

Academic Standards

PhD students must meet the following academic standards:

Every Term:

- A minimum of 16 units must be taken
- Achieve a B or better in required PFRH courses
- All required courses **must** be taken for a letter grade

In Order to Graduate, Students Must:

- Successfully complete track course requirements; the three (3) PFRH core course requirements; 25 units of Statistics and Basic Epidemiology courses; five (5) units of Research Ethics and Public Health; and four (4) Research Methods courses
- Successfully complete all examinations including the comprehensive exam in year two, annual review (after year two), department preliminary oral examination, school-wide oral examination, and final defense
- Complete one full year of residency
- Complete Research Apprenticeship
- Achieve a GPA of 3.0 or higher in all course work
- Achieve a grade B or better in all required PFRH courses

The Director of the Doctoral Program and Senior Academic Coordinator, representing the Doctoral Committee, review and credential the academic progress of all Doctoral students at the end of each term for the first eight terms and annually thereafter. A tracking sheet summarizing the student's progress is provided to the advisor and student immediately after the review. The tracking sheet notes if a student is not making satisfactory progress. The advisor and student are then required to meet and provide a formal letter to the Director of the Doctoral Program indicating how the student will meet the required academic standard(s).

PFRH Policy for Failure to Meet Academic Standards:

If a doctoral student cannot meet academic standards, a formal letter requesting remediation may be submitted by the student and advisor to the Director of the Doctoral Program.

Judgment concerning dismissal from the program for students demonstrating substandard academic performance will be made by the Doctoral Committee in consultation with the Chair of PFRH.

Course School Requirements for the PhD Degree

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

306.665	Research Ethics and Integrity: US and International Issues	3 units 3 rd Term ¹
550.600	Responsible Conduct of Research	1 unit 1 st Term

*If students choose 550.600, they must also choose one of the following courses:

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

PhD students must take the following course:

550.865.81	Public Health Perspectives on Research	2 units 2 nd Term
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PFRH Course Requirements

PhD students must take the PFRH following courses:

380.600	Principles of Population Change	4 units 2 nd Term-or-
380.600.81	Principles of Population Change (Internet Option)	4 units 2 nd Term
380.603	Demographic Methods for Public Health	4 units 2 nd Term-or-
380.603.81	Demographic Methods for Public Health (Internet Option)	4 units 3 rd Term
380.604	Life Course Perspectives on Health	4 units 1 st Term-or-
380.604.81	Life Course Perspectives on Health (Internet Option)	4 units 1 st Term

Statistics and Basic Epidemiology Courses

PhD students must take the following courses:

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

Continued on next page

¹ School-wide requirement

² Students with a working knowledge of calculus and linear algebra may elect to substitute the introductory series of Biostatistics courses with the 140.651 series which assume this knowledge.

PhD Research Methods Course Requirements

PhD students are required to take four research methods courses in a specific methodological area in addition to Principles of Epidemiology or Epidemiologic Methods I as noted below. The methods requirements must be completed before taking the comprehensive examination. The methods areas are listed in alphabetical order below.

Behavioral/Social Science Specialty Core Requirements

{	340.717	Health Survey Research Methods	4 units	2 nd Term
		-OR-		
	380.711	Issues in Survey Research Design	3 units	3 rd Term
		-AND-		
	410.615	Research Design in the Social and Behavioral Sciences	3 units	3 rd Term
	- AND select two of the courses listed below			
	230.649	Qualitative Research Methods in the Social Sciences (Arts & Sciences Course) 3 units/term		3 rd & 4 th Term
	330.657	Statistics for Psychosocial Research: Measurement	4 units	1 st Term or-
	330.657.81	Statistics for Psychosocial Research: Measurement (Internet Option)	4 units	1 st Term
	380.611	Fundamentals of Program Evaluation	4 units	3 rd Term
	380.612	Applications in Program Monitoring and Evaluation	4 units	4 th Term
	410.690	Ethnographic Fieldwork 4	units	3 rd Term
	410.710	Concepts in Qualitative Research for Social and Behavioral Sciences	3 units	2 nd Term
	140.640	Statistical Method for Sample Surveys	3 units	3 rd Term
	140.658	Statistics for Psychosocial Research: Structural Models	4 units	2 nd Term
	224.691	Qualitative Data Analysis		

Demography Specialty Core Requirements

(For RPWH and CHAD students only)

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

(For P&H students only)

380.711	Issues in Survey Research Design	3 units 3 rd Term
410.615	Research Design in the Social and Behavioral Sciences	3 units 3 rd Term

-AND select two of the courses listed below

330.657	Statistics for Psychosocial Research: Measurement	4 units 1 st Term-or-
330.657.81	Statistics for Psychosocial Research: Measurement (Internet Option)	4 units 1 st Term
140.658	Statistics for Psychosocial Research: Structural Models	4 units 2 nd Term
140.640	Statistical Methods for Sample Surveys	3 units 3 rd Term
140.641	Survival Analysis I	3 units 1 st Term
140.655	Analysis of Longitudinal Data	4 units 3 rd Term
140.662	Spatial Analysis and GIS I	3 units 3 rd Term
140.663	Spatial Analysis and GIS II	3 units 4 th Term
140.776	Statistical Computing	3 units 1 st Term
380.712	Methods in the Analysis of Large Population Surveys	3 units 4 th Term
140.656	Multilevel Statistical Models in Public Health	4 units 4 th Term
221.620	Using Summary Measures of Population Health to Improve Health Systems	4 units 4 th Term-or-
221.620.81	Using Summary Measures of Population Health to Improve Health Systems (Internet Option)	4 units 4 th Term
221.641	Measurement Methods in Humanitarian Emergencies	2 units 4 th Term
Sociology	Categorical Data Analysis and Selected Topics	
Sociology	Seminar on Panel Data Analysis	
Sociology	Analysis of Limited Dependent Variables	
Economics	Econometrics	

Epidemiology Specialty Core Requirements

Option 1 (340.601 Principles of Epidemiology) Professional Track

340.601	Principles of Epidemiology	5	units 1 st Term
340.608	Observational Epidemiology	4	units 2 nd Term-or-
340.608.81	Observational Epidemiology (Internet Option)		4 units 3 rd Term
340.763	Professional Epidemiology Methods I		3 units 3 rd Term
340.764	Professional Epidemiology Methods II		3 units 4 th Term

- AND select one of the courses listed below

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

Option 2 (340.751 Epidemiology Research Methods)

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

- AND select two of the courses listed below

340. 645	Introduction to Clinical Trials		3 units 2 nd Term –or-
340.645.81	Introduction to Clinical Trials		3 units 1 st Term or 3 rd Term
{	340.717	Health Survey Research Methods	4 units 2 nd Term
	-OR-		
	380.711	Issues in Survey Research Design	3 units 3 rd Term
	340.754	Methodologic Challenges in Epidemiologic Research	5 units 4 th Term
	223.664	Design and Conduct of Community Trials	4 units 3 rd Term

Health Services Research and Evaluation Specialty Core Requirements

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

- AND select two of the courses listed below:

230.649	Qualitative Research Methods in the Social Sciences (Arts & Science)	3 units/term	
300.713	Research and Evaluation Methods for Health Policy		4 units 3 rd Term
309.715	Advanced Methods in Health Services Research: Research Design		4 units 2 nd Term
313.631	Economic Evaluation II	4	units 3 rd Term
410.690	Ethnographic Fieldwork	4	units 3 rd Term
410.710	Concepts in Qualitative Research for Social & Behavioral Sciences		3 units 2 nd Term
380.711	Issues in Survey Research Design		3 units 3 rd Term
221.644	Econometric Methods for Evaluation of Health Programs		4 units 4 th Term
223.664	Design and Conduct of Community Trials		4 units 3 rd Term
224.691	Qualitative Data Analysis	5	units 4 th Term

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

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

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

Content Course Requirements

Students must take two out of the three following courses:

380.641	Prenatal and Infant Growth and Development	3 units	1 st Term
380.643	Child Health and Development	3 units	2 nd Term
380.623.81	Adolescent Health and Development	3 units	3 rd Term

Students must take the following:

380.624	Maternal and Child Health Legislation and Programs	4 units	2 nd Term
}	380.626 Seminar in Child Health	3 units	4 th Term
	-OR-		
380.845	Seminar in Adolescent Health	3 units	4 th Term

Students should select at least three (3) units from following courses:

223.663	Infectious Diseases and Child Survival	3 units	3 rd Term
380.625	Attitudes, Programs, & Policies for Children with Special Health Care Needs	3 units	3 rd Term
380.720	Masculinity, Sexual Behavior and Health: Adolescence	3 units	2 nd Term
And	Beyond*		
380.721	Schools and Health	3	units 4 th Term
380.725	The Social Context of Adolescent Health and Development	3 units	4 th Term
380.742	Family - Health, Public Health and Policy	3 units	4 th Term
380.744.81	Nutrition and Growth in Maternal and Child Health	2 units	1 st Term
380.747.81	International Adolescent Health	3	units 4 th Term
380.762	HIV Infection in Women, Children & Adolescents	4 units	4 th Term-or-
380.762.81	HIV Infection in Women, Children & Adolescents	4 units	4 th Term
380.765.81	Preventing Infant Mortality and Promoting the Health of Women, Infants and Children	3 units	4 th Term
410.752	Children, Media & Health	3 units	3 rd Term

*Students must register for three (3) unit option for this course

PFRH Track Course Requirements for PhD Population and Health

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

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

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

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

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

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

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

** Offered every other year; offered again in academic year 2011-2012

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

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

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

PhD Degree Program

2011-12

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

380.863	Research Seminar in Child Health & Development	1 unit/term 1 st & 2 nd Terms ¹
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¹ Course extends over two terms; students must register for both.

Option A

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

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

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

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

Option B

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

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

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

- Identify the major types of intervention that have been brought to bear thus far on an outcome that is the object of study in the substantive area and the results of efforts to evaluate these interventions

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

Option C

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

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

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

Area Concentration Required Courses

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

Reproductive Health – Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

120.620 Fundamentals of Reproductive Biology 3 units 1st Term

Policy/Program

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

Clinical Issues

380.760 Clinical Aspects of Reproductive Health 3 units 3rd Term

Research Methods

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

Perinatal Health – Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

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

Policy/Program

380.624 Maternal and Child Health Legislation and Programs 4 units 2nd Term

-OR-

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

Clinical Issues

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

-OR-

221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries 4 units 2nd Term

Research Methods

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

Women’s Health – Core Requirements:

Because the current courses in women’s health are less extensive than for reproductive and perinatal health, and women’s health can be much broader in focus, a specialized program with a concentration in women’s health is developed for each student in the area with approval by faculty in the RPWH area. It must include the following courses:

Epidemiology/Health Issues

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

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

Biology

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

Policy/Program

380.667 Women’s Health Policy 3 units 4th Term

Clinical Issues

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

221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries 4 units 2nd Term

Research Methods

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

Adolescent Reproductive Health- Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

380.623 Adolescent Health and Development 3 units 3rd Term

Policy/Program

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

Clinical Issues

380.760 Clinical Aspects of Reproductive Health 3 units 3rd Term

Research Methods

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

Research Seminar

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

380.861	Research Seminar in Reproductive, Perinatal,	1 units 1 st Term
and	Women's Health 2	units 2 nd Term

Additional Information & Requirements for the PhD Degree

Doctoral Student Advising

New doctoral students are assigned a temporary faculty advisor for 1st and 2nd terms, with the option to change advisors in 3rd term. Student may elect to keep their temporary advisor or switch to someone else. Advisors are matched with students, based on mutual interests in areas represented among faculty of Population, Family and Reproductive Health. Students may initially begin their studies with an interest in one of the three department tracks. They are expected to select a track by the third term of the first year and indicate the specific track to the Senior Academic Coordinator at that time.

As students progress in their degree programs, they may elect a different advisor than the one chosen in third term of the first year of their program, depending on their dissertation topic selected or for other reasons.

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

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

Students are required to submit the doctoral planning guide by the beginning of second term of the first academic year. They are expected to review this guide with his or her advisor prior to submitting it to the Senior Academic Coordinator. A copy of this guide can be found https://my.jhsph.edu/sites/PFHS/student_forms/default.aspx

To change advisors, the student should contact the preferred faculty member to determine if s/he is able to assume responsibility as the student's advisor. If so, the student should notify the department in writing of an advisor change by completing an *Advisor Change Request Form*, available from the Senior Academic Coordinator or at my.jhsph.edu, and obtain the signatures of both advisors before submitting this form to the Senior Academic Coordinator. The form must be approved and signed by the Vice Chair of Education. Once approved by the Vice Chair of Education, the Senior Academic Coordinator will update the student's department and ISIS record to reflect the change. The Advisor Change Request Form may be located at: https://my.jhsph.edu/sites/PFHS/student_forms/default.aspx or in the addendum of this handbook.

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

PFRH Doctoral Advisor Agreement

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

1. Be flexible with regard to students changing advisors during the 1st year of their program. Advisors are initially assigned to 1st year students with the option that the student may easily change to another advisor after the first two terms of the program.
2. Be familiar with degree requirements in the PFRH Student Handbook so that when advising a student about courses, priority is given to meeting requirements and not requiring the student to take courses in elective areas.
3. Work with advisees to determine a thesis research topic of interest to the student whether or not the topic involves the advisor's specific research area.
4. Direct students who wish to switch advisors to the PFRH Senior Academic Coordinator and Vice Chair of Education before any change is initiated. The Vice Chair of Education must approve any advisor change once the current and new advisor have discussed the change with the student.
5. Faculty should be open to sharing data with students for their thesis research who are not their advisees. Co-advising is an option under such circumstances, but the primary advisor should remain the student's choice.
6. Tenure track faculty must agree to advise both doctoral and masters students.

Departmental Comprehensive Examination

The PFRH Comprehensive examination is divided into two parts.

Part A includes an integrated examination testing the knowledge and skills of the following three core PFRH courses:

380.600	Principles of Population Change	4 units	2 nd Term-or-
380.600.81	Principles of Population Change (Internet Option)	4 units	2 nd Term
380.603	Demographic Methods for Public Health	4 units	2 nd Term-or-
380.603.81	Demographic Methods for Public Health (Internet Option)	4 units	3 rd Term
380.604	Life Course Perspectives on Health	4 units	1 st Term-or-
380.604.81	Life Course Perspectives on Health (Internet Option)	4 units	1 st Term

Part B tests the knowledge and skills related to the core track requirements, as outlined in the degree requirements section of the handbook. The purpose and objectives of Part B is outlined by each track on the pages that follow.

Part A of the comprehensive examination is given no later than 10-14 days prior to the start of the third term each year; followed by the track specific written and oral examination.

By the end of year one students should have completed

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

Mastery of the knowledge and skills acquired in the courses as well as the track requirements is necessary. Students must earn a grade of B or better in required PFRH courses and must have an overall grade point average of 3.0 or better in all track and method course requirements in order to be eligible to sit for the comprehensive examination. Past examinations and grading criteria are available from the Senior Academic Coordinator or Vice Chair for Education to serve as study guides.

Part B of the Departmental Comprehensive Examination Child and Adolescent Health and Development

Each track in the department of PFRH conducts a Part B of the comprehensive examination in January of the second year of study. Part B of the examination differs somewhat by track, although all include a written and oral examination. The procedures for the Child and Adolescent Health and Development Track follow below.

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

Eligibility: Students are eligible to take the comprehensive exam if they: 1) have successfully completed all the CHAD core track and PFRH core and research methods courses and 2) are in good academic standing.

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

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

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

Part I: Take-Home (Written) Exam

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

Part II: Oral Exam

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

Grading the Exam

Each committee member grades both the written and oral components on a scale from 1 to 100. Scores will be averaged across committee members separately for the oral and written examinations. A student must receive a mean grade of 70 or greater on each component in order to achieve a passing grade for the comprehensive examination. If the student's grade is below 70 on one or both of the exam components, the examining committee will identify remediation at the close of the oral exam, which may include retaking one or both of the exams. All conditions or re-examinations must be complete by the end of third term. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

Part B of the Departmental Comprehensive Examination Population and Health

Each track in the department of PFRH conducts a Part B of the comprehensive examination in January of the second year of study. Part B of the comprehensive examination differs somewhat by track, although all include a written and oral examination. The procedures for the Population and Health track follow below.

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

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

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

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

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

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

Approximately, three days later students will sit for a two hour oral examination with three track faculty members including their academic advisor if possible. The oral examination may include follow-up on the student's answers on the written portion, as well as general questions including questions on methods. Students must pass both the written and oral components. Students who fail either the oral or the written component of the exam will be given one re-take to be scheduled before the beginning of first term of academic year 2013-14.

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

Part B of the Departmental Comprehensive Examination Reproductive, Perinatal and Women's Health

Each track in the department of PFRH conducts a Part B of the comprehensive examination in January of the second year of study. Part B of the comprehensive examination differs somewhat by track, although all include a written and oral examination. The procedures for the Reproductive, Perinatal and Women's Health track follow below.

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

Eligibility: Students must, be in good academic standing based on the criteria laid out in the student handbook and have completed all core program area requirements as well as PFRH core and research methods requirements.

Components: Take-home written exam and oral exam

PART I: Take-Home Exam

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

Format: Take-home, written exam. The foundation of the exam is one or more research articles for which the student is asked to answer questions related to both the conceptual basis of the research and the methods used. If more than one article is included, students may be asked to compare and contrast the results and methods used in the articles or to use a second article to discuss the conceptual basis or methods used in the first article. About 8-10 questions are usually asked.

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

PART II: Oral Exam

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

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

questions in the core literature provided to them prior to the exam.

Grading the Exam

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

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

Entire exam: In order to completely pass the track comprehensive, a student must achieve a grade of 70 on the combined exam scores, weighing the take-home as 60% and the oral as 40% of the overall score. If a student does not pass one or both component of the exam, a decision about remediation or conditions must be made by the committee members at the end of the exam. These conditions must be spelled out in writing at this time and agreed upon by each committee member. If a re-take exam, either written or oral, must be taken, then the new examining committee will include the advisor and one faculty on the first committee and one who was not part of the first exam. The re-take exam must be taken and passed before the beginning of 1st term of 2013-14. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

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

Department of Population, Family and Reproductive Health Research Apprenticeship

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

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

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

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

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

OPTION A

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

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

4. **Data Collection**
PhD students must document experience with primary data collection including activities related to data coding and data entry.
5. **Data Analysis**
PhD students who choose Option A must document experience with analyzing either primary data they have collected as part of a supervised research project, or data from a secondary source.
6. **Manuscript Preparation**
PhD students must have substantially participated in the preparation of a manuscript prepared in the form of an original peer-reviewed journal article.

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

When a PhD student who chooses Option A masters one or more competencies, s/he should indicate on the apprenticeship form both the faculty member who precepted the apprenticeship and the student's advisor including the signature of each. The original form should be submitted to the Senior Academic Coordinator who will place it in the student's file and note completion of each competency on the student's tracking sheet. Students who master the competencies one-by-one will typically turn in one form per apprenticeship. It is possible to use previous work to meet one or more of the above competencies, but at least one must be completed during doctoral students. Materials must be provided to validate the competency when completed in previous work.

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

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

OPTION B

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

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

It is expected, although not required, that students will submit the paper for publication and present the results of his or her research in a public forum, such as the PFRH Research Seminar or a professional meeting. Students are also encouraged to gain communication skills and experiences through learning how to conduct media interviews, publishing opinion editorials and legislative or other policy briefs about research.

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

The Research Apprenticeship form may be found at:

https://my.jhsph.edu/sites/PFHS/student_forms/default.aspx or in the addendum of this handbook.

Annual Reviews Doctoral Students

JHSPH requires that all doctoral students have a yearly meeting with their academic advisor and other faculty members from inside PFRH or other JHSPH departments. This process must begin after the second year of study and occurs by mid November, annually. Faculty who attend the review may change over the course of a student's program. The purpose of the meeting is twofold serving as an opportunity: 1) for students and faculty to discuss the student's progress and identify resources as they progress through the program and 2) ensure that PFRH records on student progress are correct and up-to-date.

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

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

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

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

The annual review form can be found at:

https://my.jhsph.edu/sites/PFHS/student_forms/default.aspx

Departmental Preliminary Oral Examination

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

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

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

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

The student is responsible for scheduling the exam and a room and filing appropriate administrative forms provided by the Senior Academic Coordinator at least one month prior to date of exam. Students should send an email to all committee members 24 hours before the exam reminding them of the time and place.

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

Staging "mock" oral exams with other students prior to the exam may be helpful. It is particularly helpful to include students who have completed the process. This is a good opportunity to get feedback on the PowerPoint presentation in particular.

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

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

School-Wide Preliminary Doctoral Oral Exam - PhD

Purpose

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

Policy

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

Conduct of Examination and Report of Results

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

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

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

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

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

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

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

Report of Examiners

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

Submission of Thesis Research Documentation Form

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

The School Wide Preliminary Oral form may be found at:

<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>

Final Doctoral Oral Exam - PhD*Policy*

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

Conduct of Examination

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

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

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

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

Public Seminar

As a culminating experience, the doctoral student will present a formal, public seminar. This requirement provides experience for the student in preparing a formal seminar; provides the faculty and department with an opportunity to share in the student's accomplishment; and gives a sense of finality to the doctoral experience on behalf of the student.

Report of Examiners

Immediately following the defense, the Examining Committee Chair shall submit a report to the Office of Records and Registration of the outcome of the examination and any conditions which have been set for additional work or revisions of the thesis. The written report must include the written statements by individual committee members detailing the specific changes in the thesis that each requires. An associate dean responsible for student academic affairs shall inform the student by letter (with copies to the department chair and all readers) of the conclusions of the committee.

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

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



JOHNS HOPKINS
BLOOMBERG
SCHOOL *of* PUBLIC HEALTH
*Department of Population, Family
and Reproductive Health*

Advisor Change Request Form

Date of Request _____

Student Name _____

Degree Program _____

Program Area/Track _____

Effective Date: Academic Year _____ Term _____

Student Signature _____

Current Advisor _____ (Please Print Name)

Signature _____

New Advisor _____ (Please Print Name)

Signature _____

Approval of Advisor Change Request:

Donna Strobino, PhD Vice Chair of Education

Please return completed (printed) form to Lauren Ferretti Black, Senior Academic Coordinator, E4039

CC

Advisor

Student File

PhD Competency	Preceptor Signature	Date	Advisor Signature	Date
Critical Review of the Literature				
Framing a Research Question				
Instrument Development				
Data Collection				
Data Analysis				
Manuscript Preparation				