



JOHNS HOPKINS  
BLOOMBERG  
SCHOOL *of* PUBLIC HEALTH

## Department of International Health

### **ACADEMIC GUIDE Doctor of Philosophy (PhD)**

#### **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.

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## GENERAL INFORMATION

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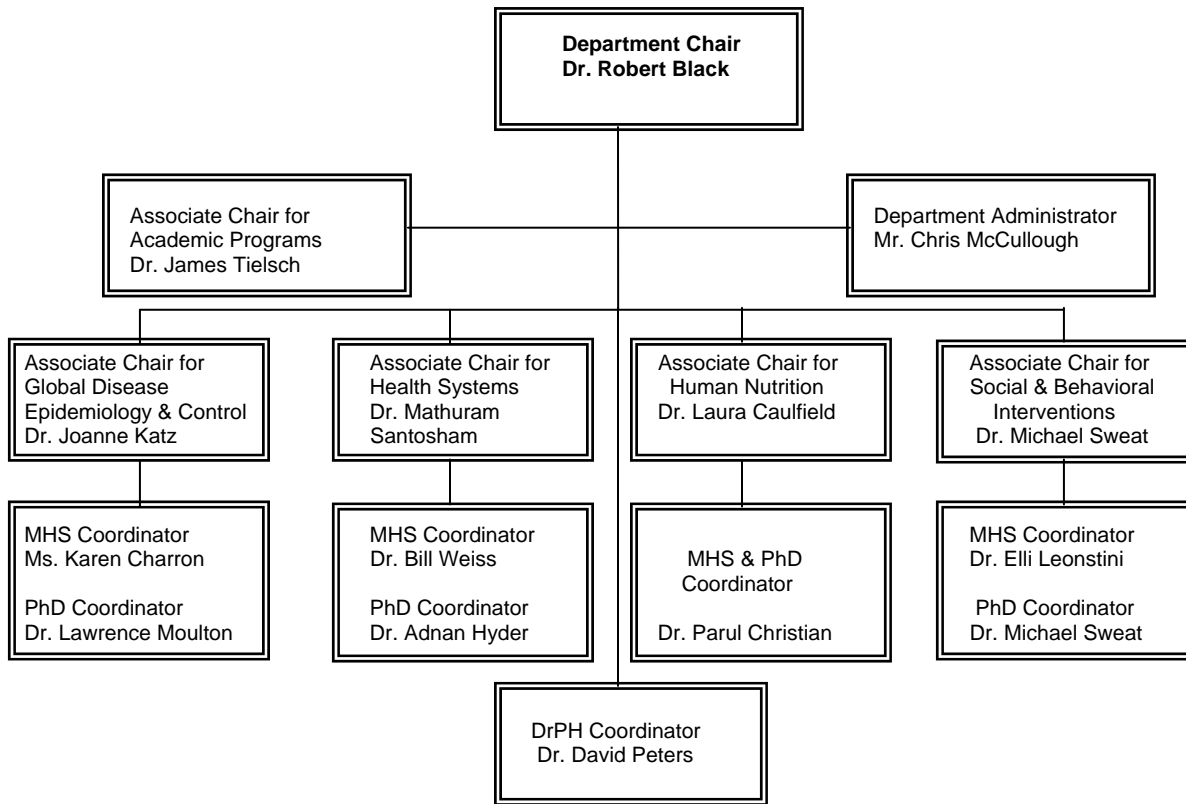
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### Departmental Organization

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 visitor 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 PhD 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 PhD 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	Adnan Hyder
Laura Caulfield	Elli Leontsini
Parul Christian	David Peters
Karen Charron	Michael Sweat
MHS Student Representative*	Bill Weiss
Doctoral Student Representative*	

### **Dr. P.H. COMMITTEE**

David Peters, Chair  
Carol Buckley, Staff

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

### **HONORS, AWARDS AND SCHOLARSHIPS COMMITTEE**

Peter Winch, Chair  
Charlotte Ann Gaylin, Staff

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

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\*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 PhD REQUIREMENTS

### General Requirements

Department of International Health (DIH) candidates for the degree Doctor of Philosophy (Ph.D.) must fulfill all School requirements, as specified in the catalog. These include, but are not limited to, a minimum of four consecutive academic terms at the School in full-time residence, satisfactory completion of a Departmental Written Comprehensive Examination, satisfactory performance on Departmental and School Preliminary Oral Examinations testing readiness to undertake research, and preparation and successful defense of a thesis based upon independent research. In addition, all doctoral students must complete a non-thesis related research experience in addition to the doctoral thesis.

Additional DIH requirements are specified herein and include an additional 2 academic terms in full-time residence (total of 6 academic terms). Students having already earned credit within the past three years for any of the listed courses may use them toward satisfaction of doctoral course requirements.

Each student is admitted into one of four programs. If, after beginning the program, a student wants to transfer from one program to another, the student must request that his file be sent to the program coordinator and he/she must be formally accepted into the new program.

### 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 3.0 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.

Doctoral students supported by departmentally administered funds (tuition scholarships and/or stipend support) must maintain a grade point average of 3.0 or above. Students who drop below a GPA of 3.0 and are placed on academic probation will have their scholarship eligibility reviewed by the Department's Committee on Curriculum and Credentials. Consistent academic probation status (defined as two or more terms) will result in a reconsideration of tuition and stipend support.

## Total Units

The total number of course units to be earned depends upon individual track requirements, but must be at least 84. Where general and program-specific requirements total less than 84, the difference may be made up in electives. Special Studies Thesis Research (820 series) may not be included in the count, but tutorials and other studies earning credit in the 840 series are admissible.

The School requires that at least 18 credit units must be satisfactorily completed in formal courses outside of the Department of International Health. Among those 18 credit units, no less than three courses must be satisfactorily completed in one or more departments of the School of Public Health. The remaining outside units may be earned in any department or division of the University. Candidates who have completed a master's program at this School may apply 12 units from that program toward these 18 units.

## Registration

All students must be registered full-time (minimum of 16 units per term) for the duration of their doctoral program. 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. After six terms of full-time registration, the School will provide a 75% tuition scholarship for all students in good academic standing and who are making regular and sustained progress towards completion of their doctoral program.

## Residence

A minimum of six total terms of registration as a full-time student, four of which must be consecutive, are required for the Ph.D. degree. If a student completes a Masters program at this School and continues into the Ph.D. program, a student's enrollment can be interrupted for no more than 1 year (12 months) in order to count the Masters degree residency for the Ph.D. degree requirement. For example, a student completes a Masters program in May and continues into a Ph.D. program in September of the same year or the following year.

## Departmental Written Comprehensive Examination

Satisfactory performance is required on a written comprehensive examination. The exam is offered twice annually near the end of the Second and Fourth Terms and is two days in length. The student should plan to take it when course work is essentially completed, since questions will cover both required courses and those representing the elected field of specialization and research. 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 course material. Although most of the material 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. **The dates for the 2007 summer doctoral examination are June 2-3, 2008.**

A minimum overall grade of 75 is required. Those scoring below this level must re-take the entire examination at its next semi-annual offering. Only one re-examination is permitted. Students failing twice are terminated from the doctoral program.

## Departmental Thesis Committee

In order to undertake research leading to a thesis the student must prepare a research protocol acceptable to a Departmental Thesis Committee (DTC). The DTC is expected: to counsel the student in protocol preparation; to determine its acceptability as a basis for actually carrying out the research; and to provide guidance during the conduct of the research and the writing of the thesis. The three-member DTC, the five-member Preliminary Oral Committee (POC), and the four-member Committee of Final Readers (CFR) are three separate entities. Although it is desirable to provide for overlapping membership, the Thesis Advisor is the only individual who must be a member of all three committees.

The DTC should be formed as soon as the student has selected a tentative research topic. This will normally be by the time that coursework has been completed and the Departmental Written Comprehensive Examination has been taken. The Committee will have at least three members: the Thesis Advisor, a second representative (Advising or Participating Faculty) from the student's program, and a similarly qualified faculty member from another program or department. At least two of the members must be tenure-track faculty eligible to serve on School examining committees. The proposed members must be approved by the relevant Ph.D. Program Coordinator. Please use the Departmental Thesis Committee Form. It is expected that the student will meet at least twice per year with the DTC during the thesis phase of the program.

**DEPARTMENTAL THESIS COMMITTEE**

TO BE COMPLETED BY STUDENT:

Name: \_\_\_\_\_

Program Area: \_\_\_\_\_

Proposed Committee Members:

Thesis Advisor: \_\_\_\_\_

Member from Pgm. Area: \_\_\_\_\_

Third Member: \_\_\_\_\_

(selected from another Program Area or Department)

Committee Membership Approved

Thesis Advisor: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Program Coordinator: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Associate Chair,  
Academic Programs: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

After obtaining signatures, please return form to Room E8516.

## **Non-Thesis Related Research Experience**

All Ph.D. students must complete a research experience in addition to their doctoral thesis work. This is typically conducted with the student's advisor or other faculty member prior to beginning doctoral thesis work. This can take a variety of forms including participating in the development and planning of a new research project, development of data collection instruments for a research project, conducting analysis of existing data, or completing an entire, small research project on a topic other than the thesis topic.

## **Special Studies: Thesis Research**

Students engaged in the planning or conduct of their thesis research will register for credit (pass/fail) in 22\_.820, Special Studies Thesis Research. In order to receive credit for this work a report of progress must be submitted in a form suitable to the Advisor before the end of each academic quarter of such registration. In the absence of a report the Advisor is expected to assign a grade of "F" or "Incomplete." All grades of "Incomplete" automatically convert to "F" if not made up within two academic quarters.

## **Departmental Oral Examination**

The purposes of the departmental oral examination are: (1) to determine whether the student is adequately prepared to conduct the research outlined in a prepared proposal; (2) to offer constructive criticism on all aspects of the proposal; and (3) to determine whether the student has adequate command of knowledge in the subject area appropriate to his/her track to qualify for a doctoral degree.

Specific procedures for the examination are as follows.

- The student, in consultation with the Thesis Advisor, identifies at least three Departmental faculty, in addition to the Advisor, who are able to participate in the oral examination.
- Copies of the research proposal are to be circulated to all participating faculty in advance of the exam, which is usually held 2-4 weeks before the School Preliminary Oral.
- The most senior faculty member other than the Advisor will act as Chair of the examining committee. The Chair is responsible for maintaining an atmosphere of constructive criticism, ensuring that each faculty member has adequate opportunity to question the student, and limiting the total duration of the exam to two hours or less.
- The oral exam will produce one of three results: (1) Unconditional Pass; proceed with the Preliminary Oral as scheduled; (2) Conditional Pass; before proceeding as scheduled, the student should strengthen his/her competence in certain identified areas of weakness; or (3) Failure.

Only one re-examination is permitted. Anyone failing the departmental oral examination twice will be terminated from the doctoral program.

## University Preliminary Oral Examination

The Preliminary Oral Examination must be taken no later than the end of the student's third year in the Ph.D. program. After a period of leave of absence or withdrawal, a student must be registered for a minimum of two quarters before taking the Preliminary Oral Examination. Ideally, the examination should be taken as soon as possible after: (1) passing the Departmental Written Comprehensive Examination; (2) passing the Departmental Oral Examination; and (3) establishing a specific research topic of interest.

Members of the examining committee must represent the department of their primary appointment. The committee of five members includes the student's Thesis Advisor, one other DIH faculty member, and three members from at least two other departments. The senior faculty member from outside the student's major department will normally serve as the chair and must hold the rank of full or associate professor, and be appointed by the Graduate Board. One adjunct faculty or one scientist track faculty may serve on the committee, but may not serve as the chair or advisor. Students should be aware that an alternate who may need to serve in place of the committee chair must be of the rank of associate or full professor.

The examination purpose is to determine whether the student is sufficiently knowledgeable of the general field of public health and is capable of undertaking independent research in a specialized area of interest. The question period of about two hours considers the student's course work as well as the feasibility and logical consistency of the research proposal. The examination is not meant to be a thesis defense; rather the proposal permits the student to be questioned on grounds with which s/he is familiar.

Three results of the examination are possible: (1) unconditional pass; (2) conditional pass; and (3) failure with the possibility for one reexamination. When the second or third outcomes occur, the examining committee is expected to set time limits for the satisfaction of conditions or the re-examination. In case the examining committee fails to set time limits, they will be established by the Departmental Committee on Curriculum and Credentials. In no case may the time allowed exceed one year. Only one re-examination is permitted. Students failing the Preliminary Oral Examination twice will be terminated from the doctoral program.

## Approval of Thesis Proposal

Regardless of the mode and timing of general presentation of the proposal, the DTC members will provide continuing guidance in its development. When they are satisfied that the proposal is of acceptable quality to be implemented they will indicate their approval on a form prepared for this purpose. After giving approval, the DTC is expected to continue offering suggestions for further improvement, especially in light of unexpected difficulties encountered in the field. The Department expects students will meet with the DTC at least once per year during the course of thesis research.

Realistically, it is not always possible for the student to carry out in the field the specific study designed in Baltimore. In such cases the study finally approved for implementation may be different from the one presented, and possibly approved, in Baltimore. Although the oral presentation is to cover the study the student intends to carry out, it must necessarily be considered presentation of a study, rather than presentation of the study that must be completed. In the event that the study design changes after the oral presentation, the final design must receive the written approval of the DTC, even if the earlier proposal had already received written approval.

**THESIS PROPOSAL APPROVAL FORM**

Name of Student: \_\_\_\_\_

Departmental Thesis Committee:

Thesis Advisor: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Program Coordinator: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Associate Chair,  
Academic Programs: \_\_\_\_\_ (signature)\* \_\_\_\_\_ (date)

\*Signature denotes approval of proposal

Thesis topic:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Desired Sequence

The typical sequence for the foregoing events to take place is as follows:

- complete coursework and identify research topic;
- pass Departmental Written Comprehensive Examination;
- conduct non-thesis related research experience;
- form Departmental Thesis Committee;
- pass Departmental Oral Examination;
- pass School Preliminary Oral Examination;
- gain written approval of thesis research protocol;
- gain approval of thesis protocol from the Committee on Human Research or the Committee on Animal Care and Use.
- carry out thesis research.

Flexibility is allowed in following this sequence. Specifically, students are encouraged to gain approval of the research protocol earlier than indicated if attention to the protocol does not impair preparation for Departmental Written and Oral Examinations. Delays in gaining approval of the research proposal will not jeopardize receipt of departmental tuition scholarship after 6 terms of full-time residence.

## Criteria and Preparation for Doctoral Thesis Research

The final authority for requirements for the degree Doctor of Philosophy is held by the Graduate Board of Johns Hopkins University. The following description of the doctoral thesis is taken from Guidelines for the Preparation of Dissertations and Theses, The Graduate Board, Johns Hopkins University, October 1998:

The dissertation/thesis is the culmination of the graduate degree. It represents an original critical or synthetic treatment of a subject in the student's field. It documents research formulated independently and presents its findings in a manner consistent with publications in scholarly journals or with scholarly books. The dissertation serves as a reference through the UMI (formerly University Microfilm, Inc.) *Dissertation Abstracts International* and through publication in whole or in part. Manuscripts not conforming to the following standards will not be accepted as partial fulfillment towards the graduate degree.

The Council of Graduate Schools offers the following definition: The doctoral dissertation should

- (1) reveal the student's ability to analyze, interpret, and synthesize information;
- (2) demonstrate the student's knowledge of the literature relating to the project or at least acknowledge prior scholarship on which the dissertation is built;
- (3) describe the methods and procedures used;
- (4) present results in a sequential and logical manner;
- (5) display the student's ability to discuss fully and coherently the meaning of the results. In the sciences, the work must be described in sufficient detail to permit an independent investigator to replicate the results.

The dissertation [thesis] is the beginning of one's scholarly work, not its culmination.

Dissertation research should provide students with hands-on, directed experience in the primary research methods of the discipline, and should prepare students for the type of research/scholarship that will be expected of them after they receive the Ph.D. degree.

The question of originality - In its most general sense, "original" describes research that has not been done previously or that creates new knowledge. Although a dissertation should not duplicate another researcher's or scholar's work, the topic, project, or approach taken need not be solely that of the graduate student. An adviser or other faculty member should encourage a student to explore a particular topic or project with the idea that the student himself or herself will independently develop the "thesis" of the dissertation. The student should be able to demonstrate what portion of the research or scholarship represents his or her own thinking.

The question of collaboration - In those disciplines where doctoral research efforts are typically part of a

larger collaborative project, it is crucial that an individual student's contribution be precisely delineated. Whether the collaboration is between faculty or student or among students, Ph.D. candidates are expected to be able to demonstrate the uniqueness of their own contributions and to define what part of the larger work represents their own ideas and individual efforts. (*The Role and Nature of the Doctoral Dissertation*, Council of Graduate Schools. CGS, Washington, D.C. 1991). The student assumes the responsibility for conducting the research and the writing of the dissertation in a manner that reflects the academic integrity of the University.

The Policy and Procedures Manual of the Bloomberg School of Public Health is briefer in its description of a doctoral thesis: "The thesis must be (1) based on original research, (2) worthy of publication, and (3) acceptable to the sponsoring department and to a committee of thesis readers."

Requirements for the doctoral thesis research in the Department of International Health include meeting the following educational objectives:

- Identifying and articulating an important scientific or public health problem in a manner conducive to research. In the thesis proposal this would be expressed by documenting at least one substantive question that is both researchable and important to the field of international health. The research question(s) must be expressed as specific research objectives and/or hypotheses that define the variables and relationships of interest.
- Summarizing and critically appraising relevant existing knowledge on the subject under study. In the thesis this would be expressed by a focused *and critical* review of the relevant literature pertinent to the research question(s) being addressed. In many theses, this will also involve the description of the theoretical model or conceptual framework upon which the research question(s) will be based.
- Using scientifically sound and appropriate methods to design and implement a research study to adequately address the question(s) of interest. In the thesis this would involve the detailed specification of the study methods, including all data collection and data management efforts needed to implement the study design, a description of the analytic approaches to be used, and the application of any inferential models that will be used to describe the results of the data analysis. All research involving human subjects must be approved by the School's Committee on Human Research and all research involving animals must be approved by the University's Committee on Animal Care and Use. It is expected that the doctoral student will develop the application for approval from these committees under the supervision of his/her thesis advisor.
- Interpreting the research findings in the context of previous knowledge in the specific topical area of the thesis. As a part of the thesis, conclusions and recommendations for further research or programmatic initiatives based on the evidence generated by the thesis research must be critically explored, presented and shown to make important contributions to the state of knowledge in the field.

As the academic programs in the Department of International Health span a spectrum of disciplinary boundaries, the specific requirements for the form of the doctoral thesis work will vary by program. However, all students are expected to meet the above mentioned minimal educational objectives in addition to any further objectives stated in the program-specific sections of this handbook. The specific activities of the doctoral thesis research must meet the experiential requirements of the primary research methods typically employed by the discipline. For example, most doctoral theses in the Social and Behavioral Interventions, Global Disease Epidemiology and Control, and Health Systems Programs will be based on primary data collection as this is the primary research method in most behavioral science, epidemiologic, and health services research studies. This will often involve extensive time in the field implementing and/or overseeing the actual data collection and management process. In the Human Nutrition Program, the vast majority of doctoral theses will be based on primary data collection as well. Doctoral theses in the health economics specialization of the Health Systems Program may be based on secondary data analysis or theoretical development. It should be noted that the level and depth of analytic skill expected by the faculty for a doctoral thesis based solely on secondary data analysis will be considerable.

## Preparation of the Doctoral Thesis Document

Students may fulfill their thesis requirement using either the traditional or “papers” option. Both options must comply with the organizational and formatting requirements of the Graduate Board (see [Guidelines for the Preparation of Dissertations and Theses](#), The Graduate Board, Johns Hopkins University, October 1998 posted on the Graduate Board website). In each case the product must reflect high standards of scholarly endeavor. It is important to recognize that these options reflect only different formats for presentation and not fundamentally different processes.

The traditional thesis consists of a number of chapters typically including an introduction and specific research objectives, critical review of the literature and discussion of a theoretical or conceptual framework, study methods, results, interpretation, discussion and conclusions.

The “papers” option requires a minimum of three separate papers based on the thesis research in addition to complementary sections that make the thesis a whole. Each paper should stand on its own merits, and in addition, the papers together should embody a recognizable unifying theme. Although no required page length is specified, it is understood that taken together the papers should contain as much substantive information as is usually expected in a traditional thesis. As a result, the length of the papers may exceed the guidelines followed by some journals. Appendices can be used to present additional analyses that allow for the review of the thesis by the thesis and final examination committees, but are not likely to be included in the paper when submitted for publication. Each of these “papers” is typically a separate chapter in the thesis document. A separate literature review is not always necessary; rather, literature citations should be made in each paper as appropriate and a comprehensive list of references must be included at the end of the document as per University regulations. However, the thesis must incorporate a critical review of available literature relevant to the research topic somewhere in the document. If the “papers” option is selected for the format of the thesis, this critical review can be either in a separate chapter or as a part of the discussion in each of the papers. In addition, when the thesis project consists of a portion of a larger research effort, an additional chapter discussing the overall methods and how the thesis research fit into the whole is often helpful and required by the thesis advisor and committee. Finally, discussion, conclusions and recommendations for further research and/or programmatic initiatives should be included either in each paper, or as a separate chapter.

As with most public health research, most thesis research will be a collaborative effort of the student and other members of an investigative team. However, the thesis itself must be authored by the student in its entirety. Therefore, manuscripts arising from the thesis are typically first authored by the student. Papers included in the thesis **must** be first authored by the student.

It should be noted that an overall thesis abstract is required as part of the thesis for both the traditional and papers options.

The student's Departmental Thesis Committee (DTC) will appraise the adequacy of the research proposal and the appropriateness of the option selected for presenting the results. They will also advise the student on the appropriate “chaptering” of the document for their particular case. The student must obtain written approval on both counts from the DTC.

## Thesis and Final Oral Defense

The thesis topic acceptable to the DTC must be a piece of original, independent research focusing on selected aspects of international health in developing or underserved societies.

The Final Oral Defense consists of two parts, a public seminar and a defense of the thesis before a Committee of Readers that includes the Thesis Advisor, one other DIH faculty member, and two faculty members with primary appointments in departments other than International Health. The public seminar and closed thesis defense are typically held on the same day with the seminar being conducted first, followed immediately by the closed defense. Thesis readers should have at least one month to read and suggest revisions of the thesis prior to the Final Oral defense. The Committee of Readers must accept the thesis as satisfactory and, in

addition, the Committee Chair and the Thesis Advisor must write a letter of acceptance to the Associate Dean for Academic Affairs.

Any student returning from a leave of absence must be registered for a minimum of two quarters before thesis defense can be scheduled.

### **Annual Review**

All students are required to maintain regular and sustained progress towards completion of their doctoral program. Near the end of each academic year a review of past progress and future expectations will be carried out in five stages.

1. The student must ensure that the Tracking Record of satisfactory completion of course and other requirements maintained by the Academic Coordinator is current and correct.
2. The student will prepare a Student Narrative Progress Report of accomplishments to date and objectives for the upcoming year. The narrative should describe the current state of preparation of the research proposal, conduct of the data collection and analysis, or writing of the thesis, along with specific tangible objectives and plans in these regards for the next academic year.
3. The student and advisor will meet (or exchange correspondence if the student is overseas) to review the Tracking Record and Student Narrative Progress Report.
4. The faculty advisor will summarize the understanding reached with the student in a brief Advisor Report.
5. The Curriculum and Credentials Committee will review the students' program and supporting documentation. Continued enrollment in the doctoral program is contingent upon a satisfactory review by the Committee.

The Tracking Record, Student Narrative Progress Report and Advisor Report will become part of the official student record maintained by the Academic Coordinator.

Tuition scholarship awards will be made only for a specific academic year subject to renewal based upon evidence of progress as reflected in the annual report of the student and advisor. Provision will be made for awards of up to eight terms, but only if normal progress toward completion of requirements is registered.

### **Duration of Study**

To maintain candidacy students must remain continuously registered in an acceptable registration status. It is generally expected that students will be registered full-time for the duration of their doctoral program. Not more than seven years may elapse between the date of matriculation and fulfillment of all degree requirements. The time limit excludes periods of approved leaves of absence.

While a seven-year maximum limit has been placed upon the period of doctoral study, DIH students are normally expected to complete all requirements within a period of 4-5 years, depending upon the particular track program they are following.

# GLOBAL DISEASE EPIDEMIOLOGY AND CONTROL

Academic Program Coordinator: Lawrence Moulton

## Requirements for Admission

Applicants to the program must have a degree in medicine, veterinary medicine, or dentistry; or a master's level degree or equivalent graduate training in epidemiology, statistics, international health, tropical medicine, microbiology, parasitology, immunology, or virology. Prior work experience is preferable.

## Educational Objectives\*

### Overall Program Goal

This program provides training for public health researchers 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 throughout the world. 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 and vaccinology. 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, including the immunologic and biologic basis of responses to immunizations and other prophylactic or therapeutic interventions.

### 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.

### Research Skills

#### *Learning Objectives*

- Review and critique the relevant literature on a topic of interest.

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\*For Program Competencies see page 50

- Place a research question in the context of current knowledge.
- Frame a research question in terms of study goals and specific aims.
- Design a research study to address specific aims. Be able to differentiate between study designs and to argue in favor of using a specified design as most appropriate to address that research question.
- Develop and write a research proposal.
- Develop and justify a budget for a research proposal.
- Discuss the ethical issues involved in research in resource poor environments and argue for a particular approach to addressing these ethical issues.
- Prepare an application to an IRB for ethical approval.
- Implement and manage a research study, monitor the progress of the study and the quality of data collected.
- Produce an appropriate statistical analysis of the data collected during the research project, and provide a reasoned interpretation of these results.
- Place the research findings in the context of current knowledge, identify limitations of the research, and be able to specify further areas for research.
- Analyze the policy implications and public health significance of the research findings.

## Communications

### *Learning Objectives*

- Make oral and poster presentations of research findings for professional audiences.
- Write manuscripts of publishable quality for the peer reviewed literature that describe and explain research findings.
- Teach other students basic introductory materials in the student's general area of expertise.

Advising Faculty	
Abdullah Baqui	Orin Levine
Chris Beyrer	William Moss
Robert Black	Lawrence Moulton
Lou Bourgeois	Luke Mullany
Richard Chaisson	Kenrad Nelson
Chris Coles	Kate O'Brien
Gary Darmstadt	William Pan
Anna Durbin	Thomas Quinn
Laura Guay	Andrea Ruff
Robert Gilman	Bradley Sack
Neal Halsey	Mathuram Santosham
Ruth Karron	Mark Steinhoff
Joanne Katz	James Tielsch
Alain Labrique	Jonathan Zenilman

## 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.

Course no.	Course title	Term	Units per term
<b>General</b>			
223.840	Special Studies & Research GDEC: Education Prog. Development	1	1
550.865 – 6	Public Health Perspectives on Research I – II	1 – 2	1
223.861	Doctoral Global Disease Epidemiology and Control Seminar	1 – 4	1
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )		
<b>Research Ethics</b>			
550.860	Research Ethics	2	1
306.665	Research Ethics & Integrity: US & International Issues	3	3
<b>International Health</b>			
220.601	Introduction to International Health <sup>4</sup>	1	4
223.663	Infectious Diseases and Child Survival	3	3
223.680	Global Disease Control Programs and Policies	4	4
<b>History, choose one of the following courses:</b>			
340.642	History of Epidemiology I: Infections Diseases (offered every other year, offered 2007-08)	1	2
221.605	History of International Health and Development (offered every other year, offered 2008-09)	3	3
ME 150.711	Disease Control: Comparative Perspectives	1	3
ME 150.715	History of Health and Development in Africa	3 – 4	2
<b>Biostatistics, choose one of the following series for a total of 16 units:</b>			
140.621 – 4	Statistical Methods in Public Health I – IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I – IV	1 – 4	4
<b>Epidemiology</b>			
340.751 – 3	Epidemiologic Methods 1 – 3	1 – 3	5
<b>choose one of the following courses:</b>			
223.664	Design and Conduct of Community Trials	4	4
223.705.81	Clinical Vaccine Trials and Good Clinical Practice (internet only)	4	3
<b>Environmental Health, choose one of the following courses:</b>			
182.626	Tropical Environmental Health	3	2
180.611	The Global Environment and Public Health	4	4
180.614	Environmental Health and the Developing World	3	4
<b>Social and Behavioral Sciences, choose one of the following courses:</b>			
410.616	Social and Behavioral Aspects of Public Health	1	4
410.620	Fundamentals of Health Education and Health Promotion <sup>4</sup>	1	3
224.689	Foundations of Behavior Change Interventions in Dev. Countries	2	4
410.650	Introduction to Persuasive Communications: 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 Hlth. Prog.	4	3
<b>Nutrition, choose one of the following courses:</b>			
222.642	Assessment of Nutritional Status	2	3
222.647	Nutritional Epidemiology	3	3
222.655	Nutrition and Life Stages	3	3
222.649	International Nutrition	4	3

<sup>4</sup> This course is also offered online 4<sup>th</sup> term

<b>Vaccines, choose <u>one</u> of the following courses:</b>			
223.662	Vaccine Development and Application	2	3
223.689	Biological Basis of Vaccine Development	4	3
<b>Population/Family Planning, choose <u>one</u> of the following courses:</b>			
380.600	Principles of Population Change <sup>2</sup>	2	4
380.611	Fundamentals of Program Evaluation	3	4
380.???	Most any demography course – Check with Program Coordinator		

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<sup>2</sup> This course is also offered online 2<sup>nd</sup> term

**HEALTH SYSTEMS PROGRAM**  
Program Coordinator: Adnan A. Hyder  
Co-coordinator: Courtland Robinson

**Requirements for Admission**

Applicants must have a prior degree in biological or health sciences, or alternatively in management or social sciences. Prior international or health systems experience and having a potential thesis topic are great advantages. Applicants seeking the specialization in International Health Economics must have excellent quantitative skills, previous coursework in economics (intermediate microeconomics), calculus (two terms), and matrix algebra.

**Educational Objectives\***

The overall goal of the Doctor of Philosophy (PhD) degree in the Health Systems Program is to produce the next generation of leaders in the research and practice of public health dealing with health systems. Graduates of the PhD program in Health Systems should have the competencies to play leadership roles in: (a) health policy; (b) health planning, financing, management, and evaluation; (c) public health teaching; (d) institution building; (e) community development; and (f) research on health systems; in low and middle-income countries or with disadvantaged populations in any part of the world.

**Advising Faculty**

Timothy Baker  
Abdullah Baqui  
David Bishai  
Robert Black  
William Brieger  
Gilbert Burnham  
Gary Darmstadt  
Kevin Frick  
Adnan Hyder  
Orin Levine

Maria Merritt  
Richard Morrow  
Luke Mulaney  
David Peters  
William Reinke  
Court Robinson  
Mathuram Santosham  
Alan Sorkin  
Damian Walker  
Hugh Waters

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\*For Program Competencies see page 54

## Health Systems Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail. Any application to waive courses must be made in writing (with an approval from the advisor) to the coordinator at least 1 term prior to the start of the course. Even if waivers are granted, students are responsible for course content on comprehensive exams.

### Required Courses

Course No.	Course Title	Term	Units per term
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )		
<b>Management</b>			
551.601	Managing Health Services Organizations <sup>3</sup>	1	4
551.602	Approaches to Managing Hlth. Services Org.: Cases and Application	1	2
<b>International Health Systems</b>			
220.601	Introduction to International Health <sup>4</sup>	1	4
221.609	Comparative Health Systems	4	4
<b>Measurement Issues in Health Systems</b>			
221.620	Using Summary Measures of Population Health to Improve Health Systems	4	4
221.638	Health Systems Research and Evaluation in Developing Countries	4	4
<b>Biostatistics, choose one of the following series (a total of 16 units):</b>			
140.621 – 4	Statistical Methods in Public Health	1 – 4	4
140.651 – 4	Methods in Biostatistics	1 – 4	4
<b>Epidemiology</b>			
340.751 – 2	Epidemiologic Methods 1 – 2	1 – 2	5
<b>Seminars</b>			
221.860	Health Systems Program Seminar	1 – 4	1
221.861	Doctoral Seminar in Health Systems	3 & 4	1
550.865 – 6	Public Health Perspectives in Research I – II	1 – 2	1
<b>Ethics, choose one of the following series:</b>			
306.665	Research Ethics and Integrity: US or International Issues	3	3
550.860	Research Ethics	2	1

Twelve (12) additional units are required for the PhD program from the following list of courses, if not already selected to satisfy another requirement. The courses must cover at least 2 of the 3 blocks below. These courses may be taken for a letter grade or Pass/Fail.

### General Elective Courses

Course No.	Course Title	Term	Units per term
<b>Health Systems Management</b>			
300.712	Health Policy II: Public Health Policy Formation	2	3
300.714	Health Policy IV: Health Policy Analysis & Synthesis	4	3
551.603	Fundamentals of Budgeting & Financial Management <sup>3</sup>	2	3
551.604	Quantitative Tools for Managers	2	3
551.605	Case studies in management decision making	3	3
551.607	Pharmaceuticals Management for Under-Served Populations	3	3
551.608	Managing NGOs in the Health Sector	3	3
551.610	Foundations of Leadership: A Leadership survey course	2	3
221.722	Quality Assurance Management Methods for Developing Countries <sup>1</sup>	1	4

<sup>1</sup> This course is also offered online 1<sup>st</sup> term

<sup>2</sup> This course is also offered online 2<sup>nd</sup> term

<sup>3</sup> This course is also offered online 3<sup>rd</sup> term

<sup>4</sup> This course is also offered online 4<sup>th</sup> term

Course No.	Course Title	Term	Units per term
312.617	Fundamentals of Financial Accounting	1	3
312.621	Strategic Planning & Operations	4	3
312.633	Health Management Information Systems	4	3
221.706 – 7.81	Management of Hlth. Systems in Developing Countries I – II (internet only)	3 – 4	(3 – 2)
<b>International Health Topics</b>			
221.613	Introduction to Humanitarian Emergencies	1	2
221.633	Public Health Issues in Disasters	3	2
221.639	Refugee Health Care <sup>1</sup>	2	3
410.610	Health and Homelessness	3	3
221.612	Confronting the Burden of Injuries: A Global Perspectives <sup>2</sup>	2	3
221.616	Ethics of Public Health Practice in Developing Countries	4	2
221.624.81	Urban Health in Developing Countries (internet only)	4	2
221.627	Issues in Maternal Mortality in Developing Countries	2	4
224.689	Foundations of Behavioral Change Interventions in Developing Countries	2	4
180.614	Environmental Health and the Developing World	3	4
180.620.81	Nutritional Health, Food Production and the Environment (internet only)	2	3
182.626	Tropical Environmental Health	3	2
221.635	Case Studies in Primary Health Care <sup>3</sup>	3	4
221.661	Project Development for Primary Health Care in Developing Countries	4	4
221.637.81	Health Information Systems (internet only)	2	3
<b>Health Policy</b>			
223.687	Vaccine Policy Issues	3	3
300.652	Politics of Health Policy	3	4
221.614	International Political Science for Public Health Practitioners	3	1
308.610	The Pol. Econ. of Social Inequalities and Consequences for Quality of Life	3	3
300.600.81	Introduction to Health Policy	1	4

Fifteen (15) additional units are required from following list of courses. The selected courses must cover at least 2 of the following 5 blocks. These courses may be taken for a letter grade or Pass/Fail.

#### Research/Analytic Methods Electives

Course No.	Course Title	Term	Units per term
<b>Quantitative Methods</b>			
140.646	Essentials of Probability & Statistical Inference I : Probability	1	4
140.647	Essentials of Probability & Statistical Inference II: Statistical Inference	2	4
330.657	Statistics for Psychosocial Research: Measurement	1	4
340.753	Epidemiologic Methods 3	3	5
340.754	Methodologic Challenges in Epidemiologic Research	4	5
340.606	Systematic Reviews & Meta-Analysis	3	4
340.715	Problems in the Design of Epidemiologic Studies	4	6
340.728	Advanced Methods for Design and Analysis of Cohort Studies	3	4

<sup>1</sup> This course is also offered online 1<sup>st</sup> term

<sup>2</sup> This course is also offered online 2<sup>nd</sup> term

<sup>3</sup> This course is also offered online 3<sup>rd</sup> term

<sup>4</sup> This course is also offered online 4<sup>th</sup> term

<b>Health Systems/Services Research Methods</b>			
<b>Course No.</b>	<b>Course Title</b>	<b>Term</b>	<b>Units per term</b>
223.664	Design and Conduct of Community Trials	4	4
223.672	Data Management Methods in Health Research Studies	4	5
309.712	Assessing Health Status & Patient Outcomes	2	3
309.715	Advanced Methods in Health Services Research: Research Design	2	4
309.716	Advanced Methods in Health Services Research: Analysis	3	3
380.711	Issues in Survey Research	3	3
380.712	Methods of Analysis of Large Population Surveys	4	3
340.717	Health Survey Research Methods	2	4
<b>Qualitative Methods</b>			
410.690	Ethnographic Fieldwork	3	4
224.691	Data Analysis	4	4
224.692	Formative Research for Behavioral & Community Interventions	4	3
410.710	Concepts in Qualitative Research for Social & Behavioral Sciences	2	3
<b>Methods in Specific Topics</b>			
222.647	Nutrition Epidemiology	3	3
305.612	Epidemiologic Methods in Injury Control	2	3
305.613	Design and Evaluation of Community Health & Safety Interventions	3	3
221.641	Measurement Methods in Humanitarian Emergencies	4	2
551.856	Research Methods in Health and Human Rights	3	2
<b>Health Economics</b>			
313.640	Introduction to Health Economics I	1	3
313.641	Introduction to Health Economics II – Applications	2	3
313.630 – 1	Concepts and Applications in Economic Evaluation I & II	3	3
313.653 – 4	Microeconomic Models in Public Health Economics I & II	3-4	3
380.756	Poverty, Economic Development and Health	3	4

# HUMAN NUTRITION

Program Coordinator: Parul Christian

## Requirements for Admission

The program hopes to attract the best and the brightest students regardless of previous educational background. Therefore, entry into the doctoral program (PhD) 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 doctoral program in Human Nutrition is designed to train professionals to identify, understand and solve, through scientific methods, problems of public health importance in human nutrition. Graduates are expected to assume leadership roles in academia, government, industry and other private sector enterprises. They will be expected to advance knowledge in human nutrition through research, and advocate the application of such knowledge through public health policies and programs.

### Overall Program Goal

The goals of the program are five-fold and relate to specific competencies expected of program graduates. Students should:

- understand the biochemical, molecular, epidemiological and behavioral fundamentals of human nutritional science
- comprehend the complex interrelationships between food-and-nutrition and health-and-disease in diverse populations
- master quantitative and qualitative analytic skills required to understand, critically evaluate and conduct nutrition research
- be able to integrate ethical principles and standards in the conduct of human research
- develop the professional skills necessary to communicate effectively.

### Metabolism

*Sub-areas: Biochemistry, Metabolism*

Minimum requirements in the area of metabolism would provide candidates with the biochemical and metabolic fundamentals of nutritional science.

Learning Objectives: Know and understand:

- metabolic pathways of macronutrients and micronutrients
- relationship between cell structure and metabolic function

### Research Methodology

*Sub-Areas: Biostatistics, Epidemiology, Nutritional Assessment, Nutritional Epidemiology, Research Proposal Development, Qualitative Research Methods*

Minimum required competencies in research methodology provide candidates with the quantitative and qualitative knowledge and skills for understanding and conducting research in human nutrition.

Learning Objectives:

- Know and understand concepts and terms
- Compose research questions
- Link nutrition research questions to appropriate study design, methods, analysis, interpretation, and writing
- Be familiar with underlying principles, methods of collection, analysis and interpretation of quantitative and qualitative data

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\*For Program Competencies see page 58

- Demonstrate ability to analyze a nutrition-related (e.g., dietary or nutritional status) data set
- Understand the use of nutrition reference data
- Demonstrate competence in one primary statistical software and data management package
- Understand the principles and use of nutrition-related laboratory techniques, equipment and field assessment methods

### **Nutrition and Health**

*Sub-areas: Nutrition over the life span, social, cultural and behavioral influences, food and nutrition policy*

This content area of the curriculum has identified a number of core competencies that can be addressed in a flexible manner, and in consultation with their academic advisor.

Learning Objectives: Know and understand:

- Nutritional processes in each stage of life
- Age-specific, disease- and physiologic state-specific nutrient requirements
- Social, political and cultural contexts influencing nutritional status of individuals and populations
- Pathological processes and how they influence nutritional well-being and *vice versa*
- Development and impact of food and nutrition policy

### **Professional Skills**

*Sub-areas: Grant writing, Teaching and Public Speaking, Ethics, Information technology*

The goal of the professional skills core curriculum is to provide the student with exposure to or experiences in important skills necessary to work effectively as a professional at the doctoral level. As shown below, many of the competencies are accomplished through the academic process of the degree rather than through didactic coursework per se.

<b>Advising Faculty</b>
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Robert Black Benjamin Caballero Laura Caulfield Larry Cheskin Parul Christian	Joel Gittelsohn Jean Humphrey Laura Murray-Kolb Youfa Wang Keith P. West Jr.
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<b>Requirements</b>
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Students are expected to take 6 quarters and at least 96 units of coursework to satisfy the educational requirements, pass a written and an oral comprehensive exam, a final oral defense and to successfully complete a thesis research project.

At least two thirds of course units that are required are associated with the core content areas common to all doctoral students. The exact number of required core course units taken by a student will vary depending on specific choices made by the student in conjunction with their advisor, but will be 61-71 units if required courses are taken as suggested. To complete the remainder of their coursework requirements, students will choose elective coursework and special studies. Thus, about 25-35 units will be completed through electives chosen by the student in conjunction with their advisor, depending on their unique career goals and research interests.

The goals of the doctoral program form the basis for the four core content areas of the educational program: *Metabolism, Research Methods, Nutrition and Health, and Professional Skills*. Students are required to take specific courses in each of these four content areas in order to develop the competencies expected of all doctoral-level nutrition professionals. Within each content area are various sub-areas that more clearly define the content area and provide the basis for identifying minimum competencies for all doctoral candidates. Agreement about these competencies, in turn, led to the development of the core curriculum requirements.

## Human Nutrition Course Requirements

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

### Metabolism

Course No.	Course Title	Term	Units per term
222.641	Principles of Human Nutrition	1	4
222.843	Special Studies: Biochemistry and Metabolism	2	3
222.651	Advanced Nutrient Metabolism	2	3

### Research Methodology

Course No.	Course Title	Term	Units per term
<b>Biostatistics, choose one of the following series (a total of 16 units):</b>			
140.621 – 4	Statistical Methods in Public Health I-IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I-IV	1 – 4	4
<b>Epidemiology, choose one of the following:</b>			
340.751 – 3	Epidemiologic Methods I-III	1 – 3	5
340.601	Principles of Epidemiology*	1	5
<b>Research Methods</b>			
222.642	Assessment of Nutritional Status	2	3
222.647	Nutritional Epidemiology	3	3
222.861	Doctoral Seminar in Proposal Development	1 – 4	4

### Research Methods: Suggested Electives

Course No.	Course Title	Term	Units per term
340.717	Health Survey Research Methods	2	4
340.608	Observational Epidemiology <sup>3</sup>	2	4
340.647	Topics in Applied Epidemiology	3	3
223.664	Design and Conduct of Community Trials	4	4
410.690	Ethnographic Fieldwork	3	4
224.691	Qualitative Data Analysis	4	4
224.692	Formative Research for Behavioral and Community Interventions	4	3
140.655	Analysis of Longitudinal Data	3	4
140.641	Survival Analysis	3	3
313.630 – 1	Concepts and Applications in Economic Evaluation I - II	3 – 4	3

### Nutrition and Health

Course No.	Course Title	Term	Units per term
222.657	Food and Nutrition Policy	1	2
222.655	Nutrition and Life Stages	3	3
222.654	Food, Culture and Nutrition	4	4

### Nutrition and Health:

Course No.	Course Title	Term	Units per term
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
221.611	Food/nutrition and livelihood in humanitarian emergencies	4	2
340.644	Introduction to Diabetes and Obesity Epidemiology	4	2

\* Those who opt for Principles of Epidemiology may choose to do the Applied Epidemiology series (Observational Epi and Topics in Applied Epi) as electives

<sup>3</sup> This course is also offered online 3<sup>rd</sup> term

## Professional Skills

Course No.	Course Title	Term	Units per term
222.840	Special Studies & Research HN: Educational Program Development	1	1
222.860	Graduate Nutrition Seminar	1 – 4	4
222.658 – 9	Critical Thinking in Nutrition I - II	1 – 2	1
550.865 – 6	Public Health Perspectives on Doctoral Research I-II	1 – 2	2
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )		
306.665	Research Ethics and Integrity: US & International Issues	3	3

## Other Suggested Electives

Course No.	Course Title	Term	Units per term
<b>International Health and Disease</b>			
223.663	Infectious Diseases and Child Survival	3	3
220.601	Introduction to International Health <sup>4</sup>	1	4
221.627	Issues in Maternal Mortality Reduction in Developing Countries	2	4
223.680	Global Disease Control Programs and Policies	4	4
<b>Population, Behavior, and Health</b>			
380.641	Prenatal and Infant Growth and Development	1	3
380.642	Child Health and Development	4	3
380.623	Adolescent Health and Development <sup>3</sup>	3	3
380.604	Life Course Perspectives on Health <sup>1</sup>	1	4
380.600	Principles of Population Change <sup>2</sup>	2	4
224.689	Foundations of Behavioral Change in Developing Countries	2	4
380.611	Fundamentals of Program Evaluation	3	4
<b>Environmental Health</b>			
187.610	Public Health Toxicology <sup>2</sup>	1	4
180.601.81	Environmental Health (internet only)	3	5
182.640	Food and Water Borne Diseases	3	3
<b>Management Sciences</b>			
551.603	Fundamentals of Budgeting and Financial Management <sup>3</sup>	2	3

## Thesis Registration

Course No.	Course Title	Term	Units per term
222.820	Thesis Research Human Nutrition	1 – 4	

<sup>1</sup> This course is also offered online 1<sup>st</sup> term

<sup>2</sup> This course is also offered online 2<sup>nd</sup> term

<sup>3</sup> This course is also offered online 3<sup>rd</sup> term

<sup>4</sup> This course is also offered online 4<sup>th</sup> term

## SOCIAL AND BEHAVIORAL INTERVENTIONS

PhD Program Coordinator: Michael Sweat

### Requirements for Admission

Entrants into the program must have: professional experience and a degree in the health or social sciences; or at least one year of graduate training in public health.

### Educational Objectives\*

The program provides students with a broad exposure to applied social science theory and methods for health-related research, implementation, and evaluation. Coursework emphasizes theoretical and methodological approaches within applied medical anthropology, medical sociology, health education and communication, qualitative and quantitative methods, competency within a specific cultural/geographic area, and principles and methods for community-based intervention research.

### Advising Faculty

Bill Brieger

David Celentano (joint)

Katherine Fritz

Joel Gittelsohn

Deanna Kerrigan

Suzanne Maman (Adjunct)

Michael Sweat

Peter Winch

### Student Tailored Curriculum

In the SBI program doctoral students develop their own unique course curriculum to meet their specific needs. There are some courses that are required to be taken for credit. Otherwise students are to propose a course of study that meets their own intellectual interests and career goals, and which also meet broad learning objectives described herein. Under each set of learning objectives is a list of courses that meet the requirements for the set, some indicated as recommended courses. Students are also free to propose alternative courses.

Prior to registering for 1<sup>st</sup> term each academic year each doctoral student should develop a course plan. There is a form enclosed that can be used for this purpose. This should be submitted to their advisor, and the student should meet with their advisor to discuss the plan. The SBI faculty will schedule a faculty meeting just prior to 1<sup>st</sup> term registration to meet briefly as a group with each student to discuss their course plan and provide verbal feedback and approval before registration. Changes can be proposed during the school year if needed. The student is requested to first discuss and get the approval of their advisor, and then submit a memo to Dr. Sweat for approval. Requests for changes to the approved course plan should be submitted to Dr. Sweat at least two-weeks prior to the registration date for each academic term.

If students have particular interests that cannot be met through course offerings, requirements for topic areas Social and Behavioral Sciences through Nutrition can be met through special studies courses. Such courses, when carefully developed, are an excellent way for doctoral students to gain requisite knowledge and skills, and give students the opportunity to work closely with faculty and pursue specific intellectual interests. These courses need to first be negotiated with sponsoring faculty, and the enclosed Special Studies form should be completed and submitted with the student's course plan each academic year (or with requests for changes in the course plan). Students may take courses at any of the Schools within the Johns Hopkins University system. A full listing of University courses can be accessed via:

[http://webapps.jhu.edu/jhuniverse/academics/online\\_catalogs/](http://webapps.jhu.edu/jhuniverse/academics/online_catalogs/).

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\*For Program Competencies see page 61

**SBI SPECIAL STUDIES (224.840) COURSE APPROVAL FORM**

*This form is for doctoral students in the Social and Behavioral Interventions Program in the Department of International Health. Use this form to seek approval to use a Special Studies Course to meet program requirement.*

Student's Name: \_\_\_\_\_

Student's Advisor: \_\_\_\_\_

Number of Credit Hours for the Course: \_\_\_\_\_ Hours

Term & Year Course to be Completed: Summer 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> of year 20

Please indicate below the area of inquiry that you wish to investigate (attach reading list if appropriate):

Describe the product for the course that you will produce:

Sponsoring Faculty Member Name (Print Name): \_\_\_\_\_

Signature of Faculty Sponsor Indicating Approval: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

## SBI CURRICULUM

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

**General Requirements** This area of requirements is designed to give students broad knowledge of global public health issues, and grounding in epidemiology, disease prevention, and statistics.

Course No.	Course Title	Term	Units per term
220.601	Introduction to International Health <sup>4</sup>	1	4
340.751 – 2	Epidemiologic Methods 1 – 2	1 – 2	5
223.680	Global Disease Control Programs and Policies	4	4
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )		
<b>Biostatistics, choose one of the following series (a total of 16 units):</b>			
140.621 – 4	Statistical Methods in Public Health I-IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I-IV	1 – 4	4

### SBI Program Core Requirements

These four courses provide students with a theoretical and methodological base necessary to be a competent and educated social scientist working on global health issues in the social sciences.

Course No.	Course Title	Term	Units per term
330.657	Statistics for Psychosocial Research: Measurement	1	4
224.689	Foundations of Behavior Change Interventions in Dev. Countries	2	4
410.690	Ethnographic Fieldwork	3	4
224.691	Qualitative Data Analysis	4	4
224.692	Formative Research for Behavioral & Community Interventions	4	3

### PhD Seminar Series

This seminar series is designed to provide doctoral students with structured guidance in developing a focused intellectual trajectory, and an associated course of study. As well, the seminar series provides in-depth coverage of theoretical and methodological issues relevant to public health practitioners and researchers working in the social sciences in a small group format.

Course No.	Course Title	Term	Units per term
224.840	Special Studies and Research SBI: Education Program Development	1	2
224.840	Special Studies and Research SBI: Proposal Development	Any	3
224.865	Doctoral Seminar in Behavioral Change and Health	4	3

### School-wide Doctoral Requirements

The following two courses are required of all doctoral students in the School, and provide an overview of the appropriate role of research in the public health endeavor, and how to conduct ethical research with integrity.

Course No.	Course Title	Term	Units per term
550.865 – 6	Public Health Perspectives on Research I – II	1 – 2	1
<b>Research Ethics, choose one of the following:</b>			
550.860	Research Ethics	2	1
306.665	Research Ethics and Integrity: US and International Issues	3	3

<sup>4</sup> This course is also offered online 4<sup>th</sup> term

For Each Of The Following Topic Area Students May Propose Any University Course (Including Special Studies) That Meets The Learning Objectives Associated With Each Topic Area. After Most Topic Areas Is A List Of Pre-Approved Courses.

### Social and Behavioral Sciences (16 units)

This area covers a broad range of issues and topics, and is meant to provide a core foundation in the social and behavioral sciences. The learning objectives for this area are to: (a) understand the major social determinants of health, (b) gain an understanding of multi-level influences on health behaviors, including social, policy, familial, dyadic, and environmental forces that affect health behavior, (c) gain broad knowledge of the major theories of behavior change, (d) understand the theoretical basis and components of major types of behavioral health interventions, such as health education and communication, social marketing, and structural and policy-based interventions, (e) gain a comprehensive understanding of the association between health behavior and health outcomes, and (f) understand how community-based behavioral health initiatives are designed and implemented.

Course No.	Course Title	Term	Units per term
221.605	History of International Health and Development*	3	3
221.609	Comparative Health Systems	4	4
222.654	Food, Culture and Nutrition	4	4
410.612	Sociological Perspectives on Health	1	3
410.613	Psychosocial Factors in Health and Illness	2	4
410.616	Social and Behavioral Aspects of Public Health	1	4
308.610	The Political Econ. Of Soc. Inequal. & Conseq. On Hlth. & Qual. Life	3	3
330.661	Soci., Psych., & Dev. Processes in the Etiology of Mental Disorders	3	3
340.705	Advanced Seminar in Social Epidemiology	4	3
410.620	Fundamentals of Health Education and Promotion <sup>4</sup>	1	3
410.650	Intro to Persuasive Communications: Theories & Practice	2	4
410.651	Communication Strategies for Health Education & Promotion	3	4
380.600	Principles of Population Change <sup>2</sup>	2	4
410.654 – 5	Health Communication Programs I – II	3 – 4	4
313.640	Introduction to Health Economics I	1	3
313.641	Introduction to Health Economics II – Applications	2	3
380.658	Economics of Gender and Family*	4	2
410.653	Contemporary Issues in Health Communication	1	1

### Research Design and Methods (7 units)

The learning objectives for this area are to: (a) learn the fundamentals of designing research studies, (b) expand the student's knowledge and facility with a core research methodology, such as in social network analysis, or survey research, and (c) gain a working knowledge of how to appropriately evaluate a social or behavioral intervention.

Course No.	Course Title	Term	Units per term
140.658	Statistics for Psychosocial Research: Structural Methods	2	4
223.664	Design and Conduct of Community Trials	4	4
340.717	Health Survey Research Methods	2	4
380.611	Fundamentals of Program Evaluation	3	4
380.612	Applications in Program Monitoring and Evaluation	4	4
380.733	Communication Network Analysis in Public Health Programs	1	4

\*Course offered every other year, next offered 2008-09

<sup>1</sup> This course is also offered online 1<sup>st</sup> term

<sup>2</sup> This course is also offered online 2<sup>nd</sup> term

<sup>3</sup> This course is also offered online 3<sup>rd</sup> term

<sup>4</sup> This course is also offered online 4<sup>th</sup> term

### **History, Geography, Culture, and Linguistics (6 units)**

The main learning objective associated with this topic area is to prepare the student for dissertation field work with regard to knowledge of the history, geography, culture, and language specific to the population they plan to study. For some, enhancing language skills is an appropriate option for this topic area. As well, the student should use this area to become familiar with ethnographic, sociological, historical and economic literature in the area. They should also become familiar with regional medical systems and literature on ethnomedical beliefs and practices.

### **Public Health Problem Area (6 units)**

The learning objective for this topic area is to acquire detailed knowledge of the public health problem area that the student plans to examine in their dissertation research (e.g., HIV/AIDS, violence, micronutrient deficiency, family planning, malaria, breastfeeding promotion, tuberculosis). The student should consider the following aspects of the health issue of interest: (a) epidemiology (b) regional and global variations (c) biologic aspects and medical treatment, (d) social and behavioral interventions addressing the health issue, (e) policy issues relevant to the health issues, and (f) social aspects such as stigma and discrimination associated with the health issues, or its interventions.

### **Nutrition – Suggested Courses for Students with Interest in Nutrition (Not Required)**

The learning objective for this area is to gain basic competency in one or more of the following: (a) nutritional anthropology, (b) behavioral aspects of nutrition, (c) nutritional biochemistry, (d) nutritional epidemiology, or (e) a specific topical area in nutrition, such as nutrition and aging, or global health issues in nutrition.

<b>Course No.</b>	<b>Course Title</b>	<b>Term</b>	<b>Units per term</b>
222.642	Assessment of Nutritional Status	2	3
222.647	Nutrition Epidemiology	3	3
222.655	Nutrition and Life Stages	3	3
222.649	International Nutrition	4	3
222.654	Food, Culture, and Nutrition	4	4
222.641	Principles of Human Nutrition	1	4

## 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 8<sup>th</sup> 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.

PhD 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 39**

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 PhD 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 PHD 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 2<sup>nd</sup> term and again at the end of 4<sup>th</sup> 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 2<sup>nd</sup> and 4<sup>th</sup> 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 2<sup>nd</sup> and 4<sup>th</sup> 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:** 2<sup>nd</sup>   4<sup>th</sup>

Advisor: \_\_\_\_\_

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

	Advisor	Faculty Program Coordinator
Very Satisfied	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat Satisfied	<input type="checkbox"/>	<input type="checkbox"/>
Neutral	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat Dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>
Very Dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>

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

	Advisor	Faculty Program Coordinator
Yes, Definitely	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Probably	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>
Probably Not	<input type="checkbox"/>	<input type="checkbox"/>
Definitely Not	<input type="checkbox"/>	<input type="checkbox"/>

**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	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>
No Problem	<input type="checkbox"/>	<input type="checkbox"/>

**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	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>
No, Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>

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

Yes, Similar Interests	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
No, Dissimilar Interests	<input type="checkbox"/>

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

Yes	<input type="checkbox"/>	If yes, please explain: _____
Unsure	<input type="checkbox"/>	_____
No	<input type="checkbox"/>	_____

## PhD 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.

<b>Year One: First Term</b>	<b>Date</b>
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	

<b>Year One: Second Term</b>	<b>Date</b>
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 research topics for both thesis and non-thesis related research experience	
Follow up on plan set out in first term	
Complete registration forms for third and fourth terms	

<b>Year One: Third Term</b>	<b>Date</b>
One Meeting	
Monitor student’s progress; evaluate; discuss second term grades	
Provide feedback on second term courses	
Continue discussion on research topics	
Discuss preparation for comprehensive examination, student study groups	

<b>Year One: Fourth Term</b>	<b>Date</b>
One or two meetings:	
Review 3 <sup>rd</sup> 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	

<b>Year Two: Terms One-Four</b>	<b>Date</b>
One or two meetings:	
Review transcripts	
Monitor student’s progress; evaluate; discuss grades	
Continue discussions on research topics	
Encourage participation in study groups for comprehensive examination if not taken at the end of the first year	
Conduct non-thesis related research experience	
Begin preparation of thesis protocol document	
Prepare to take departmental and university oral examinations	

<b>Years Three-Five</b>	<b>Date</b>
Finalize thesis research proposal	
Take departmental and university oral examinations	
Obtain IRB approvals for thesis research	
Conduct thesis research	
Prepare thesis document	
Defend thesis and conduct public seminar on results	

## 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), and approval from the IRB for collecting data for research projects. Remember that for student research your advisor is the Principal Investigator, and she/he must approve the research and sign the forms. The IRB committee meets monthly, and it can take several months to get all of the IRB 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 IRB 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 not 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 the 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?

Yes  No  Not Needed – provide explanation

6. Do you currently hold round-trip airline tickets for the trip?

Yes  No  Not Needed – provide explanation

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

8. Do you have a visa for your trip?

Yes  No  Not Needed – provide explanation

9. Is your passport valid for the period of your trip, and for the next six months?

Yes  No  Not Needed – provide explanation

### Health:

10. Have you visited a travel medicine office or your physician to seek advice on health and vaccinations?

Yes  No  Not Needed – provide explanation

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

12. Are you traveling to a malaria zone?

- Yes       No

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

13. 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

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

15. Do you have evacuation insurance (recommended but not required):

- Yes       No       Not Needed – provide explanation

16. 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.

17. 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.

18. Do you take medications regularly?

- Yes       No

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

**Safety:**

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

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

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

22. 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:

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

- Yes       No

If yes, describe:

24. 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](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.ihsph.edu/sph/Rooms/DisplayPages/LayoutInitial?Container=com.webridge.entity.Entity\[OID\]AC482809EC03C442A46F2C8EEC4D75D3](http://phirst.ihsph.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/ufirms/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.

## Teaching Assistantships

The Department of International Health relies on the assistance of students to provide support for the teaching efforts of various courses throughout the year.

### TA Responsibilities

Teaching Assistants can be requested to perform a variety of different activities for the course that they are supporting. All TA functions and hours must be determined prior to beginning any effort on behalf of the course by both the TA and the faculty instructor and will be documented in the TA Agreement (see below).

Some possible functions of the TA are as follows:

- a. Grading written assignments and exams
- b. Working with and advising discussion groups on projects and other assignments
- c. Facilitating discussion group sessions
- d. Taking attendance
- e. Coordinating the distribution and collection of course materials
- f. Various other duties as requested

## Student Eligibility & Payment Procedures

All students must meet certain eligibility requirements to be hired as a TA. These requirements are as follows:

- TAs must be current students enrolled in a degree program at JHSPH. Students who have completed their course requirements but have not yet graduated are still eligible to be TAs until such time as the School has conferred their degree.
- The individual must have successfully completed the course which they are supporting at JHSPH (or a similar course at another institution) prior to the term in which they will act as the TA.

## 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 Ph.D. program are described in the following table.

### 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	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Describe 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	M150.711	History of Disease and Disease Control: Comparative Perspectives Introduction to International Health History of International Health and Development Vaccine Development and Application Infectious Diseases and Child Survival Global Disease Control Programs and Policies Biological Basis of Vaccine Development Global Disease Epidemiology and Control Program Doctoral Seminar History of Epidemiology I: Infectious Diseases History of Health and Development in Africa	X	X	X	X	X	X	X
	<a href="#">220.601</a>								
	<a href="#">221.605</a>								
	<a href="#">223.662</a>								
	<a href="#">223.663</a>								
	<a href="#">223.680</a>								
	<a href="#">223.689</a>								
	<a href="#">223.861</a>								
	<a href="#">340.642</a>								
	M150.715								
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	<a href="#">222.642</a>	Assessment of Nutritional Status Nutrition Epidemiology International Nutrition Nutrition and Life Stages Foundations of Behavioral Change Interventions in Developing Countries Epidemiologic Methods 1 Principles of Population Change	X	X	X	X	X		
	<a href="#">222.647</a>								
	<a href="#">222.649</a>								
	<a href="#">222.655</a>								
	<a href="#">224.689</a>								
	<a href="#">340.751</a>								
<a href="#">380.600</a>									
Identify major environmental health problems in tropical areas and discuss some solutions in detail with an emphasis on water and sanitation.	<a href="#">180.611</a>	The Global Environment and Public Health Tropical Environmental Health Environmental Health and the Developing World	X	X	X	X			
	<a href="#">182.626</a>								
	<a href="#">180.614</a>								

- M = School of Medicine course described at <http://www.hopkinsmedicine.org/som/students/academics> offered by the History of Medicine Department

**2. Conduct field research from conception of ideas through proposal development, implementation, analysis and publication of findings**

			<b>Evaluation Opportunities</b>							
<b>Specific Competencies</b>	<b>Learning Opportunities</b>		Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Review and critique the relevant literature on a topic of interest	<a href="#">223.861</a> Global Disease Epidemiology and Control Program Doctoral Seminar  Written Proposal for thesis committee approval		X		X	X	X	X	X	
Place a research question in the context of current knowledge	<a href="#">223.861</a> Global Disease Epidemiology and Control Program Doctoral Seminar  Written proposal for thesis committee approval			X	X	X	X	X	X	
Frame a research question in terms of study goals and specific aims	<a href="#">223.664</a> <a href="#">223.861</a> <a href="#">550.865</a> Design and Conduct of Community Trials Global Disease Epidemiology and Control Program Doctoral Seminar Public Health Perspectives on Research  Written proposal for thesis committee approval		X		X	X	X	X	X	X
Design a research study to address specific aims. Be able to differentiate between study designs and to argue in favor of a specific design as most appropriate to address that research question	<a href="#">140.621-4</a> <a href="#">140.651-4</a> <a href="#">223.664</a> <a href="#">223.705</a> <a href="#">340.752</a> Statistical Methods in Public Health I-IV Methods in Biostatistics I-IV Design and Conduct of Community Trials Clinical Vaccine Trials and Good Clinical Practice Epidemiologic Methods 2		X	X	X	X	X	X	X	X
Develop and write a research proposal	<a href="#">223.664</a> Design and Conduct of Community Trials Written proposal for thesis committee approval		X		X	X	X	X	X	
Develop and justify a budget for a research proposal	<a href="#">223.664</a> Design and Conduct of Community Trials Written proposal for thesis committee approval		X	X	X	X	X	X		

**Evaluation Opportunities**

**2. Conduct field research from conception of ideas through proposal development, implementation, analysis and publication of findings, continued**

<b>Specific Competencies</b>	<b>Learning Opportunities</b>	Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Discuss the ethical issues involved in research in resource poor settings and argue for a specific approach to addressing these ethical issues	<a href="#">306.665</a> <a href="#">550.860</a> Research Ethics and Integrity Research Ethics  Written proposal for thesis committee approval	X	X	X	X	X	X		
Prepare an application to an IRB for ethical approval	Written proposal for thesis committee approval			X	X	X			
Implement and manage a research study, monitor progress of the study and the quality of data collected	Thesis research					X			
Produce an appropriate statistical analysis of the data collected and provide a reasoned interpretation of these results	<a href="#">140.624</a> <a href="#">140.654</a> <a href="#">340.753</a> Statistical Methods in Public Health IV Methods in Biostatistics I-IV Epidemiologic Methods 3  Thesis research	X				X	X		
Place the research findings in the context of current knowledge, identify limitations of the research and specify further areas for research	Thesis research					X	X		
Analyze policy implications and public health significance of the findings	Thesis research					X	X		

**Evaluation Opportunities**

**3. Communicate scientific findings through written and oral methods to scientific audiences and peers**

<b>Specific Competencies</b>	<b>Learning Opportunities</b>	Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Make oral and poster presentations of research findings for professional audiences	<a href="#">223.663</a> Infectious Diseases and Child Survival Departmental and Preliminary Orals Final Defense and Public Presentation of Thesis	X		X	X		X	X	
Write manuscripts of publishable quality for the peer reviewed literature that describe and explain research findings	Final Defense Non-thesis related research					X			X
Teach other students basic introductory materials in the student's general area of expertise	<a href="#">223.861</a> Global Disease Epidemiology and Control Program Doctoral Seminar Teaching Assistant Opportunities	X							

**Competencies - HS**

		Evaluation Opportunities								
		Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Seminar Presentations
<b>1. Apply public health sciences to address health problems in vulnerable populations</b>										
<b>Specific Competencies</b>	<b>Learning Opportunities</b>									
Identify the social, cultural, economic and other determinants of public health problems	<a href="#">220.601</a> Introduction to International Health <a href="#">221.860</a> Health Systems Program Seminar <a href="#">550.865</a> Public Health Perspectives on Research General Electives Thesis Non-Thesis Research	X	X	X	X	X	X		X	
Choose appropriate methods and tools to research the magnitude and determinants of public health problems	<a href="#">140.621-4</a> Statistical Methods in Public Health I-IV <a href="#">140.651-4</a> Methods in Biostatistics I-IV <a href="#">221.638</a> Health Systems Research and Evaluation <a href="#">221.861</a> Doctoral Seminar in Health Systems <a href="#">340.751-2</a> Epidemiology Methods 1 & 2 Methodology Electives Advisor/Faculty Mentoring Thesis	X	X	X	X	X	X		X	X
Design and evaluate public health strategies or programs to address specific public health problems	<a href="#">220.601</a> Introduction to International Health <a href="#">221.609</a> Comparative Health Systems <a href="#">221.860</a> Health Systems Program Seminar <a href="#">221.861</a> Doctoral Seminar in Health Systems General and Methodology Electives Thesis Advisor/Faculty Mentoring	X	X	X	X	X	X			X

H = Homewood Campus, Johns Hopkins University Department of Economics [http://www.econ.jhu.edu/cours\\_grad.html](http://www.econ.jhu.edu/cours_grad.html)

**Evaluation Opportunities**

**2. Provide leadership in health systems management and analysis**

<b>Specific Competencies</b>	<b>Learning Opportunities</b>	<b>Course Work/Exam</b>	<b>Written Comps</b>	<b>Department Preliminary Orals</b>	<b>School Preliminary Orals</b>	<b>Thesis</b>	<b>Final Defense</b>	<b>Public Thesis Presentation</b>	<b>Non-Thesis Research</b>	<b>Seminar Presentations</b>
Play leadership role in health management	<a href="#">221.860</a> Health Systems Program Seminar <a href="#">221.861</a> Doctoral Seminar in Health Systems <a href="#">551.601</a> Managing Health Services Organizations <a href="#">551.602</a> Exercises in Managing Health Services Or. Departmental and School Preliminary Orals Final Defense and Public Presentation of Thesis	X	X	X	X	X	X	X		X
Assume leadership role in health policy and financing	<a href="#">221.609</a> Comparative Health Systems <a href="#">221.860</a> Health Systems Program Seminar <a href="#">221.861</a> Doctoral Seminar in Health Systems General Electives in Health Policy Departmental and School Preliminary Orals Final Defense and Public Presentation of Thesis	X	X	X	X	X		X		X
Play leadership role in health systems analysis	<a href="#">221.620</a> Using SMPH to Improve Health Systems <a href="#">221.638</a> Health Systems Research and Evaluation <a href="#">221.722</a> Quality Assurance for Developing Countries <a href="#">221.861</a> Doctoral Seminar in Health Systems <a href="#">551.604</a> Quantitative Tools for Managers Non-Thesis Research Departmental and School Preliminary Orals Final Defense and Public Presentation of Thesis	X	X	X	X	X	X			

		Evaluation Opportunities								
Specific Competencies	Learning Opportunities	Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Seminar Presentations
3. Conduct independent research on health systems in low income countries and vulnerable populations										
Identify and prioritize research questions within the framework of public health problems in health systems	<a href="#">221.620</a> Using SMPH to Improve Health Systems <a href="#">221.638</a> Health Systems Research and Evaluation <a href="#">221.861</a> Doctoral Seminar in Health Systems 340.751-2 Epidemiologic Methods 1-2 General and Methodology Electives Non-Thesis Research Research Proposal Thesis	X	X	X	X	X	X			X
Design and conduct a study to respond to specific research questions in health systems	<a href="#">140.621-4</a> Statistical Methods in Public Health I-IV <a href="#">140.651-4</a> Methods in Biostatistics I-IV <a href="#">306.665</a> Research Ethics and Integrity <a href="#">550.860</a> Research Ethics General and Methodology Electives Departmental and School Preliminary Orals Research Proposal Thesis	X	X	X	X	X	X	X	X	X
Analyze, document and present the results of research in a scientifically sound manner	<a href="#">221.620</a> Using SMPH to Improve Health Systems <a href="#">221.638</a> Health Systems Research and Evaluation General and Methodology Electives Research Proposal Final Defense Post-Thesis Papers	X	X	X	X	X	X	X		X

H = Homewood Campus, Johns Hopkins University Department of Economics [http://www.econ.jhu.edu/cours\\_grad.html](http://www.econ.jhu.edu/cours_grad.html)

**Evaluation Opportunities**

**4. Communicate effectively with researchers, policy makers and key stakeholders in health systems**

<b>Specific Competencies</b>	<b>Learning Opportunities</b>	Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Seminar Presentations
Give effective oral presentations to key stakeholders	Doctoral Seminar Presentation Departmental and School Preliminary Orals Final Defense Public Presentation of Thesis			X	X		X	X		X
Develop effective written materials for public health professionals and policy makers	<a href="#">221.861</a> Doctoral Seminar in Health Systems Non-Thesis Research	X							X	
Write high quality papers for researchers and the scientific community	Non-Thesis Research Research Proposal Thesis Post-Thesis Papers	X				X			X	

## Competencies – HN

			Evaluation Opportunities							
			Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
<b>1. Demonstrate knowledge of public health nutrition problems and characterize these problems in terms of measurable health indicators</b>										
<b>Specific Competencies</b>	<b>Learning Opportunities</b>									
Describe key nutritional problems of public health importance, their epidemiology, underlying metabolism, consequences for health, and population level strategies for prevention and treatment	<a href="#">222.840</a> <a href="#">222.641</a> <a href="#">222.649</a> <a href="#">222.651</a> <a href="#">222.654</a> <a href="#">222.655</a> <a href="#">222.657</a> <a href="#">222.860</a>	Special Studies: Biochemistry and Metabolism Principles of Human Nutrition International Nutrition Advanced Nutrient Metabolism Food, Culture, and Nutrition Nutrition and Life Stages Food and Nutrition Policy Graduate Nutrition Seminar	X	X	X	X	X	X	X	
Define the most important indicators of nutritional status, their relative strengths and weaknesses, techniques of measurement, sources of information for these indicators, and describe how changes in these indicators reflect changes in the nutritional status of populations	<a href="#">222.642</a> <a href="#">222.647</a> 340.601 340.751/3	Assessment of Nutritional Status Nutrition Epidemiology Principles of Epidemiology Epidemiologic Methods I-III	X	X	X	X	X			

			Evaluation Opportunities							
			Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
<b>2. Conduct field research from conception of ideas through proposal development, implementation, analysis and publication of findings</b>										
<b>Specific Competencies</b>	<b>Learning Opportunities</b>									
Review and critique the relevant literature on a topic of interest	<a href="#">222.860</a> <a href="#">222.861</a>	Graduate Nutrition Seminar Doctoral Seminar in Proposal Development Written proposal for thesis committee approval	X		X	X	X	X	X	

Place a research question in the context of current knowledge	<a href="#">222.658</a> <a href="#">222.659</a> <a href="#">222.860</a> <a href="#">222.861</a> <a href="#">550.865</a>	Critical Thinking in Nutrition - I Critical Thinking in Nutrition –II Graduate Nutrition Seminar Doctoral Seminar in Proposal Development Public Health Perspectives on Research Written proposal for thesis committee approval		X	X	X	X	X	X	
Frame a research question in terms of study goals and specific aims	<a href="#">222.860</a> <a href="#">222.861</a>	Graduate Nutrition Seminar Doctoral Seminar in Proposal Development Written proposal for thesis committee approval	X		X	X	X	X	X	X
Design a research study to address specific aims. Be able to differentiate between study designs and to argue in favor of a specific design as most appropriate to address that research question	<a href="#">140.621-4</a> <a href="#">140.651-4</a> <a href="#">222.861</a> 340.651/3	Statistical Methods in Public Health I-IV Methods in Biostatistics I-IV Doctoral Seminar in Proposal Development Epidemiologic Methods I-III	X	X	X	X	X	X	X	X
Develop and write a research proposal	<a href="#">222.861</a>	Doctoral Seminar in Proposal Development Written proposal for thesis committee approval			X	X	X	X	X	

### Evaluation Opportunities

## 2. Conduct field research from conception of ideas through proposal development, implementation, analysis and publication of findings, continued

Specific Competencies	Learning Opportunities	Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Develop and justify a budget for a research proposal	<a href="#">222.861</a> Doctoral Seminar in Proposal Development Written proposal for thesis committee approval	X	X	X	X	X	X		
Discuss the ethical issues involved in research in resource poor settings and argue for a specific approach to addressing these ethical issues	<a href="#">306.665</a> <a href="#">550.860</a> 306.680 306.655 Research Ethics and Integrity : US & International Issues Research Ethics Ethics of Human Subject Research Ethical issues in Pubic Health Written proposal for thesis committee approval	X	X	X	X	X	X		
Prepare an application to an IRB for ethical approval	Written proposal for thesis committee approval			X	X	X			

Implement and manage a research study, monitor progress of the study and the quality of data collected	Thesis research					X			
Produce an appropriate statistical analysis of the data collected and provide a reasoned interpretation of these results	<a href="#">140.624</a> Statistical Methods in Public Health IV <a href="#">140.654</a> Methods in Biostatistics I-IV Thesis research	X				X	X		
Place the research findings in the context of current knowledge, identify limitations of the research and specify further areas for research	Thesis research					X	X		
Analyze policy implications and public health significance of the findings	Thesis research					X	X		

### Evaluation Opportunities

### 3. Communicate scientific findings through written and oral methods to scientific audiences and peers

#### Specific Competencies

#### Learning Opportunities

			Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Make oral and poster presentations of research findings for professional audiences	<a href="#">222.860</a> Graduate Nutrition Seminar <a href="#">222.861</a> Doctoral Seminar in Proposal Development Final Defense and Public Presentation of Thesis	X		X	X		X	X		
Write manuscripts of publishable quality for the peer reviewed literature that describe and explain research findings	Final Defense Non-thesis related research					X			X	
Teach other students basic introductory materials in the student's general area of expertise	<a href="#">222.658</a> Critical Thinking in Nutrition I 222.659 Critical Thinking in Nutrition II Teaching Assistant Opportunities	X								

## Competencies - SBI

Competencies	Learning Opportunities	Evaluation									
		Course Work/Exam	Written Comps	Deot Preliminary Orals	School Preliminary	Thesis	Final Defense	Public Thesis	Non-Thesis Research	Grand Rounds and Seminar Participation and Presentation	
<b>1. Identify and describe the determinants and behaviors associated with major causes of disease and disability most prevalent among underserved populations.</b>											
List the major causes of disease and disability and describe associated causal factors	220.601 223.680 550.865	Introduction to IH Global Disease Control Programs and Policies PH Perspectives on Research	X	X	X	X	X	X	X		X
<ul style="list-style-type: none"> <li>Identify the major social determinants of health</li> <li>Explain how multi-level influences, including social, policy, familial, dyadic, and environmental forces affect health behavior</li> <li>Provide examples of social and behavioral influences in health</li> </ul>	222.654 410.616 410.612 302.685 302.690 308.610 330.622 330.661 340.705 380.600 380.657 380.658 224.689	Food, Culture, and Nutrition Social and Behavioral Aspects of Primary Health Care Sociological Perspectives on Health Psychosocial Factors in Health and Illness Social and Behavioral Aspects of Public Health Political Economy ... Inequalities Development and Psychopathology Over the Life Span Soc/psych Processes of Dev Mental Behav Disorders Advanced Seminar in Social Epi Principles of Population Change Economics of Mortality, Morbidity, and Fertility Economics of Gender and Family Foundations of Behav Change Interventions Dev Countries	X	X	X	X	X	X		X	

			Course Work/Exam	Written Comps	Deot Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Grand Rounds and Seminar Participation and Presentation
Discuss the association between health behavior and health outcomes	410.616 410.612 302.685 340.705 308.610	Soc & Behav Aspects of Primary Health Care Sociological Perspectives on Health Psychosocial Factors in Health and Illness Advanced Seminar in Social Epidemiology Pol Econ Soc Inequalities Conseq Health Quality Life	X	X	X	X	X	X	X		X
For major causes of disease and disability, critique the effectiveness of current behavioral interventions	224.689 303.622	Foundations of Behavior Change Interventions Dev Countries Program Effectiveness in Health Educ & Health Promotion	X	X	X	X					X
<ul style="list-style-type: none"> <li>Describe how community-based behavioral health initiatives are designed, implemented, and evaluated</li> <li>Provide and critique examples of these initiatives</li> </ul>	223.664 224.692	Design and Conduct of Community Trials Formative Research for Behavioral & Community Interventions	X	X	X						X

Competencies	Learning Opportunities	Evaluation									
		Course Work/Exam	Written Comps	Deot Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Grand Rounds and Seminar Participation and Presentation	
<b>2. Design a theoretically-grounded research study on social, cultural, and behavioral aspects of health</b>											
Evaluate and critique the relevant literature on a topic of interest and frame a research question in terms of study goals and specific aims.  The student should consider the following aspects of the health issue of interest: (a) epidemiology (b) regional and global variations (c) biologic aspects and medical treatment, (d) social and behavioral interventions addressing the health issue, (e) policy issues relevant to the health issues, and (f) social aspects such as stigma and discrimination associated with the health issues.	224.840 224.863 / 4  224.860 / 1  224.865	Proposal Development Seminar (w/Dr. Sweat) Doctoral Seminar on Research Methods in Applied Medical Anthropology (Parts I & II) Social And Behavioral Interventions Program Seminar I & II Doctoral Seminar In Behavior, Change And Health	X	X	X		X	X	X		X
Assess the history, geography, medical systems, culture, ethnography, economics, and ethnomedical beliefs and practices of a target study population and use this information to design a research study.	224.840	Special Studies with Relevant Faculty Language Training Courses Non-thesis research Written proposal for thesis committee	X				X			X	X

			Course Work/Exam	Written Comps	Deot Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Grand Rounds and Seminar Participation and Presentation
Discuss and apply appropriate Social and Behavioral theory to the design of a research study.	224.840 224.689	Proposal Development Seminar (w/Dr. Sweat) Foundations of Behavior Change Interventions in Developing Countries Written proposal for Thesis committee approval	X	X	X		X	X	X		X
Design a research study to address specific aims. Differentiate between qualitative and quantitative designs and discuss the strengths and limitations of each vis-à-vis the research aims.	340.751-2	Epidemiologic Methods 1-2	X	X	X	X	X	X	X		X
	140.658	Statistics for Psychosocial Research: Structural Methods	X	X	X	X	X	X	X		
	223.664	Design and Conduct of Community Trials									
	302.688	Research Design for the Soc & Behav Sciences									
	309.615	Intro to Methods for Health Services Research & Eval									
	340.717	Health Survey Research Methods									
	380.611	Fundamentals of Program Evaluation									
	380.612	Applications in Program Monitoring and Evaluation									
	380.733	Communication Network Analysis in PH Programs									
	410.690	Ethnographic Fieldwork									
	224.691	Qualitative Research Methods I & II									
224.692	Formative Res for Behav & Community Interventions										
Write a research proposal	224.840	Proposal Development Seminar (w/Dr. Sweat) Written proposal for thesis committee approval	X		X	X	X	X	X		
Develop and justify a budget for the research proposal	224.840	Proposal Development Seminar (w/Dr. Sweat) Written proposal for thesis committee approval	X	X	X	X	X	X			

			Course Work/Exam	Written Comps	Deot Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Grand Rounds and Seminar Participation and Presentation
Discuss the ethical issues involved in research in resource poor settings and argue for a specific approach to addressing these ethical issues.	550.860 306.665 224.840	Research Ethics Research Ethics and Integrity Proposal Development Seminar (w/Dr. Sweat)	X	X	X	X	X	X			
Prepare an application to an IRB for ethical approval.		Written proposal for thesis committee approval			X	X	X				

Competencies	Learning Opportunities	Evaluation							
		Course Work/Exam	Written Comps	Deot Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
<b>3. Conduct field research study on social, cultural, and behavioral aspects of health</b>									
Obtain appropriate language skills before embarking on the research.	Language Courses at Homewood Campus	X				X			
Implement and manage a research study, monitor progress of the study and the quality of data collected.	Thesis research					X			
Produce an appropriate data analysis of the data collected and provide a reasoned interpretation of these results.	140.621 – 4 Statistical Methods in Public Health I thru IV 140.651 – 4 Methods in Biostatistics I thru IV	X				X	X	X	
	410.690 Ethnographic Fieldwork 224.691 Qualitative Research Methods II								
Place the research findings in the context of current knowledge, identify limitations of the research and specify further areas for research.	Thesis Research					X	X	X	
Analyze policy implications and public health significance of the findings.	Thesis Research					X	X	X	

Competencies	Learning Opportunities	Evaluation								
		Course Work/Exam	Written Comps	Dept Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	Grand Rounds and Seminar Participation and Presentation
<b>4. Communicate scientific findings through written and oral methods to scientific audiences and peers</b>										
Present research findings for professional audiences.	Department and Preliminary Orals Final Defense and Public Presentation of Thesis Non-thesis related research 224.860 Social And Behavioral Interventions Program Seminar I & II 224.840 Proposal Development Seminar (w/Dr. Sweat)	X		X	X		X	X	X	X
Develop manuscripts of publishable quality for the peer reviewed literature that describe and explain research findings	Final Defense Non-thesis related research					X			X	
Teach other students introductory material related to social and behavioral science.	224.860 Social And Behavioral Interventions Program Seminar I & II Teaching assistant opportunities.	X								X