JOHNS HOPKINS BLOOMBERG SCHOOL of PUBLIC HEALTH

Department of International Health

ACADEMIC GUIDE
MASTER OF HEALTH SCIENCE

Contains Information for Students Entering
2007-2008

The Department reserves the right to change existing rules at any time.
Students will be notified of any changes.

Table of Contents

GENERAL INFORMATION

Academic Program Administration

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Global Disease Epidemiology and Control	
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Social and Behavioral Interventions	
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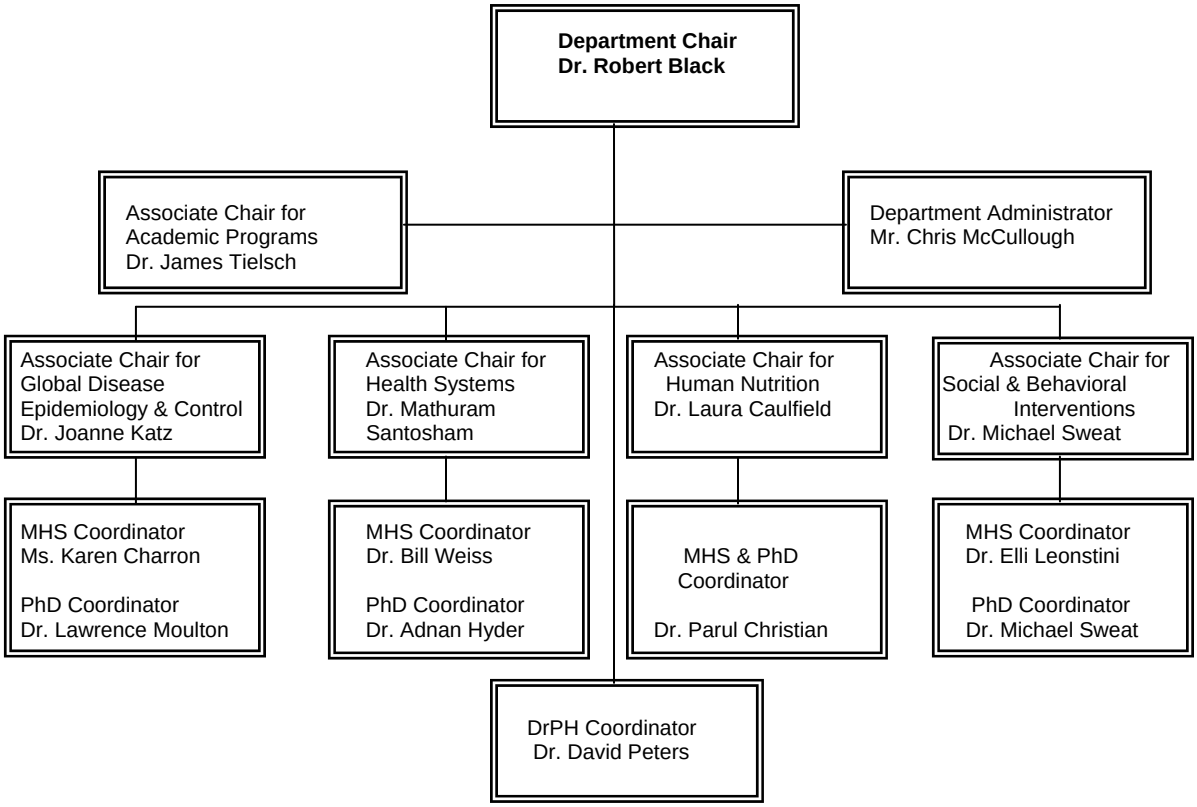
Departmental Organization

The Department of International Health is one of ten departments in the Bloomberg School of Public Health. The departments of the School reflect both disciplinary and topical orientation. International Health is a topically based department and its faculty reflects a variety of disciplines including anthropology, biostatistics, clinical medicine, communications, demography, economics, epidemiology, immunology, infectious disease, management, nutrition, and sociology. The Department is organized around the academic programs with an Associate Chair heading each program area. In addition, the Associate Chair for Academic Programs coordinates all the academic programs and chairs the admissions and curriculum and credentials committees. Faculty have a primary home in one program area, but many faculty cross-advise students in other program areas as well.

Department Organizational Chart



Academic Program Staff

Several administrative staff and faculty members within the Department help oversee and facilitate the academic programs. These individuals are available to help you navigate the program and the department. The following information is being provided to help you understand the roles of each of these individuals.

James (Jim) Tielsch (Associate Chair for Academic Programs): Dr. Tielsch is responsible for the management and oversight of all academic programs. In this role, he is also chair of the Curriculum & Credentials Committee, which sets and implements policies and procedures for department academic programs and monitors student progress.

Charlotte Ann Gaylin (Academic Program Manager): Charlotte oversees the operations of the academic programs in the department and works as the liaison between students, faculty, and administrative offices of both the department and the School. She is also responsible for managing the departmental admissions process, student recruitment activities, coordination of orientation and visit programs, departmental course support (TAs and administrative budgets), academic publications and web materials, course waivers, and staffing the departmental academic committees.

Carol Buckley (Academic Program Coordinator): Carol assists students with all academic issues related to registration, tracking of academic progress and meeting departmental requirements, departmental courses, departmental exams (such as comprehensive exams and thesis defenses), internship checklists, and graduation.

Faculty MHS Program Coordinators – within the Department, the various degree programs are broken down into specific areas of interest, known as program areas. International Health has four program areas. Each program area program has a faculty member who is the overall coordinator of that program area's MHS degree program. They are the general point persons for questions about the program area and degree information (including curriculum requirements, course selection, etc…). They act as a secondary/general advisor for students within their program areas, and can be sought out to answer questions in the advisor's absence or as an additional source of information.

Financial Managers and Payroll Coordinators – the Department has a central payroll office that is staffed by Tanya Falls and Allison Quarles. They handle the General Funds budget as well as any central departmental payroll/awards for students. In addition, each program area has its own financial manager who is responsible for the oversight of their area's budget and payroll activities. Students who plan to work within the department should see one of these individuals to fill out the appropriate paperwork and verify their eligibility for employment prior to their start date. If you are at all uncertain as to who you should see about these issues, contact either Tanya Falls or Charlotte Ann Gaylin for clarification.

Academic Committees

The Academic Program in the Department of International Health is governed by several committees designed to set policies and procedures relevant to the program(s) and ensure that these are fairly and clearly administered and enforced to protect the interests of students and the overall integrity of the program(s). These committees and their members are as follows:

CURRICULUM AND CREDENTIALS COMMITTEE

James Tielsch, Chair
Charlotte Ann Gaylin, Staff

Larry Moulton
Parul Christian
Karen Charron
MHS Student Representative*
Doctoral Student Representative*
Adnan Hyder
Elli Leontsini
David Peters
Michael Sweat
Bill Weiss

Dr. P.H. COMMITTEE

David Peters, Chair
Carol Buckley, Staff

Timothy Baker
Mike Sweat
Mel Thorne
Brad Sack
Mathu Santosham
William Reinke
James Tielsch
Keith West

HONORS, AWARDS AND SCHOLARSHIPS COMMITTEE

Peter Winch, Chair
Charlotte Ann Gaylin, Staff

Timothy Baker
Gilbert Burnham
Karen Charron
Joel Gittelsohn
Adnan Hyder
Larry Moulton
Keith West

*Student representatives are selected each year by the IH Student Group and will be requested to attend meetings and report back to the student group on a regular basis.

DEPARTMENT OF INTERNATIONAL HEALTH
MHS REQUIREMENTS

Each student is admitted into one of the four program areas approved for study leading to the Master of Health Science degree in International Health: Social and Behavioral Interventions, Global Disease Epidemiology and Control, Health Systems Management, or Human Nutrition.

An academic advisor is assigned from the list of Advising Faculty in the student's program area. The Program Coordinator provides general guidance and supervision over all students in each program area.

General Requirements

A minimum of 64 units in formal coursework must be earned over a period of at least four academic quarters. Required and elective courses are described in each program area section. During the first term of enrollment, students will register for one credit of Special Studies with their advisor in order to define specific educational objectives and to work out a program of study consonant with those objectives.

Students must be continuously registered until all requirements for the degree program have been satisfied. Failure to register for a quarter results in automatic withdrawal. A withdrawn student must be formally readmitted before resuming a program of study. Upon readmission, a student must be registered for a minimum of two consecutive terms prior to completing degree requirements.

Introduction to Online Learning

The School of Public Health offers courses in various formats, including a number of online classes. You may at some point want or need to register for a course online. In order to be eligible to take an online course, students must complete the **Introduction to Online Learning,** which is offered through the Distance Education Division of the Johns Hopkins Bloomberg School of Public Health. This non-credit mini course is a pre-requisite for all courses offered by this division and must be completed prior to the start of the term in which a student wishes to enroll in an online course. Since the School does not permit conditional and/or concurrent enrollment (that is, you must take the online course prior to enrolling in a distance education class), **we require all incoming students to take this non-credit course during the first term they enroll.** For course dates and enrollment information, please visit the Distance Education Division website: http://distance.jhsph.edu/oll/

Standards of Academic Performance

Letter grades must be earned in all courses used to satisfy requirements. Please note that courses may be counted **only once** in fulfilling requirements. Students must receive satisfactory grades of C or higher in all required courses and continuously maintain a cumulative Grade Point Average (G.P.A.) of at least 2.50 in order to remain a degree candidate in good standing. Any student who receives a “D” or “F” in a required course must repeat the course and achieve at least a “C”. Anyone not meeting these standards will be placed on probationary status pending action by the Department Committee on Curriculum and Credentials. The Committee will either recommend immediate termination from the degree program or will establish the minimum conditions to be fulfilled in order to return to the "good standing" status and avoid termination. In case conditions are imposed, the Committee will specify the maximum time allowed for satisfaction of the conditions.

Time of Completion of Requirements

Students are expected to complete all requirements for the degree within two years of matriculation. Delays for reason will be considered, but in no case may the time in the program exceed four years, regardless of the residence status of the student (other than leave of absence).

Education Program Development/ Individualized Goals Analysis (IGA)

The IGA is a process of discussion with your advisor resulting in a written document.

Part 1: Briefly explain what knowledge, skills, and experiences you bring to the program.

Part 2: Identify your goals for your education by explaining what you hope to gain in terms of knowledge, skills, personal and professional contacts, and other experiences while a student in the MHS program. Review the list of MHS core competencies with your advisor. You are encouraged to identify additional competencies particularly relevant to your professional future and/or academic stream. Describe one or more practicum assignments and potential essay topics and indicate how these will be used to build your competencies and achieve your goals.

Part 3: Develop an MHS Curriculum Planning and Tracking Sheet by developing a tentative course plan for your entire MHS program. Identify what courses and special studies you intend to take and when you plan to complete your courses. Course descriptions in the catalog indicate when courses are generally offered. Your tracking sheet should include a tentative list of electives you plan to complete and the total credit hours. Carefully review your paper and tracking sheet with your advisor to ensure the proposed curriculum is not only feasible, but that it meets program requirements. Explain how your curriculum plan is aligned with the goals you identified in Part 2. A spreadsheet is often the best way to do this part.

Departmental Written Comprehensive Examination

Satisfactory performance is required on a written comprehensive examination. The exam is offered twice annually, in the winter (usually late January-early February) and again in the summer (after the 4th term). **The date for the 2008 summer exam is June 2, 2008**. The student should plan to take the exam when coursework is essentially completed, since questions will cover all required fields of study. Because of the infrequent offering, however, the student may choose to take the exam somewhat before the final completion of coursework. While the exam may be taken whenever the student and advisor feel prepared, the timing does not affect the breadth and depth of coverage of the course material. Although most of the material for the exam is covered in specific courses, it must be understood that graduate education involves much more than the accumulation of specific course units. Thus, students are responsible for the material, regardless of the particular curriculum followed.

A minimum overall passing grade of 70 is required. Those scoring below this level may re-take the entire examination at its next semi-annual offering. Only one re-examination is permitted. Students failing twice are terminated from the MHS program.

Practicum

Description: In addition to completing the requisite coursework, students must gain practical experience in the application of the principles and methods learned. Often the experience is acquired through field placement in a work setting that may be the route to permanent employment, though such long-term implications are by no means essential. Alternatively, the student may undertake within the School environment the investigation and analysis of a significant issue related to health of underserved populations. The latter undertaking would usually involve the synthesis and appraisal of existing information from the field that has not yet been fully exploited. **In order to take on an assignment that does not require a period of fieldwork, the student must show evidence of adequate prior field experience.**

Length of Time: The practicum must be of at least two academic quarters duration, during which a minimum of 32 units is earned. A field placement or other experience could extend over a longer period of up to one year, during which time the student could register part-time for units that ultimately total at least 32. To receive

the 75% tuition scholarship during your practicum terms, you must be registered for a minimum of 16 units per term.

Identification of Practicum Activity: Students should spend some time considering what types of practicum from which they would enjoy learning and exploring potential opportunities. The practicum can be completed in a variety of settings, either domestically or internationally. Students can work with Hopkins field sites, NGOs, and within government agencies to fulfill the requirement. This wide range of options allows students to seek out that which will best suit their needs and interests, and there are many resources within the School to assist students with the process. These include the Office of Career Services (for resume assistance), the Department Internship Resource and Research Guide, the Faculty Coordinator of the student's program area, and the student's advisor to name a few. At minimum, students should meet with their advisor at the beginning of the process to get ideas and develop a plan for securing their practicum. However, it is ultimately the student's responsibility to identify and secure the opportunity that will be most rewarding to them based on their interests and career goals.

Practicum Proposal: Once an appropriate practicum is selected, the student should prepare a 1-5 page double-spaced document that provides a general description of what he/she will be doing during the practicum, the duration and location of the practicum, the organization with whom they will be working, and the name of the mentor who will supervise them. The document should be given to the student's academic advisor and to the MHS academic program coordinator, each of whom must approve the proposed practicum in writing or by email. The approved document should then be given or sent by the student to the Academic Coordinator. Communication with the advisor must be maintained during the practicum period.

MHS Essay

An essential part of the MHS program is production of an acceptable MHS essay that provides a meaningful contribution to knowledge of health of underserved populations. The paper is not a thesis in that it need not contain original research findings for review by an academic committee. Rather, the objective of the paper is to provide tangible evidence of expertise on a specific applied topic of international health relevance.

Essay topics must be approved by the student's advisor based upon a short (3-5 pages) summary proposal that should be prepared by the student before the end of the first year of the program. The paper itself will normally be between 30 and 50 pages (double-spaced). It is to be submitted to the faculty advisor **no later than the last class day of the Third Term of the academic year in which the student expects to graduate**. **However, to avoid additional registration, the essay must be submitted at least one month before the end of the term in which the student intends to complete all requirements.** At least four weeks must be allowed in order for the advisor to give the student feedback and for the student to have sufficient time to make any corrections by the end of the quarter. Later submission will require registration for a subsequent term. The advisor and another faculty member designated by the MHS Academic Program Coordinator must be satisfied with its quality. The essay approval form must be completed and submitted to the Academic Coordinator.

Guidelines for the MHS Essay Content and Format

1. Discussions between student and advisor about the nature and topic of the MHS Essay should begin before the student leaves for his/her practicum. This will enable the student to conduct relevant literature searches early since some field placements do not offer easy access to the internet. Examples of types of essays include, but are not limited to the following:
    a. Descriptive case study papers on the work of the agency and experiences during the practicum.
    b. A critical and comparative literature review of programs and interventions similar to those associated with the student's practicum.
    c. Original research where the student collects and analyzes his/her own data as part of the practicum.
    d. Secondary analysis of data collected by the agency associated with the student's practicum.

2. At least 2 months prior to turning in the final version of the MHS essay, the student must submit an outline of the essay for approval of the advisor. Frequently, revisions of the outline are needed.

3. **At least four weeks prior to the end of the term in which the student plans to complete the program**, the student must submit a complete rough draft of their essay to their advisor for first review. Students are encouraged to submit their essay prior to this deadline to avoid delays. Once first edits are done, submit the revised essay to the identified second reader with a minimum of 2 weeks for review.
   - If the student intends to complete all requirements in the 2nd or 3rd term of the second year: in order to avoid additional registration, it is required that the draft essay be submitted to the advisor and 2nd reader at least FOUR weeks prior to the end of the term. Students are encouraged to submit the draft essay prior to this deadline to avoid delays.
   - If the student intends to complete all requirements in the 4th term of the second year: in order to graduate in May, it is required that the draft essay be submitted to the advisor and 2nd reader at least SIX weeks prior to the end of the term (because the final essay has to be submitted to the departmental academic coordinator 2 weeks prior to the end of 4th term). Students are encouraged to submit the draft essay prior to this deadline to avoid delays.

4. If the student is conducting data collection as part of the practicum/essay, appropriate institutional/country approval must be obtained for all such data collection; at a minimum this means obtaining local IRB approval and JHSPH IRB approval. The student will need to work with their advisor to be sure that such an approval is obtained in a timely manner. Note that the process of obtaining JHSPH IRB approval is more challenging when the student is in the field. JHSPH IRB will NOT approve a project AFTER the data have been collected. Therefore, if a project may require data collection, the student should aim to complete the IRB approval process prior to leaving Baltimore.

5. In general, students are expected to write a concise, cohesive essay. In many cases it is related to the topic that the student was involved in during their practicum. The student must demonstrate command of the literature in the area of that topic/issue. An alternative approach, especially if the student has written reports of scientific research for publication in the peer-reviewed literature during their time as a student, to use such manuscripts as the MHS Essay with additional text as appropriate to provide context.

6. The end result is more than just a review of the literature. It should be placed in context, be a contribution that synthesizes the relevant literature on their topic, and addresses current approaches to the problem in the field as well as the experiences of the student.

7. This should not be a report of the student's internship experience. It is not a diary of their practicum experience nor only a data report (although selected data may be incorporated for illustrative purposes).

8. MHS essay length: **The essay should be approximately 30-50 double spaced including any appendices.** This is approximately equivalent to two course term papers. Appendices can include maps, graphs, tables, training manuals, manuals of operations, software products or other documents to support your essay. If this is intended for publication, it should meet the journal specification.

9. **This is a written assignment**, but the format of the essay can take many different forms, depending on the type of practicum and the products required by the practicum mentor.

10. The student and advisor should identify an appropriate second reader for the essay about 2 months prior to turning in the final version of the essay. Any member of JHU faculty can serve as a second reader including those with adjunct appointments as may be the case of a mentor at the internship site.

11. A final version must be submitted to the academic coordinator of both the program AND the department in both electronic and printed versions, as a copy is kept in the permanent file.

Below is a sample outline for the MHS essay, although not all internships will fit into this format.

a. **Table of Contents** with page numbers
b. **An introduction or executive summary** which explains the paper as a whole and include information about their role in the internship and how it relates to this topic. Why is the student writing about this and what did they do in their internship related to this topic. This is sometimes also presented as a summary in an abstract form with a preface to describe the student's specific role in the project. (generally 2-4 pages)
c. **A solid background section** which gives a literature review of the topic/topics covered in the essay. Pay particular attention to proper sourcing of information in the background section. For a research study, the student would provide the objectives or study overview along with any specific aims.
d. **A methods section** that describes the program (for programmatic internships) or the research (if research was a component of the internship). In this section, the student describes the larger context of the project, but highlight's aspects of the project that reflect their role during the internship. This section may also include maps and other graphical illustrations of the population or the epidemiology of the disease.
e. **A results and analysis section**
    1. If the essay relates to a research project, present selected results that apply to the essay topic.
    2. If the essay relates to a professional practice project, a section where the results of an intervention or program evaluation should be included.
f. **Public Health implications of the project** What are the public health implications of the essay? What are the student's recommendations about advancing the program or research? What next steps are needed and what direction will or should the project go in the future?
g. **References** The essay should be well referenced. References can come from a variety of sources (books, websites, reports and peer review journals).
h. **Appendices** Appendices can include anything from consent forms, instruments, summary table, timelines, photos, maps, etc.

i. timeline, photos, maps, etc.

MHS ESSAY APPROVAL FORM

Name of Student: _____

Essay Topic:

_____

_____

_____

Advisor: _____ _____
(signature) (date)

Second Reader_____ _____
(signature) (date)

*Signature denotes approval of essay

Overview of the MHS degree

The following table gives an overview of the MHS degree in International Health Department. This represents the general timeline, but there are differences by program. Students are typically registered for 7 academic terms (until Mar 2009) or 8 terms (until May 2009). The practicum in second year starts sometime between June and September 2008, and a minimum of two academic terms (4 months) and up to 8 months.

Dates	Academic term	What MHS students are doing
Aug 27-28 2007	New student orientation/ registration	
Aug 30 – Oct 24 2007	1st Term	▪ Students mostly taking required courses with larger enrollments ▪ Students meet with advisors, plan their courses for the year and start thinking about what kind of practicum they are interested in
Oct 25 – Dec 21 2007	2nd Term	
Jan 7 – Jan 18 2008	Winter Intersession	▪ Students begin to search for practicum opportunities, send out cover letters and resumes. ▪ Arrange informational interviews if possible.
Jan 22 – Mar 14 2008	3rd Term	▪ Mixture of required and elective courses ▪ Most students start applying for practicum positions
Mar 17 – Mar 21 2008	Spring break	
Mar 24 – May 16 2008	4th Term	▪ Mixture of required and elective courses ▪ Most students finalize choice of practicum ▪ Complete the following and submit to your advisor, your program MHS coordinator and IH Department Academic Coordinator: (1) a 1-5 page description of proposed practicum; (2) the Checklist for Students Traveling Abroad. ▪ If practicum involves research, students apply for permission to conduct their study from JHSPH Institutional Review Board
June 2 2008	Exam	Written comprehensive examination: ▪ 20-25 short answer questions and 2 essay questions ▪ Exam lasts one day, usually on a Monday
July-August 2008	Summer term	▪ With rare exceptions, students don't register for this term ▪ Some students finalize choice of practicum at this time and submit ▪ Some students take a short summer practicum in Baltimore-Washington area before heading to the field, others leave to start an practicum in US or overseas, others undertake take language training or other preparation for their practicum
Sept-Oct 2008	1st term	▪ Most students are located in US or overseas for their practicum, and are registered full-time. ▪ This is an opportunity for some to take online classes. ▪ Some return to Baltimore at end of 2nd term
Nov-Dec 2008	2nd term	
Jan-Mar 2009	3rd term	▪ Some students return to Baltimore, write their MHS essay and may enroll in additional onsite or online courses they didn't have time to take during the first year ▪ Other students remain in the field and continue their practicum ▪ Some students submit their MHS essay and complete the requirements for the MHS degree by the end of 3rd term
Mar-May 2009	4th term	▪ All students have returned from the field. Some work on their MHS essay, others take further courses, some do both ▪ If not done earlier, submit a description of your practicum your advisor, program coordinator and IH Department Academic Coordinator (this may also be attached to your MHS Essay).
3rd wk May 2009	Public health convocation/graduation ceremonies	

Global Disease Epidemiology and Control

MHS Program Coordinator: Karen Charron , BSN, MPH, CCRC

Requirements for Admission

Students in the program ideally have a bachelor's degree in health or biological sciences or statistics. An applicant with another undergraduate degree must have satisfactorily completed courses in mathematics; biology; and chemistry, physics, or another natural science.

Educational Objectives*

Overall Program Goal

This program provides training for public health practitioners who will use epidemiologic, immunologic and/or laboratory and statistical methods to design, implement and/or evaluate disease control interventions for diseases of public health importance to under-served populations. Graduates will have a fundamental understanding of the pathogenesis, epidemiology, and control measures applicable to diseases of public health importance in disadvantaged populations. Interventions to be studied will be primarily biomedical (e.g. therapeutic or prophylactic drugs, vaccines or environmental modifications), although there may be a behavioral component to effective implementation of such interventions.

Special strengths of the program are infectious disease epidemiology (including emerging infections), vaccinology, and computational modeling and simulation of epidemics of infectious diseases. Students can acquire a broad understanding of the methods needed to design studies and gain hands-on experience in the design, conduct, and analysis of community and clinical trials and/or laboratory-based investigations. Subjects of investigation include the immunologic and biologic basis of responses to immunizations and other prophylactic or therapeutic interventions.

Students will be able to provide technical assistance to public health researchers and public health managers in the design, implementation and evaluation of programs to address public health problems facing underserved populations in the US and abroad.

General Knowledge

Learning Objectives

- Describe the evolution of key approaches that have been applied in an attempt to address the major public health problems of underserved populations and to place these approaches in the context of general development, culture and health policies.
- Define the most important indicators of health status of underserved populations, identify databases and other sources of information for these indicators, and describe how changes in these indicators reflect changes in the health status of populations.
- Describe the epidemiology, biology, pathophysiology, modes of transmission, and strategies for prevention and control of the major infectious diseases of public health importance to resource-poor environments. Be able to argue for the appropriateness of specific strategies for prevention and control in selected circumstances.
- Describe and evaluate successful management programs for health systems and or health services in developing countries.
- Identify major environmental health problems in the tropical areas of the world and discuss some solutions in detail with an emphasis on water and sanitation. Design a field project for an environmental control measure to reduce disease in a community.

*For Program Competencies see page 45

Public Health Practice Skills Learning Objectives

- Identify the major problems of public health importance to underserved populations.
- Review and synthesize what is currently known about a problem of public health importance.
- Identify sources of data relevant to a public health problem.
- Use data to assess the magnitude of a public health problem.
- Place the problem in its biological, cultural and behavioral context.
- Collaborate in the development of prevention and control plans for key public health problems.
- Collaborate in the development and implementation of evaluation plans for public health programs.

Research Skills Learning Objectives

- Review and critique the relevant literature on a research topic of public health importance.
- Describe the key study designs and state for which particular research questions these designs are most appropriate.
- Collaborate in the management of a research study, in monitoring its progress and in ensuring the quality of data collected.
- Produce a statistical analysis of the data collected during a research project, and provide a reasoned interpretation of the results.

Communications Learning Objectives

- Produce written reports of research and/or programmatic findings.

Advising Faculty

Abdullah Baqui
Robert Black
A. Louis Bourgeois
Karen Charron
Christian Coles
Gary Darmstadt
Anna Durbin
Christa Fischer
Robert Gilman
Neal Halsey
Clayton Harro
Ruth Karron
Joanne Katz
Alain Labrique
Lawrence Moulton
Luke Mullany
Saad Omer
Bill Pan
Andrea Ruff
R. Bradley Sack
James Tielsch

Global Disease Epidemiology and Control Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail.

Required Courses

Course no.	Course Title	Term	Units
General			
223.840	Special Studies and Research Disease Control: Education Program Development	1	1
223.860	Global Disease Epidemiology and Control Seminar (all 4 terms required)	1 – 4	1
	Introduction to Online Learning (http://distance.jhsph.edu/iol)		
International Health			
220.601	Introduction to International Health[4]	1	4
223.663	Infectious Disease and Child Survival	3	3
223.680	Global Disease Control Programs and Policies	4	4
Biostatistics, choose one of the following series for a total of 16 units:			
140.621 – 4	Statistical Methods in Public Health I – IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I – IV	1 – 4	4
Epidemiology (Total of 15 units)			
340.751 – 3	Epidemiologic Methods 1 – 3	1 – 3	5
Vaccines			
223.662	Vaccine Development and Application	2	3
Environmental Health			
182.626	Tropical Environmental Health	3	2
Management Sciences, choose one of the following courses:			
551.601	Managing Health Services Organizations[3]	1	4
221.722	Quality Assurance Management Methods for Developing Countries	1	4
317.600	Introduction to Risk Sciences and Public Policy[3]	1	3
551.603	Fundamentals of Budgeting and Financial Management[3]	2	3
551.608	Managing Non-Governmental Organizations in the Health Sector	3	3
Social and Behavioral Sciences, choose one of the following courses:			
410.620	Fundamentals of Health Education and Health Promotion[4]	1	3
224.689	Foundations of Behavioral Change Interventions in Developing Countries	2	4
410.650	Introduction to Persuasive Communication: Theories and Practice	2	4
410.651	Communication Strategies for Health Education and Health Promotion	3	4
410.630	Implementation and Sustainability of Community-Based Health Programs	4	3
Practicum (Taken in the second year for a minimum of 32 units):			
223.810	Field Placement Disease Control		32

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

GDEC Recommended Courses

Course no.	Course Title	Term	Units
Epidemiology/Research Conduct			
223.664	Design and Control of Community Trials	4	4
223.705	Clinical Vaccine Trials and Good Clinical Practice (only offered online)	4	3
Infectious Disease			
223.682	Clinical Aspects of Tropical Disease	4	3
340.653	Epidemiologic Inference in Outbreak Investigations	4	3
340.869	Research Methods in Sexually Transmitted Diseases	4	2
340.612	Epidemiologic Basis of Tuberculosis Control[1]	3	2
340.646	Epidemiology and Public Health Impact of HIV and AIDS[2]	1	4
Nutrition			
222.649	International Nutrition	4	3
222.647	Nutrition Epidemiology	3	3
Population/Family Planning			
380.611	Fundamentals of Program Evaluation	3	4
380.600	Principles of Population Change	2	4
Research Ethics			
550.860	Research Ethics	2	1
306.665	Research Ethics and integrity: US and International Issues	3	3
306.655	Ethical Issues in Public Health	4	3
Vaccines			
223.867	Vaccine Sciences and Policy Seminar	1 – 4	1
223.687	Vaccine Policy Issues	3	3
223.689	Biological Basis of Vaccine Development	4	3
223.705	Clinical Vaccine Trials and Good Clinical Practice (GCP)	4	3
Data Management			
223.672	Data Management Methods in Health Research Studies	4	5
140.632	Introduction to the SAS Statistical Package	4	3

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

Sample Year 1 Schedule for GDEC – MHS Program 2007-2009

1st Term

	Introduction to Online Learning http://distance.jhsph.edu/oll	0 units
220.601	Introduction to International Health	4 units
340.751	Epidemiology Methods 1	5 units
223.840	Special Studies: Educational Program Development	1 unit
223.860	Global Disease Epidemiology and Control Seminar	1 unit
140.621* **	**Statistical Methods in Public Health I**	**4 units**
140.651* **	**Methods in Biostatistics I**	**4 units**
551.601 *	*Managing Health Services Organizations*	*4 units*
*221.722 **	*Quality Assurance Mgmt Methods for Dev Countries*	*4 units*
*317.600 **	*Introduction to The Risk Sciences And Public Policy*	*3 units*
***410.616 ** **	***Social And Behavioral Aspects Of Public Health***	***4 units***
***410.620 ** **	***Fundamentals of Health Education And Health Promotion***	***3 units***
Total 1st term Required Units		15+ options

2nd Term

340.752	Epidemiology Methods 2	5 units
223.662	Vaccine Development & Applications	3 units
223.860	Global Disease Epidemiology and Control Seminar	1 unit
140.622* **	**Statistical Methods in Public Health II**	**4 units**
140.652* **	**Methods in Biostatistics II**	**4 units**
*551.603 **	*Fundamentals of Budgeting and Financial Management*	*3 units*
***224.689 ** **	***Foundations in Behavioral Change Interventions***	***4 units***
***410.650 ** **	***Intro to Persuasive Communications: Theories And Practice***	***3 units***
Total 2nd term Required Units		13+ options

3rd Term

340.753	Epidemiologic Methods 3	5 units
223.663	Infectious Disease & Child Survival	3 units
223.860	Global Disease Epidemiology and Control Seminar	1 unit
182.626	Tropical Environmental Health	2 units
140.623* **	**Statistical Methods in Public Health III**	**4 units**
140.653* **	**Methods in Biostatistics III**	**4 units**
551.603. *	*Fundamentals of Budgeting and Financial Management (Online)*	*3 units*
*551.608 **	*Managing Non Governmental Organizations*	*3 units*
*551.607**	*Pharmaceuticals Management For Under-Served Pop*	*3 units*
***410.615 ** **	***Research Design In The Social And Behavioral Sciences***	***3 units***
***410.651 ** **	***Communication Strategies for Health Education &Health Promotion***	***4 units***
Total 3rd term Required Units:		13 + options

4th Term

223.680	Global Disease Control Programs and Policy	4 units
223.860	Global Disease Epidemiology and Control Seminar	1 unit
140.624***	Statistical Methods in Public Health IV	4 units
140.654***	Methods in Biostatistics IV	4 units
410.630*	***Implementation & Sustainability of Community-Based Health Programs***	***3 units***
223.664	**Design and Conduct of Community Trials (optional)**	**4 units**
223.682	**Clinical Aspects of Tropical Disease (optional)**	**3 units**
Total 4th term Required Units:		9+ options

** Choose 1 management course*
***** Choose 1 behavioral course***
****** Choose 1 biostatistics series***
(Optional) Courses that are encouraged

HEALTH SYSTEMS

Program Coordinator: William Weiss

Requirements for Admission

Students must have a prior degree in biological or health sciences or alternatively in management or social sciences. Some prior international or health systems experience is highly desirable.

Educational Goals

Graduates of the program will possess core competencies as outlined below to play leadership roles in (a) health policy; (b) health planning, management, and evaluation; (c) public health education; (d) institution building; and (e) community development in a variety of settings, from community to national and international levels, and particularly to work in low and middle-income countries and with disadvantaged populations.

Core Health System Competencies

- Analyze the organization, structure and financing of a health service system
- Compare basic models of health delivery systems in different country settings
- Explain the major approaches to managing and improving health service organizations, including process improvement, strategic planning, and organizational design
- Apply social and behavioral concepts to improve the functioning of health service systems and agencies
- Prepare a basic plan budget for a health services agency that addresses personnel and other resource needs
- Identify components of health service quality and the means to improve these
- Develop a policy advocacy strategy that focuses on key health policy stakeholders
- Apply epidemiological and statistical tools in developing a health management information system and monitoring and evaluation procedures
- Design and implement culturally sensitive health education and behavior change programs

Advising Faculty

While students will have a designated adviser, they are encouraged to meet and discuss their interests with a variety of faculty members.

Timothy Baker
Robert Black
William Brieger
Jennifer Bryce
Gilbert Burnham
Gary Darmstadt
Anbarasi Edward Raj
Adnan Hyder
Amnesty Lefevre
Orin Levine
Richard Morrow
Luke Mullany
Katherine O'Brien
David Peters
William Reinke
Court Robinson
Mathuram Santosham
Alan Sorkin
Carl Taylor
Melvyn Thorne
Earl Wall
Damien Walker
William Weiss

*For Program Competencies see page 50

Health Systems Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail. **Please note: courses taken to meet one group of requirements may not be used to meet another group of requirements.**

Required Courses

Number	Course Title	Term	Units per term
551.601	Managing Health Services Organizations	1	4
551.602	Approaches to Managing Health Services Organizations	1	2
551.603	Fundamentals of Budgeting & Financial Management[3]	2	3
221.840	Special Studies and Research Health Systems (IGA)	1	1
221.860	Health Systems Seminar (all 4 terms required)	1-4	1
220.601	Introduction to International Health	1	4
221.609	Comparative Health Systems	3	4
140.621-3	Statistical Methods in Public Health	1-3	4
340.601	Principles of Epidemiology	1	5
	Introduction to Online Learning (http://distance.jhsph.edu/iol)		
Practicum (Taken in the second year for a minimum of 32 units):			
221.810	Field Placement Health Systems (Practicum/Internship)		

Core Applied Health Management Courses – chose one of the following: Those not chosen for this requirement may be used to meet Health System Program Electives (listed on the following page).

Number	Course Title	Term	Units per term
551.604	Quantitative Tools for Managers	2	3
551.605	Case Studies in Management Decision-Making	3	3
551.607	Pharmaceutical Management for Underserved Populations	3	3
551.608	Managing Non-Governmental Organizations	3	3
221.722	Quality Assurance Management in Developing Countries[1]	1	4
221.706–7.81	Management of Hlth Systems in Dev. Countries I & II (internet only)	3 & 4	2 & 3

Environmental Health Requirement, choose one of the following:

Number	Course Title	Term	Units per term
180.601.81	Environmental Health (internet only)	3	5
180.611	The Global Environment and Public Health	4	4
180.660	Introductory Principles of Environmental Health	3	3
182.626	Tropical Environmental Health	3	2
182.640	Food and Water-borne diseases	3	3
187.610	Principles of Toxicology[2]	1	4

Social & Behavioral Sciences Requirement, choose one of the following:

Number	Course Title	Term	Units per term
222.654	Food, Culture, and Nutrition	4	4
224.689	Foundations of Behavior Change Interventions in Dev. Countries	2	4
410.620	Fundamentals of Health Education and Health Promotion[4]	1	3
330.657	Statistics for Psychosocial Research: Measurement	1	4
410.654-5	Health Communications Project I & II	3 & 4	4 & 4

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

Biological Science Requirement, choose one of the following:

Number	Course Title	Term	Units per term
120.620	Fundamentals of Reproductive Biology	1	3
182.640	Food and Water-borne diseases	3	3
187.610	Public Health Toxicology[2]	1	4
222.641	Principles of Human Nutrition	1	4
223.662	Vaccine Development and Application	2	3
223.663	Infectious Diseases and Child Survival	3	3
380.761	STI Prevention: Using Epidemiology to Inform Policy and Program	3	4
223.682	Clinical Aspects of Tropical Diseases	4	3
380.661	Clinical Aspects of Maternal & Newborn Health	4	3
380.760	Clinical Aspects of Reproductive Health	3	3
550.630	Public Health Biology[4]	1	3

Health Systems Program Specific Electives: (12 Units)

Twelve (12) additional units from the list below should be taken if not already selected to satisfy another requirement. These track specific electives are organized under four broad headings to facilitate selection based on different competency areas. You may choose from any of these areas.

Number	Course Title	Term	Units per term
Measurement, Research and Monitoring			
221.612	Confronting the Burden of Injuries: A Global Perspective[2]	2	3
221.620	Using Summary Measures of Pop. Hlth. to Improve Health Systems	4	4
221.627	Issues in Maternal Mortality Reduction in Developing Countries	2	4
221.637.81	Health Information Systems (internet only)	2	3
221.638	Health Systems Research and Evaluation in Developing Countries	4	4
221.722	Quality Assurance Management Methods for Developing Countries[1]	1	4
223.664	Design and Conduct of Community Trials	4	4
312.633.81	Health Management Information Systems (internet only)	4	3
551.856	Research Methods in Health and Human Rights	3	2
221.641	Measurement Methods in Humanitarian Emergencies	4	2
Planning, Management and Evaluation			
221.706-7.81	Management of Hlth. Systems in Dev. Countries I & II (internet only)	3 & 4	2 & 3
221.635	Case Studies in Primary Health Care[3]	3	4
221.661	Project Development for PHC in Developing Countries	4	4
312.617	Fundamentals of Financial Accounting	1	3
312.621	Strategic Planning & Operations	4	3
380.611	Fundamentals of Program Evaluation	3	4
551.605	Case Studies in Management Decision-Making	3	3
551.607	Pharmaceuticals Management for Under-served Populations	3	3
551.608	Managing Non-Governmental Organizations in the Health Sector	3	3
Health Policy and Economics			
300.652	Politics of Health Policy	3	4
313.630 – 1	Concepts and Applications in Economic Evaluation I & II	3 & 4	3 & 3
313.640 – 1	Health Economics I & II	1 & 2	2 & 2
301.645	Health Advocacy	4	3

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

Health Management Issues with Special Populations			
221.613	Introduction to Humanitarian Emergencies	1	2
221.616	Ethics of Public Health Practice in Developing Countries	4	2
221.624.81	Urban Health in Developing Countries (internet only)	4	2
221.633	Public Health Issues in Disasters	3	2
221.639	Refugee Health Care[1]	2	3

[1] This course is also offered online 1st term

HUMAN NUTRITION

Program Coordinator: Parul Christian

Requirements for Admission

The program hopes to attract the best and the brightest students regardless of background. Therefore, entry into the MHS in Human Nutrition requires, at a minimum, a bachelor's degree or its equivalent, preferably in nutrition, biological sciences, health sciences, social sciences or public health.

Educational Objectives*

The MHS program in Human Nutrition is designed to train professionals to focus on public health problems in food and nutrition in human populations. Graduates are expected to assume positions in nutrition and food program management, laboratory analysis, operations, evaluation or surveillance/ monitoring within government, international or non-governmental agencies, universities, private industry, being able to incorporate food and nutrition elements into public health research, programs and policies. Many students go on to conduct doctoral work, to obtain either MD or PhD degrees.

Students will be expected to enroll for six quarters, satisfy the educational requirements, and successfully complete a practicum experience and write an essay. Students must also pass a written comprehensive exam.

Advising Faculty

Robert Black
Benjamin Caballero
Laura Caulfield
Larry Cheskin
Parul Christian
Joel Gittelsohn
Laura Murray-Kolb
Youfa Wang
Keith P. West Jr.
Luigi de Luca
Rolf Klemm
Kerry Schulze

Program Requirements

A minimum of 96 total units of coursework is required. Of these, 64 units are associated with directed coursework, and 32 units are associated with a practicum experience, which is usually completed during the second year.

Students are required to take specific courses in each of four core content areas in order to develop specific competencies: *Nutrition and Health, Biochemistry and Metabolism, Research Methods, and Professional Skills*. Approximately 40 course units are associated with these core content areas common to all MHS students. In addition, all students must complete coursework in the social or behavioral sciences, program management, and environmental health. To complete the remainder of their coursework requirements, students will choose elective coursework and special studies in conjunction with their advisor, depending on their unique career goals.

*For Program Competencies see page 54

Nutrition Practicum

MHS candidates complete a practicum for 2 terms. This experience is jointly arranged by the student, faculty advisor and other faculty within the Center for Human Nutrition or School, as necessary. The practicum may comprise any of the following: (a) field placement in a supervised nutrition research (laboratory, clinic or population-based) or program setting; (b) analytic work under faculty guidance during which nutrition-related data (dealing with either laboratory or population-based research, program evaluation or surveillance) are analyzed and a report prepared; or (c) additional, directed course work toward developing a particular specialty within the context of the MHS program.

A new MHS-RD internship in collaboration with the dietetics program at the Johns Hopkins Bayview Medical Center (JHBMC) has recently been approved. This offers students the opportunity to earn both the MHS degree and complete the dietetics internship in preparation for obtaining the RD credential. Those interested in the program should contact Dr. Christian as acceptance into the internship needs to be determined. For those accepted, a $500 deposit is required by March 1st, 2008 to secure placement. The remaining tuition for the internship is due June 1st, 2008 prior to the start of the internship, which occurs from June through December 2008. Like all MHS students, those in the RD internship program, must also complete the MHS essay.

Human Nutrition Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail.

Required Courses

Course No.	Course Title	Term	Units per Term
General/Professional Skills:			
222.840	Special Studies & Research HN: Educational Program Development	1	1
222.860	Graduate Nutrition Seminar	1-4	1
	Introduction to Online Learning (http://distance.jhsph.edu/iol)		
Practicum (Taken in the second year for a minimum of 32 units):			
222.810	Field Placement Human Nutrition (Practicum)		
Nutrition			
222.641	Principles of Human Nutrition	1	4
222.658	Critical Thinking in Nutrition	1	1
222.642	Assessment of Nutritional Status	2	3
222.843	Special Studies: Biochemistry and Metabolism	2	3
222.655	Nutrition and Life Stages	3	3
222.654	Food, Culture and Nutrition	4	4
Choose one of the following:			
222.651	Advanced Nutrient Metabolism	2	3
222.649	International Nutrition	4	3
222.656	Critical Analysis of Popular Diets	4	3
222.xxx (TBA)	Nutrition in Disease Treatment and Prevention	4	3
Research Methods, choose one of the following series for a total of 16 units:			
140.621 – 4	Statistical Methods in Public Health I – IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I – IV	1 – 4	4
Epidemiology, choose one of the following:			
340.751 – 3	Epidemiologic Methods 1 – 3	1 – 3	5
340.601	Principles of Epidemiology	1	5

Environmental Health, chose <u>one</u> of the following: Those not chosen for this requirement may be used as electives.			
Course No.	Course Title	Term	Units per Term
187.610	Public Health Toxicology[2]	1	4
180.601.81	Environmental Health (internet only)	3	5
182.626	Tropical Environmental Health	3	2
180.660	Introductory Principles of Environmental Health	3	3
182.640	Food and Water Borne Diseases	3	3
180.611	The Global Environment and Public Health	4	4
Management Sciences, chose <u>one</u> of the following: Those not chosen for this requirement may be used as electives.			
551.601	Managing Health Services Organizations[3]	1	4
551.603	Fundamentals of Budgeting and Financial Management[3]	2	3
182.623	Occupational Safety and Health Management	3	3
221.706 – 7	Management of Hlth. Systems in Dev. Countries I – II (internet only)	3	2
305.607	Public Health Practice[4]	2	4

NOTE: For those interested in the MHS/RD option they are required to take i) Nutrition for Treating and Preventing Disease, ii) Food and Water Borne Diseases for their Environmental Health requirement, and iii) Fundamentals of Budgeting and Financial Management for their Management Sciences requirement.

Recommended Electives: (18-23 Units)

Course No.	Course Title	Term	Units per Term
Nutrition			
222.657	Food and Nutrition Policy	1	2
222.647	Nutritional Epidemiology	3	3
221.611	Food/nutrition and livelihood in humanitarian emergencies	4	2
340.644	Introduction to Diabetes and Obesity Epidemiology	4	2
Research Methods			
340.608	Observational Epidemiology[3]	2	4
223.664	Design and Conduct of Community Trials	4	4
224.689	Foundations of Behavioral Change in Developing Countries	2	4
410.690	Ethnographic Fieldwork	3	4
224.691	Qualitative Data Analysis	4	4
International Health and Disease			
220.601	Introduction to International Health*	1	4
221.627	Issues in Maternal Mortality Reduction in Developing Countries*	2	4
223.663	Infectious Diseases and Child Survival	3	3
223.680	Global Disease Control Programs and Policies	4	4
Population, Behavior and Health			
380.604	Life Course Perspectives on Health[1]	1	4
380.600	Principles of Population Change[2]	2	4
224.689	Foundations of Behavioral Change in Developing Countries	2	4
380.611	Fundamentals of Program Evaluation	3	4
Research Ethics			
550.860	Research Ethics	2	1
306.655	Ethical Issues in Public Health	4	3
306.665	Research Ethics and Integrity: US & International Issues	3	3

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

SOCIAL AND BEHAVIORAL INTERVENTIONS

MHS Program Coordinator: Elli Leontsini

Requirements for Admission

Applicants into the program must have a bachelor's degree in the health or social sciences.

Educational Objectives*

The program offers multidisciplinary training for researchers and public health practitioners who wish to use the social sciences in the design, implementation, and evaluation of public health programs, particularly community-based interventions. The program provides students with a broad exposure to applied theory and methods from the fields of social psychology and medical anthropology and sociology. The combined use of qualitative and quantitative methods is a defining characteristic of the program, and students are trained in survey research methods, as well as, in-depth interviews, focus group discussions, and direct and participant observation techniques. Students may choose to specialize in the development, implementation, and evaluation of public health programs related to a given area of interest such as HIV/AIDS, child survival, and malaria prevention, as well as a host of other topical areas relevant to the enhancement of health in lower income settings. Upon completion of the program, students will be able to provide technical assistance in assessing the socio-cultural context surrounding public health interventions and in the development, implementation and evaluation of social and behavioral change programs to improve the health of underserved communities.

Competency Area I-General Public Health Knowledge: Demonstrate knowledge of public health problems most pertinent to underserved populations and characterize these problems in terms of measurable health indicators.

- *International Health:* Describe the evolution of key approaches to address major public health problems among underserved populations in lower income contexts and indicators of their impact.
- *Public Health Biology:* Explain biologic mechanisms and/or clinical manifestations of disease(s) impacting public health.
- *Environmental Health:* Discuss environmental influences on public health and appropriate risk assessment and public health response options.

Competency Area II-Social and Behavioral Sciences: Develop the theoretical and methodological tools useful in gaining an understanding of the socio-cultural context surrounding public health in lower income contexts and to assist in the development, implementation and evaluation of social and behavioral change programs.

- *Theory and Practice:* Describe the relevance of psycho-social and environmental-structural theory in the design of effective public health interventions and formulate theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.
- *Qualitative Methods:* Develop an understanding of theoretical paradigms and perspectives informing ethnography and qualitative research and practice utilizing qualitative methods employed to assess the social context of health and inform public health action.
- *Intervention-related Research:* Describe and utilize multi-method research methodologies in the development, implementation and evaluation of context-appropriate social and behavioral interventions to improve health.

*For Program Competencies see page 57

Competency Area III-Epidemiology and Biostatistics: Develop a solid foundation in epidemiologic and statistical research and evaluation skills applicable to public health assessment and action.

- Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a public health problem or the impact of public health action on a health condition(s).

Competency Area IV-Management: Describe management principles and practices pertinent to public health programming. Identify management techniques applicable to public health program implementation and evaluation including organizational and financial best practices.

Advising Faculty

Allison Barlow
William Brieger
Katherine Fritz
Joel Gittelsohn
Amy Gregowski
Elli Leontsini
Sangeeta Mookherji
Britta Mullany
Michael Sweat
Elena Varipatis
Peter Winch

Program Requirements

A minimum of 96 total units of coursework is required. Of these, 64 units are associated with academic coursework, generally completed within the first year of the program, and 32 units are associated with a practicum experience, which is usually completed during the second year. Courses taken to fulfill program requirements must be taken for a letter grade.

Required Courses

Course No.	Course Title	Term	Units per term
220.601	Introduction to International Health[4]	1	4
Social and Behavioral Sciences			
224.840	Special Studies and Research SBI: Educational Goals Development	1	1
224.860 – 2	SBI Program Seminar I - III	1 – 3	1
224.689	Foundations of Behavior Change Interventions in Dev. Countries	2	4
Epidemiology and Biostatistics			
340.601	Principles of Epidemiology	1	5
140.621 – 3	Statistical Methods in Public Health I/II/III [Four course sequence, only first three required; IV is recommended]	1-3	4
Qualitative Methods			
410.690	Ethnographic Fieldwork	3	4
224.691	Qualitative Data Analysis	4	4
Intervention-related Research			
224.692	Formative Research for Behavioral & Community Interventions	4	3

Public Health Biology, choose <u>one</u> of the following:

Course No.	Course Title	Term	Units per term
222.641	Principles of Human Nutrition	1	4
182.640	Food and Water Bourne Diseases	3	3
223.682	Clinical Aspects of Tropical Diseases	4	3
380.661	Clinical Aspects of Maternal & Newborn Health	4	3
380.760	Clinical Aspects of Reproductive Health	3	3

[4] This course is also offered online 4th term

Course No.	Course Title	Term	Units per term
223.663	Infectious Diseases and Child Survival	3	3
223.689	Biologic Basis of Vaccine Development	4	3
223.662	Vaccine Development and Application	2	3
120.620	Fundamentals of Reproductive Biology	1	3
550.630	Public Health Biology[4]	1	3
340.612	Epi. Basis of Tuberculosis Control[1]	3	2
340.646	Epidemiology & Public Health of Impact of HIV & AIDS[2]	1	4
340.654	Epi & Natural History of Human Viral Infections[1]	3	6
260.652	Principles of Public Health Ecology	2	4
380.762	HIV Infection in Women, Children, Adolescents	4	4

Environmental Health, Choose <u>one</u> of the following:

Course No.	Course Title	Term	Units per term
187.610	Public Health Toxicology[2]	1	4
180.601.81	Environmental Health (internet only)	3	5
182.626	Tropical Environmental Health	3	2
180.611	The Global Environment and Public Health	4	4
180.660	Introductory Principles of Environmental Health	3	3

Management, choose <u>one</u> of the following:

Course No.	Course Title	Term	Units per term
221.722	Quality Assurance Management Methods for Developing Countries[1]	1	4
551.601	Managing Health Services Organizations[3]	1	4
305.607	Public Health Practice[4]	2	4
551.603	Fundamentals of Budgeting and Financial Management[3]	2	3
221.706 – 7.81	Management of Hlth. Systems in Dev. Countries I – II (internet only)	3	3
182.623	Occupational Safety and Health Management	3	3
221.609	Comparative Health Systems	4	4
551.608	Managing Non-governmental Organizations in the Health Sector	3	3

International Health Electives, choose <u>one</u> of the following:

Course No.	Course Title	Term	Units per term
221.627	Issues in Maternal Mortality Reduction in Developing Countries	2	4
221.639	Refugee Health Care[1]	2	3
221.635	Case Studies in Primary Health Care[3]	3	4
222.649	International Nutrition	4	3
223.680	Global Disease Control Programs and Policies	4	4
221.624.81	Urban Health in Developing Countries (internet only)	4	2

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

Social and Behavioral Sciences Electives, choose <u>three</u> courses from the following theory or practice options:

Theory focused:			
Course No.	Course Title	Term	Units per term
410.616	Social and Behavioral Aspects of Public Health	1	4
410.612	Sociological Perspectives on Health [Offered every other year, offered 2007-08]	1	3
410.650	Introduction to Persuasive Communications	3	4
410.613	Psychosocial Factors in Health and Illness	2	4
330.661	Social, Psych., & Dev Processes in the Etiology of Mental Disorders	3	3
308.610	The Political Econ. of Soc Inequalities & Conseq on Hlth/Qual Life	3	3
380.756	Poverty, Economic Development & Health	3	4
300.652	Politics of Health Policy	3	4
380.668	International Perspectives on Women, Gender, and Health	3	3
380.642	Child Health and Development	2	3
380.623	Adolescent Health and Development[3]	3	3
Practice focused:			
Course No.	Course Title	Term	Units per term
222.654	Food, Culture and Nutrition	4	4
221.661	Project Development for PHC in Developing Countries	4	4
410.620	Fundamentals of Health Education & Health Promotion[4]	1	3
410.651	Communication Strategies for Health Education & Promotion	3	4
410.654 – 5	Health Communication Programs I – II	3-4	4
301.645	Health Advocacy	4	3
410.630	Implementation and Sustainability of Community Health Programs	4	3
410.752	Children, Media, and Health	3	3

Intervention-related Research Electives, choose <u>one</u> of the following:

Course No.	Course Title	Term	Units per term
380.733	Communication Network Analysis in PH Programs	1	4
340.608	Observational Epidemiology[3]	2	4
222.647	Nutrition Epidemiology	3	3
223.664	Design and Conduct of Community Trials	4	4
140.624	Statistical Methods in Public Health IV	4	4
223.672	Data Management Methods in Health Research Studies	4	5
380.611	Fundamentals of Program Evaluation	3	4
380.612	Applications in Program Monitoring and Evaluation	4	4
380.600	Principles of Population Change[2]	2	4
410.615	Research Design in the Social and Behavioral Sciences	3	3

[1] This course is also offered online 1st term
[2] This course is also offered online 2nd term
[3] This course is also offered online 3rd term
[4] This course is also offered online 4th term

Social and Behavioral Interventions Course Schedule
2007-2008 Example

First year

1st Term

224.840	Special Studies: Educational Goals Development	1 unit
224.860	Social and Behavioral Interventions Program Seminar	1 unit
220.601	Introduction to International Health	4 units
340.601	Principles of Epidemiology	5 units
140.621	Statistical Methods in Public Health I	4 units
221.639	Refugee Health Care [internet]	3 units
Total Units		**18 units**

2nd Term

224.861	Social and Behavioral Interventions Program Seminar	1 unit
224.689	Foundations of Behavioral Change Interventions	4 units
140.622	Statistical Methods in Public Health II	4 units
380.623	Adolescent Health and Development	3 units
221.627	Issues in Maternal Mortality Reduction	4 units
Total Units		**16 units**

3rd Term

410.690	Ethnographic Fieldwork	4 units
140.623	Statistical Methods in Public Health III	4 units
301.645	Health Advocacy	3 units
223.663	Infectious Disease & Child Survival	3 units
551.608	Managing NGOs in the Health Sector	3 units
Total Units		**17 units**

4th Term

224.691	Qualitative Data Analysis	4 units
224.692	Formative Research for Behavioral/Community Interv.	3 units
140.624	Statistical Methods in Public Health IV	4 units
221.606	Project Development for PHC in Developing Countries	4 units
380.612	Applications in Program Monitoring & Evaluation	4 units
Total Units		**19 units**

Second Year

1st and 2nd term

224.864 Social and Behavioral Interventions Field Placement **32 units**
(16 units per term)

NOTE: You cannot exceed 22 units per term

DEPARTMENT OF INTERNATIONAL HEALTH STUDENT INFORMATION

IH Student Group

The Department of International Health has a very active and organized student group. This group was formed to facilitate stronger communication and interaction between the Department (faculty and administrators) and the students, and works each year to plan and develop different opportunities aimed at achieving this goal. Participation by all IH students is welcomed and encouraged. For more information on the activities and functions of this group and to learn more about getting involved, please contact the current coordinator, Duza Baba (dbaba@jhsph.edu).

Student Space

Each program area within the Department has a limited number of offices allocated for student use. The program areas can assign these to students at their discretion. Please contact the faculty coordinator for your specific program area to inquire about the availability of space and how it is allocated to determine if you are eligible.

In addition, the Department maintains a student office on the 8th floor, room E8038. This room is available for use by all currently enrolled International Health students. The room is card accessible by way of your JHU ID badge. The room is equipped with several computers, a printer, a scanner, a microwave, a refrigerator, and desk space. We encourage students to utilize this space as needed. Please help us in making it enjoyable for everyone by keeping it tidy and clean.

Course Waivers

Waivers of requirements may be granted for units earned in equivalent courses taken in this or another school. The waiver request must be based on coursework already taken which is similar in content, and documentation (i.e., a transcript and course syllabus) must be provided. In addition, the waiver request must be submitted at least one month prior to the beginning of the quarter in which the course is offered. **Requests for waivers for any course offered in the first quarter must be submitted no later than the end of the first day of classes.** No requests for first quarter waivers will be considered after this time. In no case can more than half of the required program-specific units be waived.

Waiver requests should be addressed to the Chair of the Curriculum and Credentials Committee (Dr. James Tielsch) and submitted to Charlotte Ann Gaylin (E8518) at least one month prior to the beginning of the term in which the course takes place in order to give the Committee ample time to consider the request. Requests should include a short letter of explanation, which includes the name of the course the student is requesting to waive out of, as well as the name, description, course syllabus, and transcript showing the grade earned in the course which is being substituted.

Once a waiver request is approved, a record of its approval will be noted in the students file on their tracking form. Please note that approval of a waiver request does not reduce the number of units a student is required to earn in their degree program.

Leave of Absence

Any requests for a change in status must be made in writing to the Department through the Academic Program Coordinator (Carol Buckley). Once a written request for a change in status (i.e., leave of absence) is received, the student will be given a requisite form which must then be signed by the student's advisor and other applicable persons and submitted to the Registrar's Office for final approval.

SPH-SAIS Dual Degree Candidates

Students in the dual degree program will have a year at SAIS counted as their internship for the MHS. This year will normally follow the year of coursework at the School of Public Health, but in individual cases consideration will be given to retroactive counting of time at SAIS toward the internship period. **However, dual degree candidacy does not remove the requirement of a Masters Essay.** The essay can serve simultaneously to satisfy requirements at SAIS.

Transfers

MHS to MPH: If after beginning the program a student desires admission to the MPH program by transfer, the student must obtain advisor approval in writing and then make a written request to the Associate Chair for Academic Programs, on which the Director with sign and then the student will submit the letter, after obtaining the signature from Dr. Tielsch, to the Director of the MPH Program. Once the letter is signed for approval by the Director of the MPH Program, it is then submitted to the Records and Registration Office.

MHS to MHS: If after beginning the MHS program a student wishes to change program area, the student must request the change in writing and have it endorsed by the MHS Program Coordinators of the current and future program area. The request then needs to be endorsed by the Associate Chair for Academic Programs. It is important to note that these types of transfers are very rare, due to the capacity of the programs and the sequencing of courses by program area.

MHS to PhD: Students in the MHS program who are interested in going on to a PhD program in the Department of International Health have two options, both of which require formally applying to the Department for admission to the PhD program. The first option is to complete the MHS degree and then entering the PhD program in September following the completion of the MHS practicum and turning in their MHS essay. Students that choose this option will need to complete an additional two terms of full-time residency after which they will have completed the PhD residency requirement and will be provided a 75% tuition scholarship by the Department. The second option is to transfer from the MHS program to the PhD program prior to completing the MHS degree. Such transfer requests will be considered by the Admissions Committee only after at least two full terms as a MHS student. If accepted into the PhD program, the student's residency requirements will be considered to have started at the time of their entrance to the MHS program. They will not, however, receive the MHS degree.

Peace Corps Master's International Option

The MHS/MI Program at Johns Hopkins University, which joins dozens of other universities around the country in offering a masters degree program coordinated with Peace Corps service.

The MI Program is designed for students interested in working with the Peace Corps to fulfill the practicum requirement of the MHS Program. The academic requirements for this program are the same as for the MHS program, but instead of completing a two-term internship through the School of Public Health, students would fulfill their internship with a 2-year Peace Corps volunteer assignment that is complementary to the skills and training that they received at the School.

Following the normal MHS Program schedule, students in this program will complete nine months of coursework at Johns Hopkins Bloomberg School of Public Health, take a comprehensive examination, and then enter Peace Corps, undergoing 2-3 months of initial language, culture, and project orientation, and then complete two years of service. Students register for 32 units at any time during their Peace Corps service (although they should be registered in the term they complete their masters paper requirement), for which they receive an automatic 75% scholarship. After completion of an acceptable paper regarding their work, students have completed the requirements for the MHS.

For more information on the Peace Corps side of this program, please visit their website at: http://www.peacecorps.gov/index.cfm?shell=learn.whyvol.eduben.mastersint.

For additional details on how to get involved with the MHS/MI Peace Corps program, please contact:

Dr. Lawrence Moulton, Professor

Email: lmoulton@jhsph.edu
Phone: 410-955-6370
Fax: 530-325-6867

Academic Advising

Masters degree programs in the Department of International Health are a mixture of didactic coursework, independent reading, research/practice experience and the preparation of a culminating document. As the program progresses, there are many decisions to be made regarding which courses and experience will address a student's educational objectives. To assist with navigating this process, each student is assigned an academic faculty advisor who has the responsibility of serving as a guide and mentor. While these programs seem to be tightly scripted by the Department and School, it is the Department's view that graduate degree programs must be owned by the student with the faculty acting as guides in the student's own development as a scholar and practitioner. This section is intended to guide the student and the faculty member in making the advisor-advisee relationship as successful as possible.

This section has three goals:

- describe the Department's advising philosophy;
- provide answers to frequently asked questions;
- provide guidance on how the student and advisor can interact most effectively.

The suggestions in this section are derived from the experience of faculty who have worked with students for many years and from students who themselves have been guided by these faculty members. The document is dynamic and needs input from students and advisors as they use it. Please submit comments and concerns to the Academic Coordinator.

Advising Philosophy, Department of International Health

The primary purpose of the academic advising process is to assist students in the development and implementation of a meaningful and appropriate plan for their graduate education and future career. This purpose is driven by a set of core values:

1. Advisors are responsible to the students they advise.
   - Advising is an integral part of the educational process with both students and advisors benefiting from the relationship.
   - Regular student-advisor communication allows advisors to maximize the student's ability to develop life-long learning skills and for the advisor to act as an advocate for the student.
   - Advisors must recognize the diversity of student backgrounds and the opportunities provided by this diversity for maximizing educational achievement.
   - Advisors are responsible for connecting students with others in the academic community who can, when appropriate, assist in the advising process.

2. Advisors are responsible to the institution.
   - As faculty, advisors are responsible for maintaining the academic standards and reputation of the Department, School, and University. This implies a focus on academic excellence for the students they advise.

- Advisors must comply with the policies and procedures established by the Department, School and University for the didactic, exploratory, and research portions of a graduate student's educational experience.

3. Advisors are responsible to the community of higher education.
   - Advisors must uphold the values of academic and intellectual freedom that characterize the university environment in the United States.
   - As faculty, advisors are responsible for the training of the next generation of academic leaders in education, research, practice, and service.

4. Advisors are responsible to the public health community.
   - As faculty in a School of Public Health, advisors are committed to improving the health and well being of populations everywhere in the world through education, research, practice and service.

The Advisor-Advisee Relationship
Please refer to the Advisor/Advisee Meeting Guidelines on page 36
All students in the Department are assigned a faculty advisor who is a full-time member of the advising faculty in their program area. In addition, **the MHS Academic Coordinator for their program also serves as a back-up advisor to students**. The advisor has the responsibility of assisting the student in designing an academic program that meets the student's goals within the requirements of the University, School and Department. Additionally, the advisor serves to direct the student to appropriate resources and research opportunities. The advisor should be the first point of contact in resolving academic problems. Advising students is an integral part of every faculty member's responsibilities. Thus, the student should not feel that he/she is imposing by asking for advice. Faculty members expect to be available to students, although the students should be respectful of the faculty's time by scheduling and respecting appointments. This is especially true in our department where research and practice responsibilities of the faculty require them to travel a significant portion of their time. **The responsibility for arranging meetings with their advisor lies with the student. Students should not expect advisors to seek them out for required appointments.** The student bears the responsibility of consulting the advisor when necessary and arranging periodic appointments, even if there are no specific problems. In general, advisors and advisees should communicate at least once per term, preferably more often. All course registrations must be approved by the advisor. The student is required to schedule a meeting in order to assure that the advisor has reviewed the student's schedule and to plan any special studies projects or thesis research as needed with the advisor before the registration period deadline. If due to travel or scheduling difficulties, such communication cannot be conducted before the registration period deadline, students should receive approval for course registration from their MHS Program Coordinator.

Responsibilities: Advisor

- To assist in determining the advisee's educational goals and needs at the start of the program.
- To serve as an educational and/or professional mentor for the student.
- To maintain awareness of and sensitivity to the level of compatibility between the student advisee and him/herself in terms of academic, professional, and personal interests.
- To facilitate a change of advisor if deemed appropriate to the student.
- To monitor the advisee's overall academic program and be sensitive to signs of academic difficulty.
- To be sensitive to cultural, medical, legal, housing, visa, language, financial, or other personal problems experienced by the advisee and to be understanding, and supportive. The Department has a sizable portion of foreign students coming from diverse pre-professional and professional educational backgrounds. As such, they have diverse needs and experience in managing a US-based graduate education program.
- To meet regularly with the student and to identify a mechanism for advising while traveling either through email or by identifying a back-up advisor for periods of extended travel.

Responsibilities: Advisee

- To arrange to meet with the advisor at least once each term.
- To comply with registration and administrative deadlines.
- To identify and develop professional career goals and interests.
- To understand administrative policies and procedures and be familiar with the requirements for their program as described in the *Academic Guide.*
- To maintain the academic checklist and review it at meetings with the advisor.
- To complete an Advisor Evaluation Form twice during the academic year, once at the end of 2nd term and again at the end of 4th term.

Change of Advisor

For a variety of reasons, most often related to participation in faculty research for thesis work, a student or a faculty member may wish to have the student change advisors. Faculty wishing to initiate a change should discuss this with the Chair of the Curriculum and Credentials Committee. Faculty will need to submit a report of the student's progress at the time of this request. Student initiated changes of advisor are made without penalty and are a common occurrence. Students should write a letter of request to the Chair of the Curriculum and Credentials Committee to change from one faculty member to another. Both faculty members must agree.

Students may expect the following from their Advisors:

- Advisor's approval on course registrations, course changes, pass/fail agreements, waiver requests, and on all petitions to the Curriculum and Credentials Committee.
- At least one meeting per term with the advisor.
- Oversight of the student's overall academic program and sensitivity to any academic difficulties.
- Knowledge of and interest in the student's career objectives.
- Review of required and recommended courses for the program area. Assistance in designing a plan for the fulfillment of required courses and assistance with planning the course schedule for the year.

Student Feedback on Advisor Performance

The Department Chair reviews all faculty performance on an annual basis. This review assesses the career track of each faculty member as a part of the faculty mentoring role played by the Chair. In order to provide the most accurate information on faculty performance, the Chair needs information on all aspects of the faculties' roles including student advising. As a part of this process, we have initiated a formal advisor evaluation process that includes input from students. The provision of honest information is required of all students twice per year and these advisor ratings are handled with complete anonymity. At the completion of the 2nd and 4th terms each year, all students will complete an Academic Advisor Evaluation Form and submit it to the departmental Academic Program Manager (Charlotte Ann Gaylin).

Academic Advisor Evaluation Form

This form is to be completed and turned into the Departmental Academic Coordinator twice per year, at the end of 2nd and 4th terms. Honest evaluations of advisor performance are an integral part of faculty annual performance evaluation by the Department Chair. Under no circumstances will individual student responses to this evaluation be identified to the faculty member.

Circle one
Program Area: DPEC HN HS SBI DPH **Degree:** MHS PhD DPH **Evaluation Term:** 2nd 4th

Advisor: _____

1. Over the past two terms, how satisfied are you with the advice from the following people?

	Advisor	Faculty Program Coordinator
Very Satisfied	☐	☐
Somewhat Satisfied	☐	☐
Neutral	☐	☐
Somewhat Dissatisfied	☐	☐
Very Dissatisfied	☐	☐

2. Do you feel the following people are concerned with your progress?

	Advisor	Faculty Program Coordinator
	☐	☐
Yes, Definitely	☐	☐
Yes, Probably	☐	☐
Unsure	☐	☐
Probably Not	☐	☐
Definitely Not	☐	☐

3. On average in the past 2 terms, how often did you meet in person with the following people each term?

Advisor: _____per term Program Coordinator: _____ per term

4. Over the past two terms, how often have you just dropped in for a discussion with:

Advisor: _____per term Program Coordinator: _____per term

5. Over the past two terms, have you had trouble meeting with either of the following people? For example, have they broken appointments or been unresponsive in scheduling a meeting?

	Advisor	Faculty Program Coordinator
Yes, Problem	☐	☐
Unsure	☐	☐
No Problem	☐	☐

6. Over the past two terms, have you and each of the following people established a satisfactory method for advising by email when the faculty member is traveling?

	Advisor	Faculty Program Coordinator
Yes, Satisfactory	☐	☐
Unsure	☐	☐
No, Unsatisfactory	☐	☐

7. Do you feel that you and your advisor share common areas of interest?

Yes, Similar Interests	☐
Unsure	☐
No, Dissimilar Interests	☐

8. Do you feel you would be better served by a different advisor?

Yes	☐	If yes, please explain: _____
Unsure	☐	_____
No	☐	_____

MHS Advisor/Advisee Meeting Guidelines

The guidelines below are the absolute minimum interactions students and advisors should expect. Many of our students and faculty meet much more frequently and often become life-long colleagues as a result of the mentoring experience.

Year One: First Term	**Date**
Minimum of two meetings – advisor may choose to meet once with all advisees, then once with individual advisees	#1_____ #2_____
Identify professional goals and educational objectives	
Review competencies, departmental requirements, develop a written plan of courses and experiences to meet the student's educational goals	
Review administrative deadlines	
Identify other people and resources of which students should be aware	

Year One: Second Term	**Date**
One Meeting	
Review first term transcript	
Monitor student's progress, evaluate, discuss first term grades	
Provide feedback on first term courses	
Begin discussion of possible internship opportunities	
Follow up on plan set out in first term	
Complete registration forms for third and fourth terms	

Year One: Third Term	**Date**
One Meeting	
Monitor student's progress; evaluate; discuss second term grades	
Provide feedback on second term courses	
Continue discussion on internship opportunities	
Discuss preparation for comprehensive examination, student study groups	

Year One: Fourth Term	**Date**
One or two meetings:	
Review 3rd term transcript	
Monitor student's progress; evaluate; discuss third term grades	
Provide feedback on third term courses	
Encourage participation in study groups for comprehensive examination	
Finalize plans for internship	
Students should begin working with the Career Services Office for post graduation employment or further education	

Year Two: Internship Period	**Date**
Regular communication via email or in-person	
Discuss MHS essay preparation	
Submit outline of MHS essay	
Submit first draft of essay for review	
Continue discussions regarding post graduation employment or further education	
Complete final version of essay and turn-in	

Information for Students Traveling Abroad

Background: As you prepare to take an overseas assignment you should take into account a few administrative, health, and safety issues before you leave the country. Keep in mind that when working overseas, even in the short-term, you need to be prepared before leaving the US in order to have a productive experience and avoid unnecessary health and safety risks. The Department of International Health has developed the attached checklist for you to complete prior to leaving the country to assist you in preparing for your assignment. **It is the responsibility of each student to complete and submit the completed checklist no later than one-week prior to your departure for all overseas assignments.** Copies of the checklist may be obtained from the Departmental Academic Coordinator. Here are a few recommendations for you when traveling overseas:

Administrative:
(1) TRAVEL DOCUMENTATION – You should assure that your travel documents are current and appropriate. Visas, if necessary, should be obtained well in advance of your travel. You can find out if a visa is required for the country you will be visiting by calling the embassy of that country (most are in Washington), or by checking the web sites of most embassies. The travel office in the basement of the Hygiene building has visa application forms for most countries, can make visa photographs (for a small fee). They also have a visa service which will process your visa for a fee. Use of the visa service can save considerable time and effort. If you have a problem with getting a visa you will often fare better if you then go yourself to the embassy to have the visa processed. This is especially true if you hold a non-US passport. Remember also that you may need a visa for transit through some countries. Also, a tourist visa is often all you will need, but a business visa may give you extra time in-country and help you avoid additional fees if multiple visits are required. Your advisor can help you obtain a letter to submit with your visa application if that is required. You should also be sure that your passport will be valid for the full time that you will be away. Most countries require that your passport be valid for 6 months from the date of departure. Finally, be sure that you have return airline tickets well in advance of your trip. Do not travel with a one-way ticket, as you may be restricted from entering the country upon arrival, and you may have difficulty securing airline tickets while away.

(2) UNIVERSITY APPROVALS – Assure that you have the requisite approvals from the University to initiate any overseas research. These include submission of the attached check list, approval from your thesis committee for dissertation research (must be signed before collecting data), approval from your advisor for your MHS internship, and approval from the Committee for Human Research (CHR) for collecting data for research projects. Forms for the CHR are available at the office on the 2nd floor. Remember that for student research your advisor is the Principal Investigator, and she/he must approve the research and sign the forms. The CHR committee meets monthly, and it can take several months to get all of the CHR approvals finalized, so plan ahead accordingly. You may also need to have approval from the NIH to conduct your research overseas. The Office of Protection of Research Risks (OPRR) is the agency that grants such approvals. There is a special form that must be signed by dissertation committees for approval of thesis research. Post-hoc submission of these forms is not acceptable, and you run the risk of your research being deemed invalid, so you should take these precautions seriously. Conducting research on human subjects without CHR approval is a serious breach of ethical conduct.

(3) HOST COUNTRY APPROVALS – Be sure that you have the necessary approvals from the host country to travel and conduct research. Many host country governments have agencies that must approve all foreign research projects. To check on this you should consult with your advisor, as well as with your host country collaborators. These approvals often take considerable time, so be sure to plan ahead. You should also be sure that the host-country collaborating agency has granted you approval. It is good to get this in writing. Be sure that they know the scope of your work in-country, your travel dates, where you will stay while there, and who they can contact if a problem develops. Take care to set your travel dates to accommodate your collaborators. If you are not sensitive to their schedules you run the risk of getting a low level of support while you are on travel status.

Health

(1) VACCINATIONS – Be sure that you have obtained relevant vaccinations prior to travel. To ascertain which vaccinations you need you should consult with a travel medicine specialist. There is a travel medicine clinic on campus, and many HMO (such as Kaiser) have travel medicine offices. You can also consult the CDC website for recommendations of appropriate vaccines. Many vaccinations these require a series of injections or oral medications, so plan ahead to assure that you are properly vaccinated. When traveling to areas with malaria you should secure a prescription for malaria prophylaxis medications. One of the most serious health risks you face is from malaria, and it can be lethal. Take such medications as recommended, and take the full course – which usually requires that you take them for a full four weeks upon your return. If you get a high fever, severe headache, or flu-like symptoms upon return from a malaria zone be sure to go to the doctor immediately, as this can be a sign of malaria. Prompt treatment is imperative to avoid serious health consequences. Other vaccinations that are often needed include tetanus, measles, polio, rabies, Hepatitis A, Hepatitis B (especially if you are sexually active or work with biologic samples or blood), Japanese Encephalitis, and yellow fever. Note that entry into some countries requires a yellow fever vaccination, which must be recorded on a yellow form provided by the WHO. There are only certain places you can obtain these, so plan ahead. In some countries in Africa if you arrive without the yellow fever vaccination card you will be vaccinated upon entry, which carries some risk of contamination with unsterile equipment. Consult with a travel medicine specialist well before departing. **The student health plan offered by the School does <u>not</u> cover the cost of these immunizations**.

(2) INFECTIOUS DISEASES – Take care with what you eat and drink to avoid food-borne contamination. It is advisable that you consult the CDC website to get advice on how to avoid food and drink borne infections. You may also want to carry a supply of an antibiotic (such as ciprofloxacin), which your travel doctor can give you before you go. Be sure to get instructions on when to take these, as well as how to take them. You should also be very careful with the water and drinks that you consume. It is advisable to drink bottled water in which you see the sealed bottle. Be careful of fruit juices which are often contaminated or which have had water added to them. Note also that table condiments, such as chili sauce, is also often a source of contamination. It is also very important that you take extreme care to avoid a sexually transmitted infection, including HIV. If you will be sexually active you should use a condom for all sexual contact, oral, vaginal, or anal. You may want to carry condoms with you as a source of condoms may be difficult to find. Take care that the condoms are stored correctly (not in heat) and that they are not expired. The best way to avoid a sexually transmitted disease is to avoid sexual contact.

(3) ACCIDENTS – this is probably the most likely health risk that you face, especially traffic accidents. Avoid traveling by car at night, especially on long-distance highways. When you travel by car use a seatbelt (even if others do not), and tell the driver to slow down if you feel unsafe. It is always much better to risk social embarrassment to avoid an accident, so do not be shy about asserting your desire to have a driver go more slowly. You may want to establish a maximum driving speed before you depart. You should also tell the driver to avoid passing (overtaking) if you feel that he/she is being unsafe. It is also advisable to carry a first aid kit. If an accident does occur seek medical care quickly. If you wait too long you risk serious health consequences. It is suggested that you get and read “When there Are No Doctors” before you travel. This is an excellent resource on travel health issues for developing countries. It is especially important that you avoid unsterile needles and syringes. In many cases you can request to purchase a new needle or syringe, or have someone with you do so. Note also that the US embassy maintains a list of medical providers in most countries. If you need medical care you may want to contact the embassy. You should also get word back to your advisor and family if an accident occurs.

(4) INSURANCE – you should check to be sure that your health insurance will cover you when you are overseas. You should also consider getting evacuation insurance (such as International SOS which has an inexpensive student policy). This type of insurance will assist you in seeking quality medical care, and in evacuating you should a serious problem arise.

(5) DENTAL – if you will be overseas for an extended time be sure to have a dental check up prior to leaving. You should avoid dental care in many developing countries.

(6) MEDICATIONS – be sure to carry an adequate supply of required medicines with you. You may not be able to get them while traveling.

Safety

(1) CRIME – crime is a serious problem for persons traveling. It is recommended that you not carry or display large amount of cash when traveling. Use a money belt to store your money and valuables. Store valuables (including your airline tickets, credit cards, money, passport, and travelers checks) in the hotel safe, or other secure location if a safe is not available. Check with your local collaborators about risky situations and areas to avoid. If you are robbed do not resist – give them your money and valuables. It is always better to replace them then risk physical harm. Report such events to the police immediately. You should also make a photocopy of your passport and store it separate from your passport. This can be very helpful if you lose your passport. If you need to keep identification on you, use the photocopy of the passport with your drivers license. It is also helpful to make photocopies of your credit cards, passport, and travelers check receipts and leave them with someone you can contact back home. This will facilitate replacement if they are lost or stolen.

(2) TERRORISM AND CIVIL CONFLICT – check before you leave he country with the State Department (the website is a good location to do this) to see about safety in the country you are traveling to. Avoid countries and regions where there are travel advisories. Register with the US embassy (and/or your home embassy – if working on a US sponsored project do register with the US embassy) when you arrive. If you have any problems you should contact the embassy. This includes for problems with health, safety, or civil conflict. You should also contact your advisor and family if you have any problems. Use common sense in your dealings, and avoid association with persons who may place you at risk, or cause you to be a target for terrorism or police harassment.

(3) CONTACT INFORMATION – it is important that you leave your contact information with your family and your advisor. Also, be sure to leave your family's contact information with your advisor, and vice versa. If you need to be contacted while away it is important we know how to reach you. If you are out of town while away be sure to let your advisor and family know. It is quite common for students to leave town for trips and people at home are unable to reach them, generating significant worry and concern among your family and colleagues. Be considerate and let people know how to reach you. You should also leave behind the name and contact information of your colleagues you are working with, and let them know how to contact you when you are in-country in the event of an emergency. It is also worth the extra money to subscribe to an email service while you are away. It will likely save you money and time in the long run, as mail and phone calls can be expensive.

Final Note

Please take these common sense precautions seriously. With a little care and planning you can have a safe and enjoyable experience overseas. Realize that each country is unique and has special issues that should be attended to. Your advisor, and others who have traveled regularly to the country you are visiting, can help you plan for your trip accordingly. Note also that this list of recommendations is cursory and will not cover all events that may occur. Plan ahead, be careful, follow the advice of colleagues, and do not be shy about advocating for your health and safety.

Department of International Health Checklist for Students Traveling Abroad

This check list must be completed and submitted to your advisor no later than one week prior to travel.

Name:_____ Date submitted:_____

Country of travel :_____ Dates of travel:_____

Advisor:_____

1. Have you fully read the recommendations for student travel? ☐ Yes ☐ No

Administrative:

2. Has Committee for Human Research approval been obtained?
☐ Yes ☐ No ☐ Pending ☐ Not Needed – provide explanation

3. Have local collaborators approved your visit?
☐ Yes (attach documentation) ☐ No ☐ Not Needed – provide explanation

4. Have you secured NIH (OPRR) approval for your research?
☐ Yes ☐ No ☐ Not Needed – provide explanation

5. Have you secured approval of your thesis committee for dissertation research, or your advisor, and at least one additional faculty member for MHS internships?
☐ Yes ☐ No ☐ Not Needed – provide explanation

6. Have you given the documentation for your internship to your MHS academic program coordinator and Carol Buckley as required?
☐ Yes ☐ No ☐ Not Needed – provide explanation

7. Do you currently hold round-trip airline tickets for the trip?
☐ Yes ☐ No ☐ Not Needed – provide explanation

8. How much cash and/or travelers check will you bring? Indicate how you will finance your travel, food and lodging.

9. Do you have a visa for your trip?
☐ Yes ☐ No ☐ Not Needed – provide explanation

10. Is your passport valid for the period of your trip, and for the next six months?
☐ Yes ☐ No ☐ Not Needed – provide explanation

Health:

11. Have you visited a travel medicine office or your physician to seek advice on health and vaccinations?
☐ Yes ☐ No ☐ Not Needed – provide explanation

12. What vaccinations have you received in preparation for this trip?

13. Are you traveling to a malaria zone?
☐ Yes ☐ No

If yes, have you secured a full supply of malaria medications?

14. Do you have health insurance that will be valid for medical treatment in the country you are visiting while you are away?
☐ Yes ☐ No ☐ Not Needed – provide explanation

15. Please list your medical insurance company, and list policy number:

16. Do you have evacuation insurance (recommended but not required):
☐ Yes ☐ No ☐ Not Needed – provide explanation

17. Do you have any special health problems that may affect you while traveling, or chronic health problems? List them and indicate how they may affect you while traveling, and how you will deal with related problems.

18. Are you required to be vaccinated for yellow fever for the country you are visiting?
☐ Yes ☐ No

If yes, indicate if you have a WHO Vaccination Stamp.

19. Do you take medications regularly?
☐ Yes ☐ No

If yes, do you have an adequate supply for your trip?

Safety:

20. Who should your advisor contact in the event of an emergency? List name, address, email (if available), phone:

21. Indicate how your advisor can reach you in the event of an emergency. Provide address, email, fax, and phone:

22. Provide the contact information for your collaborators in the host country. Give name address, email, fax, and phone:

23.Have you checked to see if there is a travel advisory for the country you will visit?

☐ Yes ☐ No ☐ Not Needed – provide explanation

If there is a travel advisory indicate nature of the advisory:

24. Are there any special security issues for the country that you are traveling to that you are aware of?

☐ Yes ☐ No

If yes, describe:

(7) Have you been to this country before?

☐ Yes ☐ No

If yes, when?

Signature of Advisor:_____ Date:_____

Note to advisor: Please take time to go through this form with the student. Discuss administrative, health and safety issues with the student. If there is any significant doubt about the health and safety of this student you should contact the Program Director or Department chair to discuss if approval for travel should be granted. This form should be kept on file during the duration of the student's travel, and for 1 year after their return.

Internet Resources for Traveling Abroad:

http://travel.state.gov/travel/cis_pa_tw/safety/safety_2836.html – US State Department Travel Information

http://wwwn.cdc.gov/travel/default.aspx– CDC's "Traveler's Health" site. Useful information on health issues, and warnings by country.

http://phirst.jhsph.edu/sph/Rooms/DisplayPages/LayoutInitial?Container=com.webridge.entity.Entity[OID[AC482809EC03C442A46F2C8EEC4D75D3]] – JHU Institutional Review Board. Includes forms for applying for approval.

http://www.internationalsos.com/ – low cost travel evacuation insurance company.

http://www.walkabouttravelgear.com/insure.htm – website on various travel resources, and good review of available plans for evacuation insurance.

Guidelines for Student Employment

Hours of Work and Overtime

Full-time students who work for Johns Hopkins University School of Public Health may work a maximum of 19 hours per week during periods of enrollment.

During periods of non-enrollment, (i.e., summer, spring break, etc.), student employees may work up to 40 hours per week. Students that work over 40 hours per week are required by the FLSA to receive overtime pay (time and a half pay).

For FICA TAX purposes, "summer" begins on June 1st. At that time, students may work up to 40 hours per week.

Direct Deposit

- *Semi-monthly Pay*
  Student employees on semi-monthly payroll may elect direct deposit to any financial institution in the continental United States participating in the Automated Clearing House. Deposit takes a minimum of three pay periods to begin and must be for the full amount of net pay. Direct deposit forms can be downloaded from http://www.controller.jhu.edu/uforms/c100.pdf or secured from the Department of International Health's Human Resources & Payroll Office (Wolfe Street Bldg. E8521).

- *Weekly Pay*
  Student employees on the weekly payroll may elect direct deposit with accounts at M&T Bank or Johns Hopkins Federal Credit Union.

Work-Study

Students employed under the Federal Work-Study (FWS) program during the 2007-2008 academic year may also be employed as Teaching Assistants during the same period of FWS employment. The Teaching Assistant employment status is the exception to the restricted crossover status related to FWS employment. If an employer wants to hire a student as a Teaching Assistant and the designated individual is also employed as a FWS student, then both the employer and the student should coordinate the crossover employment period with Katrice Houston (Student Payroll Assistant) in Student Accounts.

For additional information or specific inquiries, please contact Allison Quarles (443- 287-2192) or Tanya Falls (410-614-6259) in the Department of International Health's Human Resources & Payroll Office.

Program Competencies
The educational programs in the School are based on a competencies approach as described by the Council on Education in Public Health. The competencies for the MHS. program are described in the following table.

Program Competencies - GDEC

1. Demonstrate knowledge of public health problems most pertinent to underserved populations and characterize these problems in terms of measurable health indicators

Specific Competencies	Learning Opportunities		Evaluation Opportunities: Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Trace the evolution of key approaches that have been applied to address the major public health problems of underserved populations and to place these strategies in the context of general development, culture and health policies. Specific emphasis on infectious diseases and vaccines.	182.626	Tropical Environmental Health	X	X		X	
	220.601	Introduction to International Health					
	182.626	Tropical Environmental Health					
	221.688.81	Social and Behavioral Foundations of Primary Health Care					
	223.662	Vaccine Development and Application					
	223.663	Infectious Diseases and Child Survival					
	223.680	Global Disease Control Programs and Policies					
	224.689	Foundations of Behavior Change Interventions in Developing Countries					
	410.615	Research Design in the Social and Behavioral Sciences					
	410.616.	Social and Behavioral Aspects Of Public Health					
	410.620	Fundamentals of Health Education and Health Promotion					
	410.630	Implementation and Sustainability of Community-Based Health Programs					
	410.650	Introduction to Persuasive Communications: Theories and Practice					
	410.651	Communication Strategies for Health Education and Health Promotion					
	223.860	Global Disease Epidemiology and Control Program Seminar					
	220.601	Introduction to International Health					

Define the most important indicators of health status of underserved populations, identify databases and other sources of information for these indicators, and describe how changes in these indicators reflect changes in health status of populations	223.680 340.751 340.752 340.753	Global Disease Control Programs and Policies Epidemiologic Methods I Epidemiologic Methods 2 Epidemiologic Methods 3	X	X		X	
Describe the epidemiology, biology, pathophysiology, modes of transmission, and strategies for prevention and control of the major infectious diseases of public health importance to resource-poor environments. Be able to argue for the appropriateness of specific strategies for prevention and control in selected circumstances	223.662 223.663 223.664 223.705 223.680 340.751 340.752 340.753 221.722 551.608	Vaccine Development and Application Infectious Diseases and Child Survival Design and Conduct of Community Trials Clinical Vaccine Trials and Good Clinical Practice Global Disease Control Programs and Policies Epidemiologic Methods I Epidemiologic Methods 2 Epidemiologic Methods 3 Quality Assurance Management Methods for Developing Countries Managing Non Governmental Organizations	X	X		X	
Describe and evaluate management programs for health systems and or health services in developing countries	551.601 551.603 551.607	Managing Health Services Organizations Fundamentals of Budgeting and Financial Management Pharmaceuticals Management for Underserved Populations	X	X		X	
Identify major environmental health problems in tropical areas and discuss some solutions in detail with an emphasis on water and sanitation. Design a field project for an environmental control measure to reduce disease in a community	182.626	Tropical Environmental Health	X	X		X	

2. Identify problems of public heath importance; analyze and synthesize relevant data; and develop and implement prevention, control, and evaluation plans

Specific Competencies	Learning Opportunities		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Identify the major problems of public health importance to underserved populations.	182.626	Tropical Environmental Health	X	X		X	X
	220.601	Introduction to International Health					
	223.662	Vaccine Development and Application					
	223.663	Infectious Diseases and Child Survival					
	223.680	Global Disease Control Programs and Policies					
Review and synthesize what is currently known about a problem of public health importance	182.626	Tropical Environmental Health	X	X		X	X
	220.601	Introduction to International Health					
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies					
	223.662	Vaccine Development and Application					
	223.663	Infectious Diseases and Child Survival					
	223.680	Global Disease Control Programs and Policies					
Identify sources of data relevant to a public health problem	220.601	Introduction to International Health	X	X		X	
	223.664	Design and Conduct of Community Trials					
	317.600	Introduction to the Risk Sciences and Public Policy					
	340.751	Epidemiologic Methods I					
	340.752	Epidemiologic Methods 2					
	340.753	Epidemiologic Methods 3					
Use data to assess the magnitude of a public health problem	140.621-4	Statistical Methods in Public Health I-IV	X	X		X	
	140.651-4	Methods in Biostatistics I-IV					
	223.664	Design and Conduct of Community Trials					
	317.600	Introduction to the Risk Sciences and Public Policy					
	340.753	Epidemiologic Methods 3					
Place the problem in its biological, cultural and behavioral context	220.601	Introduction to International Health	X	X		X	X
	221.688.81	Social and Behavioral Foundations of Primary Health Care					
	223.663	Infectious Diseases and Child Survival					
	223.680	Global Disease Control Programs and Policies					
	224.689	Foundations of Behavior Change Interventions in Developing Countries					
	317.600	Introduction to the Risk Sciences and Public Policy					
	410.615	Research Design in the Social and Behavioral Sciences					
	410.616.	Social and Behavioral Aspects Of Public Health					

	410.620	Fundamentals of Health Education and Health Promotion					
	410.630	Implementation and Sustainability of Community-Based Health Programs					
	410.650	Introduction to Persuasive Communications: Theories and Practice					
	410.651	Communication Strategies for Health Education and Health Promotion					
	220.601	Introduction to International Health					
Collaborate in the development of prevention and control plans for key public health problems	223.663	Infectious Diseases and Child Survival	X	X	X	X	X
	223.664	Design and Conduct of Community Trials					
	223.680	Global Disease Control Programs and Policies					
	223.810	Field Placement for Global Disease Epidemiology and Control					
	223.664	Design and Conduct of Community Trials					
Collaborate in the development and implementation of evaluation plans for public health programs	223.680	Global Disease Control Programs and Policies	X	X	X	X	X
	223.810	Field Placement for Global Disease Epidemiology and Control					

3. Evaluate and participant in field research or programs from conception of ideas through design, management, monitoring, data collection, and analysis			Evaluation Opportunities				
Specific Competencies	**Learning Opportunities**		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Review and critique the relevant literature on a topic of interest	223.663 223.810 223.860 Masters Essay	Infectious Diseases and Child Survival Field Placement for Global Disease Epidemiology and Control Global Disease Epidemiology and Control Program Seminar	X	X	X	X	
Describe the key study designs and state for which particular research questions these designs are most appropriate	223.664 223.705 340.751 340.752 340.753	Design and Conduct of Community Trials Clinical Vaccine Trials and Good Clinical Practice Epidemiologic Methods I Epidemiologic Methods 2 Epidemiologic Methods 3	X	X	X	X	
Collaborate in the management of a research study, monitoring its progress and ensuring data quality	223.810	Field Placement for Global Disease Epidemiology and Control	X		X	X	
Produce a statistical analysis of the data collected during a research project, and provide a reasoned interpretation of the results	140.621-4 140.651-4 223.810	Statistical Methods in Public Health I-IV Methods in Biostatistics I-IV Field Placement for Global Disease Epidemiology and Control	X	X	X	X	

4. Produce written reports of research and/or programmatic findings			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Specific Competencies	**Learning Opportunities**						
Produce written reports of research and/or programmatic findings	220.601 223.663 223.680 223.810 Masters Essay	Introduction to International Health Infectious Diseases and Child Survival Global Disease Control Programs and Policies Field Placement for Global Disease Epidemiology and Control	X	X	X	X	

Program Competencies - HS

1. Demonstrate knowledge of public health problems most pertinent to underserved populations, approaches to the management and control of these disorders, and characterize these problems in terms of measurable health indicators

Specific Competencies	Learning Opportunities		Evaluation Opportunities: Course Work/Exam	Written Comps	Field Placement	Masters Essay
Trace the evolution of key approaches that have been applied to address major public health problems of underserved populations and place them in the context of general development, culture and health policies	220.601	Introduction to International Health	X	X		
	221.609	Comparative Health Systems				
	300.652	Politics of Health Policy				
Define the most important indicators of health status, identify information resources for these indicators, and describe how changes in these indicators reflect changes in the health status of populations	220.601	Introduction to International Health	X	X		
	221.620	Summary Measures of Population Health				
	340.601	Principles of Epidemiology				
Describe the epidemiology, basic biology, pathophysiology, and strategies for control of the major public health problems in underserved populations	120.620	Fundamentals of Reproductive Biology	X	X		
	182.640	Food- and Water-Borne Diseases				
	221.627	Issues in Maternal Mortality Reduction in Developing Countries				
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies				
	222.641	Principles of Human Nutrition				
	223.662	Vaccine Development and Application				
	223.663	Infectious Diseases and Child Survival				
	260.626	STI Prevention: Using Epidemiology to Inform Policy and Program				
	260.652	Principles of Public Health Ecology				
	340.601	Principles of Epidemiology				
	380.661	Clinical Aspects of Maternal and Newborn Health				
	380.760	Clinical Aspects of Reproductive Health				
	550.630	Public Health Biology				
Identify major environmental health challenges in resource poor settings and approaches to their management and control	180.601	Environmental Health	X	X		
	180.611	The Global Environment and Public Health				
	180.660	Introductory Principles of Environmental Health				
	182.626	Tropical Environmental Health				
	182.640	Food- and Water-Borne Diseases				

	187.610	Principles of Toxicology				
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies				
Describe the social and cultural context of the major problems of public health importance in resource poor settings and approaches to behavioral and communication intervention for these problems	221.688	Social and Behavioral Foundations of Primary Health Care	X	X		
	222.654	Food, Culture and Nutrition				
	224.689	Foundations of Behavioral Change Interventions in Developing Countries				
	302.683	Principles of Health Behavior Change				
	303.602	Fundamentals of Health Education and Health Promotion				
	303.604	Program Effectiveness in Health Education and Health Promotion				
	380.630	Contemporary Issues in Health Communication				
	380.631-2	Health Communication Programs I-II				
List the skills needed to address nutritional, water and sanitation, and basic health needs following a manmade or natural disaster; describe the role of surveillance and information systems; and discuss mechanisms and management of response to emergencies	182.640	Food- and Water-Borne Diseases	X	X		
	220.601	Introduction to International Health				
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies				
	221.612	Confronting the Burden of Injuries				
	221.613	Introduction to Humanitarian Emergencies				
	221.633	Public Health Issues in Disasters				
	221.639	Refugee Health Care				
	221.641	Measurement methods in Humanitarian emergencies				
	222.641	Principles of Human Nutrition				
	223.663	Infectious Diseases and Child Survival				
Describe the basic components of an effective primary health care system for underserved populations, primarily in less developed countries	220.601	Introduction to International Health	X	X		
	221.616	Ethics of Public Health Practice in Developing Countries				
	221.624	Urban Health in Developing Countries				
	221.635	Case Studies in Primary Care				
	221.661	Project Development for Primary Health Care in Developing Countries				
	221.688	Social and Behavioral Foundations of Primary Health Care				

2. Demonstrate a thorough understanding of concepts and application of management principles to the operation of health systems in resource poor settings

Specific Competencies	Learning Opportunities		Evaluation Opportunities: Course Work/Exam	Written Comps	Field Placement	Masters Essay
Describe and compare the basic models for the organization and structure of health service delivery systems	220.601	Introduction to International Health	X	X		
	221.609	Comparative Health Systems				
	221.688	Social and Behavioral Foundations of Primary Health Care				
Describe basic approaches to managing and improving the operation of a health care delivery program in a resource poor setting including process improvement, strategic planning, organizational design, and monitoring and evaluation	221.638	Health Systems Research and Evaluation in Developing Countries	X	X		X
	221.722	Quality Assurance Management Methods in Developing Countries				
	221.706-707	Management of Health Systems in Developing Countries (internet only)				
	221.810	Field Placement Health Systems				
	221.860	Health Systems Seminar				
	312.621	Strategic Planning and Operations				
	312.633	Health Management Information Systems				
	313.630	Cost-Benefit Analysis: Theory and Techniques				
	313.631	Cost-Effectiveness, Cost-Utility, and Their Applications				
	380.611	Fundamentals of Program Evaluation				
	551.601	Managing Health Services Organizations				
	551.602	Approaches to Managing Health Services Organizations				
	551.604	Quantitative Tools for Managers				
	551.605	Case Studies in Management Decision-Making				
	551.607	Pharmaceuticals Management for Under-served Populations				
	551.608	Managing Non-Governmental Organizations				
Describe the alternative approaches to financing health systems in developing countries	221.609	Comparative Health Systems	X	X		
	313.640-1	Introduction to Health Economics I-II				
	551.601	Managing Health Services Organizations				
	551.602	Approaches to Managing Health Services Organizations				

Prepare a budget, capital plan, and human resource plan for a health program	221.606	Training Methods and Continuing Education for Health Workers	X	X	X	
	312.617	Fundamentals of Financial Accounting				
	551.603	Fundamentals of Budgeting and Financial Management				
	551.604	Quantitative Tools for Managers				
	551.605	Case Studies in Management Decision-Making				

3. Analyze and synthesize data relevant to the management and control of health problems of public health importance in resource poor settings			**Evaluation Opportunities**			
Specific Competencies	**Learning Opportunities**		Course Work/Exam	Written Comps	Field Placement	Masters Essay
Identify sources of data relevant to a public health problem and use those data to assess the magnitude of a public health problem	220.601	Introduction to International Health	X	X		X
	221.620	Summary Measures in Population Health				
	221.637	Health Information Systems				
	340.601	Principles of Epidemiology				
	223.664	Design and Conduct of Community Trials				
	551.856	Research Methods in Health and Human Rights				
Analyze and interpret data appropriately to assess the magnitude of a health problem and compare the performance of different health systems on health indicators	140.621-3	Statistical Methods in Public Health I-III	X	X	X	X
	330.657	Statistics for Psychosocial Research: Measurement				
	551.604	Quantitative Tools for Managers				

4. Produce written and oral reports for public health professionals and policy makers			Course Work/Exam	Written Comps	Field Placement	Masters Essay
Specific Competencies	**Learning Opportunities**					
Organize and prepare effective oral and written materials for public health professionals and policy makers	221.810	Field Placement Health Systems	X	X	X	X
	221.860	Health Systems Seminar				
	551.605	Case Studies in Management Decision-Making				

Program Competencies - HN

1. Demonstrate knowledge of public health nutrition problems and characterize these problems in terms of measurable indicators

Specific Competencies	Learning Opportunities		Evaluation Opportunities: Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Describe key nutritional problems of public health importance, their epidemiology, underlying metabolism, consequences for health, and population level strategies for prevention and treatment	222.641	Principles of Human Nutrition	X	X		X	
	222.649	International Nutrition					
	222.840	Biochemistry and Metabolism					
	222.654	Food, Culture, and Nutrition					
	222.655	Nutrition and Life Stages					
	222.860	Graduate Nutrition Seminar					
Define the most important indicators of nutritional status; their relative strengths and weaknesses, measurement techniques, and information sources; and describe how changes in the indicators reflect changes in the nutritional status of populations	222.642	Assessment of Nutritional Status	X	X		X	
	222.647	Nutrition Epidemiology					
	222.651	Advanced Nutrition Epidemiology					
Critique the design and implementation of nutrition programs to improve the nutrition and health of diverse populations	222.641	Principles of Human Nutrition	X	X		X	
	222.649	International Nutrition					
	222.654	Food, Culture and Nutrition					
	222.657	Food and Nutrition Policy					
	222.656	Critical Analysis of Popular Diets and Dietary Supplements					
	222.860	Graduate Nutrition Seminar					
	222.658	Critical Thinking in Nutrition-I					
Describe and evaluate successful management programs for health systems and or health services in developing countries.	182.623	Occupational Safety and Health Management	X	X		X	
	221.706-7	Management of Health Systems in Developing Countries I-II					
	221.722	Quality Assurance Management Methods for Developing Countries					
	305.607	Public Health Practice					
	551.601	Managing Health Services Organizations					
	551.603	Fundamentals of Budgeting and Financial Management					
Identify major environmental health problems and	180.601	Environmental Health	X	X		X	

describe how they affect nutritional and health status of populations	180.611	The Global Environment and Public Health					
	180.660	Introductory Principles of Environmental Health					
	182.626	Tropical Environmental Health					
	187.610	Principles of Toxicology					
	182.640	Food and Water Borne Diseases					

			Evaluation Opportunities				
2. Identify nutrition problems of public heath importance; analyze and synthesize relevant data; and develop and implement prevention, control, and evaluation plans			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Specific Competencies	**Learning Opportunities**						
Identify the major nutrition problems of public health importance to underserved populations.	222.641	Principles of Human Nutrition	X	X		X	X
	222.649	International Nutrition					
	222.655	Nutrition and Life Stages					
	222.860	Graduate Nutrition Seminar					
Review and synthesize what is currently known about a nutrition problem of public health importance	222.641	Principles of Human Nutrition	X	X		X	X
	222.649	International Nutrition					
	222.654	Food, Culture and Nutrition					
	222.655	Nutrition and Life Stages					
	222.860	Graduate Nutrition Seminar					

			Evaluation Opportunities				
			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Identify sources of data relevant to a public health problem	222.647	Nutrition Epidemiology	X	X		X	
	340.601	Principles of Epidemiology					
Use data to assess the magnitude of a public health problem	140.621-4	Statistical Methods in Public Health I-IV	X	X		X	
	140.651-4	Methods in Biostatistics I-IV					
	340.601	Principles of Epidemiology					
Place the problem in its biological, cultural and	222.641	Principles of Human Nutrition	X	X		X	X

behavioral context	222.649 222.654 222.655 222.860	International Nutrition Food, Culture and Nutrition Nutrition and Life Stages Graduate Nutrition Seminar					
Collaborate in the development of prevention and control plans for key public health problems	222.649 222.654 222.810	International Nutrition Food, Culture and Nutrition Field Placement for Human Nutrition	X	X		X	X

3. Evaluate and participant in field research from conception of ideas through trial design, management, monitoring, data collection, and analysis			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Specific Competencies	**Learning Opportunities**						
Review and critique the relevant literature on a topic of interest	222.655 222.810 222.860 222.658 MHS Essay	Nutrition and Life Stages Field Placement for Human Nutrition Graduate Nutrition Seminar Critical Thinking in Nutrition-I	X	X	X	X	
Collaborate in the management of a research study, in monitoring its progress and in ensuring the quality of data collected	222.810 MHS Essay	Field Placement for Human Nutrition	X		X	X	
Produce a statistical analysis of the data collected during a research project, and provide a reasoned interpretation of the results	140.621-4 140.651-4 222.810 MHS Essay	Statistical Methods in Public Health I-IV Methods in Biostatistics I-IV Field Placement for Human Nutrition	X	X	X	X	

4. Produce written reports of research and/or programmatic findings			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Specific Competencies	**Learning Opportunities**						
Produce written reports of research and/or programmatic findings	222.810 Masters Essay	Field Placement for Human Nutrition	X	X	X	X	

Program Competencies - SBI

1. Demonstrate knowledge of public health problems most pertinent to underserved populations and characterize these problems in terms of measurable health indicators

Specific Competencies	Learning Opportunities		Evaluation Opportunities: Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Describe the evolution of key approaches that have been applied to major public health problems of underserved populations in lower income countries and indicators of their impact.	220.601	Introduction to International Health	X	X	X	X	X
	221.627	Issues in Maternal Mortality Reduction in Dev. Countries					
	221.635	Case Studies in Primary Health Care					
	221.639	Refugee Health Care					
	222.649	International Nutrition					
	221.624	Urban Health in Developing Countries					
Describe biologic mechanisms and/or clinical manifestations of disease(s) impacting the health of underserved communities.	120.620	Fundamentals of Reproductive Biology	X	X	X	X	X
	182.640	Food- and Water-Bourne Diseases					
	222.641	Principles of Human Nutrition					
	223.662	Vaccine Development and Application					
	223.663	Infectious Diseases and Child Survival					
	223.682	Clinical Aspects of Tropical Diseases					
	223.689	Biologic Basis of Vaccine Development					
	380.762	HIV Infection in Women, Children, and Adolescents					
	260.652	Principles of Public Health Ecology					
	340.612	Epidemiologic Basis of Tuberculosis Control					
	340.654	Epidemiology and Natural History of Human Viral Infections					
	340.646	Epidemiology & Public Health Impact of HIV & AIDS					
	380.661	Clinical Aspects of Maternal and Newborn Health					
	380.760	Clinical Aspects of Reproductive Health					
	550.630	Public Health Biology					
Discuss environmental influences on health outcomes and appropriate risk assessment and public health response options	180.601	Environmental Health					
	180.611	The Global Environment and Public Health					
	180.660	Introductory Principles of Environmental Health					
	182.626	Tropical Environmental Health					
	187.610	Public Health Toxicology					
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies					

Evaluation Opportunities

2. Develop the theoretical and methodological tools useful in gaining an understanding of the socio-cultural context surrounding public health in lower income contexts and to assist in the development, implementation and evaluation of social and behavioral change programs

Specific Competencies	Learning Opportunities		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Describe the relevance of psycho-social and environmental-structural theory in the design of effective public health interventions and formulate theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.	224.689	Foundations of Behavioral Change Interventions in Developing Countries	X	X	X	X	X
	221.688	Social and Behavioral Foundations of Primary Health Care					
	410.616	Social and Behavioral Aspects of Public Health					
	410.612	Sociological Perspectives on Health					
	410.613	Psychosocial Factors in Health and Illness					
	410.650	Introduction to Persuasive Communications					
	330.661	Social, Psych. & Dev. Processes in the etiology Of Mental Disorders					
	308.610	The Political Economy of Social Inequalities and its Consequences for Health and Quality of Life					
	380.668	International Perspectives on Women, Gender, and Health					
	380.756	Poverty, Economic Development and Health					
	300.652	Politics of Health Policy					
	380.642	Child Health and Development					
	380.623	Adolescent Health and Development					
	221.606	Training Methods and Continuing Education for Health Workers					
	221.661	Project Development for Primary Health Care in Developing Countries					
	222.654	Food, Culture, and Nutrition					
	301.645	Health Advocacy					
	410.620	Fundamentals of Health Education and Health Promotion					
	410.630	Implementation and Sustainability of Community-Based Health Programs					
	410.651	Communication Strategies for Health Education and Promotion					
	410.654-5	Health Communication Programs I-II					
	410.752	Children, Media and Health					
Develop an understanding of theoretical paradigms and perspectives informing ethnography and qualitative research and practice utilizing qualitative methods employed to assess the social context of	410.690	Ethnographic Fieldwork					
	224.691	Qualitative Data Analysis					

health and inform public health action.							
Describe and utilize multi-method research methodologies in the development, implementation and evaluation of context-appropriate social and behavioral interventions to improve health.	224.692	Formative Research for Behavioral and Community Interventions					
	223.664	Design and Conduct of Community Trials					
	223.672	Data Management Methods in Health Research Studies					
	410.615	Research Design in the Social and Behavioral Sciences					
	340.608	Observational Epidemiology					
	222.647	Nutrition Epidemiology					
	380.600	Principles of Population Change					
	380.611	Fundamentals of Program Evaluation					
	380.612	Applications in Program Monitoring and Evaluation					
	380.733	Communication Network Analysis in Public Health Programs					
	140.624	Statistical methods in Public Health IV					

3. Develop a solid foundation in epidemiologic and statistical research and evaluation skills applicable to public health assessment and action.

			Evaluation Opportunities				
Specific Competencies	**Learning Opportunities**		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a public health problem and/or the impact of public health action on a given condition.	340.601	Principles of Epidemiology	X	X	X	X	X
	140.621-3	Statistical Methods in Public Health I-III					

4. Describe management principles and practices pertinent to public health programming.

Specific Competencies	Learning Opportunities		Evaluation Opportunities: Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Identify management techniques applicable to public health program implementation and evaluation including organizational and financial best practices.	182.623	Occupational Safety and Health Management	X	X	X	X	X
	221.609	Comparative Health Systems					
	221.706-7	Management of Health Systems in Developing Countries I-II					
	221.722	Quality Assurance Management Methods for Developing Countries					
	305.607	Public Health Practice					
	551.601	Managing Health Services Organizations					
	551.603	Fundamentals of Budgeting and Financial Management					
	551.608	Managing NGOs in the Health Sector					