



# JOHNS HOPKINS BLOOMBERG SCHOOL *of* PUBLIC HEALTH

## Department of International Health

### **ACADEMIC GUIDE 2009-2010 MASTER OF HEALTH SCIENCE (MHS)**



### **Contains Information for Students Entering 2009-2010**

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

## Table of Contents

### GENERAL INFORMATION

Academic Program Administration.....	3
Program Director/MHS Program Coordinator.....	3
Departmental Organization.....	3
Academic Program Staff.....	4
Academic Committees.....	5

### MHS REQUIREMENTS

General requirements.....	6
Introduction to Online Learning.....	6
Standards of Academic Performance.....	6
Time of Completion Requirement.....	7
Education Program Development/Individualized Goals Analysis.....	7
Departmental Written Comprehensive Exam.....	7
Practicum.....	7
IRB Requirements.....	8
MHS Essay.....	8
Overview of MHS Degree.....	11
Table of MHS Requirement Deadlines.....	12

### STUDENT INFORMATION

International Health Student Group.....	13
Student Space.....	13
Guidelines for Student Employment.....	13
Course Waivers.....	14
Personal and Parental Leave of Absence.....	14
SPH/SAIS Dual Degree.....	15
Transfers.....	15
Peace Corp Masters International Option.....	16
Academic Advising.....	17
Information for Students Traveling Abroad.....	21
Internet Resources for Traveling Abroad.....	24

### PROGRAM AREA REQUIREMENTS

Global Disease Epidemiology and Control Program (GDEC).....	25
Health Systems Program (HS).....	29
Human Nutrition Program (HN).....	33
Social and Behavioral Interventions Program (SBI).....	36

### COMPETENCIES

GDEC.....	41
HS.....	45
HN.....	48
SBI.....	51

### FORMS

Practicum Proposal Cover Sheet.....	55
MHS Essay Approval form.....	56
Academic Advising Evaluation Form.....	57
Checklist for Students Traveling Abroad.....	58

Cover Photo Credit: Rolf Klemm  
Caption: Market in Bangladesh

## GENERAL INFORMATION

### Academic Program Administration

Dr. Robert Black  
Department Chair  
(410) 955-3934  
[rblack@jhsph.edu](mailto:rblack@jhsph.edu)

Cristina Salazar, E8518  
Academic Program Administrator  
(410) 955-3734  
[csalazar@jhsph.edu](mailto:csalazar@jhsph.edu)

Dr. James Tielsch  
Associate Chair for Academic Programs  
(410) 955-2436  
[jtielsch@jhsph.edu](mailto:jtielsch@jhsph.edu)

Carol Buckley, E8516  
Academic Program Coordinator  
(410) 614-3000  
[cbuckley@jhsph.edu](mailto:cbuckley@jhsph.edu)

### Program Director

### MHS Program Coordinator

#### Global Disease Epidemiology and Control

Dr. Joanne Katz  
<mailto:jkatz@jhsph.edu>

Karen Charron  
[kcharron@jhsph.edu](mailto:kcharron@jhsph.edu)

#### Health Systems

Dr. David Peters  
[dpeters@jhsph.edu](mailto:dpeters@jhsph.edu)

Dr. Bill Weiss  
[bweiss@jhsph.edu](mailto:bweiss@jhsph.edu)

#### Human Nutrition

Dr. Keith West  
[kwest@jhsph.edu](mailto:kwest@jhsph.edu)

Dr. Parul Christian  
[pchristi@jhsph.edu](mailto:pchristi@jhsph.edu)

#### Social and Behavioral Interventions

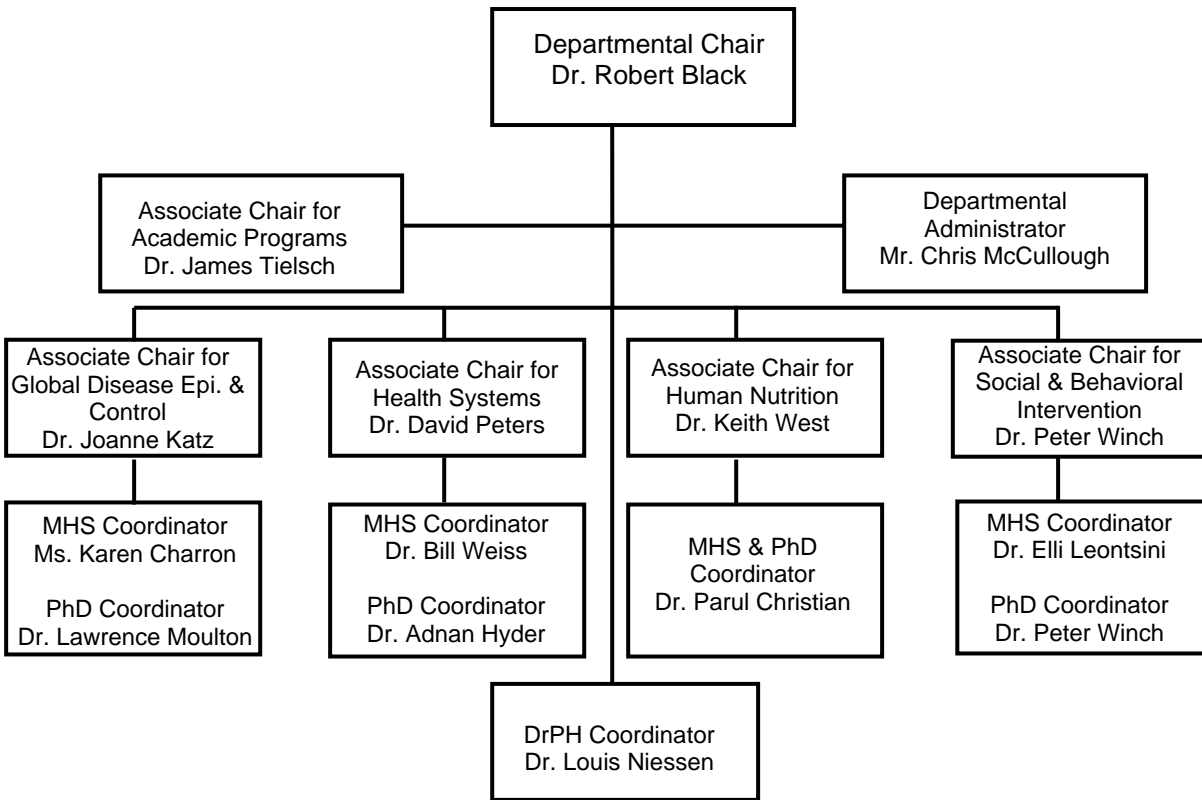
Dr. Peter Winch  
[csalazar@jhsph.edu](mailto:csalazar@jhsph.edu)

Dr. Elli Leontsini  
[eleontsi@jhsph.edu](mailto:eleontsi@jhsph.edu)

### 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.

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

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

**Faculty MHS Program Coordinators** – within the Department, the various degree programs are broken down into specific areas of interest, known as program areas. International Health has four program areas. Each program area program has a faculty member who is the overall coordinator of that program area's MHS degree program. They are the general point persons for questions about the program area and degree information (including curriculum requirements, course selection, etc.). They act as a secondary/general advisor for

students within their program areas, and can be sought out to answer questions in the advisor's absence or as an additional source of information.

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

Larry Moulton  
Parul Christian  
Karen Charron  
Adnan Hyder  
MHS Student Representative\*  
Doctoral Student Representative\*

Elli Leontsini  
David Peters  
Bill Weiss  
Keith West  
Peter Winch

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

Louis Niessen, Chair  
Carol Buckley, Staff

Allison Barlow  
Shannon Doocy  
Rolf Klemm  
DrPH Student Representative\*

William Pan\*  
Neff Walker  
Keith West

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

Court Robinson, Chair  
Cristina Salazar, Staff

Karen Charron  
Shannon Doocy  
Joel Gittelsohn  
Elli Leontsini

Larry Moulton  
Louis Niessen  
Pamela Surkan\*  
Keith West

\* Indicates new membership

---

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

## DEPARTMENT OF INTERNATIONAL HEALTH

### MHS REQUIREMENTS

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

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

#### General Requirements

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

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

#### Introduction to Online Learning

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

#### Standards of Academic Performance

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

## Time of Completion of Requirements

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

## Education Program Development/ Individualized Goals Analysis (IGA)

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

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

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

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

## Departmental Written Comprehensive Examination

Satisfactory performance is required on a written comprehensive examination. The exam is offered twice annually, in the winter (usually late January-early February) and again in the summer (after the 4<sup>th</sup> term).

**The date for the 2009 summer exam is June 3, 2010.** The student should plan to take the exam when coursework is essentially completed, since questions will cover all required fields of study. Because of the infrequent offering, however, the student may choose to take the exam somewhat before the final completion of coursework. While the exam may be taken whenever the student and advisor feel prepared, the timing does not affect the breadth and depth of coverage of the course material. Although most of the material for the exam is covered in specific courses, it must be understood that graduate education involves much more than the accumulation of specific course units. Thus, students are responsible for the material, regardless of the particular curriculum followed.

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

## Practicum

**Description:** In addition to completing the requisite coursework, students must gain practical experience in the application of the principles and methods learned. Often the experience is acquired through field placement in a work setting that may be the route to permanent employment, though such long-term implications are by no means essential. Alternatively, the student may undertake within the School environment the investigation and analysis of a significant issue related to health of underserved populations. The latter undertaking would usually involve the synthesis and appraisal of existing information from the field

that has not yet been fully exploited. **In order to take on an assignment that does not require a period of fieldwork, the student must show evidence of adequate prior field experience.**

**Length of Time:** The practicum must be of at least two academic quarters duration, during which a minimum of 32 units is earned. A field placement or other experience could extend over a longer period of up to one year, during which time the student could register part-time for units that ultimately total at least 32. To receive the 75% tuition scholarship during your practicum terms, you must be registered for a minimum of 16 units per term.

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

**Practicum Proposal:** Once an appropriate practicum is selected, the student should prepare a 3-5 page double-spaced document that provides a general description of what he/she will be doing during the practicum, the duration and location of the practicum, the organization with whom they will be working, and the name of the mentor who will supervise them. The document should be given to the student's academic advisor and to the MHS academic program coordinator, each of whom must approve the proposed practicum in writing or by email. The approved document should then be given or sent by the student to the Academic Coordinator. Communication with the advisor must be maintained during the practicum period. The template to this document is in page 45 of this guide. If student is traveling overseas for the practicum, he/she must submit the travel checklist. For more information read the Information for Students Traveling Abroad section on page 21, and fill out the form in the Forms Section page 59.

## IRB Requirements

Students need to confirm if their practicum activity requires approval from the Institutional Review Board, formerly the Committee on Human Research (<http://phirst.jhsph.edu>), or the Committee on Animal Care and Use (<http://web.jhu.edu/animalcare/>). Consult the IRB Student Guide posted online (<http://tinyurl.com/l38x67>). Outside organizations that may have their own IRB approval may sometimes be exempt from JHSPH IRB approval. Students must visit the website for more information. If the practicum does require approval, student must submit the necessary application prior to starting the practicum activity.

All students must complete the Online Human Subjects Training Module prior to the end of the 4<sup>th</sup> term. For information on the Training module go to the PHIRST website and then click on Education.

## MHS Essay

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

## Guidelines for the MHS Essay Content, Format and Submission

1. Discussions between student and advisor about the nature and topic of the MHS Essay should begin before the student leaves for his/her practicum. This will enable the student to conduct relevant literature searches early since some field placements do not offer easy access to the internet. Examples of types of essays include, but are not limited to the following:
  - a. Descriptive case study papers on the work of the agency and experiences during the practicum.
  - b. A critical and comparative literature review of programs and interventions similar to those associated with the student's practicum.
  - c. Original research where the student collects and analyzes his/her own data as part of the practicum.
  - d. Secondary analysis of data collected by the agency associated with the student's practicum.
2. At least 2 months prior to turning in the final version of the MHS essay, the student must submit a 3-5 page detailed outline of the essay for approval of the advisor and second reader. Frequently, revisions of the outline are needed.
3. **Four to six weeks prior to the end of the term in which the student plans to complete the program**, the student must submit a complete rough draft of their essay to their advisor for first review. This allows the advisor sufficient time to give the student feedback, and enough time for the student to make corrections before the end of the term. Students are encouraged to submit their essay prior to this deadline to avoid delays. Once first edits are done, submit the revised essay to the identified second reader with a minimum of 2 weeks for review.
  - If the student intends to complete all requirements in the 2<sup>nd</sup> or 3<sup>rd</sup> term of the second year: in order to avoid additional registration for a subsequent term, it is required that the draft essay be submitted to the advisor and 2<sup>nd</sup> reader at least FOUR weeks prior to the end of the term. Students are encouraged to submit the draft essay prior to this deadline to avoid delays.
  - If the student intends to complete all requirements in the 4<sup>th</sup> term of the second year: in order to graduate in May, it is required that the draft essay be submitted to the advisor and 2<sup>nd</sup> reader at least SIX weeks prior to the end of the term (because the final approved essay has to be submitted to the departmental academic coordinator 2 weeks prior to the end of 4<sup>th</sup> term, which allows the Registrar's office to prepare the student for graduation). Students are encouraged to submit the draft essay prior to this deadline to avoid delays.
  - Final approved version of the essay must be submitted BEFORE the 1<sup>st</sup> day of the term you do not want to register.
4. If the student is conducting data collection as part of the practicum/essay, appropriate institutional/country approval must be obtained for all such data collection; at a minimum this means obtaining local IRB approval and JHSPH IRB approval. The student will need to work with their advisor to be sure that such an approval is obtained in a timely manner. Note that the process of obtaining JHSPH IRB approval is more challenging when the student is in the field. JHSPH IRB will NOT approve a project AFTER the data have been collected. Therefore, if a project may require data collection, the student should aim to complete the IRB approval process prior to leaving Baltimore.
5. In general, students are expected to write a concise, cohesive essay. In many cases it is related to the topic that the student was involved in during their practicum. The student must demonstrate command of the literature in the area of that topic/issue. An alternative approach, especially if the student has written reports of scientific research for publication in the peer-reviewed literature during their time as a student, to use such manuscripts as the MHS Essay with additional text as appropriate to provide context.
6. The end result is more than just a review of the literature. It should be placed in context, be a contribution that synthesizes the relevant literature on their topic, and addresses current approaches to the problem in the field as well as the experiences of the student.
7. This should not be a report of the student's internship experience. It is not a diary of their practicum

experience nor only a data report (although selected data may be incorporated for illustrative purposes).

8. MHS essay length: **The essay should be approximately 30-50 double spaced including any appendices.** This is approximately equivalent to two course term papers. Appendices can include maps, graphs, tables, training manuals, manuals of operations, software products or other documents to support your essay. If this is intended for publication, it should meet the journal specification.
9. **This is a written assignment**, but the format of the essay can take many different forms, depending on the type of practicum and the products required by the practicum mentor.
10. The student and advisor should identify an appropriate second reader for the essay about 2 months prior to turning in the final version of the essay. Any member of JHU faculty can serve as a second reader including those with adjunct appointments as may be the case of a mentor at the internship site.
11. A final version must be submitted to the academic coordinator of both the program AND the department in both electronic and printed versions, as a copy is kept in the permanent file.

**Below is a general outline for the MHS essay. Student must obtain the specific outline requirements from their program coordinator.**

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

## Overview of the MHS degree

The following table gives an overview of the MHS degree in International Health Department. This represents the general timeline, but there are differences by program. Students are typically registered for 7 academic terms (until Mar 2010) or 8 terms (until May 2010). The practicum in second year starts sometime between June and September 2009, and a minimum of two academic terms (4 months) and up to 8 months.

Dates	Academic term	What MHS students are doing
Aug 24 2009	New student orientation/ registration	
Aug 27 – Oct 21 2009	1 <sup>st</sup> Term	<ul style="list-style-type: none"> <li>▪ Students mostly taking required courses with larger enrollments</li> <li>▪ Students meet with advisors, plan their courses for the year and start thinking about what kind of practicum they are interested in</li> </ul>
Oct 26 – Dec 22 2009	2 <sup>nd</sup> Term	
Jan 4 – Jan 15 2010	Winter Intersession	<ul style="list-style-type: none"> <li>▪ Students begin to search for practicum opportunities, send out cover letters and resumes.</li> <li>▪ Arrange informational interviews if possible.</li> </ul>
Jan 25 – Mar 19 2010	3 <sup>rd</sup> Term	<ul style="list-style-type: none"> <li>▪ Mixture of required and elective courses</li> <li>▪ Most students start applying for practicum positions</li> </ul>
Mar 22 – Mar 26 2010	Spring break	
Mar 29 – May 21 2010	4 <sup>th</sup> Term	<ul style="list-style-type: none"> <li>▪ Mixture of required and elective courses</li> <li>▪ Most students finalize choice of practicum</li> <li>▪ Complete the following and submit to your advisor, your program MHS coordinator and IH Department Academic Coordinator: (1) a 1-5 page description of proposed practicum; (2) the Checklist for Students Traveling Abroad.</li> <li>▪ If practicum involves research, students apply for permission to conduct their study from JHSPH Institutional Review Board</li> </ul>
June 3, 2010	Exam	<p>Written comprehensive examination:</p> <ul style="list-style-type: none"> <li>▪ 20-25 short answer questions and 2 essay questions</li> <li>▪ Exam lasts one day, usually on a Monday</li> </ul>
July-August 2010	Summer term	<ul style="list-style-type: none"> <li>▪ With rare exceptions, students don't register for this term</li> <li>▪ Some students finalize choice of practicum at this time and submit</li> <li>▪ Some students take a short summer practicum in Baltimore-Washington area before heading to the field, others leave to start an practicum in US or overseas, others undertake take language training or other preparation for their practicum</li> </ul>
Sept-Oct 2010	1 <sup>st</sup> term	<ul style="list-style-type: none"> <li>▪ Submit detailed outline of MHS essay by the end of 1<sup>st</sup> term if you want to finish by December (see table in next page for details)</li> <li>▪ Most students are located in US or overseas for their practicum, and are registered full-time.</li> <li>▪ Students have an opportunity to take online classes</li> </ul>
Nov-Dec 2010	2 <sup>nd</sup> term	<ul style="list-style-type: none"> <li>▪ Submit final MHS essay and other degree requirements if you want to finish by the end of 2<sup>nd</sup> term (see table in next page for details)</li> <li>▪ More opportunity for some to take online classes.</li> <li>▪ Some return to Baltimore at end of 2<sup>nd</sup> term</li> </ul>
Jan-Mar 2011	3 <sup>rd</sup> term	<ul style="list-style-type: none"> <li>▪ Some students return to Baltimore, write their MHS essay and may enroll in additional onsite or online courses they didn't have time to take during the first year</li> <li>▪ Other students remain in the field and continue their practicum</li> <li>▪ Some students submit their MHS essay and complete the requirements for the MHS degree by the end of 3<sup>rd</sup> term</li> </ul>
Mar-May 2011	4 <sup>th</sup> term	<ul style="list-style-type: none"> <li>▪ All students have returned from the field. Some work on their MHS essay, others take further courses, some do both</li> <li>▪ If not done earlier, submit a description of your practicum your advisor, program coordinator and IH Department Academic Coordinator (this may also be attached to your MHS Essay).</li> </ul>
4 <sup>th</sup> wk May 2011	Public health convocation/graduation ceremonies	

<b>MHS Deadlines</b>
----------------------

TASKS	Term of Completion*			
	2 <sup>nd</sup> term with December essay approval	2 <sup>nd</sup> term With January essay approval	3 <sup>rd</sup> term With March essay approval	4 <sup>th</sup> term With April essay approval
Identify Reviewers	Mid 1 <sup>st</sup> term 2010	Mid 1 <sup>st</sup> term 2010	Mid 1 <sup>st</sup> term 2010	Mid 1 <sup>st</sup> term 2010
Submit detailed outline	End 1 <sup>st</sup> term 2010	End 1 <sup>st</sup> term 2010	End 1 <sup>st</sup> term 2010	End 1 <sup>st</sup> term 2010
Outline approval by both readers	Mid 2 <sup>nd</sup> term 2010	Mid 2 <sup>nd</sup> term 2010	Mid 2 <sup>nd</sup> term 2010	Mid 2 <sup>nd</sup> term 2010
Draft essay due	Mid 2 <sup>nd</sup> term 2010	Last day of 2 <sup>nd</sup> term 2010	First day of 3 <sup>rd</sup> term 2011	Last day of 3 <sup>rd</sup> term 2011
Reviewer feedback on draft	Early December 2010	Mid January 2011	Early February 2011	Mid March 2011
Final essay approved	Mid December	Before 1 <sup>st</sup> day of 3 <sup>rd</sup> term	Mid March 2011	Mid April 2011
Final essay submitted to program coordinator	Mid December	Before 1 <sup>st</sup> day of 3 <sup>rd</sup> term	Mid March 2011	Mid April 2011
Registration	No 3 <sup>rd</sup> term registration	No 3 <sup>rd</sup> term registration	No 4 <sup>th</sup> term registration	Through 4 <sup>th</sup> term
Transcript will say	Graduation December 2010	Degree requirements met December 2010	Degree requirements met end of 3 <sup>rd</sup> term 2011	Degree requirements met 4 <sup>th</sup> term and Graduation May 2011
Diploma/Graduation	December 2010	May 2011	May 2011	May 2011

\* Specific calendar dates will be provided by the date of Comprehensive Exams, May 2010.

## 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 Cristina Salazar for more information.

### 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.

### 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/ufoms/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 2008-2009 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.

## 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 Cristina Salazar 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.

## Parental Leave of Absence

Graduate students and postdoctoral fellows at the Johns Hopkins Bloomberg School of Public Health may request parental leave following the adoption or birth of a child. Parental leave applies to either parent. If both parents are graduate students and/or postdoctoral fellows in the School, both may request simultaneous parental leave.

This policy covers wages to graduate students and postdoctoral fellows who at the time of request for the leave are receiving stipend support from a training grant, departmental funds, Sommer Scholarship or other School scholarship. The policy also applies to wages for work that is directly related to their dissertation/thesis; postdoctoral fellows receiving either stipends or wages for work that is directly related to their research training are also covered by this policy. Wages for other types of employment or federal work-study are not covered under this policy. Students and fellows who receive such wages may take unsupported leave.

## Provisions

Parental leave shall include sixty calendar days of stipend/salary support\* and health insurance coverage. Stipend and health insurance support during parental leave will not be granted to those individuals who do not

have such support provided to them at the time of the request for leave. Graduate students and postdoctoral fellows who receive loans must comply with his/her loan payback requirements.

Any leave requested longer than one term or sixty calendar days must be approved by the graduate student's or postdoctoral fellow's department, but shall be considered unsupported leave\*\*. Insurance premiums during unsupported leave will be the responsibility of the graduate student or postdoctoral fellow. However, the department, at its discretion, may continue to support the student or fellow, including providing for insurance premiums, if other funds are available.

The leave begins on the day the graduate student or postdoctoral fellow is no longer fully engaged in their professional and academic activities and, to the extent possible, should be requested in advance of a birth or adoption. Retroactive requests will be considered on a case-by-case basis.

### Procedures

1. A graduate student or postdoctoral fellow should notify the department at the earliest date possible of the intent to utilize the parental leave policy. The department is responsible for updating the payroll and tuition payment systems.
2. If the leave begins mid-term, the graduate student or postdoctoral fellow shall receive the grade of "Incomplete" for all courses and academic credits taken during the then current term; the graduate student or postdoctoral fellow will then be on leave of absence for the following term and is expected to officially change her/his registration status to "Leave of Absence." The graduate student or postdoctoral fellow is responsible for making arrangements with each instructor to resolve a grade of incomplete; an incomplete grade, if unresolved, will become "F" after 120 days unless an extension of this time has been approved by the instructor and the registrar notified.
3. Any leave of absence exceeding 60 days shall be considered personal leave. In any event, only 60 calendar days of stipend/wages will be provided, whether the leave crosses two terms or covers only one term.

\* This policy is based on the NIH Grants Policy Statement "Subpart B: Terms and Conditions for Specific Types of Grants, Grantees and Activities" pertaining to the parental leave policy for National Research Service Awards (NRSA) awardees.

\*\* Students and Postdoctoral Fellows supported on NIH Training Grants must adhere to the NIH Policy on Unpaid leave, which states, "Individuals requiring extended periods of time away from their research training experience, that is, more than 15 calendar days of sick leave or more than 60 calendar days of parental leave, must seek approval for an unpaid leave of absence. Approval for a leave of absence must be requested in advance from the NIH awarding office. Fellows must provide a letter of support from the sponsor, countersigned by an AOO, and must advise the NIH awarding office of the dates of the leave of absence. Upon approval of the request, the NIH awarding office will issue a revised NRFA extending the ending date of the current budget period by the appropriate number of days or months of unpaid leave time. Recipients are precluded from spending award funds during the leave of absence."

### SPH-SAIS Dual Degree Candidates

Students in the dual degree program can complete both Masters in 3 years (6 terms at JHSPH and 3 semesters at SAIS). **Dual degree candidacy does not remove the requirement MHS internship or the Masters Essay.** For more information please read the school policy – Academic Programs 2 or go to this link: <http://tinyurl.com/kwgrdn>

### Transfers

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

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

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

### **Peace Corps Master's International Option**

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

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

Following the normal MHS Program schedule, students in this program will complete nine months of coursework at Johns Hopkins Bloomberg School of Public Health, take a comprehensive examination, and then enter Peace Corps, undergoing 2-3 months of initial language, culture, and project orientation, and then complete two years of service. Unlike standard registration of internships where students register every term until they graduate, Peace Corps students register for only two terms for 16 credits each term for which they receive an automatic 75% scholarship. Students should be registered in the term they complete their masters paper requirement. After completion of an acceptable paper regarding their work, students have completed the requirements for the MHS.

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

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

Dr. Lawrence Moulton, Professor

**Email:** [lmoulton@jhsph.edu](mailto:lmoulton@jhsph.edu)

**Phone:** 410-955-6370

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

This section has three goals:

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

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

### **Advising Philosophy, Department of International Health**

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

1. Advisors are responsible to the students they advise.
  - Advising is an integral part of the educational process with both students and advisors benefiting from the relationship.
  - Regular student-advisor communication allows advisors to maximize the student's ability to develop life-long learning skills and for the advisor to act as an advocate for the student.
  - Advisors must recognize the diversity of student backgrounds and the opportunities provided by this diversity for maximizing educational achievement.
  - Advisors are responsible for connecting students with others in the academic community who can, when appropriate, assist in the advising process.
2. Advisors are responsible to the institution.
  - As faculty, advisors are responsible for maintaining the academic standards and reputation of the Department, School, and University. This implies a focus on academic excellence for the students they advise.
  - Advisors must comply with the policies and procedures established by the Department, School and University for the didactic, exploratory, and research portions of a graduate student's educational experience.
3. Advisors are responsible to the community of higher education.
  - Advisors must uphold the values of academic and intellectual freedom that characterize the university environment in the United States.
  - As faculty, advisors are responsible for the training of the next generation of academic leaders in education, research, practice, and service.
4. Advisors are responsible to the public health community.
  - As faculty in a School of Public Health, advisors are committed to improving the health and well being of populations everywhere in the world through education, research, practice and service.

## The Advisor-Advisee Relationship

### Please refer to the Advisor/Advisee Meeting Guidelines on page 36

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

### Responsibilities: Advisor

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

### Responsibilities: Advisee

- To arrange to meet with the advisor at least once each term.
- To comply with registration and administrative deadlines.
- To identify and develop professional career goals and interests.
- To understand administrative policies and procedures and be familiar with the requirements for their program as described in the *Academic Guide*.
- To maintain the academic checklist and review it at meetings with the advisor.
- To complete an Advisor Evaluation Form twice during the academic year, once at the end of 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 (Cristina Salazar). Please see the Advisor Evaluation Form in the Forms section of this book.

**MHS Advisor/Advisee Meeting Guidelines**

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

<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 internship opportunities	
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 internship opportunities	
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	
Finalize plans for internship	
Students should begin working with the Career Services Office for post graduation employment or further education	

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

## Information for Students Traveling Abroad

**Background:** As you prepare to take an overseas assignment you should take into account a few administrative, health, and safety issues before you leave the country. Keep in mind that when working overseas, even in the short-term, you need to be prepared before leaving the US in order to have a productive experience and avoid unnecessary health and safety risks. The Department of International Health has developed the attached checklist for you to complete prior to leaving the country to assist you in preparing for your assignment. **It is the responsibility of each student to complete and submit the completed checklist no later than one-week prior to your departure for all overseas assignments.** Copies of the checklist may be obtained from the Cristina Salazar at E8518 or can be found in the Forms section in this book. Here are a few recommendations for you when traveling overseas:

### **Administrative:**

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

(2) UNIVERSITY APPROVALS – Assure that you have the requisite approvals from the University to initiate any overseas research. These include submission of the attached check list, approval from your thesis committee for dissertation research (must be signed before collecting data), approval from your advisor for your MHS internship, and approval from the Internal Review Board (IRB) for collecting data for research projects. Forms for the IORB are available at their office. 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 driver's 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.

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

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

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

**Global Disease Epidemiology and Control**  
MHS Program Coordinator: Karen Charron, BSN, MPH, CCRC

**Requirements for Admission**

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

**Educational Objectives\***

**Overall Program Goal**

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

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

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

**Advising Faculty**

Karen Charron  
Christian Coles  
Amber Cox  
Anna Durbin  
Christa Fischer  
Ingrid Friberg  
Robert Gilman  
Neal Halsey  
Hope Johnson  
Ruth Karron  
Joanne Katz  
Alain Labrique

Orin Levine  
Lawrence Moulton  
Luke Mullany  
Myaing Nyunt  
Kate O'Brien  
Bill Pan  
Andy Ruff  
David Sack  
R. Bradley Sack  
Kawsar Talaat  
James Tielsch  
Neff Walker

## Global Disease Epidemiology and Control Course Requirements

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

### Required Courses

Course no.	Course Title	Term	Units
<b>General</b>			
223.840	Special Studies and Research Disease Control: Education Program Development (Register and select your advisor's name)	1	1
223.860	Global Disease Epidemiology and Control Seminar (all 4 terms required)	1 – 4	1
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )	First 2 weeks of each month	
IRB website	Online Human Subjects Training Module		
<b>International Health</b>			
220.601	Introduction to International Health <sup>4</sup>	1	4
223.680	Global Disease Control Programs and Policies	4	4
<b>Infectious Disease (Choose one of the following)</b>			
223.663	Infectious Disease and Child Survival	3	3
223.682	Clinical and Epidemiological Aspects of Tropical Disease	4	3
<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 (Total of 10 units)</b>			
340.751 – 2	Epidemiologic Methods 1 – 2	1 – 2	5
<b>Applied Epidemiology/Randomized Trials (Choose One)</b>			
223.705.81	Clinical Vaccine Trials and Good Clinical Practice (offered online only)	1 & 4	3
223.664	Design and Conduct of Community Trials	3	4
<b>Vaccines</b>			
223.662	Vaccine Development and Application	2	3
<b>Environmental Health (Choose one)</b>			
221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies	2	2
182.626	Tropical Environmental Health	3	2
<b>Management Sciences, (Choose one of the following courses)</b>			
551.601	Managing Health Services Organizations <sup>3</sup>	1	4
221.722	Quality Assurance Management Methods for Developing Countries <sup>1</sup>	1	4
317.600	Introduction to Risk Sciences and Public Policy <sup>3</sup>	1	3
305.607	Public Health Practice <sup>4</sup>	2	4
551.603	Fundamentals of Budgeting and Financial Management <sup>3</sup>	2	3
551.608	Managing Non-Governmental Organizations in the Health Sector	3	3
<b>Social and Behavioral Sciences, (Choose one of the following courses):</b>			
410.618	Integrating Social and Behavioral Theory into Public Health. Part I: Foundations	1	4
224.689	Health Behavior Change at the Individual, Household And Community Levels	2	4
410.650	Introduction to Persuasive Communication: Theories and Practice	2	4
410.651	Health Literacy: Challenges and Strategies For Effective Communication	3	3
410.630	Implementation and Sustainability of Community-Based Health Programs	4	3
410.620	Program Planning for Health Behavior Change <sup>4</sup>	1	3
<b>Practicum (Taken in the second year for a minimum of 32 units):</b>			
223.810	Field Placement Disease Control	1-4	32-64

<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

## GDEC Recommended Courses

Course no.	Course Title	Term	Units
<i>Infectious Disease</i>			
340.646	Epidemiology and Public Health Impact of HIV and AIDS <sup>2</sup>	1	4
340.612	Epidemiologic Basis of Tuberculosis Control <sup>1</sup>	3	2
<i>Nutrition</i>			
222.647	Nutrition Epidemiology	3	3
222.649	International Nutrition	4	3
<i>Population/Program Evaluation</i>			
380.600	Principles of Population Change <sup>2</sup>	2	4
380.611	Fundamentals of Program Evaluation	3	4
221.645	Large-Scale Effectiveness Evaluations Of Health Programs	4	3
221.641	Measurement Methods In Humanitarian Emergencies	4	2
<i>Research Ethics</i>			
550.860	Research Ethics (Online modules offered each term)	1-4	1
306.665	Research Ethics and integrity: US and International Issues	3	3
306.655	Ethical Issues In Public Health (offered AY 2009/2010 and 2011/2012)	4	3
<i>Vaccines</i>			
223.867	Special Topics in Vaccine Science (seminar series)	1 – 4	1
223.705.81	Clinical Vaccine Trials and Good Clinical Practice (GCP) (online)	1 & 4	3
223.687	Vaccine Policy Issues	3	3
223.689	Biological Basis of Vaccine Development	4	3
<i>Data Management/Survey design</i>			
223.672.81	Data Management Methods in Health Research Studies (online)	1 & 4	5
380.711	Issues In Survey Research Design	3	3
140.632	Introduction to the SAS Statistical Package	4	3
<i>Epidemiology Methods</i>			
340.753	Epidemiological Methods 3	3	5
340.754	Methodological Challenges In Epidemiologic Research	4	5

<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>Sample Year 1 Schedule for GDEC – MHS Program 2009-2010</b>
--

**1<sup>st</sup> Term**

	Introduction to Online Learning <a href="http://distance.jhsph.edu/oll">http://distance.jhsph.edu/oll</a>	0 units
220.601	Introduction to International Health	4 units
340.751	Epidemiology Methods 1	5 units
223.840	Special Studies: Educational Program Development	1 unit
223.860	Global Disease Epidemiology and Control Seminar	1 unit
<b>140.621*</b>	<b>Statistical Methods in Public Health I</b>	<b>4 units</b>
<b>140.651*</b>	<b>Methods in Biostatistics I</b>	<b>4 units</b>
<b>410.618 **</b>	<b>Integrating Soc &amp; Behav Theory into Public Health. Part I: Foundations</b>	<b>4 units</b>
<b>551.601 ***</b>	<i>Managing Health Services Organizations</i>	4 units
221.722 ***	<i>Quality Assurance Mgmt Methods for Dev Countries</i>	4 units
317.600 ***	<i>Introduction to the Risk Sciences And Public Policy</i>	3 units
<b>223.705.81 ++</b>	<b>Clinical Vaccine Trials and Good Clinical Practice (online only)</b>	<b>3 units</b>
Total 1 <sup>st</sup> term	Required Units	15+ options

**2<sup>nd</sup> Term**

340.752	Epidemiology Methods 2	5 units
223.662	Vaccine Development & Applications	3 units
223.860	Global Disease Epidemiology and Control Seminar	1 unit
<b>140.622*</b>	<b>Statistical Methods in Public Health II</b>	<b>4 units</b>
<b>140.652*</b>	<b>Methods in Biostatistics II</b>	<b>4 units</b>
<b>224.689 **</b>	<b>Hlth Behavior Change at the Individual, Household &amp; Community Levels</b>	<b>4 units</b>
<b>410.650 **</b>	<b>Intro to Persuasive Communications: Theories and Practice</b>	<b>3 units</b>
551.603 ***	<i>Fundamentals of Budgeting and Financial Management</i>	3 units
305.607 ***	<i>Public Health Practice</i>	4 units
221.629 ****	<b>Water and Sanitation Needs in Complex Humanitarian Emergencies</b>	<b>2 units</b>
Total 2 <sup>nd</sup> term	Required Units	13+ options

**3<sup>rd</sup> Term**

<b>223.663 +</b>	<b>Infectious Disease &amp; Child Survival</b>	<b>3 units</b>
223.860	Global Disease Epidemiology and Control Seminar	1 unit
<b>140.623*</b>	<b>Statistical Methods in Public Health III</b>	<b>4 units</b>
<b>140.653*</b>	<b>Methods in Biostatistics III</b>	<b>4 units</b>
<b>410.651 **</b>	<b>Health Literacy: Challenges and Strategies For Effective Communication</b>	<b>4 units</b>
551.603 ***	<i>Fundamentals of Budgeting and Financial Management (Online)</i>	3 units
551.608 ***	<i>Managing Non Governmental Organizations</i>	3 units
<b>182.626 ****</b>	<b>Tropical Environmental Health</b>	<b>2 units</b>
<b>223.664 ++</b>	<b>Design and Conduct of Community Trials</b>	<b>4 units</b>
Total 3 <sup>rd</sup> term	Required Units:	13 + options

**4<sup>th</sup> Term**

<b>223.682 +</b>	<b>Clinical and Epidemiological Aspects of Tropical Disease</b>	<b>3 units</b>
223.680	Global Disease Control Programs and Policy	4 units
223.860	Global Disease Epidemiology and Control Seminar	1 unit
<b>140.624*</b>	<b>Statistical Methods in Public Health IV</b>	<b>4 units</b>
<b>140.654*</b>	<b>Methods in Biostatistics IV</b>	<b>4 units</b>
<b>410.630 **</b>	<b>Implementation &amp; Sustainability of Community-Based Health Programs</b>	<b>3 units</b>
<b>410.620 **</b>	<b>Program Planning for Health Behavior Change ONLINE</b>	<b>3 units</b>
<b>223.705.81 ++</b>	<b>Clinical Vaccine Trials and Good Clinical Practice (online only)</b>	<b>3 units</b>
Total 4 <sup>th</sup> term	Required Units:	9+ options

- \* **Choose 1 biostatistics series**
- \*\* **Choose 1 behavioral course**
- \*\*\* **Choose 1 management course**
- \*\*\*\* **Choose 1 environmental course**
- + **Choose 1 infectious disease course**
- ++ **Choose 1 applied Epi/human trials course**

# HEALTH SYSTEMS

Program Coordinator: William Weiss

## Requirements for Admission

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

## Educational Goals

Graduates of the Health Systems MHS program will possess core competencies as outlined below to play management roles in health services organizations in a variety of international settings, from community to national and global levels. Courses within the Health Systems Program develop skills and knowledge for those who play a role in management of health programs in low- and middle-income countries and with disadvantaged populations. The curriculum focuses on planning and managing health projects and programs at the community, district, national and global levels. An international health-related practicum experience is an important additional component of this degree program.

## Core Health System Competencies

1. Demonstrate knowledge of public health problems most pertinent to underserved populations, approaches to the management and control of these disorders, and characterize these problems in terms of measurable health indicators.
2. Demonstrate a thorough understanding of concepts and application of management principles to the operation of health systems in resource poor settings.
3. Analyze and synthesize data relevant to the management and control of health problems of public health importance in resource poor settings.
4. Produce written and oral reports for public health professionals and policy makers.

## Advising Faculty

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

Agbessi Amouzou

Abdullah Baqui

Timothy Baker

Robert Black

William Brieger

Jennifer Bryce

Gilbert Burnham

Shannon Doocy

Anbarasi Edward Raj

Adnan Hyder

Amnesty Lefevre

Orin Levine

Maria Merrit

Eugene Millar

Richard Morrow

Luke Mullany

Louis Niessen

Katherine O'Brien

David Peters

Prasanthi Puvanachandra

Hafizur Rahman

William Reinke

Court Robinson

Mathuram Santosham

Alan Sorkin

Carl Taylor

Melvyn Thorne

Nhan Tran

Antonio Trujillo

Alex Vu

Damien Walker

William Weiss

\*For Program Competencies see page 45

## Health Systems Course Requirements

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

**Please note: courses taken to meet one group of requirements may not be used to meet another group of requirements.**

### Required Courses

Number	Course Title	Term	Units per term
551.601	Managing Health Services Organizations <sup>3</sup>	1	4
551.602	Approaches to Managing Health Services Organizations	1	2
221.840	Special Studies and Research Health Systems (IGA)	1 – 4	1
221.860	Health Systems Seminar (all 4 terms required)	1 – 4	1
220.601	Introduction to International Health <sup>4</sup>	1	4
140.621-3	Statistical Methods in Public Health	1 – 3	4
340.601	Principles of Epidemiology	1	5
221.646	Health Systems in Low and Middle Income Countries	2	3
551.603	Fundamentals of Budgeting & Financial Management <sup>3</sup>	2	3
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )		
<b>Practicum (Taken in the second year for a minimum of 32 units):</b>			
221.810	Field Placement Health Systems (Practicum/Internship)	1 – 4	16

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

Number	Course Title	Term	Units per term
221.722	Quality Assurance Management in Developing Countries <sup>1</sup>	1	4
551.604	Quantitative Tools for Managers	2	3
551.605	Case Studies in Management Decision-Making	3	3
551.607	Pharmaceutical Management for Underserved Populations	3	3
221.661	Project Development for PHC in Developing Countries	4	4
221.706–7.81	Management of Hlth Systems in Dev. Countries I & II (internet only)	3 & 4	2 & 3

**Environmental Health Requirement, choose one of the following:**

Number	Course Title	Term	Units per term
180.611	The Global Environment and Public Health	1	4
187.610	Public Health Toxicology <sup>2</sup>	1	4
221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies	2	2
180.660	Introductory Principles of Environmental Health	3	3
182.626	Tropical Environmental Health	3	2
182.640	Food and Water-borne diseases	3	3

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

Number	Course Title	Term	Units per term
410.620	Program Planning For Health Behavior Change <sup>4</sup>	1	3
330.657	Statistics for Psychosocial Research: Measurement	1	4
224.689	Health Behavior Change At The Individual, Household and Community Levels	2	4
222.654	Food, Culture, and Nutrition	4	4
410.654-5	Health Communications Project I & II	3 – 4	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

**Biological Science Requirement, choose one of the following:**

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

**Health Systems Program Specific Electives: (12 Units)**

Twelve additional (12) units from the list below should be selected that are not already selected to satisfy another requirement. These track specific electives are organized under four broad headings to facilitate selection based on different competency areas. You may choose from any of these areas. **Some classes may appear under more than one heading.**

<b><i>Managing Health Services Organizations</i></b>			
Number	Course Title	Term	Units per term
221.722	Quality Assurance Management Methods for Developing Countries <sup>1</sup>	1	4
551.605	Case Studies in Management Decision-Making	3	3
551.607	Pharmaceuticals Management for Under-served Populations	3	3
551.608	Managing Non-Governmental Organizations in the Health Sector	3	3
221.706-7.81	Management of Hlth. Systems in Dev. Countries I & II (internet only)	3 & 4	2 & 3
312.633.81	Health Management Information Systems (internet only)	4	3

<b><i>Health Management Issues with Special Populations</i></b>			
Number	Course Title	Term	Units per term
221.613	Introduction to Humanitarian Emergencies	1	2
221.639	Refugee Health Care <sup>1</sup>	2	3
221.629.01	Water & Sanitation Needs in Complex Humanitarian Emergencies	2	2
221.633	Public Health Issues in Disasters	3	2
221.616	Ethics of Public Health Practice in Developing Countries	4	2
221.624.81	Urban Health in Developing Countries (internet only)	4	3
221.641	Measurement Methods in Humanitarian Emergencies	4	2

<b><i>Program Monitoring and Evaluation</i></b>			
Number	Course Title	Term	Units per term
380.611	Fundamentals of Program Evaluation	3	4
221.647	Comparative Evaluation For Health Policy In International Health	3	3
305.613	Design and Evaluation of Community and Safety Interventions	3	3
313.630 – 1	Concepts and Applications in Economic Evaluation I & II	3 & 4	3 & 3
380.612	Applications in Program Monitoring and Evaluation	4	4
221.638	Health Systems Research and Evaluation in Developing Countries	4	4
221.641	Measurement Methods in Humanitarian Emergencies	4	2
221.645	Large-scale Effectiveness Evaluations of Health Programs	4	3
221.644	Econometric Methods For Evaluation Of Health Programs	4	4

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

<b>Health Planning</b>			
Number	Course Title	Term	Units per term
221.612	Confronting the Burden of Injuries: A Global Perspective <sup>2</sup>	2	3
221.627	Issues in Maternal Mortality Reduction in Developing Countries	2	4
221.635	Case Studies in Primary Health Care <sup>3</sup>	3	4
221.620	Using Summary Measures of Pop. Hlth. to Improve Health Systems	4	4
221.661	Project Development for PHC in Developing Countries	4	4
224.692	Formative Research for Behavioral and Community Interventions	4	4
312.621	Strategic Planning & Operations	4	3

<b>Measuring Health and Health System Performance</b>			
Number	Course Title	Term	Units per term
221.637.81	Health Information Systems (internet only)	2	3
313.630 – 1	Concepts and Applications in Economic Evaluation I & II	3 & 4	3 & 3
221.620	Using Summary Measures of Pop. Hlth. to Improve Health Systems	4	4
221.641	Measurement Methods in Humanitarian Emergencies	4	2
312.633.81	Health Management Information Systems (internet only)	4	3

<b>Research Design</b>			
Number	Course Title	Term	Units per term
223.664	Design and Conduct of Community Trials	3	4
300.713	Health Policy III: Research & Evaluation Methods for Health Policy	3	4
224.692	Formative Research for Behavioral and Community Interventions	4	4
221.638	Health Systems Research and Evaluation in Developing Countries	4	4

<b>Health Economics &amp; Economic Evaluation</b>			
Number	Course Title	Term	Units per term
313.642	Introduction to Microeconomics	1	3
313.641	Health Economics	2	4
313.630 – 1	Concepts and Applications in Economic Evaluation I & II	3 & 4	3 & 3
309.670	Comparative Health Insurance Systems	4	3

<b>Health Policy &amp; Policy Evaluation</b>			
Number	Course Title	Term	Units per term
300.712	Health Policy II: Public Health Policy Formulation	2	3
221.647	Comparative Evaluation For Health Policy In International Health	3	3
300.713	Health Policy III: Research and Evaluation Methods for Health Policy	3	4
300.652	Politics of Health Policy	3	4
301.645	Health Advocacy	4	3

<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

# HUMAN NUTRITION

Program Coordinator: Parul Christian

## Requirements for Admission

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

## Educational Objectives\*

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

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

## Advising Faculty

Robert Black  
Benjamin Caballero  
Laura Caulfield  
Parul Christian  
Joel Gittelsohn  
Rolf Klemm

Laura Murray-Kolb  
Kerry Schulze  
Sameera Talegawkar  
Youfa Wang  
Keith P. West Jr.

## Program Requirements

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

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

\*For Program Competencies see page 48

## Nutrition Practicum

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

analyzed and a report prepared; or (c) additional, directed course work toward developing a particular specialty within the context of the MHS program.

The MHS-RD practicum in collaboration with the dietetics program at the Johns Hopkins Bayview Medical Center (JHBMC) offers students the opportunity to earn both the MHS degree and complete the dietetics practicum in preparation for obtaining the RD credential. The integrated program has been granted provisional accreditation status by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (ADA) 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 1-800-877-1600, ext. 5400.

For those accepted for this option, a \$500 deposit is required by March 1st, 2009 to secure placement for the practicum, which occurs from June 2009 through January 2010 (See <http://www.hopkinsbayview.org/nutrition/MHS/index.html>). The remainder of the \$7500 clinical training fee for the practicum is due September 1st, 2009 (with first quarter tuition payment). Like all MHS students, those in the RD practicum program, must also complete the MHS essay.

### Human Nutrition Course Requirements

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

#### Required Courses

Course No.	Course Title	Term	Units per Term
<b>General/Professional Skills:</b>			
222.840	Special Studies & Research HN: Educational Program Development	1 – 4	1
222.860	Graduate Nutrition Seminar	1 – 4	1
	Introduction to Online Learning ( <a href="http://distance.jhsph.edu/iol">http://distance.jhsph.edu/iol</a> )		
<b>Nutrition</b>			
222.641	Principles of Human Nutrition	1	4
222.658	Critical Thinking in Nutrition I	1	1
222.642	Assessment of Nutritional Status	2	3
222.644	Nutritional Biochemistry	2	3
222.655	Nutrition and Life Stages	3	3
222.654	Food, Culture and Nutrition	4	4
<b>Choose one of the following:</b>			
222.651	Advanced Nutrient Metabolism	1	3
222.653	Food, Technology and Health	4	3
222.649	International Nutrition	4	3
222.656	Critical Analysis of Popular Diets	4	3
222.652	Nutrition in Disease Treatment and Prevention	4	3
<b>Research Methods, 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, choose one of the following:</b>			
340.751 – 3	Epidemiologic Methods 1 – 3	1 – 3	5
340.601	Principles of Epidemiology	1	5
<b>Environmental Health, chose one of the following:</b>			
Those not chosen for this requirement may be used as electives.			
Course No.	Course Title	Term	Units per Term
187.610	Public Health Toxicology <sup>2</sup>	1	4
180.611	The Global Environment and Public Health	1	4
180.601.81	Environmental Health (Internet only)	3	5
182.626	Tropical Environmental Health	3	2
180.660	Introductory Principles of Environmental Health	3	3

182.640	Food and Water Borne Diseases	3	3
<b>Management Sciences, chose <u>one</u> of the following:</b>			
Those not chosen for this requirement may be used as electives.			
551.601	Managing Health Services Organizations <sup>3</sup>	1	4
551.603	Fundamentals of Budgeting and Financial Management <sup>3</sup>	2	3
305.607	Public Health Practice <sup>4</sup>	2	4
182.623	Occupational Safety and Health Management	3	3
221.706–7.81	Management of Hlth. Systems in Dev. Countries I – II (Internet only)	3 – 4	2 – 3
<b>Practicum (Taken in the second year for a minimum of 32 units):</b>			
222.810	Field Placement Human Nutrition (Practicum)	1 – 4	

**NOTE:** Students in the **MHS/RD** option they are required to take i) 260.600 Introduction to the Biomedical Sciences prior to first term 2009, ii) 222.652 Nutrition in Disease Treatment and Prevention, iii) 222.XXX Food, Technology and Health; iv) 182.640 Food and Water Borne Diseases for their Environmental Health requirement, and v) 551.603 Fundamentals of Budgeting and Financial Management for their Management Sciences requirement.

### Recommended Electives: (18-23 Units)

Course No.	Course Title	Term	Units per Term
<i>Nutrition</i>			
222.657	Food and Nutrition Policy	1	2
222.647	Nutritional Epidemiology	3	3
221.611	Food/Nutrition and Livelihood in Humanitarian Emergencies	4	2
340.644	Introduction to Diabetes and Obesity Epidemiology	4	2
<i>Research Methods</i>			
224.689	Health Behavior Change at the Individual, Household And Community Levels	2	4
340.608.81	Observational Epidemiology <sup>3</sup> (Internet only)	3	4
223.664	Design and Conduct of Community Trials	3	4
410.690	Ethnographic Fieldwork	3	4
224.691	Qualitative Data Analysis	4	4
<i>International Health and Disease</i>			
220.601	Introduction to International Health <sup>4</sup>	1	4
221.627	Issues in Maternal Mortality Reduction in Developing Countries	2	4
223.663	Infectious Diseases and Child Survival	3	3
223.680	Global Disease Control Programs and Policies	4	4
<i>Population, Behavior and Health</i>			
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	Health Behavior Change at the Individual, Household And Community Levels	2	4
380.611	Fundamentals of Program Evaluation	3	4
<i>Research Ethics</i>			
550.860.81	Research Ethics (Internet only)	1 – 4	1
306.665	Research Ethics and Integrity: US & International Issues	3	3
306.655	Ethical Issues in Public Health	4	3

<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

MHS Program Coordinator: Elli Leontsini

### Requirements for Admission

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

### Educational Objectives\*

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

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

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

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

- *Theory and Practice:* Describe the relevance of theories and concepts drawn from anthropology, sociology and psychology in the design of effective public health interventions and formulate theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.
- *Qualitative Methods:* Develop an understanding of theoretical paradigms and perspectives informing ethnography and qualitative research, and practice utilizing qualitative methods employed to assess the social context of health and inform public health action.
- *Intervention-related Research:* Conduct multi-method formative research to develop locally-appropriate social and behavioral interventions to improve health. Select appropriate behavior change and communication intervention approaches for different contexts, and describe the steps in their implementation.

---

\*For Program Competencies see page 51

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

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

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

### Advising Faculty

Allison Barlow  
William Brieger  
Mary Cwik  
Katherine Fritz  
Joel Gittelsohn  
Steven Harvey  
Elli Leontsini

Britta Mullany  
Julia Powers  
Pamela Surkan  
Lauren Tingey  
Emma Williams  
Peter Winch

### Program Requirements

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

### Required Courses

Course No.	Course Title	Term	Units per term
220.601	Introduction to International Health <sup>4</sup>	1	4
<b>Social and Behavioral Sciences</b>			
224.840	Special Studies and Research SBI: Educational Goals Development	1	1
224.860 – 2	SBI Program Seminar I – III	1 – 3	1
224.689	Health Behavior Change at the Individual, Hhld & Community Levels	2	4
<b>Epidemiology and Biostatistics</b>			
340.601	Principles of Epidemiology	1	5
140.621 – 3 (02 series)	Statistical Methods in Public Health I/II/III [Four course sequence, only first three required; IV is recommended]	1-3	4
<b>Qualitative Methods</b>			
410.690	Ethnographic Fieldwork	3	4
224.691	Qualitative Data Analysis	4	4
<b>Intervention-related Research</b>			
224.692	Formative Research for Behavioral & Community Interventions	4	4

### Public Health Biology, choose one of the following:

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

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

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

**Environmental Health, Choose one of the following:**

Course No.	Course Title	Term	Units per term
180.611	The Global Environment and Public Health	1	4
187.610	Public Health Toxicology <sup>2</sup>	1	4
221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies	2	2
180.601.81	Environmental Health (internet only)	3	5
182.626	Tropical Environmental Health	3	2
180.660	Introductory Principles of Environmental Health	3	3

**Management, choose one of the following:**

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

**International Health Electives, choose one of the following:**

Course No.	Course Title	Term	Units per term
221.627	Issues in Maternal Mortality Reduction in Developing Countries	2	4
221.639	Refugee Health Care <sup>1</sup>	2	3
221.646	Health Systems in Low and Middle-income countries	2	3
221.612	Confronting the Burden of Injuries: A Global Perspective <sup>2</sup>	2	3
221.635	Case Studies in Primary Health Care <sup>3</sup>	3	4
223.687	Vaccine Policy Issues	3	3
221.667.81	An Interdisciplinary Approach to Understanding the Health of Native Americans (internet only)	4	3
222.649	International Nutrition	4	3
223.680	Global Disease Control Programs and Policies	4	4
221.624.81	Urban Health in Developing Countries (internet only)	4	3

<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 Sciences Electives, choose three courses from the following theory or practice options:**

Theory focused:			
Course No.	Course Title	Term	Units per term
410.618	Integrating Social And Behavioral Theory Into Public Health. Part I: Foundations	1	4
410.612	Sociological Perspectives on Health [Offered every other year, next offered 2009-10]	1	3
380.767	Couples and Reproductive Health	1	3
410.650	Introduction to Persuasive Communications	2	4
380.642	Child Health and Development	2	3
380.720	Masculinity, Sexual Behavior and Health: Adolescence and beyond	2	2
410.613	Psychosocial Factors in Health and Illness	3	3
221.605	History of International Health and Development [offered every other year, next offered 2008-09]	3	3
330.661	Social, Psych., & Dev Processes in the Etiology of Mental Disorders	3	3
308.610	The Political Econ. of Soc Inequalities & Conseq on Hlth/Qual Life	3	3
300.652	Politics of Health Policy	3	4
380.668	International Perspectives on Women, Gender, and Health	3	3
380.623	Adolescent Health and Development <sup>4</sup>	4	3
380.756	Poverty, Economic Development & Health	4	4
221.688.81	Social & Behavioral Foundations of PHC Care (internet only)	S	4
Practice focused:			
Course No.	Course Title	Term	Units per term
410.619	Integrating Social And Behavioral Theory Into Public Health. Part II: Applications	2	4
330.620	Issues in Mental Health Research in Developing Countries	2	3
410.651	Health Literacy: Challenges and Strategies for Effective Communication	3	3
410.752	Children, Media, and Health	3	3
410.721-2	Translating Research into Public Health Programs I – II	3-4	2
301.645	Health Advocacy	4	3
410.630	Implementation and Sustainability of Community Health Programs	4	3
222.654	Food, Culture and Nutrition	4	4
221.661	Project Development for PHC in Developing Countries	4	4
301.627	Understanding and Preventing Violence	4	3

**Evaluation-related Research Electives, choose one of the following:**

Course No.	Course Title	Term	Units per term
380.733	Communication Network Analysis in PH Programs	1	4
380.600	Principles of Population Change <sup>2</sup>	2	4
410.615	Research Design in the Social and Behavioral Sciences	3	3
340.608.81	Observational Epidemiology (internet only)	3	4
222.647	Nutrition Epidemiology	3	3
380.611	Fundamentals of Program Evaluation	3	4
223.664	Design and Conduct of Community Trials	3	4
140.624	Statistical Methods in Public Health IV	4	4
223.672	Data Management Methods in Health Research Studies (online only)	4	5
380.612	Applications in Program Monitoring and Evaluation	4	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 Course Schedule  
2008-2009 Example**

**First year**

1<sup>st</sup> Term

<a href="http://distance.jhsph.edu/iol/">http://distance.jhsph.edu/iol/</a>	Introduction to Online Learning	0 units
224.810	Special Studies: Educational Goals Development	1 unit
224.860	Social and Behavioral Interventions Program Seminar I	1 unit
220.601	Introduction to International Health	4 units
340.601	Principles of Epidemiology	5 units
140.621	Statistical Methods in Public Health I	4 units
340.646	Epidemiology and Public Health Impact of HIV/AIDS	4 units
<b>Total Units</b>		<b>19 units</b>

2<sup>nd</sup> Term

224.861	Social and Behavioral Interventions Program Seminar II	1 unit
224.689	Health Beh Change at the Indiv, Hhld & Community Levels	4 units
140.622	Statistical Methods in Public Health II	4 units
221.627	Issues in Maternal Mortality Reduction	4 units
410.650	Introduction to Persuasive Communications	4 units
221.629	Water & Sanitation Needs in Complex Humanitarian Em.	2 units
<b>Total Units</b>		<b>19 units</b>

3<sup>rd</sup> Term

224.862	Social and Behavioral Interventions Program Seminar III	1 unit
410.690	Ethnographic Fieldwork	4 units
140.623	Statistical Methods in Public Health III	4 units
380.611	Fundamentals of Program Evaluation	4 units
551.608	Managing NGOs in the Health Sector	3 units
<b>Total Units</b>		<b>16 units</b>

4<sup>th</sup> Term

224.691	Qualitative Data Analysis	4 units
224.692	Formative Research for Behavioral/Community Interv.	4 units
221.661	Project Development for PHC in Developing Countries	4 units
222.654	Food, Culture and Nutrition	4 units
<b>Total Units</b>		<b>16 units</b>

**Second Year**

1<sup>st</sup> and 2<sup>nd</sup> term

224.810	Field Placement Social and Behavioral Interventions	<b>32 units</b> (16 units per term)
---------	---	--

NOTE: You cannot exceed 22 units per term

## Program Competencies

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

### Program Competencies - GDEC

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

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

Describe the epidemiology, biology, pathophysiology, modes of transmission, and strategies for prevention and control of the major infectious diseases of public health importance to resource-poor environments. Be able to argue for the appropriateness of specific strategies for prevention and control in selected circumstances	223.662	Vaccine Development and Application	X	X		X	
	223.663	Infectious Diseases and Child Survival					
	223.664	Design and Conduct of Community Trials					
	223.705	Clinical Vaccine Trials and Good Clinical Practice					
	223.680	Global Disease Control Programs and Policies					
	223.682	Clinical and Epidemiological Aspects of Tropic Disease					
	223.689	Biological Basis of Vaccine Development					
	340.751	Epidemiologic Methods I					
	340.752	Epidemiologic Methods 2					
340.753	Epidemiologic Methods 3						
Describe and evaluate management programs for health systems and or health services in developing countries	551.601	Managing Health Services Organizations	X	X		X	
	551.603	Fundamentals of Budgeting and Financial Management					
	221.661	Project Development and Primary Healthcare					
	551.608	Managing Non Governmental Organizations					
	317.600	Introduction to Risk Management					
221.722	Quality Assurance Management Methods for Developing Countries						
Identify major environmental health problems in tropical areas and discuss some solutions in detail with an emphasis on water and sanitation. Design a field project for an environmental control measure to reduce disease in a community	182.626	Tropical Environmental Health	X	X		X	
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies					

<b>2. Identify problems of public health importance; analyze and synthesize relevant data; and develop and implement prevention, control, and evaluation plans</b>			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
<b>Specific Competencies</b>	<b>Learning Opportunities</b>						
Identify the major problems of public health importance to underserved populations.	182.626	Tropical Environmental Health	X	X		X	X
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies					
	220.601	Introduction to International Health					
	223.662	Vaccine Development and Application					
	223.663	Infectious Diseases and Child Survival					
	223.680	Global Disease Control Programs and Policies					
	182.626	Tropical Environmental Health					

Review and synthesize what is currently known about a problem of public health importance	220.601 221.629  223.662 223.663 223.680 220.601	Introduction to International Health Water and Sanitation Needs in Complex Humanitarian Emergencies Vaccine Development and Application Infectious Diseases and Child Survival Global Disease Control Programs and Policies Introduction to International Health	X	X		X	X
Identify sources of data relevant to a public health problem	223.664 317.600 340.751 340.752 340.753 140.621-4	Design and Conduct of Community Trials Introduction to the Risk Sciences and Public Policy Epidemiologic Methods I Epidemiologic Methods 2 Epidemiologic Methods 3 Statistical Methods in Public Health I-IV	X	X		X	
Use data to assess the magnitude of a public health problem	140.651-4 223.664 317.600 340.753 220.601	Methods in Biostatistics I-IV Design and Conduct of Community Trials Introduction to the Risk Sciences and Public Policy Epidemiologic Methods 3 Introduction to International Health	X	X		X	
Place the problem in its biological, cultural and behavioral context	221.688.81  223.663 223.680 224.689  317.600  410.615 410.616 410.620 410.630  410.650  410.651  220.601	Social and Behavioral Foundations of Primary Health Care  Infectious Diseases and Child Survival Global Disease Control Programs and Policies Health Behavior Change at the Individual, Household And Community Levels Introduction to the Risk Sciences and Public Policy Research Design in the Social and Behavioral Sciences Social and Behavioral Aspects Of Public Health Program Planning for Health Behavior Change Implementation and Sustainability of Community-Based Health Programs Introduction to Persuasive Communications: Theories and Practice Health Literacy: Challenges and Strategies For Effective Communication Introduction to International Health	X	X		X	X
Collaborate in the development of prevention and control plans for key public health problems	223.663 223.664 223.680 223.810  223.664	Infectious Diseases and Child Survival Design and Conduct of Community Trials Global Disease Control Programs and Policies Field Placement for Global Disease Epidemiology and Control Design and Conduct of Community Trials	X	X	X	X	X

Collaborate in the development and implementation of evaluation plans for public health programs	223.680 223.810	Global Disease Control Programs and Policies Field Placement for Global Disease Epidemiology and Control	X	X	X	X	X
--	--------------------	---	---	---	---	---	---

**Evaluation Opportunities**

			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
<b>3. Evaluate and participant in field research or programs from conception of ideas through design, management, monitoring, data collection, and analysis</b>							
<b>Specific Competencies</b>	<b>Learning Opportunities</b>						
Review and critique the relevant literature on a topic of interest	223.663 223.810 223.860 Masters Essay	Infectious Diseases and Child Survival Field Placement for Global Disease Epidemiology and Control Global Disease Epidemiology and Control Program Seminar	X	X	X	X	
Describe the key study designs and state for which particular research questions these designs are most appropriate	223.664 223.705 340.751 340.752 340.753	Design and Conduct of Community Trials Clinical Vaccine Trials and Good Clinical Practice Epidemiologic Methods I Epidemiologic Methods 2 Epidemiologic Methods 3	X	X	X	X	
Collaborate in the management of a research study, monitoring its progress and ensuring data quality	223.810	Field Placement for Global Disease Epidemiology and Control	X		X	X	
Produce a statistical analysis of the data collected during a research project, and provide a reasoned interpretation of the results	140.621-4 140.651-4 223.810	Statistical Methods in Public Health I-IV Methods in Biostatistics I-IV Field Placement for Global Disease Epidemiology and Control	X	X	X	X	
<b>4. Produce written reports of research and/or programmatic findings</b>							
<b>Specific Competencies</b>	<b>Learning Opportunities</b>		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Produce written reports of research and/or programmatic findings	220.601 223.663 223.680 223.810 Masters Essay	Introduction to International Health Infectious Diseases and Child Survival Global Disease Control Programs and Policies Field Placement for Global Disease Epidemiology and Control	X	X	X	X	

## Program Competencies – Health Systems

			Evaluation Opportunities			
			Course Work/Exam	Written Comps	Field Placement	Masters Essay
<b>1. Demonstrate knowledge of public health problems most pertinent to underserved populations, approaches to the management and control of these disorders, and characterize these problems in terms of measurable health indicators</b>						
<b>Specific Competencies</b>	<b>Learning Opportunities</b>					
Trace the evolution of key approaches that have been applied to address major public health problems of underserved populations and place them in the context of general development, culture and health policies	220.601	Introduction to International Health	X	X		
	221.646	Health Systems in Low and Middle Income Countries				
	300.652	Politics of Health Policy				
Define the most important indicators of health status, identify information resources for these indicators, and describe how changes in these indicators reflect changes in the health status of populations	220.601	Introduction to International Health	X	X		
	221.620	Summary Measures of Population Health				
	340.601	Principles of Epidemiology				
Describe the epidemiology, basic biology, pathophysiology, and strategies for control of the major public health problems in underserved populations	120.620	Fundamentals of Reproductive Biology	X	X		
	182.640	Food- and Water-Borne Diseases				
	221.627	Issues in Maternal Mortality Reduction in Developing Countries				
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies				
	222.641	Principles of Human Nutrition				
	223.662	Vaccine Development and Application				
	223.663	Infectious Diseases and Child Survival				
	260.626	STI Prevention: Using Epidemiology to Inform Policy and Program				
	260.652	Principles of Public Health Ecology				
	340.601	Principles of Epidemiology				
	380.661	Clinical Aspects of Maternal and Newborn Health				
380.760	Clinical Aspects of Reproductive Health					
550.630	Public Health Biology					
Identify major environmental health challenges in resource poor settings and approaches to their management and control	180.601	Environmental Health	X	X		
	180.611	The Global Environment and Public Health				
	180.660	Introductory Principles of Environmental Health				
	182.626	Tropical Environmental Health				
	182.640	Food- and Water-Borne Diseases				
	187.610	Principles of Toxicology				
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies				

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

Specific Competencies	Learning Opportunities	Evaluation Opportunities				
		Course Work/Exam	Written Comps	Field Placement	Masters Essay	
2. Demonstrate a thorough understanding of concepts and application of management principles to the operation of health systems in resource poor settings	220.601	Introduction to International Health	X	X		
	221.646	Health Systems in Low and Middle Income Countries				

systems	221.688	Social & Behavioral Foundations of Primary Health Care				
Describe basic approaches to managing and improving the operation of a health care delivery program in a resource poor setting including process improvement, strategic planning, organizational design, and monitoring and evaluation	221.638	Health Systems Research and Evaluation in Developing Countries	X	X		X
	221.722	Quality Assurance Management Methods in Developing Countries				
	221.706-707	Management of Health Systems in Developing Countries (internet only)				
	221.810	Field Placement Health Systems				
	221.860	Health Systems Seminar				
	312.621	Strategic Planning and Operations				
	312.633	Health Management Information Systems				
	313.630	Cost-Benefit Analysis: Theory and Techniques				
	313.631	Cost-Effectiveness, Cost-Utility, and Their Applications				
	380.611	Fundamentals of Program Evaluation				
	551.601	Managing Health Services Organizations				
	551.602	Approaches to Managing Health Services Organizations				
	551.604	Quantitative Tools for Managers				
	551.605	Case Studies in Management Decision-Making				
	551.607	Pharmaceuticals Management for Under-served Populations				
551.608	Managing Non-Governmental Organizations					
Describe the alternative approaches to financing health systems in developing countries	221.646	Health Systems in Low and Middle Income Countries	X	X		
	313.640-1	Introduction to Health Economics I-II				
	551.601	Managing Health Services Organizations				
	551.602	Approaches to Managing Health Services Organizations				
Prepare a budget, capital plan, and human resource plan for a health program	221.606	Training Methods and Continuing Education for Health Workers	X	X	X	
	312.617	Fundamentals of Financial Accounting				
	551.603	Fundamentals of Budgeting and Financial Management				
	551.604	Quantitative Tools for Managers				
	551.605	Case Studies in Management Decision-Making				

**Evaluation Opportunities**

			Course Work/Exam	Written Comps	Field Placement	Masters Essay
<b>3. Analyze and synthesize data relevant to the management and control of health problems of public health importance in resource poor settings</b>						
<b>Specific Competencies</b>	<b>Learning Opportunities</b>					
Identify sources of data relevant to a public health problem and use those data to assess the magnitude of a public health problem	220.601	Introduction to International Health	X	X		X
	221.620	Summary Measures in Population Health				
	221.637	Health Information Systems				

	340.601	Principles of Epidemiology				
	223.664	Design and Conduct of Community Trials				
	180.300	Research Methods in Health and Human Rights				
Analyze and interpret data appropriately to assess the magnitude of a health problem and compare the performance of different health systems on health indicators	140.621-3	Statistical Methods in Public Health I-III	X	X	X	X
	330.657	Statistics for Psychosocial Research: Measurement				
	551.604	Quantitative Tools for Managers				
<b>4. Produce written and oral reports for public health professionals and policy makers</b>						
<b>Specific Competencies</b>	<b>Learning Opportunities</b>		Course Work/Exam	Written Comps	Field Placement	Masters Essay
Organize and prepare effective oral and written materials for public health professionals and policy makers	221.810	Field Placement Health Systems	X	X	X	X
	221.860	Health Systems Seminar				
	551.605	Case Studies in Management Decision-Making				

## Program Competencies – Human Nutrition

			Evaluation Opportunities				
			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
<b>1. Demonstrate knowledge of public health nutrition problems and characterize these problems in terms of measurable 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	222.641	Principles of Human Nutrition	X	X		X	
	222.649	International Nutrition					
	222.840	Biochemistry and Metabolism					
	222.654	Food, Culture, and Nutrition					
	222.655	Nutrition and Life Stages					
	222.860	Graduate Nutrition Seminar					
Define the most important indicators of nutritional status; their relative strengths and weaknesses, measurement techniques, and information sources; and describe how changes in the indicators reflect changes in the nutritional status of populations	222.642	Assessment of Nutritional Status	X	X		X	
	222.647	Nutrition Epidemiology					
	222.651	Advanced Nutrition Epidemiology					

Critique the design and implementation of nutrition programs to improve the nutrition and health of diverse populations	222.641	Principles of Human Nutrition	X	X		X	
	222.649	International Nutrition					
	222.654	Food, Culture and Nutrition					
	222.657	Food and Nutrition Policy					
	222.656	Critical Analysis of Popular Diets and Dietary Supplements					
	222.860	Graduate Nutrition Seminar					
Describe and evaluate successful management programs for health systems and or health services in developing countries.	222.658	Critical Thinking in Nutrition-I					
	182.623	Occupational Safety and Health Management	X	X		X	
	221.706-7	Management of Health Systems in Developing Countries I-II					
	221.722	Quality Assurance Management Methods for Developing Countries					
	305.607	Public Health Practice					
	551.601	Managing Health Services Organizations					
Identify major environmental health problems and describe how they affect nutritional and health status of populations	551.603	Fundamentals of Budgeting and Financial Management					
	180.601	Environmental Health	X	X		X	
	180.611	The Global Environment and Public Health					
	180.660	Introductory Principles of Environmental Health					
	182.626	Tropical Environmental Health					
	187.610	Principles of Toxicology					
	182.640	Food and Water Borne Diseases					

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

			Evaluation Opportunities				
			Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Identify sources of data relevant to a public health problem	222.647 340.601	Nutrition Epidemiology Principles of Epidemiology	X	X		X	
Use data to assess the magnitude of a public health problem	140.621-4 140.651-4 340.601	Statistical Methods in Public Health I-IV Methods in Biostatistics I-IV Principles of Epidemiology	X	X		X	
Place the problem in its biological, cultural and behavioral context	222.641 222.649 222.654 222.655 222.860	Principles of Human Nutrition International Nutrition Food, Culture and Nutrition Nutrition and Life Stages Graduate Nutrition Seminar	X	X		X	X
Collaborate in the development of prevention and control plans for key public health problems	222.649 222.654 222.810	International Nutrition Food, Culture and Nutrition Field Placement for Human Nutrition	X	X		X	X

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

#### 4. Produce written reports of research and/or programmatic findings

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

### Program Competencies – Social & Behavioral Interventions

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

<b>Specific Competencies</b>	<b>Learning Opportunities</b>	<b>Evaluation Opportunities</b>				
		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Describe the evolution of key approaches that have been applied to major public health problems of underserved populations in lower income countries and indicators of their impact.	220.601 Introduction to International Health	X	X	X	X	X
	221.612 Confronting the Burden of Injuries: A Global Perspective					
	221.624 Urban Health in Developing Countries					
	221.627 Issues in Maternal Mortality Reduction in Dev. Countries					
	221.635 Case Studies in Primary Health Care					
	221.639 Refugee Health Care					
	221.667 An interdisciplinary Approach to Understanding the Health of Native Americans					
	222.649 International Nutrition					
	223.680 Global Disease Control Programs and Policies					
	223.687 Vaccine Policy Issues					
Describe biologic mechanisms and/or clinical manifestations of disease(s) impacting the health of underserved communities.	221.646 Health Systems in Low and Middle Income Countries					
	120.620 Fundamentals of Reproductive Biology	X	X	X	X	X
	182.640 Food- and Water-Bourne Diseases					
	222.641 Principles of Human Nutrition					
	223.662 Vaccine Development and Application					
	223.663 Infectious Diseases and Child Survival					
	223.682 Clinical Aspects of Tropical Diseases					
	223.689 Biologic Basis of Vaccine Development					
	380.762 HIV Infection in Women, Children, and Adolescents					
	260.652 Principles of Public Health Ecology					
340.612 Epidemiologic Basis of Tuberculosis Control						
340.654 Epidemiology & Natural History of Human Viral Infections						

	340.646	Epidemiology & Public Health Impact of HIV & AIDS					
	380.661	Clinical Aspects of Maternal and Newborn Health					
	380.760	Clinical Aspects of Reproductive Health					
	550.630	Public Health Biology					
Discuss environmental influences on health outcomes and appropriate risk assessment and public health response options.	180.601	Environmental Health	X	X	X	X	X
	180.611	The Global Environment and Public Health					
	180.660	Introductory Principles of Environmental Health					
	182.626	Tropical Environmental Health					
	187.610	Public Health Toxicology					
	221.629	Water and Sanitation Needs in Complex Humanitarian Emergencies					

			Evaluation Opportunities				
Specific Competencies	Learning Opportunities		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentation
Describe the relevance of theories and concepts drawn from anthropology, sociology and psychology in the design of effective public health interventions and formulate theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.	221.605	History of International Health and Development	X	X	X	X	X
	221.661	Project Development for Primary Health Care in Developing Countries					
	221.688	Social & Behavioral Foundations of Primary Health Care					
	222.654	Food, Culture, and Nutrition					
	224.689	Health Behavior Change At The Individual, Household And Community Levels					
	300.652	Politics of Health Policy					
	301.627	Understanding and Preventing Violence					
	301.645	Health Advocacy					
	308.610	The Political Economy of Social Inequalities and its Consequences for Health and Quality of Life					
	330.661	Social, Psych. & Dev. Processes in the etiology Of Mental Disorders					
	380.623	Adolescent Health and Development					
	380.642	Child Health and Development					
	380.668	International Perspectives on Women, Gender, and Health					
	380.720	Masculinity, Sexual Behavior and Health: Adolescence and Beyond					
	380.756	Poverty, Economic Development and Health					
	380.767	Couples and Reproductive Health					
410.612	Sociological Perspectives on Health						

	410.613	Psychosocial Factors in Health and Illness						
	410.618	Integrating Social and Behavioral Theory into Public Health. Part I: Foundations						
	410.619	Integrating Social and Behavioral Theory into Public Health. Part II: Applications						
	410.630	Implementation and Sustainability of Community-Based Health Programs						
	410.650	Introduction to Persuasive Communications						
	410.651	Communication Strategies for Health Education and Promotion						
	410.721-2	Translating Research into Public Health Programs I-2						
	410.752	Children, Media and Health						
Develop an understanding of theoretical paradigms and perspectives informing ethnography and qualitative research, and practice utilizing qualitative methods employed to assess the social context of health and inform public health action.	410.690	Ethnographic Fieldwork	X	X	X	X	X	X
	224.691	Qualitative Data Analysis						
Describe and utilize multi-method formative research to develop locally-appropriate social and behavioral interventions to improve health. Select appropriate behavior change and communication intervention approaches for different contexts, and describe the steps in their implementation.	222.647	Nutrition Epidemiology	X	X	X	X	X	X
	223.664	Design and Conduct of Community Trials						
	223.672	Data Management Methods in Health Research Studies						
	224.692	Formative Research for Behavioral and Community Interventions						
	330.620	Issues in Mental Health Research in Developing Countries						
	340.608	Observational Epidemiology						
	380.600	Principles of Population Change						
	380.611	Fundamentals of Program Evaluation						
	380.612	Applications in Program Monitoring and Evaluation						
	380.733	Communication Network Analysis in Public Health Programs						
	410.615	Research Design in the Social and Behavioral Sciences						

			Evaluation Opportunities				
Specific Competencies	Learning Opportunities		Course Work/Exam	Written Comps	Field Placement	Masters Essay	Poster Presentatio
3. Develop a solid foundation in epidemiologic and statistical research and evaluation skills applicable to public health assessment and action.  Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a public health problem and/or the impact of public health action on a given condition.	340.601	Principles of Epidemiology	X	X	X	X	X
	140.621-4	Statistical Methods in Public Health I-IV					

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

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

**Practicum Proposal Cover Sheet**  
Department of International Health

**Student Information**

Student Name \_\_\_\_\_ Matriculation Date \_\_\_\_\_  
Please Print Name Term/Year

Program Area \_\_\_\_\_ Email Address \_\_\_\_\_

Advisor's Name \_\_\_\_\_

**Practicum Information**

Project Title (if applicable) \_\_\_\_\_

**Brief Description of Practicum Project**

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

Name of Sponsoring Organization/Project \_\_\_\_\_

Division within Organization (if applicable) \_\_\_\_\_

Organization Contact/Supervisor \_\_\_\_\_

Contact/Supervisor Email Address \_\_\_\_\_

Organization URL \_\_\_\_\_

**Practicum Location/Funding**

City \_\_\_\_\_ State \_\_\_\_\_ Country: \_\_\_\_\_

Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Is the project funded? YES \_\_\_\_\_ NO \_\_\_\_\_ Type of Funding \_\_\_\_\_  
(Example: Stipend, Living/Travel Costs, etc...)

Amount of Funding \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Attach a 3-5 page description of your practicum**

**MHS ESSAY APPROVAL FORM**

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

Essay Title:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

2<sup>nd</sup> Reader \_\_\_\_\_ (name) \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

\*Signature denotes approval of essay

## 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:** GDEC    HN    HS    SBI

**Degree:** MHS    PhD    DrPH

**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"/>	_____

**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 IRB approval been obtained?  
 Yes  No  Pending  Not Needed – provide explanation

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

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

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

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

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

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

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

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

**Health:**

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

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

13. Are you traveling to a malaria zone?

- Yes       No

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

14. Do you have health insurance that will be valid for medical treatment in the country you are visiting while you are away?

- Yes       No       Not Needed – provide explanation

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

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

- Yes       No       Not Needed – provide explanation

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

18. Are you required to be vaccinated for yellow fever for the country you are visiting?

- Yes       No

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

19. Do you take medications regularly?

- Yes       No

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

**Safety:**

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

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

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

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

- Yes       No       Not Needed – provide explanation

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

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

- Yes       No

If yes, describe:

(7) Have you been to this country before?

- Yes       No

If yes, when?

Signature of Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

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