are expected to grade the performance of the student on the take-home examination on a scale from 1 to 100. A student must receive a grade of at least 70 on the exam in order to pass the take-home. If in grading the exam, there is greater than a 20-point difference in the score given by two faculty members and one of the scores is less than 70, then there must be a discussion to resolve the difference. This applies to the oral exam as well.

Oral Exam: All committee members are expected to grade the performance of the student on the oral exam on a scale from 1 to 100. A student must receive a grade of at least 70 in order to pass the oral exam.

Entire exam: In order to completely pass the track comprehensive, a student must achieve a grade of 70 on the combined exam scores, weighing the take-home as 60% and the oral as 40%. If a student does not pass one or both component of the exam, a decision about remediation or conditions must be made by the committee members at the end of the exam. These conditions must be spelled out in writing at this time and agreed upon by each committee member. If a re-take exam, either written or oral, must be taken, then the new examining committee will include the advisor and one faculty on the first committee and one who was not part of the first exam. The re-take exam must be taken and passed by the end of third term. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

Timing: The take home exam will be offered in early January and the oral exam within two weeks after students hand in the completed take home exam.

PhD Degree Program

Department of Population, Family and Reproductive Health Research Apprenticeship

PFRH requires that PhD students undertake one or more research apprenticeship activities with one or more faculty members. The goal of this requirement is to ensure that PhD students have a structured opportunity to master a specific set of competencies which will: a) ensure their utility as a public health practitioner after graduation; and b) represent skills that are best learned outside a conventional classroom setting in the context of an ongoing program or research project.

PhD students may begin activities aimed at fulfilling these competencies as early in their program of study as they wish. Typically, PhD students begin to plan for this requirement during the second half of their first year and begin the activities after passing the first year comprehensive exam.

PhD students may proceed to their departmental oral exam without having completed this requirement, although PFRH encourages them to have completed the research apprenticeship requirement and competency fulfillment before the departmental oral, whenever possible. If a PhD student has not completed this requirement at the time of his or her departmental oral exam, he or she will be expected at that time to: a) have demonstrated substantial progress toward that goal; and b) have a concrete plan for completion soon thereafter.

Progress towards completion of this requirement should be a major component of the discussion at the PhD students' annual reviews (see next section).

There are two options for fulfilling the PhD research apprenticeship requirement.

OPTION A

Under Option A, PhD students master each of the following six competencies by means of one or several research apprenticeships. The competencies are:

- 1. Critical Review of the Literature**
PhD students must demonstrate the ability to synthesize and critically review a body of literature that is more comprehensive than what is expected for a standard term paper for a course.
- 2. Framing a Research Question**
PhD students must demonstrate the ability to correctly identify a "researchable" question.
- 3. Instrument Development**
PhD students must demonstrate the ability to design an instrument for collecting data. This ability includes the identification of existing instruments, the ability to adapt existing instruments for new modalities (e.g. self-administered questionnaire battery converted to a battery used in a telephone interview), and to create new instruments.
- 4. Data Collection**
PhD students must document experience with primary data collection including activities related to data coding and data entry.

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5. **Data Analysis**

PhD students who choose Option A must document experience with analyzing either primary data they have collected as part of a supervised research project, or data from a secondary source.

6. **Manuscript Preparation**

PhD students must have substantially participated in the preparation of a manuscript prepared in the form of an original peer-reviewed journal article.

PhD students who choose Option A may demonstrate several or even all the competencies by means of one research apprenticeship if the activities that were involved in that apprenticeship are comprehensive. Alternatively, PhD students may undertake several research apprenticeships over their program of study each of which results in mastery of one or more competencies.

When a PhD student who chooses Option A masters one or more competencies, he or she should indicate on the apprenticeship form with the signature of both the faculty member who precepted the apprenticeship and the student's advisor. A sample form is attached. The original form should be submitted to the student coordinator who will place it in the student's file. Students who master the competencies one-by-one will typically turn in one form per apprenticeship.

PhD students who choose Option A may petition the PFRH Doctoral Committee to certify that they have mastered a competency before they began the program. In such cases, students should attach to their petition documentation of their mastery (e.g. a senior authored journal article or letter testifying to the student's work as project manager of a data collection effort) and a letter from their advisor expressing support for the request.

PhD students who choose Option A may arrange their research apprenticeships with any faculty of JHU, or, with the approval of their advisor, with a qualified researcher outside JHU.

OPTION B

Choosing Option B, a PhD student, under the supervision of one or more faculty members, may either undertake the lead role in writing a paper that presents original research results in the form of a journal article or write a NRSA or dissertation grant proposal.

If the student chooses to write a publishable paper then it must be submitted to a faculty member in PFRH, other than the faculty member who is supervising it. Both the preceptor and the second reader of the paper must write a letter to the student's file (submitted to the Academic Program Manager) attesting to the originality and quality of the paper.

It is expected, although not required, that students will submit the paper for publication and present the results of his or her research in a public forum, such as the PFRH Research Seminar or a professional meeting.

If the student chooses to write a NRSA or dissertation grant, then the student's advisor and one other faculty must write a letter to the student's file (submitted to the Academic Program Manager) confirming that the proposal was written and the funding agency to which it was submitted.

The Research Apprenticeship form may be found at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

PhD Degree Program

Annual Reviews Doctoral Students

BSPH requires that all doctoral students have a yearly meeting with their academic advisor and several other faculty members from both inside and outside PFRH. This must begin in the second year of study. Faculty who attend this review are likely to change over the course of students' programs. The purpose of this meeting is twofold: 1) it serves as an opportunity for students and faculty to discuss student progress and identify resources for the student as they progress through the program; and 2) it serves as an opportunity to ensure that PFRH records on student progress are correct and up to date.

Until students take their School-Wide Preliminary Exam, the annual meeting is generally held with the academic advisor and one other PFRH faculty member, usually someone the student and advisor select together. Faculty from outside PFRH are welcome to attend these early meetings if the student and advisor think it would be helpful. After a student has passed their School Wide Preliminary Exam, it is expected that the meeting will include the thesis advisor and several other faculty, including people from outside PFRH. Those who meet are people, often including members of the School Wide Preliminary Oral Exam Committee, who have agreed to help guide the student's thesis research on an ongoing basis. Other people (e.g. the academic coordinator) may attend these meetings if the student and advisor think it would be helpful.

Both faculty and students are responsible for insuring that these annual meetings take place. It is helpful if the meeting is scheduled during the same month each year, to ensure that sufficient time has gone by since the last meeting.

Students are expected to bring a brief written progress report (no more than 1 or 2 pages) to the meeting. This report should list progress toward graduation that has occurred since the last meeting. Students should bring sufficient numbers of copies for each faculty member attending the meeting as well as a copy for the student's file.

After the meeting, the thesis advisor will write a first draft of a brief evaluation of the student's progress during the past year, circulate this draft to the student and the other faculty who attended the meeting, make agreed upon changes, and submit it, with a copy of the student's report attached, to the academic coordinator for the student's file.

Students who are working outside the country are encouraged, but not required, to return for advisory meetings. These students must submit a written progress report by an appointed time, determined by the advisor, for the year(s) not in local residence. The progress and planning report should be longer and more detailed than those submitted by students who attend in person meetings. The advisor should share this report with other faculty (as in the case of in person meetings) and then proceed in the same way as above.

The annual review form can be found at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

Departmental Oral Examination

Doctoral students must present their proposed thesis research at a departmental oral examination. This exam is intended to review the student's proposed research plan and establish that the student is academically prepared to pass the school-wide preliminary oral exam and to carry out thesis research. This examination provides the student with experience in discussing a research proposal in a formal setting that resembles the school's preliminary oral. It also is a mechanism to provide the student with constructive commentary on the strengths and weaknesses of the proposed research, as well as strengths and weaknesses in PFRH content and research design areas in general. Students are expected to begin with a 10-minute PowerPoint presentation summarizing their proposal.

In order to sit for the departmental oral examination a student must have completed all required coursework, and passed both first and second year comprehensive examinations.

The Departmental oral examination is typically scheduled at least one month before the School Wide Preliminary Oral examination. It is wise to begin contacting faculty regarding service on the school-wide oral exam committee before the departmental oral, so the paperwork for the school-wide can be submitted as soon as the departmental oral exam is successfully concluded.

The Departmental oral committee is made up of at least three, preferably four members of the PFRH faculty including the student's thesis advisor. If another faculty member from PFRH has agreed to serve on the School Wide Oral Committee then that person also serves as a member of the Departmental Oral Committee. Faculty with joint appointments in PFRH whose primary appointment is in another University department may serve, but only if they are not serving as outside members of the School Wide Oral Committee. The student and his/her advisor select the committee members for this exam.

The student is responsible for scheduling the exam and a room and filing appropriate administrative forms provided by the academic coordinator at least one month prior to date of exam. A sample form is included in the appendix. Students should send an email to all committee members 24 hours before the exam reminding them of the time and place.

The student is expected to give each member of the committee a copy of the thesis proposal for their review at least two weeks prior to the exam and a committee member who does not receive a copy in time may refuse to serve on these grounds.

Many students have stated that staging "mock" oral exams with other students and their advisor is helpful. It is particularly helpful to include students who have completed the process. This is a good opportunity to get feedback on the PowerPoint presentation in particular.

Possible outcomes of the Departmental Oral Exam are "pass," "conditional pass," and "fail." Students who pass may proceed to schedule their School Wide Oral Examination. Students who receive a conditional pass must fulfill the specified conditions before scheduling their School Wide Oral. The thesis advisor is responsible for ensuring that these conditions are fulfilled before the School Wide Oral is scheduled. A student who fails must schedule a second Departmental Oral Exam before proceeding to schedule a School Wide Oral.

Students may find the Departmental Oral form at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

School-Wide Preliminary Doctoral Oral Exam - PhD

Purpose

The purpose of this examination is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student's: (1) capacity for logical thinking; (2) breadth of knowledge in relevant areas; and (3) ability to develop and conduct research leading to a completed thesis. Discussion of a specific research proposal, if available, may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

Policy

This is a University examination under the jurisdiction of the Graduate Board and is required of all PhD students. The full-time residency requirement will be successfully completed before the Preliminary Oral Exam is requested. In some special cases involving transfer from other doctoral programs within the School after the Preliminary Oral has already been taken, the Final Oral Examination may serve the purpose of the Graduate Board Oral Examination. The Committee on Academic Standards must grant approval for this change.

Conduct of Examination and Report of Results

Before presenting the request for the examination, the student shall contact prospective examiners to ensure that they are available to serve on the committee. Once the Graduate Board Office has approved an examination committee, substitution of committee members may not be made without prior approval of that office. If one of the officially appointed members of the committee fails to appear on the date fixed for the examination, the previously approved alternate must be prepared to discharge the responsibility of the absent individual. A preliminary oral examination may not be held with fewer than five officially approved faculty members in the room. The advisor must be among the members present; an alternate may not serve for the advisor.

The conduct of this examination should follow guidelines stated in the Graduate Board document entitled, "Suggestions for the Chair of Graduate Board Oral Examinations." Copies of this document are on file in the Office of Records and Registration.

Immediately following the examination the committee must evaluate the success or failure of the student by a closed ballot prior to any discussion of the candidate's performance. One of the following results must be reported to the Office of Records and Registration by the committee chair:

Unconditional Pass: If the members each vote "unconditional pass" on the first ballot, this result is reported with no further discussion. If one or more members vote "conditional pass" or "fail," then the committee should discuss the specific concerns of those members as discussed in conditional pass below.

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Conditional Pass: The committee may decide that further evidence of qualifications is necessary and impose a specified condition that the candidate must fulfill within a given time period. If at least one member votes for fail or conditional pass on the immediate closed ballot, then the whole committee must discuss and subsequently vote (with an open ballot) on possible conditions. Those who feel the need for a condition or failure must convince the others, or vice-versa. The committee should make a concerted effort to reach a consensus. If it is not possible to reach this consensus, then the majority will determine whether the final outcome is unconditional or conditional pass, and the nature of any required condition. In the case of a conditional pass outcome, the committee will remain appointed until the condition is removed. Terms of the condition and its removal including the date by which fulfillment of the condition will be completed must be reported by the committee chair in writing to the Office of Records and Registration.

Failure: If a majority of the committee decides that the candidate has failed the examination, the committee must recommend a future course of action. The recommendation may be one of the following:

1. No reexamination.
2. Reexamination by the same committee.
3. Reexamination in written form and conducted by the same committee.
4. Reexamination by a new committee. If the recommendation is for a new committee, at least one outside member of the original committee shall be appointed to the new committee and must be approved by the University Graduate Board.

Report of Examiners

The result of the examination must be recorded on the appropriate line at the bottom of the scheduling form for that examination. Each member of the committee must sign the form and it must be returned by the chair to the Office of Records and Registration at the Bloomberg School of Public Health (JHSPH) immediately after the examination.

Submission of Thesis Research Documentation Form

Students will have up to six months after the completion of their School-wide Preliminary Exam to submit the Thesis Research Documentation form. The purpose of this form is to verify that student's have received the appropriate research approval for their dissertation.

The School Wide Preliminary Oral form may be found at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

Final Doctoral Oral Exam - PhD

Policy

The oral defense of the thesis shall be conducted by the Committee of Thesis Readers after the department agrees that the candidate is ready for the formal defense. During this defense the committee shall evaluate: (a) the originality and publication potential of the research; (b) the candidate's understanding of the details of the methodologic and analytic work; and (c) the final quality of the written thesis document.

Conduct of Examination

If one of the officially appointed members of the committee fails to appear on the date fixed for the defense, the previously approved alternate (if designated) must be prepared to discharge the responsibility of the absent individual. A final oral examination may not be held with fewer than four officially approved faculty members present in the room. The advisor will be among the members present; an alternate may not serve for the advisor. The examination will be open to the public. It is the prerogative of the Examining Committee to decide upon the detail of conducting the examination. At the conclusion of the formal presentation by the student, the student, the public, and unofficial members of the Faculty Examining Committee will be excused. With a closed ballot the committee will then vote on the candidate's performance and written thesis, selecting one of the following outcomes:

Acceptable: This requires a unanimous vote of the committee indicating an acceptable thesis with only minor corrections. Minor corrections are considered those that can be comfortably completed within two weeks following the exam.

Conditionally Acceptable: If one or more members require substantive changes to the thesis, these changes must be discussed by the committee. Immediately following this discussion, each member who still requires changes will then write down the specific nature of these changes and the time expected for the student to complete them. The appropriately revised thesis must be submitted to each of the members for final approval; the committee shall remain appointed until the chair writes a letter to the associate dean responsible for student academic affairs indicating that all conditions have been met.

Unacceptable: If one or more members feel that the candidate's understanding of the written thesis is inadequate, or that the thesis in its present form is not acceptable for a doctoral dissertation, then the candidate has FAILED. Re-examination would be in order unless there is a unanimous recommendation to the contrary. This will normally be by the same committee, but a new committee may be selected by the Chair of the Committee on Academic Standards if petitioned by the student.

Report of Examiners

Immediately following the defense, the Examining Committee Chair shall submit a report to the Office of Records and Registration of the outcome of the examination and any conditions which have been set for additional work or revisions of the thesis. The written report must include the written statements by individual committee members detailing the specific changes in the thesis

that each requires. An associate dean responsible for student academic affairs shall inform the student by letter (with copies to the department chair and all readers) of the conclusions of the committee.

It is the responsibility of the thesis advisor to ascertain that all suggested revisions are incorporated into the final copy of the thesis. It shall be the individual responsibility of the readers to verify that any revisions suggested by them have been appropriately incorporated into the final copy. **When the thesis is deemed acceptable, the committee chair and the thesis advisor shall each submit a letter to this effect to the Office of Records and Registration for the attention of the associate dean responsible for student academic affairs responsible for student academic affairs.**

The student is not considered to have passed the exam until all specific changes have been made and all letters have been received. It is to be emphasized that completion of the degree is not finalized until the student deposits the requisite number of thesis copies with the Office of Records and Registration (and the Eisenhower Library - Ph.D. students only).