
Full-time
# MASTER OF PUBLIC HEALTH PROGRAM

## FULL-TIME STUDENT MANUAL

### 2008-2009

**Table of Contents**

1. Academic Calendars and Schedule of MPH Activities\Events................................1-5  
   - JHSPH Academic Calendar, 2008-2009 .............................................................1  
   - MPH Academic Calendar – July .........................................................................2  
   - MPH Academic Calendar – August ....................................................................3  
   - MPH Summer Activities & Events Schedule ..................................................4-5

2. Key Contacts ........................................................................................................6-7  
   - 2.1 MPH Program Faculty Executive Board ............................................................6  
   - 2.2 MPH Program Office Staff .................................................................................7

3. Overview of the MPH Program .............................................................................8-12  
   - 3.1 Objectives ...........................................................................................................8  
   - 3.2 Competencies ....................................................................................................8-10  
   - 3.3 Summary of Graduation Requirements ............................................................11  
   - 3.4 Academic Standards .........................................................................................11  
   - 3.5 Paths to the Hopkins MPH ................................................................................12  
     - Full-time, Part-time\Internet-based MPH ............................................................12

4. MPH Core Curriculum.........................................................................................13-18  
   - 4.1 Required Courses .........................................................................................13-15  
   - 4.2 Core Course Schedule .......................................................................................16  
   - 4.3 Summer Curriculum .........................................................................................17  
   - 4.4 Modifications of Core Course Requirements ...................................................18

5. Customized Programs of Study and Optional MPH Concentrations ...................19-20

6. MPH Individualized Goals Analysis Requirement ..............................................21-25  
   - 6.1 Curriculum Planning and Tracking Sheet ....................................................23-25

7. Academic Ethics Online Module...........................................................................26

8. Practicum Experience in Population-based Health..............................................27-29

9. MPH Capstone Project .........................................................................................30-34

10. Online Courses ....................................................................................................35-36

11. Intensive Learning Institutes ....................................................................................37

12. MPH Student Societies ............................................................................................38

13. Getting Advice, Mentoring and Your Questions Answered ...............................39

14. Curriculum for Optional MPH Concentrations..................................................40-70  
   - 14.1 Child & Adolescent Health .............................................................................41-43  
   - 14.2 Comparative Health Systems and Policies .................................................44-46  
   - 14.3 Epidemiologic & Biost Methods for Public Health & Clinical Research.47-49  
   - 14.4 Global Environmental Sustainability & Health .........................................50-52  
   - 14.5 Health in Crisis: Human Rights, Disaster Preparedness, & Hum. Assist. 53-55  
   - 14.6 Health Leadership & Management ...........................................................56-58  
   - 14.7 Human Nutrition .......................................................................................59-61  
   - 14.8 Infectious Diseases ...................................................................................62-64  
   - 14.9 Social and Behavioral Sciences in Public Health .......................................65-67  
   - 14.10 Women’s and Reproductive Health ........................................................68-70

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1. ACADEMIC CALENDAR
2008-2009
JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH

New Full-time MPH Student Orientation  M June 30 – T July 1

**Summer Term**  W July 2 – F Aug 22 (37 class days, M-F)
- Instruction Begins for Summer Term  W July 2
- Independence Day Holiday  F July 4
- MPH Concentration Orientations  T July 8 & Th July 10
- MPH Concentration Election Forms Due  M July 21
- Completion of Academic Ethics Online Module Due  F July 25
- Add/Drop Period  Varies per course schedule
- 2nd Term Registration Begins  F Aug 1
- 1st Term Registration Deadline  F Aug 15
- Last Class Day of Summer Term  F Aug 22

**1st Term**  Th Aug 28 – W Oct 22 (39 class days, M-F)
- Instruction Begins for 1st Term  Th Aug 28
- Add/Drop Period  Th Aug 28 – W Sept 10
- Labor Day Recess  M Sept 1
- Goals Analysis Due (for students matriculating in July ‘08)  W Oct 8
- 2nd Term Registration Ends  Th Oct 16
- Last Class Day of 1st Term  W Oct 22

**2nd Term**  Th Oct 23 – F Dec 19 (40 class days, M-F)
- Instruction Begins for 2nd Term  Th Oct 23
- Add/Drop Period  Th Oct 23 – W Nov 5
- MPH Capstone Orientation  W Nov 5
- Final Deadline for Changing Concentration Areas  W Nov 5
- MPH Field Experience Fund Award Applications Due  W Nov 5
- Registration Begins for 3rd Term  T Nov 25
- Thanksgiving Recess  Th Nov 27 – Sun Nov 30
- Last Class Day of 2nd Term  F Dec 19

**Winter Institutes and Intersession**  M Jan 5 – F Jan 16
- 3rd Term Registration Ends  M Jan 12
- Martin Luther King, Jr. Birthday Recess  M Jan 19

**3rd Term**  T Jan 20 – F Mar 13 (39 class days, M-F)
- Instruction Begins for 3rd Term  T Jan 20
- Add/Drop Period  T Jan 20 – F Jan 30
- Registration Begins for 4th Term  M Feb 2
- MPH Capstone Information Form due  F Feb 13
- Last Class Day of 3rd Term  F Mar 13
- 4th Term Registration Ends  F Mar 13
- Spring Recess  M Mar 16 – F Mar 20

**4th Term**  M Mar 23 – F May 15 (40 class days, M-F)
- Instruction Begins for 4th Term  M Mar 23
- Add/Drop Period  M Mar 23 – F Apr 3
- MPH Capstone Submitted to Supervising Faculty  M March 30
- MPH Capstone Due with Faculty Approval Letter  W April 29
- MPH Capstone Symposium  S May 9
- Last Class Day of 4th Term  F May 15
- Public Health Convocation  W May 20
- University Commencement  Th May 2
# MPH Summer Academic Schedule – July 2008

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<td>ORIENTATION - DAY 2 Sommer Hall</td>
<td>SUMMER TERM BEGINS</td>
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<td>HOLIDAY – SCHOOL CLOSED</td>
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<td>10-11:50am: Epi Lab</td>
<td>1:00-4:00pm: Intro. to MPH Studies: Concentration Orientation (Session 1)</td>
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<td>8:30-9:30am: Epi course</td>
<td>2-3:30pm: Intro. to MPH Studies: Academic Ethics</td>
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<td>8:30-9:30am: Epi course</td>
<td>1:30-2:30pm: Intro. to MPH Studies: Academic Ethics</td>
<td>10-11:50am: Epi Lab</td>
<td>1:00-2:30pm: Intro. to MPH Studies: Population Dynamics in the 21st Century</td>
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<td>10-11:50am: Epi Lab</td>
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1. Academic Calendars and Schedule of MPH Activities/Events
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MPH Summer Activities and Events, 2008

Mon., June 30th & Tues., July 1st: MPH Orientation

Wed., July 2nd:  First day of classes for Epi & Environ. Health courses, Sommer Hall
   9:30-11:00am – MPH Student Societies Information Session, Sommer Hall
   11:30am-1:00pm – Student Activities & Info. Fair, Feinstone Hall
   4:30-6:00pm – Meet & Greet Diversity Office, Feinstone Hall

Thurs., July 3rd: First day of class for Making Change through Policy course, Sommer Hall
   12:00-1:30pm – Luncheon for International Students, Feinstone Hall
   2:00-4:00pm – “Boys of Baraka” film Screening, Sheldon Hall

Fri., July 4th: Independence Day Holiday

Mon., July 7th:  12:15-1:15pm – Brown Bag Series: Iraqi Scholars, Room W3008

Tues., July 8th: 1-4pm – Intro. to MPH Studies: Concentration Orientation (Session 1), Sommer Hall
   4:30-7:30pm – 1st Day of Class for MPH\MBA Cohort, Room W2030

Wed., July 9th:  12:15-1:15pm – SOURCE’s Connection Community Consultant Program Info. Session
   Becton Dickinson Lecture Hall
   4:00-5:15pm – MPH\MBA Get Together, Room E6519 – MPH\MBA Students Only

Thurs., July 10th: 1-3:30pm – Intro. to MPH Studies: Concentration Orientation (Session 2)
   Becton Dickinson Lecture Hall

Fri., July 11th:  12:15-1:15pm – Health Insurance & Student Accounts Information Session
   Becton Dickinson Lecture Hall

Mon., July 14th:  9:30-10:00am - MPH Societies Officer Elections (1), Sommer Hall
   12:15-1:15pm – Brown Bag Series: Gerontology, Room W2008


Thurs., July 17th:  12:00-12:15pm – Lunch pick up in Feinstone Hall
   12:15-2:00pm – Intro. to MPH Studies: Summer Mentor Lunch Meetings (various locations)


Mon., July 21st:  9:30-10:00am – MPH Societies Officer Elections (2), Sommer Hall

Concentration Election Forms due to MPH Office

   1:30-2:30pm – Intro. to MPH Studies: Academic Ethics Info. Session, Dean Robin Fox
   Sommer Hall


Thurs., July 24th: 1:30-3:00pm – Intro. to MPH Studies: Population Dynamics in the 21st Century
   Dr. Stan Becker, Sommer Hall

Deadline for completing the Academic Ethics Online Module

Mon., July 28th:  1:30-3:20pm – EHS Mid-term exam

Tues., July 29th:  9:00-11:20am – Policy Mid-term exam

Wed., July 30th:  8:30-10:00am – Epi Mid-term
                  10:00-11:00am - Student Breakfast, Feinstone Hall

Thurs., July 31st:  12:00-1:00pm – Registration Logistics Info. Session, Becton Dickinson Lecture Hall
                    1:00-2:00pm – Alumni Services Information Session, Becton Dickson Lecture Hall

Fri., Aug 1st:     12:15-1:15pm – Brown Bag Series: Public Health Informatics, Room W2030
                    12:15-1:15pm – Career Services Information Session, Room W2008

Mon., Aug. 4th:   12:00-12:15pm – Lunch pick up in Feinstone Hall
                    12:15-2:00pm – Intro. to MPH Studies: Summer Mentor Lunch Meetings (various locations)

Tues., Aug. 5th:   1:00-2:30pm – Intro. to MPH Studies: The 7 C’s of Effective Health Communication
                    Mr. Jim Williams, Sommer Hall


Thurs., Aug. 7th:  1:00-3:00pm – Intro. to MPH Series: Core area Information session, Sommer Hall
                    1:00-1:40pm: Public Health Biology, Dean Jim Yager
                    1:40-2:20pm: Social & Behavioral Sciences, Dr. Andrea Gielen
                    2:20-3:00pm: Management Sciences, Dr. Hugh Waters

Sun., Aug. 10th:  MPH Picnic \ Potluck, Patterson Park Pavilion

Mon., Aug. 11th:  12:00-1:30pm – Mid-Career Student lunch meeting, Room E9519
                    12:15-1:15pm – Brown Bag Series: Bioethics and Health Policy, Room W2030

Tues., Aug. 12th:  1:00-3:00pm – Intro. to MPH Series: Core area Information session Sommer Hall
                    1:00-2:00pm: Biostatistics, Dr. John McGready
                    2:00-3:00pm: Epidemiology, Dr. Jon Samet

Thurs., Aug. 14th: 9:00-11:20am – Polio: A Look Back at America’s Most Successful Public Health Crusade, Dr. David Oshinsky, Sommer Hall
                    1:30-2:30pm – Practicum Information session, Becton Dickinson Lecture Hall

Fri., Aug. 15th   1:30-3:20pm – EHS Final Exam

Mon., Aug. 18th:  12:15-1:15pm – Brown Bag Series: Public Mental Health Research, Room W2030

Wed., Aug. 20th:  Deadline for 1st Term Registration

Thurs., Aug. 21st: 9:00-11:20am – Policy final exam

Friday, Aug. 22nd: 8:30am-12:30pm – Epi Final Exam

Last Day of Summer Term
2.1 MPH PROGRAM FACULTY EXECUTIVE BOARD

The Johns Hopkins MPH Program is governed by the MPH Executive Board composed of faculty from all departments of the Johns Hopkins Bloomberg School of Public Health.

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2.2 MPH PROGRAM OFFICE

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3. OVERVIEW OF THE MPH PROGRAM

3.1 Objectives

The overarching goal of the MPH Program is to provide students with a population perspective on health. The Hopkins MPH Program is designed to prepare students to tackle current and emerging global public health problems such as pandemic flu, AIDS, bioterrorism, obesity, diabetes, disparities in access to health care, and many other critical public health problems.

The Johns Hopkins MPH Program recognizes that in today’s world, a thorough and rigorous public health education must embrace multiple areas including: biostatistics, environmental health, epidemiology, health services administration, social and behavioral sciences, biological sciences, ethics, the role of information technology in health, health policy and law in health. The Johns Hopkins MPH Program is designed to provide students with critical multidisciplinary training to help solve global health problems.

In order to assure that all students have the core competencies in a number of critical areas, students are required to complete a core MPH curriculum that comprises approximately half the credits required for graduation. Students have flexibility to design the other half of their curriculum in order to customize the program to their area of interest and the appropriate balance between depth and breadth.

3.2 Competencies

All MPH students should graduate having achieved competencies in the following areas:

**Biostatistics and Epidemiology Competencies**

1. Identify, access, and display in tables or graphs data relevant to disciplines of public health.
2. Evaluate the quality and comparability of data and utilize appropriate methodology for combining relevant data from different sources.
3. Understand basic demographic techniques used in measuring the health of populations.
4. Understand the major study designs for obtaining quantitative information relevant to public health questions from surveillance data, other observational studies, community-based research, or controlled trials.
5. Design a surveillance system for a disease or condition of public health importance.
6. Understand commonly used public health measures, such as relative risk, attributable risk and relative hazards, and select appropriate statistical methods for estimating such measures in the presence of covariates.
7. Interpret descriptive and inferential statistics resulting from data analysis and draw relevant conclusions.
8. Critique the study design and quantitative methods used in published literature and appropriately interpret the findings.
9. Attain a minimal level of competence in the effective access of frequently used literature databases, government data bases and appropriate software packages.
10. Apply ethical principles to the collection and use of data emanating from public health, epidemiologic and community intervention research.

**Environmental Health Sciences Competencies**

1. Define the major environmental agents (i.e., environmental chemical, biological, and physical agents that cause adverse effects on human health) and their sources, natural and anthropomorphic.
2. Discuss the transport and fate of these agents in the environment, and identify the carriers or vectors (air, water, soil, and food) that promote the transfer of these agents from the environment to the human.
3. Describe the toxicokinetics of these agents in the body, including the effect of route of entry (inhalation, ingestion, absorption).
4. Describe the toxicodynamics of these agents, including biotransformation and the mechanisms by which they exert adverse health effects, and the use of models for prediction of the magnitude of adverse effects.
5. Identify and define the steps in the risk assessment process, including both exposure and dose-response assessment, and the sources and magnitude of uncertainty.
6. Describe various risk management approaches, including regulatory, engineering, and behavioral/risk communication options.
7. Describe specific genetic factors (including gender- and ethnicity-related factors), physiologic factors (including age- and health status-related factors), and psychosocial factors (including SES- and social/cultural-related factors) that influence the risk of exposure and/or the likelihood of developing adverse health outcomes from exposure to environmental agents.
8. Identify techniques for improving risk assessment and risk management strategies, including consideration of: (1) factors in the physical environment, (2) factors in the social environment, (3) community-based participation in both the assessment/management process and in basic environmental/public health research, and (4) issues of environmental justice/equity.

Public Health Biology Competencies

1. Describe the biological bases, e.g. molecular, cellular, and physiological, for the major determinants of human disease including infectious disease, nutritional deficiencies, and exposure to toxic environmental agents.
2. Describe the ecological principles that determine the distribution of infectious disease in human populations.
3. Apply principles of human immune system function to explain the rationale and mode of action of existing and potential methods of immunization.
4. Explain the role of genetic determinants in human disease and disease susceptibility caused by infectious agents, nutritional deficiencies and exposure to toxic agents, and in microbial virulence.
5. Apply biological principles to development of disease prevention, control, or management programs.
6. Apply biological principles to assessment of risk from potentially hazardous agents and behaviors.

Management Sciences Competencies

1. Describe the organization and structure of a health service system.
2. Evaluate basic models of health delivery systems.
3. Assess major approaches to managing and improving health services organizations, including approaches to process improvement, strategic planning, and organizational design.
4. Apply performance improvement concepts and tools in revising a specific process within an organizational setting.
5. Apply key concepts of human resource management to achieving the strategic objectives of health service organizations.
6. Prepare a basic budget.

Social & Behavioral Sciences Competencies

1. Describe the psychological and sociological conceptualizations of health, health behavior, and illness.
2. Describe and compare theories and principles of behavior change. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment.
3. Describe the concepts of stress, coping and social support, their inter-relationships and assess their impact on health, health behavior, and illness.
4. Analyze and predict the influence of major social structural divisions such as age, gender, socioeconomic status, and ethnicity on health, health behavior, and the treatment of illness.
5. Formulate behavioral, communication, educational, advocacy, health promotion, and community-based participatory strategies for improving the health of communities and individuals and preventing disease and injury.
6. Evaluate processes and outcomes of social and behavioral interventions on the health of communities, families, and individuals.
7. Demonstrate a cross-cultural awareness and sensitivity for the implementation and evaluation of health behavior change programs.
Health Policy & Ethics Competencies

The MPH Program also considers it important that public health professionals obtain an understanding of the role of governments and policy in public health. It is expected that MPH students obtain competencies in this area that include:

1. Analyze and critique the government’s role in health policy and how political processes have shaped that role.
2. Recognize the institutional and political actors central to the formation and implementation of health policy.
3. Analyze and evaluate the process of public policy-making and how it affects the design, implementation, and performance of health policies.
4. Collect, analyze, and synthesize information about health policy problems and issues.
5. Identify the practical and political constraints of policy formulation and implementation.
3.3 **Summary of Graduation Requirements**

- A total of 80 units are required for graduation. Students must complete the MPH core curriculum as detailed in section 4.
- At least 60 of the 80 units must be in School of Public Health formal coursework that is not special studies, i.e. independent studies.
- All courses that are part of the core curriculum must be taken for a letter grade if the course is offered for a letter grade, and students must receive a grade of “C” or higher. Students electing an optional concentration must also receive a grade of “C” or higher in courses offered for a letter grade that apply to meet concentration area requirements.
- All students are required to complete an individualized MPH Goals Analysis within two terms of matriculation (see section 6).
- All students must also complete an MPH capstone project. The goal of the MPH capstone project is to give all students an opportunity to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem (see section 9).
- Obtain practicum experience in population health prior to graduation (see section 8).
- All students must maintain minimum academic standards and have satisfactory grades as detailed below in section 3.4.
- Students are required to complete the Academic Ethics online module by July 25th (see section 7). You must use your @jhsph.edu account username and password to access the module at: http://apps1.jhsph.edu/academicethics/

*Note:* A repeated course may only count once toward the 80 unit requirement.

*Special Note to Combined Degree Program Candidates (e.g. MSN/MPH, MBA/MPH, MSW/MPH, JD/MPH):* Students should check with their advisors to be sure they are meeting the combined program requirements.

*Special Note on Courses Taken at JHSPH While Not Formally Matriculated as an MPH Degree Seeking Student:* A limited number of course units taken at Johns Hopkins prior to matriculation into the MPH Program (e.g. 16 as a special student and 40 units as a regular special student or other degree program) can be applied toward the 80 credits, provided the credits were completed not more than 5 years prior to the date of matriculation into the MPH Program.

3.4 **Academic Standards**

Students must meet minimum academic standards to remain in the MPH Program. If a student fails to meet any of the criteria below, then it is grounds for dismissal from the program.

1. To maintain good academic standing, a student must maintain a minimum of 2.50 cumulative grade point average. Students falling below 2.50 will have one term, or 12 additional units of coursework, to raise the GPA above 2.50.
2. Students must maintain a grade of “C” or better in all required courses that are offered for a letter grade in the core curriculum and courses applied to meet concentration area requirements that are offered for a letter grade.
3. If a student receives a grade of “D” or “F” two times in the same required course, they may not repeat the course a third time. Students may choose another course option, if any are available, to fulfill the requirement. However, if the course is a required core course with no other options, that is grounds for dismissal.
4. Students may not accrue more than 9 units of “incomplete” (I or X) coursework at any given time.
3.5 Paths to the Johns Hopkins MPH

The Johns Hopkins MPH can be completed either through full-time study or part-time/Internet-based study. The 80 units required for graduation can be comprised of a mix of onsite courses during the regular academic year, special intensive Institute courses, Internet courses, and courses offered in various locations off the main East Baltimore campus.

**Full-Time Path:**

The full-time program requires eleven months of study at the Johns Hopkins Bloomberg School of Public Health main campus in Baltimore, from early July through the following May. The courses are sequenced to provide the introductory MPH core requirements early in the academic program, followed by advanced and elective courses in the later part of the academic year. Most courses are offered in a face-to-face format during daytime hours. However, students may supplement their schedules through participation in off-campus and Internet-based offerings. Daily interaction with professionally and culturally diverse students serves to expand learning opportunities and broaden perspectives.

**Part-Time/Internet-based Path:**

Part-time/Internet-based students complete the degree within three years of matriculation through a combination of online courses, and in-person classes taken either on the East Baltimore campus during regular academic terms, in intensive learning summer and winter institutes, or at other sites where Johns Hopkins Bloomberg School of Public Health classroom-based courses are offered for credit. Students can earn up to 80% (64 units) of their academic credits online. The remaining 20% (16 units) must be earned in a traditional on-site face-to-face format.

**Time Limit for Part-time/Internet-based Paths**

Students are expected to complete the MPH degree within three years after they matriculate. Students who anticipate exceeding the time limit must submit an appeal for an extension to their faculty advisor and MPH Executive Board. This appeal must include an explanation for why the extension is needed and a plan for completion by the end of the student’s fourth year. If the degree is not completed by the fourth year, a second petition will be submitted and must be approved by the faculty advisor, the MPH Executive Board, and the Committee on Academic Standards.
4. MPH CORE CURRICULUM

The core curriculum of the MPH Program includes grounding in critical disciplines and competencies in public health including: biostatistics, epidemiology, social and behavioral determinants of health, management sciences, public health problem-solving, computer applications, demography, environmental science, biological sciences, and health policy.

The core curriculum also provides an opportunity to apply the skills and competencies acquired to practical public health problems through the MPH capstone experience.

4.1 Required Courses

The following are required of ALL MPH students:

180.601: Environmental Health (5 units) [onsite & online]

340.601: Principles of Epidemiology (5 units)
OR 550.694-695: Fundamentals of Epidemiology I & II [online only] (6 units)

300.645: Making Change through Policy (5 units)
OR 550.608: Problem Solving in Public Health (4 units)

550.867: Introduction to MPH Studies (1 unit) [Full-time students only]

MPH Individualized Goals Analysis requirement
[Must be completed within 2 terms of matriculation, by October 8, 2008.]

MPH Capstone Project (2+ units) (see Section 9 for more information)

In addition, as part of the MPH core requirements students must also complete requirements in four additional areas described below: Biostatistics; Public Health Biology; Management Sciences; and Social & Behavioral Sciences.

Many, but not all of the courses listed under the core curriculum are also offered on the Internet. However, at least one course in each of the four required areas is available on the Internet. In addition, some of the courses are offered in the intensive learning institutes (see sections 10 & 11.) Described below are the course options that satisfy the requirements in each of the 4 areas:

BIOSTATISTICS (6-16 units; choose one of the following course sequences)

Provides conceptual understanding of statistical ideas and methods; limited calculations.
140.611-612: Statistical Reasoning in Public Health I-II [onsite & online] (3 units per term)

Covers statistical concepts and calculations for data analysis; develops statistical computing skills.
140.621-623: Statistical Methods in Public Health I-III (4 units per term)

Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra.
140.651-654: Methods in Biostatistics I-IV (4 units per term)
PUBLIC HEALTH BIOLOGY (2-6 units; choose one of the following)

Appropriate for all students. Provides a broad introduction to public health biology.
550.630: Public Health Biology [onsite & online] (3 units)
260.636: Evolution of Infectious Diseases [onsite only] (3 units)

The following courses are for students possessing considerable breadth of biological competence, subject to concurrence of the advisor.

120.620: Fundamentals of Reproductive Biology [onsite only] (3 units)
182.640: Food- and Water- Borne Diseases [onsite only] (3 units)
183.631: Fundamentals of Human Physiology [onsite & online] (4 units)
187.610: Public Health Toxicology [onsite & online] (4 units)
222.641: Principles of Human Nutrition [onsite & online] (4 units)
223.689: Biological Basis of Vaccine Development [onsite only] (3 units)
260.606: Major Global Infectious Diseases: Prospects for Control [Winter Institute] (2 units)
260.631: Immunology, Infection, and Disease [onsite only] (3 units)
260.635: Biology of Parasitism [onsite only] (6 units)
260.650: Vector Biology and Vector-Borne Diseases [onsite only] (3 units)
260.652: Principles of Public Health Ecology [onsite only] (4 units)
260.656: Malariaiology [onsite only] (4 units)
340.612: Epidemiologic Basis of Tuberculosis Control [onsite & online] (2 units)
340.646: Epidemiology & Public Health: Impact of HIV & AIDS [onsite & online] (4 units)
340.654: Epidemiology & Natural History of Human Viral Infections [onsite & online] (6 units)
340.744: Advanced Topics on Control & Prevention of HIV/AIDS [onsite & online] (4 units)
380.761: STI Prevention: Using Epidemiology to Inform Policy & Prog. [onsite & online] (4 units)

MANAGEMENT SCIENCES (3-5 units; choose one of the following)

Appropriate for students desiring organizational management skills/tools geared towards healthcare.
551.601: Managing Health Service Organizations [onsite & online] (4 units)
Similar to 551.601 except with an international orientation.
221.706-707: Managing Health Systems in Developing Countries I-II [online only] (5 units)
Appropriate for students desiring management skills with a focus on budgetary and financial issues.
551.603: Fundamentals of Budgeting and Financial Management [onsite & online] (3 units)
Appropriate for students desiring management skills with a focus on factors influencing access to, use, management, policies, and financing of pharmaceuticals in developing countries and under-served populations in developed countries.
551.607: Pharmaceuticals Management for Under-Served Populations [onsite only] (3 units)
Appropriate for students desiring mg’t. skills with a focus on the governance & mg’t. of non-gov’t organizations.
551.608: Managing Non-Governmental Organizations in the Health Sector [onsite only] (3 units)
Appropriate for students desiring management skills with a focus on total quality management methods for health systems in developing countries.
221.722: Quality Assurance Mng’t Methods for Developing Countries [onsite & online] (4 units)
Appropriate for those pursuing occupational health or industrial hygiene.
182.623: Occupational Safety and Health Management [onsite only] (3 units)
Appropriate for students focusing primarily on public health practice concepts in the U.S., but with relevance to developing nations.
305.607: Public Health Practice [onsite & online] (4 units)
SOCIAL & BEHAVIORAL SCIENCES (3-4 units; choose one of the following)

Appropriate for students wanting a broad introduction to the social and behavioral sciences.
410.616: Social & Behavioral Aspects of Public Health [Summer Institute] (4 units)

Appropriate for students interested in community, individual, and organizational behaviors in developing countries.
221.688: Social and Behavioral Foundations of Primary Health Care [online only] (4 units)
224.689: Health Behavior Change at the Individual, Household, and Community Levels [onsite only] (4 units)

Appropriate for students interested in various ways in which social and psychological factors influence health.
410.613: Psychosocial Factors in Health and Illness [onsite only] (4 units)

Appropriate for students interested in a psychological approach to understanding behavior change and designing health communications.
410.650: Introduction to Persuasive Communication: Theories & Practice [onsite only] (4 units)

Appropriate for students interested in design and implementation of health promotion programs.
410.620: Program Planning for Health Behavior Change [onsite & online] (3 units)
410.651: Health Literacy: Challenges and Strategies for Effective Communication [onsite only] (3 units)

Appropriate for students wanting to understand which fundamental social processes affect the occurrence of mental and behavioral disorders.
330.661: Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders [onsite only] (3 units)

Appropriate for students interested in population-based, lifespan approach to health.
380.604: Life Course Perspectives on Health [onsite & online] (4 units)

Additional Social & Behavioral Sciences course option for School of Nursing students only:
NR 110.589: Human and Family Development Across the Lifespan

Recommended (But Not Required) Courses

In addition to the required coursework, MPH students are also highly recommended to gain an appreciation of the history of public health. Some courses which this can be achieved include:

340.673: History of Epidemiology [onsite only] (2 units)
550.605: History of Public Health [onsite & online] (2 units)
### MPH Core Course Schedule, 2008/2009
(Includes East Baltimore and Internet courses)

#### Required (4)
2: 180.601(5) Env. Health M,W,F 1:30-3:20pm
3: 300.645(5) Making Change through Policy T&Th 9:00-11:20am
4: 550.867(1) Intro. to MPH Studies

#### Biostatistics – 3 Options
1: 140.611(3) Stat Reasoning I* T & Th 10:30-11:50am
2: 140.612(3) Stat Reason II§ T & Th 10:30-11:50am
3: 340.612(2) Epi of TB Control, T & Th 10:30-11:50am

#### Biological Sciences – 19 Options
1: 222.641(4) Human Nutrition M&W 1:30-3:20pm
2: 340.612(2) Epi of TB [Internet]
3: 120.620 (3) Fund of Repro Biol T&Th 3:30-4:50pm
4: 187.610(4) Public Health Tox M,W,F 3:30-4:50pm
5: 340.646(4) Epi & PH: HIV & AIDS
6: 550.630(3) Public Health Biology T&Th 8:30-10:20am
7: 260.636(3) Evolution of ID M&W 1:30-2:50pm
8: 260.636(3) Evolution of ID M&W 1:30-2:50pm

#### Management Sciences – 8 Options
1: 221.722 (4) Quality Assur Mgmt Meths for Devel Countries M&W 1:30-3:20pm
2: 551.601(4) Mng Health Services Organizations T & Th 8:30-10:20am
3: 551.603(3) Fund of Budgeting & Financial Mgmt, M 3:30-5:50pm
4: 305.607(4) Public Health Practice M&W 1:30-3:20pm

#### Social & Behavioral Sciences – 10 Options
1: 224.688(4) Social & Behav Pri Hlth Care [Internet]
2: 410.616(4) Social & Behav Aspects of PH, Summer Institute
3: 410.618(4) Integrating Social & Behav Theory into Public Health M&W 3:30-4:50pm
4: 410.620(3) Fund Hlth Edu & Hlth Prom T&Th 3:30-4:50pm
5: 380.604(4) Life Course Perspect on Hlth M&W 1:30-3:20pm

*Course lasts for two terms; §Course lasts for three terms; †Course lasts for four terms; Course continued from previous term.
Course schedules are subject to change. Check the course database for the current schedule: [http://commprojects.jhsph.edu/courses/]
4.3 Summer Curriculum

During the first summer term of study, new full-time MPH students will take the following courses in July and August:

180.601: Environmental Health (5), Jonathan Links
340.601: Principles of Epidemiology (5) Rosa Crum & Gregory Kirk
300.645: Making Change through Policy (5 units), Stephen Teret [offered Pass/Fail]
550.867: Introduction to MPH Studies (1 unit) [offered Pass/Fail]

Two books that you will be using this summer in your coursework are:


One resource you may want to use to brush up on your quantitative skills, which is recommended by our faculty, is Study Guide to Epidemiology and Biostatistics, by J. Richard Hebel and Robert J. McCarter, Jones and Bartlett Publishers, Sudbury, MA 2006 (Sixth edition).

Many activities and events will occur over the summer. These include orientation sessions about customized programs of study and optional concentrations on Tuesday & Thursday, July 8th and 10th from 1-4pm, several informational sessions about the MPH curriculum which will be held on Tuesday and Thursday afternoons, and special speakers (see pages 4 & 5).
4.4 Modifications of Core Course Requirements

In some exceptional circumstances, students may petition for a modification of a core requirement if they can demonstrate and document that they have previously acquired the core competencies. Even if a modification is granted of a core course, 80 units are still required for graduation. The documentation necessary to grant a modification will, in general, require the title of previous course(s), name of instructor(s), textbook(s) used, summary of course syllabi, and grade(s) received. In addition, modifications for some core courses will require taking an examination.

If you would like to request a modification of a core requirement, please contact the following Associate Chairs of the MPH Program:

- Principles of Epidemiology Course. Contact Ms. Susan Tonascia, stonasci@jhsph.edu
- Public Health Biological Area. Contact Dr. Gary Kenter, gketner@jhsph.edu
- Environmental Health Course. Contact Dr. Jackie Agnew, jagnew@jhsph.edu
- Management Sciences Area. Contact Dr. Hugh Waters, hwaters@jhsph.edu
- Biostatistics Area. Contact Dr. Marie Diener-West, mdiener@jhsph.edu
- Social & Behavioral Sciences Area. Contact Dr. George Rebok, grebok@jhsph.edu
- Making Change through Policy Course. Contact Dr. Andrea Ruff, aruff@jhsph.edu
5. CUSTOMIZED PROGRAMS OF STUDY AND OPTIONAL MPH CONCENTRATION

MPH students may either elect an optional concentration area or customize their program of study. Regardless of what a student elects, all students must complete the MPH core course requirements and an MPH capstone experience. All students receive the same Master of Public Health degree. If a student completes the concentration requirements, a notation will be made on the academic transcript.

Currently, the MPH Program offers 10 multidisciplinary concentrations. Students elect a concentration during the Summer term (by July 21st). Upon election of a concentration, a student will be assigned a faculty advisor from the concentration area. Students electing a concentration must complete a number of required course units as specified by the concentration area over and above the MPH core course requirements. The specific number of additional units required by each concentration is variable. However, as a rough guide, of the 80 units needed for graduation, approximately half are core MPH requirements that all students must complete, approximately one quarter are course units required by the concentration area and approximately one quarter of the units are course electives.

Students may choose to customize their program of study instead of electing a concentration. Students who customize their program of study complete the core MPH requirements and then choose elective courses for the remaining units in consultation with their faculty advisors. Students who elect to customize their program of study will be assigned an appropriate faculty advisor by the MPH Program after carefully taking into account the students’ interests and goals. Students who customize their program also complete an MPH capstone experience under the direction of a faculty supervisor in an area of their choosing. Students who customize their program are required to complete at least one unit of Capstone special studies in both 3rd and 4th terms and to complete both written and oral components as part of their MPH capstone project.

Students should consider many factors when deciding whether to elect a concentration or to customize the program of study. Students may decide to elect a concentration for a number of reasons. For example, the concentrations provide students with a menu of courses that may serve as a guide when planning curricula. A concentration can provide students with an academic home and the opportunity to interact with other students and faculty who share similar academic interests. The MPH capstone experience in a concentration area may be more structured and focused on topics related to the concentration. On the other hand, students may decide that a customized program of study is more appropriate for several reasons. A customized program allows students the flexibility to tailor their programs to specific interests and professional goals. A student may have academic objectives that do not precisely fit into the concentration areas. Or perhaps, a student may not yet have determined a specific area of focus in public health and prefers the flexibility to sample a variety of courses and topics throughout the academic year.

On July 8th and 10th, the MPH Program will hold special orientations about customized programs of study and the concentration options. Students will need to complete a concentration/customized election form by Monday, July 21, 2008.
Once that is completed, students will be assigned an academic advisor for the year based on interests and goals. There are 10 MPH concentrations. The curriculum for each are explained in detail on pgs. 40-70.

**ELECTING A CONCENTRATION**

Some frequently asked questions concern electing more than one concentration and changing concentrations. MPH students may elect only one area of concentration. Students may not change from one concentration area to another concentration area after the end of the add/drop period of second term (Wed., Nov. 5th). Students may only change into a new concentration if they have met the 1st term requirements for that concentration and they must notify the MPH Program Office and the Concentration Directors by Wednesday, November 5th. Students are always free to change from a concentration to a customized course of study at any time during the academic year. When changing from a concentration to a customized course of study, student must notify the MPH Program Office and the Concentration Directors.

<table>
<thead>
<tr>
<th>MPH with Optional Concentration</th>
<th>Customized MPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 Units</td>
<td>80 Units</td>
</tr>
<tr>
<td>About 40 units are core MPH requirements</td>
<td>About 40 units are core MPH requirements</td>
</tr>
<tr>
<td>About 20 units are free electives</td>
<td>About 40 units are free electives</td>
</tr>
</tbody>
</table>

The pie charts above illustrate the approximate distribution of academic units with an optional concentration or a customized plan. The exact number of credits varies depending on the courses chosen to satisfy core requirements and the specific requirements of the particular concentration.

Students with an interest in international health will have ample opportunity to apply their knowledge to global health and developing country issues in any of these concentrations or as a customized student.

**CERTIFICATE PROGRAMS**

The School also offers certificate programs in specific areas of study. Concentrations and certificate programs differ in that concentrations are intended specifically for MPH students and incorporate faculty advising and the capstone experience within the concentration. Some of the certificate programs are intended for students who are not seeking a degree, but taking courses on a continuing education basis. Other certificate programs are open to degree seeking students. MPH students may pursue a certificate program, but generally may not enroll in both a concentration and a certificate program in the same academic area e.g. the Maternal & Child Health Certificate Program and the Child & Adolescent Health Concentration. For more information, see [http://commprojects.jhsph.edu/academics/Certificate.cfm](http://commprojects.jhsph.edu/academics/Certificate.cfm), and contact the faculty sponsors of the certificate programs listed on the website. In July and August, there will be Brown Bag Information series on some of the certificates and special emphasis groups.
The purpose of the MPH Individualized Goals Analysis requirement is to give you an opportunity to effectively plan your MPH education early in your program with the support and guidance of your faculty advisor. This project is intended to be a living document, one which you and your advisor review and update as you make changes in focus and direction. Students are expected to participate in School activities and MPH society events to help establish their goals. It should also serve as a springboard for discussion of career opportunities as the year progresses.

The requirement must be completed and received by the MPH Program Office two weeks before the end of the second term following matriculation into the program. For example, full-time students who start in summer 2008 are required to complete this project by October 8, 2008. You can find more detailed information about the Goals Analysis requirement at the website: http://www.jhsph.edu/academics/degreeprograms/mph/current_students/goals.html

The final product of this requirement is a paper (2-3 pages in length) and a completed MPH curriculum checklist detailing your goals and objectives, an academic plan, and an assessment of how this plan will meet your stated goals. In order to fulfill the Goals Analysis requirement, you are asked to complete the following steps in close collaboration with your advisor:

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

**Step 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 MPH program. Review the list of MPH core competencies with your advisor. You are encouraged to identify additional competencies particularly relevant to your professional future. Describe one or more potential capstone project topics and identify possible faculty mentors.

**Step 3:** Complete a “working copy” of the MPH Curriculum Planning and Tracking sheet (see pages 23-25) by developing a tentative course plan for your entire MPH 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 form should include a tentative list of electives you plan to complete.

**Step 4:** Carefully review your paper and a hardcopy of the tracking sheet with your advisor to ensure the proposed curriculum is not only feasible, but that it meets program requirements. Assess if your curriculum plan is aligned with the goals you identified in Step 2.

**Step 5:** In order to complete the Goals Analysis requirement, your paper and tracking form must be submitted electronically to the MPH Program Office. Before you submit the electronic Goals Analysis form, make sure that your advisor has approved your plan. When you submit the electronic form, your advisor will automatically receive an email message from the MPH Office acknowledging his/her approval of your plan. Submit your Individualized Goals Analysis online at http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm.
The due date for the MPH Individualized Goals Analysis is Wednesday, October 8, 2008.

*All Students*: The Goals Analysis requirement is intended to help you in planning your program with your faculty advisor. Your paper and tracking sheet must be submitted two weeks before the end of your second term of matriculation into the MPH Program.

**Goals Analysis Key Date:**

**Wednesday, October 8, 2008:**

Goals Analysis due for students matriculating in July 2008.

Submit electronic form at:

*http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm*
### 6.1 Curriculum Planning and Tracking Sheet

**MPH Individualized Goals Analysis**

**Working Copy:** Please submit your final Individualized Goals Analysis online at http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm

| Student Name: ___________________________ | Matriculation Date:          _____________ |
| Advisor Name: ___________________________ | Projected Graduation Date:  _____________ |

**1. CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Change through Policy</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Epidemiology</td>
<td>5</td>
<td></td>
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<tr>
<td>or Fundamentals of Epidemiology I-II</td>
<td>6</td>
<td></td>
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<tr>
<td>Environmental Health</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Introduction to MPH Studies</td>
<td>1</td>
<td></td>
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<tr>
<td>Capstone Special Studies</td>
<td>Minimum 2</td>
<td></td>
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</tbody>
</table>

**2. BIOSTATISTICS** [6-16 units; choose one of the following course sequences]

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Reasoning in Public Health I-II</td>
<td>3</td>
<td></td>
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<tr>
<td>Statistical Methods in Public Health I-III</td>
<td>4</td>
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<tr>
<td>Methods in Biostatistics I-IV</td>
<td>4</td>
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</table>

**3. PUBLIC HEALTH BIOLOGY** [2-6 units; choose one of the following]

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Biology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Public Health Toxicology</td>
<td>4</td>
<td></td>
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<tr>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Food- and Water- borne Diseases</td>
<td>3</td>
<td></td>
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<tr>
<td>Malaria</td>
<td>4</td>
<td></td>
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<tr>
<td>Biology of Parasitism</td>
<td>6</td>
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<tr>
<td>Principles of Human Nutrition</td>
<td>4</td>
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<tr>
<td>Biological Basis of Vaccine Development</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Sexually Transmitted Infections Prevention</td>
<td>4</td>
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<tr>
<td>Principles of Public Health Ecology</td>
<td>4</td>
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<tr>
<td>Major Global Infectious Diseases</td>
<td>2</td>
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<tr>
<td>Epidemiologic Basis of Tuberculosis Control</td>
<td>2</td>
<td></td>
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<tr>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
<td></td>
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<tr>
<td>Epi. &amp; Public Health: Impact of HIV &amp; AIDS</td>
<td>4</td>
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<tr>
<td>Epi. &amp; Natural History of Human Viral Infections</td>
<td>6</td>
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<tr>
<td>Advanced Topics on Control &amp; Prevention of HIV/AIDS</td>
<td>4</td>
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<tr>
<td>Evolution of Infectious Diseases</td>
<td>3</td>
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<tr>
<td>Immunology, Infection, and Disease</td>
<td>3</td>
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<tr>
<td>Vector Biology and Vector-Borne Diseases</td>
<td>3</td>
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</tbody>
</table>
4. MANAGEMENT SCIENCES  [3-5 units; choose one of the following]

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Public Health Practice</td>
<td>4</td>
<td></td>
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<tr>
<td>Managing Health Service Organizations</td>
<td>4</td>
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<tr>
<td>Occupational Safety and Health Management</td>
<td>3</td>
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<tr>
<td>Mng. Hlth. Systems in Devel. Countries I-II</td>
<td>5</td>
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<tr>
<td>Quality Assur. Mng't. Methods for Devel. Countries</td>
<td>4</td>
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<tr>
<td>Fundamentals of Budgeting &amp; Financial Management</td>
<td>3</td>
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<tr>
<td>Pharmaceuticals Management for Under-Served Pops.</td>
<td>3</td>
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<tr>
<td>Managing Non-Governmental Orgs. in the Health Sector</td>
<td>3</td>
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</table>

5. SOCIAL & BEHAVIORAL SCIENCES  
   [3-4 units; choose one of the following]

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Social &amp; Behavioral Aspects of Public Health</td>
<td>4</td>
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<tr>
<td>Integrating Social &amp; Behavioral Theory into Public Health</td>
<td>4</td>
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<tr>
<td>Social &amp; Behavioral Founds. of Primary Health Care</td>
<td>4</td>
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<td>Psychosocial Factors in Health and Illness</td>
<td>4</td>
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<td>Introduction to Persuasive Communication</td>
<td>4</td>
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<td>Program Planning for Health Behavior Change</td>
<td>3</td>
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<td>Health Literacy: Challenges &amp; Strategies for Effect. Comm.</td>
<td>3</td>
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<tr>
<td>Social &amp; Psychol. Proc.\Devel. Ment. Behav. Disorders</td>
<td>3</td>
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<tr>
<td>Life Course Perspectives on Health</td>
<td>4</td>
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<tr>
<td>Hlth. Behav. Change\Indiv., Household &amp; Comm. Levels</td>
<td>4</td>
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6. COURSE ELECTIVES

<table>
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<tr>
<th></th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
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</table>
7. SPECIAL STUDIES

<table>
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<tr>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
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8. TOTAL CREDITS

[Total all credits 1-7 above. Must total 80 or more; #1-6 combined must be at least 60 units in School of Public Health courses.]

Special note to Part-time/Internet-based MPH students: Students must complete at least 16 units in coursework in a traditional face-to-face format (i.e., not over the Internet).

Number of Face-to-Face Units ________

9. PRACTICUM REQUIREMENT

If you have not previously had a practicum experience in population-based health, you are expected to do so during your course of study. In that case, describe how you plan to obtain this experience. Or if you have already had a practicum experience, please describe your previous experience.

Have you previously had a practicum experience in population-based health? Yes ___ No ___

(Please either outline your plans for obtaining such an experience or describe the experience below.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

ADVISOR APPROVAL

I approve both the Goals Paper and this MPH Curriculum Checklist:

Advisor Signature: ___________________________ Date: ______________
7. Academic Ethics Online Module

Maintaining the highest level of academic integrity is an important responsibility of our faculty and students. To help achieve this goal, all students are required to complete the Academic Ethics module, entitled “An Introduction to Academic Ethics.” The module contains information about the Academic Ethics Code of the School, along with related case studies and discussions of situations students and faculty may face. You will need to become familiar with the Academic Ethics Code of our School, and should briefly review it before starting the module.

An orientation about academic ethics will be held on Tuesday, July 22nd from 1:30-2:30pm in the Sommer Hall.

MPH students are required to complete the Academic Ethics module by Fri., July 25th. You must use your @jhsph.edu email account to enter the module at:
http://apps1.jhsph.edu/academicethics/

Academic Ethics Module Deadline:

Friday, July 25, 2008
8. Practicum Experience in Population-based Health

The MPH Program expects students to obtain a significant practicum experience in population-based health prior to graduation. A practicum experience involves hands-on experience working and interacting with public health professionals. Some students will have had significant experiences prior to matriculation as an MPH student. However, other students without such prior experience are expected to do so during their course of study. For example, students with no hands-on experience in population-based health, other than completing all or part of a medical, law, or other doctoral program curriculum prior to matriculating into the MPH Program, are expected to complete a practicum during their course of study. While all students are encouraged to obtain a practicum experience, the MPH Program will notify (during the summer) those students without adequate prior experience who will need to complete a practicum during the academic year.

The goal of the MPH mentored practicum is to have a practical public health experience that provides mentoring, contact with public health professionals, and the opportunity to participate in a meaningful way.

Students may complete a practicum during any academic term or during the January intersession period. Although the duration and intensity of commitment is variable and flexible depending on the practicum situation, it is expected that students should earn at least 2 units of Practicum special studies academic credit under the mentorship of a Bloomberg School of Public Health faculty.

Opportunities for Practicum Experiences in the MPH Program

There are numerous opportunities to obtain a practicum experience. If interested in any of these specific opportunities, please follow-up with the contacts and websites listed below. Enrollment in various programs may be limited by the number of available internships or practicums. Ms. Tara Hardy, in the MPH Program office (thardy@jhsph.edu), can also help answer your questions.

- **Mentored Practicums with the Maryland Department of Health & Mental Hygiene and Local Health Departments**
  This program known as “PHASE” is a structured internship running 2nd-4th terms. Selection of students occur in the 1st term. Students sign up for academic credit in 2nd term (1 unit) and 3rd term (2-4 units) and 4th term (2-4 units.)
  Faculty contact: Michel Ibrahim (mibrahim@jhsph.edu)
  Website: [http://www.jhsph.edu/practice/practice_for_students/phase.html](http://www.jhsph.edu/practice/practice_for_students/phase.html).

- **Mentored Practicums with Community-based Organizations in Baltimore**
  This program in collaboration with the Student Outreach Resource Center, otherwise known as SOURCE ([http://www.jhsph.edu/source](http://www.jhsph.edu/source)), and the Applied Public Health Program provide opportunities for students to work with various Baltimore-based community organizations and local health departments in our region. Students enroll 2nd and 3rd terms for between 1-4 units each term. Faculty contacts: Henry Taylor (hgtaylor@jhsph.edu) and Mindi Levin (mlevin@jhsph.edu)
- **Mentored Practicum in Health Care Epidemiology and Outbreak Investigation.**
  A limited number of internships are available in infection control and outbreak investigation at the Johns Hopkins Hospital. Students enroll for at least 2 units of academic credit. Faculty contact: Trish Perl (tperl@jhmi.edu)

- **International or Domestic Public Health Practice Trips**
  In collaboration with the J.B. Grant International Health Society and the Anna Baetjer Society for Public Health Practice, students have organized public health practice trips to work with various government and non-government organizations. In the past, these trips have occurred in January. There may be competitive grants to help partially defray costs of these trips (see MPH Field Experience Fund Award below.) Students sign up for Practicum special studies with faculty mentors for academic credit.

- **Courses with Significant Practicum Component**
  Completion of any of the courses below (taken for a letter grade) could satisfy the practicum.
  - *Health and Homelessness*, 410.610: Lee Bone, 3rd term, 3 units
  - *Ethnographic Fieldwork*, 410.690: Lori Leonard, 3rd term, 4 units
  - *Applications in Prog. Monitoring and Evaluation*, 380.612: Clea McNeely, 4th term, 4 units
  - *Occupational Health*, 188.681: Jackie Agnew and Peter Lees, 4th term, 5 units
  - *Hlth. Survey Research Methods*, 340.717: Susan Sherman & Vivian Go, 2nd term, 4 units

- **Population, Family & Reproductive Health Internship Resource List**
  The Department of Population, Family, & Reproductive Health maintains a list of local, national, and international internship opportunities related to population and family health. Faculty contact: Marycatherine Augustyn (maugusty@jhsph.edu)

- **Customized Opportunities**
  Students may develop their own practicum opportunity in collaboration with Bloomberg School of Public Health faculty. Partial funding may be available to help defray travel costs (see MPH Field Experience Fund Award below.) Students are expected to sign up for at least 2 units of Practicum special studies with faculty to mentor their experience.

**MPH Field Experience Fund Award**

The MPH Program sponsors awards which can be used to obtain hands-on international or domestic experiences in population health. In the past, students have applied for these awards to support travel and other expenses to work with various health organizations typically during the month of January. The awards can be used to develop an MPH capstone project. Website: [http://www.jhsph.edu/academics/degereeprogram/mph/current_students/capstone.html#Practicum_Development](http://www.jhsph.edu/academics/degereeprogram/mph/current_students/capstone.html#Practicum_Development)

(see page 33.)
Logistics for signing up for the MPH Practicum Special Studies

The MPH Practicum special studies course numbers are xxx.895. The 3-digit prefix number is determined by the primary department of your faculty practicum supervisor (check with the course catalog and your advisor). You can determine the department affiliation of any faculty in the School by going to the website: http://commprojects.jhsph.edu/faculty/FacultyList.cfm

If your practicum supervisor does not have a primary appointment in the School of Public Health, but has a joint appointment in a SPH department, then use that department affiliation. If no joint appointment or outside JHU, then use your advisor’s department. If you are still uncertain, check with the MPH Program office.

<table>
<thead>
<tr>
<th>Practicum Supervisor’s Department</th>
<th>MPH Practicum Special Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>120.895</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>140.895</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>180.895</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>340.895</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>410.895</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>300.895</td>
</tr>
<tr>
<td>International Health</td>
<td>220.895</td>
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<tr>
<td>Mental Health</td>
<td>330.895</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.895</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>380.895</td>
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</tbody>
</table>
9. The MPH Capstone Project

The MPH capstone project is a graduation requirement for students in the Master of Public Health Program. The MPH capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience.

Completion of the MPH capstone project requires both written and oral components. The project is done under the direction of a faculty member, your MPH capstone supervisor. All students must complete the MPH Capstone Information Form to indicate how they will complete the written and oral requirement. The form is due by Friday, February 13, 2009.

In order to satisfy the written component, a student must write a paper. While there are no formal guidelines on the length of the paper, it is expected that the paper would be about 20 pages (ranging between 15 and 25 double spaced pages) not including references, tables and figures. The paper must include an executive summary (limited to 300 words) and references. A draft of the MPH Capstone project should be submitted to your faculty capstone supervisor by Monday, March 30, 2009 to begin the approval process. The final written project, along with a letter from your faculty capstone supervisor approving your project, is due by Wed., April 29th. Only students who submit the final approved project by April 29th are eligible to graduate on May 20th.

The oral component is satisfied by presenting your project at the MPH symposium that is held in May, a professional meeting, seminar or alternative venue approved by your faculty capstone supervisor, or optional concentration area (if you elected one).

The capstone is typically done during 3rd and 4th terms prior to graduation, as Capstone special studies courses under the direction of a faculty member, your MPH capstone supervisor. The capstone supervisor will typically be the student’s advisor, but it need not be. Students can identify another faculty member to supervise the capstone, if it is more appropriate. Students who elect an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration. See pages 40-70 of this manual. The concentration faculty will provide detailed instructions.

What are the possible forms that the capstone project can take?

The capstone project can take many forms including one of the four designs below, an expansion of a course, or an internship or practicum opportunity. The overarching principle to determine if a capstone project is suitable is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student and capstone supervisor. Some examples of formats for the capstone project include:
Grant Proposal or Research Plan- The capstone project would simulate a grant or research proposal. The project would include a clear statement of the research question, the specific aims of the proposal, review of literature, study design, methods of analysis, implications and significance of the work. The research question would be one that is encountered in professional work such as the evaluation of a public health intervention.

Research Report- The capstone project would involve the collection, analysis, and interpretation of data to address a public health problem. The project would include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings. Please note that the appropriate IRB approval may need to be obtained for such a project.

Public Health Program Plan- The capstone project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal, ethical and logistical issues.

Analysis of a Public Health Problem- The capstone project would be an in-depth analysis of an important public health problem. The project would include sections that clearly describe the problem, assess the problem and its magnitude, evaluate its causes and determinants, discuss prevention and intervention strategies, and implementation and evaluation.

Students may wish to collaborate with a local public health community organization for their capstone project. The Student OUtreach Resource CEnter (SOURCE), a Johns Hopkins Medical Institution office, can be helpful in putting students in touch with local community organizations. Contact the SOURCE Director at 410-955-3880. Website: www.jhsph.edu/source/index.html

Logistics and Process for Students Who Elect a Concentration

Students who elect an optional area of concentration should follow the specific directions for that concentration. The specific requirements vary among concentrations with respect to the number of Capstone special studies units that are required and the content of the capstone. However, all students must complete both the written and oral components (see section 14.) Contact your concentration faculty directors for specific questions. Students can complete the oral requirement at either the May 9th MPH Capstone Symposium or at an alternative venue approved by the concentration.

Logistics and Process for Students Who Customize

Students who elect to customize their MPH program should follow the specific instructions described below in this section. During 3rd and 4th terms, students MUST sign up for at least 1 credit of MPH Capstone special studies EACH term with their capstone supervisor. The capstone supervisor will typically be the advisor, but it could also be another faculty member in the School of Public Health, the School of Medicine, or someone from the student’s workplace with the advisor’s approval and oversight in the case of the latter 2 options.
By February 13, 2009, students should notify the MPH Program Office of the title of their project and name of the capstone supervisor by submitting an MPH Capstone Information Form.

Students may also sign up for additional MPH Capstone special studies credits (above the minimum of 1 required unit in each of the 3rd and 4th terms) with their capstone supervisor. MSN/MPH students meet the 2 required units of special studies by signing up for the course (NR 500.606) *Public Health Nursing Leadership and Management Practicum* (community health MSN/MPH track) and (NR 500.607) *Public Health Nursing/Nursing Practitioner Practicum* (NP track).

Students are required to give a 10-minute oral presentation summarizing their capstone project that could include visuals such as a PowerPoint presentation. There will be a special capstone symposium held on Saturday, May 9, 2009 for these presentations. Students may waive out of the May symposium, if they have previously given an oral presentation on their capstone work at a professional meeting or at a departmental seminar that is approved by their MPH capstone supervisor. In order to have the May symposium participation requirement waived, the student must inform the MPH Office of their intent by February 13, 2009. Students must submit a signed letter from their capstone supervisor attesting to the fact that an oral requirement has been met in an alternative venue, including the name of the meeting, within 7 days after giving the presentation. A prototype form to waive the oral requirement that must be signed by the capstone supervisor can be found at the capstone website at [http://www.jhsph.edu/academics/degreeprograms/mph/current_students/capstone.html](http://www.jhsph.edu/academics/degreeprograms/mph/current_students/capstone.html). All students who are on campus are required to attend the Saturday capstone symposium, even if they have presented at an alternative venue, to give support to the students who are presenting.

**Logistics for signing up for the MPH Capstone Special Studies**

The MPH Capstone special studies course numbers are xxx.800. The 3-digit prefix number is determined by the primary department of your faculty capstone supervisor (check with the course catalog and your advisor). You can determine the department affiliation of any faculty in the School by going to the website: [http://commprojects.jhsph.edu/faculty/FacultyList.cfm](http://commprojects.jhsph.edu/faculty/FacultyList.cfm)

If your capstone supervisor does not have a primary appointment in the School of Public Health, but has a joint appointment in a SPH department, then use that department affiliation. If no joint appointment or outside JHU, then use your advisor’s department. If you are still uncertain, check with the MPH Program office.

<table>
<thead>
<tr>
<th>Capstone Supervisor’s Department</th>
<th>MPH Capstone Special Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>120.800</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>140.800</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>180.800</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>340.800</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>410.800</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>300.800</td>
</tr>
<tr>
<td>International Health</td>
<td>220.800</td>
</tr>
<tr>
<td>Mental Health</td>
<td>330.800</td>
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<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.800</td>
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<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>380.800</td>
</tr>
</tbody>
</table>
Using a course project as an MPH capstone project

Some courses in the School of Public Health require projects that could also serve as a basis for an MPH capstone project. Students may use their work from any project-oriented course as a starting basis for their capstone, but must build and expand on it for the final capstone project. Building on a project from a course may be helpful to some students because it provides additional structure and support. If a project from a course is used as a starting point for the capstone, that previous work must be placed in the list of references and the advisor will need a copy of the student’s original paper. There are numerous courses in the School that are project-oriented which could serve as a starting point for the capstone. Some examples include: (180.611) The Global Environment and Public Health and (380.671) Adolescent Pregnancy – Causes, Consequences, Interventions. Students are still required to register for the MPH Capstone special studies units as described previously (2 units, or check for concentration specific requirements).

Getting approval from the Institutional Review Board for an MPH Capstone

Sometimes you do need approval from the Institutional Review Board (IRB). It depends on the capstone project. Specific guidelines have been prepared by the IRB Office which can be accessed on the capstone website.

Approval Process

The final paper must be approved by the capstone supervisor for all students. The student must submit a copy of the paper along with a signed approval letter by the capstone supervisor to the MPH Program Office. A prototype of the approval letter that is required to be signed can be obtained at the capstone website.

Submit a hard copy of your paper and approval letter signed by your capstone supervisor to the MPH Program Office (Room W1015, Wolfe Street building). The final paper and approval letter must arrive at the MPH Program Office before 5pm on April 29, 2009 in order to graduate in May.

MPH Field Experience Fund Award

The MPH Field Experience Fund awards can be used to develop an MPH capstone project. The award is intended primarily to provide support for students during the January intersession period to develop their capstone project. For example, the award could be used for travel to collect data or to obtain a direct hands-on practical public health experience. The awards can be used for individual field experiences ($1,000 or $2,000 awards) or group field experiences involving multiple students ($5,000 maximum per group project.) An application for the award consists of a two-page statement outlining the capstone project and how the funds will be used. The application should also have the approval signature of either your capstone supervisor or your advisor. The applications are due November 5, 2008. The winners will be chosen by a faculty awards committee by early December 2008. Website: http://www.jhsph.edu/academics/degreeprograms/mph/current_students/capstone.html#Practicum_Development
Honors and Awards

The MPH Program Office will be awarding special honors to the best overall capstone projects. Nominations are accepted from capstone faculty supervisors. The winners will be selected by an awards committee based on the written project. The award includes a plaque for excellence in public health professional practice. The student with the single overall best capstone project will receive a $500 award.

Internships or practicum opportunities on which to base your capstone

Students may wish to collaborate with a local public health community organization for their capstone project. SOURCE (Student OUtreach Resource CEnter) can be helpful in putting students in touch with local community organizations. Contact Mindi B. Levin, C.H.E.S., SOURCE Director at 410-955-3880. Website: http://www.jhspn.edu/source/. For more information about practicum opportunities, see section 8.

Capstone Project Key Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, November 5, 2008</td>
<td>Capstone Information Session</td>
</tr>
<tr>
<td>Friday, February 13, 2009</td>
<td>Capstone Information Forms due</td>
</tr>
<tr>
<td>Monday, March 30, 2009</td>
<td>MPH Capstone submitted to supervising faculty</td>
</tr>
<tr>
<td>Wednesday, April 29, 2009</td>
<td>Written project and approval letter from project supervisor due</td>
</tr>
<tr>
<td>Saturday, May 9, 2009</td>
<td>Present at MPH Capstone Symposium</td>
</tr>
</tbody>
</table>

MPH Capstone website: http://www.jhspn.edu/academics/degereeprograms/mph/current_students/capstone.html
10. Online Courses

Currently, the Johns Hopkins Bloomberg School of Public Health offers over sixty different courses over the Internet. The courses that are planned to be offered for the 2008-2009 academic year are listed below. As the course offerings may change, please periodically check the website for the most current details: http://distance.jhsph.edu/offering/full_web.cfm

Introduction to Online Learning (IOL). IOL is an “online” course that runs for 2 weeks. You should expect to devote 1-6 hours to complete course requirements, depending on your technical abilities. Summer/Fall 2008 schedule starting dates:
July 7th, August 4th, September 1st, October 6th, November 3rd, December 1st

Registration for each offering of IOL closes at 11:59pm Eastern Time (-5 GMT) on the first day of the course. Register for the course at: https://distance.jhsph.edu/oll/about/register/index.cfm

Summer Term: (July 2-August 22, 2008)
187.625: Animals in Research: Law, Policy, and Humane Sciences (2 units)
221.606: Training Methods and Continuing Education for Health Workers (4 units)
222.641: Principles of Human Nutrition (4 units)
223.672: Data Management Methods in Health Research Studies (5 units)
221.688: Social & Behavioral Foundations of Primary Health Care (4 units)

1st Term: (August 28-October 22, 2008)
140.611: Statistical Reasoning in Public Health I (3 units)
140.633: Biostatistics in Medical Product Regulation (2 units)
221.639: Refugee Health Care (3 units)
221.722: Quality Assurance Management Methods for Developing Countries (4 units)
300.600: Introduction to Health Policy (4 units)
330.601: Perspectives of Psychiatry: The Public Health Framework (3 units)
340.612: Epidemiologic Basis for Tuberculosis Control (2 units)
340.645: Introduction to Clinical Trials (3 units)
340.654: Epidemiology and Natural History of Human Viral Infections (6 units)
380.604: Life Course Perspectives on Health (4 units)
550.694-695: Fundamentals of Epidemiology I-II+ (6 units)
550.862: Current Issues in Public Health (1 unit)

2nd Term: (October 23-December 19, 2008)
140.612: Statistical Reasoning in Public Health II (3 units)
180.620: Food Production, Public Health, and the Environment (3 units)
187.610: Public Health Toxicology (4 units)
221.612: Confronting the Burden of Injuries: A Global Perspective (3 units)
221.637: Health Information Systems (3 units)
300.700: Teaching Assistant Orientation Seminar (1 unit)
313.790: Understanding Cost-Effectiveness Analysis in Health Care (2 units)
330.603: Psychiatric Epidemiology (3 units)
340.646: Epidemiology and Public Health Impact of HIV and AIDS (4 units)
380.600: Principles of Population Change (4 units)
380.627: Epidemiology of Infectious Diseases (4 units)
550.862: Current Issues in Public Health (1 unit)
380.627: Epidemiology of Infectious Diseases (4 units)
550.862: Current Issues in Public Health (1 unit)
3rd Term: (January 20-March 13, 2009)

180.601: Environmental Health (5 units)
182.637: Noise and Other Physical Agents in the Environment (4 units)
221.635: Case Studies in Primary Health Care (4 units)
221.706-707: Management of Health Systems in Developing Countries I-II* (5 units)
309.616-617: Introduction to Methods for Health Services Research & Evaluation* (4 units)
309.730: Patient Safety and Medical Errors (3 units)
317.600: Introduction to Risk Sciences and Public Policy (3 units)
340.608: Observational Epidemiology (4 units)
340.664: Introduction to Genetic Epidemiology (4 units)
340.744: Advanced Topics on Control & Prevention of HIV/AIDS (4 units)
380.623: Adolescent Health and Development (3 units)
410.755: Health Communication Programs (4 units)
550.862: Current Issues in Public Health (1 unit)
551.601: Managing Health Services Organizations (4 units)
551.603: Fundamentals of Budgeting & Financial Management (3 units)

4th Term: (March 23-May 15, 2009)

182.625: Principles of Occupational & Environmental Hygiene (4 units)
183.631: Fundamentals of Human Physiology (4 units)
220.601: Introduction to International Health (4 units)
221.624: Urban Health in Developing Countries (3 units)
221.667: An Interdisciplinary Approach to Understanding the Health of Native Americans (3 units)
223.705: Clinical Vaccine Trials and Good Clinical Practice (GCP) (3 units)
300.651: Introduction to the U.S. Healthcare System (4 units)
340.619: Global Tobacco Control (3 units)
305.607: Public Health Practice (4 units)
312.633: Health Management Information Systems (3 units)
380.761: STI Prevention: Using Epidemiology to Inform Policy and Program (4 units)
380.765: Prev. Infant Mortality & Promoting the Health of Women, Infants, & Children (3 units)
410.620: Fundamentals of Health Education and Health Promotion (3 units)
550.630: Public Health Biology (3 units)
550.862: Current Issues in Public Health (1 unit)

+This course lasts for 2 terms and begins on August 25, 2008.
*This course lasts for two terms.
11. The Intensive Learning Institutes

The Summer and Winter Institutes at the Johns Hopkins Bloomberg School of Public Health are intended to provide short-term, intensive educational opportunities for public health practitioners and other professionals. These courses can be used to earn degree credits over a limited amount of time on-campus (from a few days to three weeks in length) for students who are unable to devote full-time status to their studies during the regular academic year.

Full-time students may participate in Summer and Winter Institutes, but will be subject to the fees and tuition as set forth by the Institute – regular full-time tuition does not apply to the Institute courses. The 2009 Winter Institute will be held January 5-16, 2009.

For further information on the course offerings of these Institutes, please periodically check the websites below for the most current details.

Summer Institutes: http://www.jhsph.edu/Academics/Continuing_Ed/Summer_Institutes.html

Winter Institutes: http://www.jhsph.edu/Winter

Email questions or comments to: summer@jhsph.edu or mphprog@jhsph.edu
12. MPH Student Societies

There are two student-run organizations that play a critical role in the MPH Program and the School as a whole. The societies serve as an academic, professional and social vehicle to stimulate discussion, provide tangible experiences, and enhance involvement and interaction among students, faculty, and alumni with similar public health interests.

MPH students interested in leadership roles for the class are encouraged to run for one of the many offices for these societies. Elections are held early in the summer term. To learn more about the officer positions, events and programming from previous years, service trips, etc., see the websites listed below.

Each year, the societies:
- sponsor speakers and public events
- organize education and career trips
- promote student networking with alumni, faculty, and various national and international organizations
- hold regular lunchtime meetings

The **John B. Grant International Health Society** provides a home for both U.S. and international MPH students with an interest in global health issues. Students come together with faculty and alumni to discuss current health problems in developing countries and to explore solutions to those health problems. This environment helps students select curricula that will enable them to design, implement, and evaluate programs and projects in developing countries. It also facilitates student networking with alumni and others in international health careers and helps to prepare MPH students for their careers overseas.

Faculty Mentors: Hugh Waters and Earl Wall

Website: [http://www.jhsph.edu/academics/degreeprograms/mph/JBG/](http://www.jhsph.edu/academics/degreeprograms/mph/JBG/)

The **Anna Baetjer Society for Public Health Practice** serves as an academic, professional, and social home for MPH students interested in programs aimed at solving a broad range of problems affecting the health of populations. These programs focus on the areas of population and family health sciences, mental health and substance abuse, infectious and chronic diseases, environmental factors in health, and the organization, utilization, and effectiveness of health service delivery systems. The Society also works to enhance the process of effective advocacy and find ways to facilitate constructive change--in short, how to make a difference.

Faculty Mentor: Holly Grason

Website: [http://www.jhsph.edu/academics/degreeprograms/mph/ABS/](http://www.jhsph.edu/academics/degreeprograms/mph/ABS/)
13. Getting Advice, Mentoring and Your Questions Answered

Of course, you will certainly have questions about the MPH Program as you adjust to life in Baltimore and to the School of Public Health. When questions come up, there are a variety of different people and offices that can help you.

Each MPH student is assigned a faculty advisor. You will be assigned an advisor before the end of the summer. The selection of your advisor will be based on your interests. If you elect a concentration, your advisor will be from that concentration area. The role of the advisor is to discuss with you your academic program and progress including your choice of courses in light of your educational and professional goals. Some students may wish to speak with their advisor frequently, but other students may find that just a brief contact (such as by email, telephone or in person) once per term is more than adequate. Your advisor needs to approve your goals analysis project, which is due within two terms of matriculation (by Wednesday, October 8, 2008.)

You will be assigned a temporary summer mentor until your advisor assignment is completed. Your summer mentor can help answer your questions or direct you to other resources.

Once you are assigned an advisor in August 2008, you should try to contact him or her. Since faculty advisors are also busy with research studies, lecturing, and frequent travel, the best way to initiate contact is to send your advisor an email to see if you can schedule a time to meet or talk by phone that is mutually convenient.

Your advisor is just your first point of contact with the faculty. We try to match students with advisors with whom they may share some common interest. You shouldn’t expect your faculty advisor to have exactly the same interests as you. Rather, the role of your advisor is to offer a general perspective on your academic plan and professional goals. Although we have a large and diverse faculty, there may be no single faculty member with exactly your interests. Your advisor may suggest other faculty who may also be helpful to you in answering some of your academic questions and with whom you might want to chat. If you feel you could benefit from additional academic or career advice or mentoring, it is up to you to connect and network with faculty. Occasionally, students or faculty may feel that the advising match is not optimal and a change in advisors is appropriate. If you ever find yourself in that situation, please contact the MPH Program Office to discuss, and if appropriate, we can help facilitate a change of advisor.

The faculty advisor can help answer academic questions, but sometimes your advisor may not know other sorts of questions that might come up.

You may have specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies. All students should consult the JHSPH Student Handbook at: http://www.jhsph.edu/academics/degreeprograms/mph/current_students/student_manuals.html

Other non-academic issues may come up during your Program. If personal issues arise and you think you might benefit from some form of counseling, the Student Assistance Program is available. For more information, contact (410) 955-1220 or (410) 516-3800. Website: http://www.jhu.edu/~hr1/fasap/sap.html

If there is a financial emergency, you might want to contact the Office of Financial Aid, directed by Greg Winkler, for guidance or suggestions at (410) 955-3004, finaid@jhsph.edu. Finally, if an issue comes up and you just don’t know where to turn, please contact our MPH Program Office (mphprog@jhsph.edu, 410-955-1291, Room W1015, Wolfe Street building) and we can help triage it for you.
14. CURRICULUM FOR OPTIONAL MPH CONCENTRATIONS

The educational objectives, course of study, and capstone experience requirements are described for each concentration on the following pages. Course schedules are subject to change, so please periodically check the following website for the most current course details: http://commprojects.jhsphs.edu/courses/

Specific questions concerning each concentration should be directed to the concentration faculty directors.

The 10 MPH concentrations for 2008-2009 are:

- Child & Adolescent Health
- Comparative Health Systems & Policies
- Epidemiologic & Biostatistical Methods for Public Health & Clinical Research
- Global Environmental Sustainability & Health
- Health in Crisis: Human Rights, Disaster Preparedness, and Humanitarian Assistance
- Health Leadership & Management
- Human Nutrition
- Infectious Diseases
- Social and Behavioral Sciences in Public Health
- Women’s and Reproductive Health

### MPH Concentration Area Key Dates:

Concentration Area Orientations
- July 8th: 1:00-4:00pm
- July 10th: 1:00-4:00pm

**Monday, July 21, 2008:**
Concentration Election Form Due

**Wednesday, November 5, 2008:**
Deadline for changing from one concentration area to another.

Note: Students may switch from a concentration to a customized course of study at anytime during the academic year. When changing from a concentration to a customized course of study, students must notify the MPH Program Office and the Concentration Directors.
14.1 MPH CONCENTRATION
CHILD & ADOLESCENT HEALTH

Educational Objectives:

The MPH concentration in Child & Adolescent Health (CAH) focuses on understanding the health problems and health status of children and adolescents across the globe, the nature and scope of the multiple determinants of their health status, and the range of public health programs to address the health and well-being of children and their families, in developed and developing countries. Students participating in the CAH Concentration will be assigned a faculty advisor with similar interests and will be assisted in developing an understanding in the following critical areas based on their coursework, their Capstone, and the seminars conducted monthly by the CAH Concentration:

1) The concept of child/adolescent health, and the determinants of child and adolescent health status in industrialized and resource-limited settings, including socio-economic, demographic, developmental, behavioral, cultural, political, and environmental determinants.

2) Current basic understanding of specific health problems of children and adolescents, including obesity and other nutritional issues, injury, infectious diseases and HIV, chronic and disabling conditions, adolescent health concerns, and others.

3) The design, development, implementation and evaluation of public health programs to improve the health and well-being of children, including immunization programs, child survival strategies, primary health care, health promotion and disease prevention efforts, including those that target HIV/AIDS, and injury prevention.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 19 units.

Course of Study:

Students are required to complete the following three courses:

220.601 Introduction to International Health (4 units) – 1st term [Internet – 4th term]
380.604 Life Course Perspectives on Health (4 units)* – 1st term [Internet – 1st T.]
380.626 Seminar in Child Health (3 units) – 4th term

Students are also required to choose at least three of the following courses:

222.641 Principles of Human Nutrition* (4 units) – 1st term (conflicts with Life Course, 1st term) [Internet – Summer T.]
380.641 Prenatal & Infant Growth & Development (3 units) – 1st term (conflicts with Intro. to Int’l Health, 1st term)
380.624 Maternal and Child Health Legislation and Programs (4 units) – 2nd term
380.642 Child Health and Development (3 units) – 2nd term
380.662 Critiquing the Research Literature in Maternal and Neonatal Health (3 units) - 2nd Term
222.655 Nutrition and Life Stages (3 units) – 3rd term
223.663 Infectious Diseases and Child Survival (3 units) – 3rd term
380.611 Fundamentals of Program Evaluation (4 units) – 3rd term
380.623 Adolescent Health and Development (3 units) – 3rd term [Internet – 3rd term]
380.625 Attitudes, Programs, and Policies for Children with Special Health Care Needs (3 units) - 3rd term
221.640 Children in Crisis (1 unit) – 4th term
221.841 Large Scale Effectiveness Evaluation of Health Programs (2 units) – 4th term
222.649 International Nutrition (3 units) – 4th term
223.680 Global Disease Control Programs & Policies (Prerequisite 340.601) (4 units) – 4th term
301.645 Health Advocacy (3 units) – 4th term
340.623 Epidemiologic & Policy Aspects of Selected Childhood Diseases *(Prerequisites: 340-601 & 602)*
(2 units) – 4th term Offered alternate years; next offered 2008/09.
380.612 Applications in Program Monitoring and Evaluation *(Prerequisite 380.611)* – (4 units) – 4th term
380.725 Social Ecology of Adolescent Health (3 units) – 4th term
380.762 HIV Infection in Women, Children and Adolescents (4 units) – 4th term
380.671 Adolescent Pregnancy – Causes, Consequences, Interventions (3 units) – 4th term

*Also fulfills MPH core requirement.

**Capstone Experience:**

The MPH capstone experience in Child & Adolescent Health involves the application of the skills and competencies acquired during the MPH course-work to the solution of public health-practice problems confronted in efforts to improve children’s health. The capstone experience generally has both a written and oral-presentation component. Several options are available to complete this requirement. Students should discuss the capstone with their advisor before the beginning of the 3rd term to allow the completion of a successful capstone product by the middle of 4th term. During the monthly CAH noon seminars, we will periodically focus on capstone progress.

Students are required to complete 2-5 units of Capstone special studies under the direction of concentration-affiliated faculty. A good option is to take at least one credit in 3rd term and at least one credit in 4th term with your capstone advisor. (This is likely to be your MPH advisor, but alternatively can be a faculty expert who is involved in the CAH.) You should plan to finalize and present your Capstone in the 4th term course, Seminar in Child Health (380.626).

**Faculty Concentration Directors:**

Andrea Ruff, MD, Associate Professor, International Health
x5-1633; aruff@jhsph.edu

Anne Riley, PhD, BSN, Professor, Population, Family & Reproductive Health
X5-1098; ariley@jhsph.edu
## Child & Adolescent Health
2008-2009

### Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term(s)</th>
<th>Credits</th>
<th>Time(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>380.604</td>
<td>Life Course Perspectives on Health (4)*</td>
<td>1st term</td>
<td>4</td>
<td>M&amp;W 1:30-3:20pm</td>
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<tr>
<td>220.601</td>
<td>Introduction to International Health (4)</td>
<td>1st term</td>
<td>4</td>
<td>T &amp; Th 1:30-3:20pm</td>
</tr>
<tr>
<td>380.626</td>
<td>Seminar in Child Health (3)</td>
<td>4th term</td>
<td>3</td>
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<tr>
<td>222.641</td>
<td>Principles of Human Nutrition* (4 units)</td>
<td>1st term</td>
<td>4</td>
<td>M &amp; W 1:30-3:20</td>
</tr>
<tr>
<td>380.641</td>
<td>Prenatal &amp; Infant Growth &amp; Development (3)</td>
<td>1st term</td>
<td>3</td>
<td>T &amp; Th 1:30-2:50pm</td>
</tr>
<tr>
<td>380.624</td>
<td>Maternal &amp; Child Health Legislation and Programs (4)</td>
<td>2nd term</td>
<td>4</td>
<td>M &amp; W 3:30-4:50pm</td>
</tr>
<tr>
<td>380.642</td>
<td>Child Health &amp; Development (3)</td>
<td>2nd term</td>
<td>3</td>
<td>T &amp; Th 8:30-9:50am</td>
</tr>
<tr>
<td>380.662</td>
<td>Critiquing the Research Lit. in Maternal &amp; Neonatal Hth (3)</td>
<td>2nd term</td>
<td>3</td>
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<tr>
<td>222.655</td>
<td>Nutrition and Life Stages (3)</td>
<td>3rd term</td>
<td>3</td>
<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>223.663</td>
<td>Infectious Diseases and Child Survival (3)</td>
<td>3rd term</td>
<td>3</td>
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<tr>
<td>380.611</td>
<td>Fundamentals of Program Evaluation (4 units)</td>
<td>3rd term</td>
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<td>380.623</td>
<td>Adolescent Health &amp; Development (3)</td>
<td>3rd term</td>
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<td>340.625</td>
<td>Attitudes, Progs., &amp; Pol. of Child w/Special Hlth. Care Needs (3)</td>
<td>3rd term</td>
<td>3</td>
<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>221.640</td>
<td>Children in Crisis (1)</td>
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<td>T &amp; Th 5:30-8:00pm</td>
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<tr>
<td>221.841</td>
<td>Large Scale Effectiveness Eval. of Health Progs. (2 units)</td>
<td>4th term</td>
<td>2</td>
<td>M &amp; W 1:30-3:20</td>
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<tr>
<td>222.649</td>
<td>International Nutrition (3)</td>
<td>4th term</td>
<td>3</td>
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<tr>
<td>223.680</td>
<td>Global Disease Control Programs and Policies (4)</td>
<td>4th term</td>
<td>4</td>
<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>301.645</td>
<td>Health Advocacy (3)</td>
<td>4th term</td>
<td>3</td>
<td>T &amp; Th 3:30-4:50pm</td>
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<tr>
<td>340.623</td>
<td>Epidem. &amp; Policy Aspects of Selected Childhood Diseases (2)</td>
<td>4th term</td>
<td>2</td>
<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>380.612</td>
<td>Applications in Program Monitoring &amp; Evaluation (4 units)</td>
<td>4th term</td>
<td>4</td>
<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>380.725</td>
<td>Social Ecology of Adolescent Health (3)</td>
<td>4th term</td>
<td>3</td>
<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>380.762</td>
<td>HIV Infection in Women, Children &amp; Adolescents (4)</td>
<td>4th term</td>
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<td>T &amp; Th 3:30-5:00pm</td>
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<tr>
<td>380.671</td>
<td>Adolescent Pregnancy – Causes, Consequences, Intervens. (3)</td>
<td>4th term</td>
<td>3</td>
<td>T &amp; Th 3:30-5:00pm</td>
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Choose **at least 3** of the following courses:

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<th>Credits</th>
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</tbody>
</table>

**Capstone to be presented in the** Seminar in Child Health (380.626) or on a Saturday in May 2009.

**All CAH Concentration students must complete at least 2 credits of Capstone Special Studies** with an advisor (3rd and/or 4th terms)

*Also fulfills MPH core requirement.*
14.2 MPH CONCENTRATION
COMPARATIVE HEALTH SYSTEMS & POLICIES

Educational Objectives:

The MPH Concentration in Comparative Health Systems and Policies develops skills and knowledge related to analysis and decision-making for health systems’ organization, financing, and service delivery – in the United States and internationally. The curriculum focuses on health policy analysis and formulation; financing, organization, and oversight of health systems; and policies and programs for disease prevention, injury control, and other public health priorities.

This concentration area is aimed at developing skills, knowledge, and attributes for policy-makers, policy analysts, and senior managers of health systems. The concentration emphasizes planning and managing national and international programs, institution building, and related analysis. Through their coursework, students acquire a solid foundation in policy analysis, an understanding of key health policy issues from a comparative perspective – and substantive knowledge of health care systems and public policies and programs in the U.S. and in selected low, middle, and high-income countries.

The required curriculum provides students with a sound knowledge of the processes through which public policy decisions are made; training in basic quantitative and analytic methods; and the skills needed to use and critique data, research findings, and program evaluations in the development of health policy. The curriculum provides an overview of changes occurring in the U.S. and internationally in health sector policy and financing – comparing countries at different levels of income and with varying health system infrastructures.

Topics include: the role of government in the health sector; sources of revenue for the health sector; health insurance systems; provider organization and payment methods; access to health care; and the policy-making process for the health sector and for specific public health areas – for example, road traffic injuries and occupational health.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 20 units.

Course of Study:

Students are required to complete the following courses:

300.712 Health Policy II: Public Health Policy Formulation (3 units) – 2nd term
221.609 Comparative Health Insurance (4 units) – 4th term
300.714 Health Policy IV: Health Policy Analysis & Synthesis (3 units) – 4th term
Capstone Special Studies (2 units) – 3rd or 4th terms (See “Capstone Experience” below)

One of:
220.601 Introduction to International Health (4 units) – 1st term [Internet – 4th term]
300.651 Introduction to the U.S. Healthcare System (4 units) – 2nd term [Internet – 4th term]
223.680 Global Disease Control Programs and Policies (4 units) – 4th term (Prerequisite: 340.601)

One of:
300.713 Health Policy III: Health Policy Research & Evaluation Methods (4 units) – 3rd term
313.630-1 Concepts and Applications in Economic Evaluation I & II (6 units) – 3rd & 4th terms
221.620 Using Summary Measures of Population Health to Improve Health Systems (4 units) – 4th term

Additional Recommended Courses (not required):
221.688 Social and Behavioral Foundations of Primary Health Care* (4 units) – Internet only - Summer T.
222.657 Food and Nutrition Policy (2 units) – 1st term
300.600 Introduction to Health Policy (4 units) – Internet only – 1st term
300.711 Health Policy I: Social and Economic Determinants of Health (3 units) – 1st term
317.712 Introduction to the Risk Sciences and Public Policy (3 units) – 1st term [Internet 3rd term]
410.611 Health, Poverty and Public Policy in the U.S. (3 units) – 1st term
313.641 Health Econ. Applications (4 units) – 2nd term (Prerequisite: 313.642 or instructor permission)
180.629 Environmental and Occupational Health Law and Policy (4 units) – 3rd term
221.614 International Political Science for Public Health Practitioners (2 units) – 3rd term
223.687 Vaccine Policy Issues (3 units) – 3rd term
300.652 Politics of Health Policy (4 units) – 3rd term
306.650 Public Health and the Law (3 units) – 3rd term
380.665 Family Planning Policies and Programs (4 units) – 3rd term
380.761 STI Prevention: Using Epi to Inform Policy & Programs* (4 units) – 3rd term [Internet – 4th term] (Prerequisite: 550.630)
551.605 Case Studies in Management Decision-Making (3 units) – 3rd term (Prerequisite: 551.601-602)
221.638 Health Systems Research & Evaluation in Developing Countries (4 units) – 4th term
380.667 Women’s Health Policy (3 units) – 4th term
380.756 Poverty, Economic Development, and Health (4 units) – 4th term

*Also fulfills MPH core requirement

**Capstone Experience:**

MPH students in the Comparative Health Systems and Policies concentration will be required to develop a case study of a health systems policy problem, either in the U.S. or internationally. Students should develop the case study over the course of the academic year in close coordination with a faculty advisor. These case studies will be based on in-depth analysis and comparison of problems and alternatives for dealing with the problem. The comparison can be of a similar problem found in two health systems, or a comparison of at least two options for addressing the problem within one health system. Students in the concentration area should sign up for two credits of Capstone special studies with their capstone advisor, preferably in the 3rd or 4th terms, for the development of the capstone project. The capstone projects will be presented at an end-of-year MPH capstone symposium.

These case studies will be based on research of the issue in question, including analysis of applicable data, and will necessitate choices by decision-makers. The presentation will include leading class discussion through a systematic review of the case, including problem definition, stakeholder review, and consideration of options, including an assessment of their intended and unintended consequences.

Possible topics, grouped by general area of policy interest, include:

- Identifying and addressing financial, geographic, and cultural barriers to access to health care and developing policies to address these barriers and to improve equity.
- Improving coordination (including information systems, contracting, and payment mechanisms) among the public sector, the private sector, and social security systems.
- Developing options for raising revenues for the health sector, and assessing the implications of these options.
- Expanding health insurance coverage – both public and private – including raising revenues, pooling revenues, contracting for services and payment options, and setting levels of co-payments.
- Changing the organization of the health system, possibly including changes in the public-private mix of provision and/or financing of health care.
- Use of information and incentives to effect changes in the behavior of health care providers and/or patients.
- Developing appropriate policies and regulations for public health priority programs – such as (for example) road traffic injuries, HIV/AIDS, and tobacco control.

**Faculty Concentration Directors:**

Lisa Dubay, PhD, Associate Professor, Health Policy & Management, x2-0985, ldupay@jhsph.edu
David Peters, MD, DrPH, MPH, Associate Professor, International Health, x2-5364, dpeters@jhsph.edu
Damian Walker, PhD, Assistant Professor, International Health, x5-3928, dgwalker@jhsph.edu
Hugh Waters, MS, PhD, Associate Professor, Health Policy and Management; x5-3928; hwaters@jhsph.edu
### Comparative Health Systems & Policies
#### 2008-2009

<table>
<thead>
<tr>
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<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
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<td>2. 221.609 Comparative Health Systems (4) – 4th term</td>
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<tr>
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<td>2. 313.630-1 Concepts &amp; Apps in Economic Evaluation I &amp; II (6) 3rd &amp; 4th terms</td>
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<td>221.688 Soc &amp; Beh Found of Prim Hlth Care* (4 units) [Internet-Summer T.]</td>
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<td>3. 300.600 Introduction to Health Policy (4) – Internet only – 1st term</td>
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<td>4. 300.711 Health Policy I: Social and Econ Determinants of Health (3) – 1st term</td>
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<td>5. 317.600 Intro to Risk Sciences &amp; Public Policy (3) 1st term [Internet 3rd term]</td>
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- Special studies, 3 units.
- Also fulfills MPH core requirement

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<td>12. T 3:30-6:20pm</td>
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<td>13. M &amp; W 3:30-5:20pm</td>
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<td>14. T &amp; Th 1:30-3:20pm</td>
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<td>15. Wed 1:30-4:20pm</td>
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<tr>
<td>16. 3 units Capstone Special Studies</td>
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*Also fulfills MPH core requirement*
14.3 MPH CONCENTRATION
EPIDEMIOLOGIC AND BIOSTATISTICAL METHODS FOR
PUBLIC HEALTH AND CLINICAL RESEARCH

Educational Objectives:

The MPH concentration in Epidemiologic and Biostatistical Methods for Public Health and Clinical Research is designed for students with quantitative backgrounds who are seeking to gain additional skills in epidemiologic study design and statistical data analysis. The goal of this concentration is to prepare students to participate in the design, conduct and analysis of research studies in public health and put concepts into practice. This concentration is best suited for students who have already worked in a particular substantive area and have identified specific research questions.

The objectives of this concentration are to provide the necessary didactic course work, group meetings and opportunities for hands-on experience that culminates in the specification of a hypothesis of interest, statistical analysis of an appropriate data set and a written manuscript that might be suitable for publication. There are two tracks within this concentration: the Epidemiology track and the Biostatistics track, which are distinguished by the specific coursework required (see below).

The competencies gained from this concentration include:

1) Articulating an appropriate question/hypothesis.
2) Identifying an appropriate study design and data set for answering the question.
3) Obtaining IRB approval.
4) Gaining familiarity with aspects of data management.
5) Identifying and applying appropriate statistical methods and correctly interpreting results.
6) Gaining familiarity with tracking and recording steps in the analysis of a data set.
7) Writing up the results of a data analysis for a professional publication.
8) Oral presentation of the results.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 20 units.

Course of Study:

Students are required to complete and obtain a passing grade (minimum of C) in a four-term sequence in both epidemiology and biostatistics.

For the Epidemiology track, students take:
140.621 Statistical Methods in Public Health I (4 units)* - 1st term
140.622 Statistical Methods in Public Health II (4 units)* - 2nd term
140.623 Statistical Methods in Public Health III (4 units)* - 3rd term
140.624 Statistical Methods in Public Health IV (4 units) - 4th term

For the Biostatistics track, students take:
140.651 Methods in Biostatistics I (4 units)* – 1st term
140.652 Methods in Biostatistics II (4 units) * – 2nd term
140.653 Methods in Biostatistics III (4 units)* – 3rd term
140.654 Methods in Biostatistics IV (4 units)* – 4th term

For both the Epidemiology track and the Biostatistics track, students complete each of the four epidemiology courses below:
340.601 Principles of Epidemiology (5 units)* – Summer term
340.751 Epidemiologic Methods I (5 units) – 1st term
340.752 Epidemiologic Methods II (5 units) – 2nd term
340.753 Epidemiologic Methods III (5 units) – 3rd term
Other Courses of Interest (Optional):
Several other courses are recommended depending upon the students’ interests and research needs in specific areas such as meta-analysis, health survey methods, clinical trials, study design and grant proposal development, survival analysis, data management, and other special topics.

330.603 Psychiatric Epidemiology (3 units) – 2nd term [Internet – 2nd term]
340.620 Principles of Clinical Epidemiology (2 units) - 2nd term
340.645 Introduction to Clinical Trials (3 units) – 2nd term [Internet – 1st term] (Prerequisite: 340.601 or 340.751)
340.606 Systematic Reviews and Meta-analysis (4 units) - 3rd term (Prereq.: 340.601 & 140.621-.622 or 140.602)
140.641 Survival Analysis (3 units) -3rd term (Prerequisite: 140.622 or 140.602)
340.607 Epidemiologic and Preventive Aspects of Cardiovascular Diseases (4 units) - 3rd term (Prerequisite: 340.601)
340.616 Epidemiology of Aging (3 units) – 4th term (Prerequisites: 340.601 & 140.621 recommended)
340.715 Problems in the Design of Epidemiologic Studies (6 units) - 4th term (Prerequisites: 340.601-3)
223.672 Data Management Methods in Health Research Studies (5 units) - 4th term [Internet – Summer T.]
340.618 Occupational Epidemiology (4 units) - 4th term Offered alternate years; next offered 2009-10.
340.623 Epidemiologic and Policy Aspects of Selected Childhood Diseases (2 units) - 4th term (Prerequisites: 340.601-2)
340.754 Methodologic Challenges in Epidemiologic Research (5 units) – 4th term (Prerequisites: 340.751-753; 140.621-140.623 or 140.651-653)

*Also fulfills MPH core requirement

**Capstone Experience:**
The MPH capstone experience in Epidemiologic and Biostatistical Methods involves the application of skills and competencies acquired to problems in epidemiology and data analysis. Preparation for the capstone experience will start during the 1st term and be integrated throughout the year. A total of 5 units of Capstone special studies (1 each in the 1st, 2nd and 3rd terms and 2 units in the 4th term) will be allotted to this activity under the direction of the student’s advisor or other concentration-affiliated faculty. There will be required small group seminars or sessions for informal discussion of issues relevant to public health research. The final product will be a written paper that might be suitable for publication based on a student’s research question of interest and corresponding data analysis. The student’s advisor will approve the written paper. In addition, each student will prepare and present the work in a short oral presentation at a special symposium in May.

**Concentration Seminar:**
The 5 units of Capstone special studies are for attending the required small group seminars. These seminars will meet weekly or every other week during the academic year. Topics will include: getting started on a research project, how to identify data sets, how to obtain IRB approval, managing data, writing a scientific paper and oral presentation skills. Most of the seminars will be used as research in progress meetings where students are expected to formally report on the progress report of their capstone projects. These seminars typically begin in August; **no more than two excused absences are allowed.**

**Expectations:**
Students are expected:
1. During the first term, to identify a research question, hypotheses and data set to be used.
2. During the second term, to submit and obtain IRB approval.
3. To attend and participate in all small group seminars (no more than 2 excused absences).
4. To complete at least two research in progress presentations.
5. To complete a formal presentation of the final report of their project using a format typical of a scientific meeting presentation.
6. To write a formal paper of publishable quality summarizing the data analyses and findings from their capstone project.

**Faculty Concentration Directors:**
Rosa M. Crum, MD, Professor, Epidemiology, x4-2411; rcrum@jhsph.edu
Brian Caffo, PhD, Associate Professor, Biostatistics x5-3504; bcaffo@jhsph.edu
Marie Diener-West, PhD, Professor, Biostatistics, x2-6894; mdiener@jhsph.edu
<table>
<thead>
<tr>
<th>Requirement (Choose 1 Sequence):</th>
<th>1st Term</th>
<th>2nd Term</th>
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<tr>
<td><strong>Epidemiology Track:</strong></td>
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<tr>
<td>1. 140.621 Statistical Methods in Public Health I (4)* – 1st term</td>
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<td>140.622 Statistical Methods in Public Health II (4)* – 2nd term</td>
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<tr>
<td>140.623 Statistical Methods in Public Health III (4)* – 3rd term</td>
<td>(&amp; one 2-hour afternoon lab per week)</td>
<td>(&amp; one 2-hour afternoon lab per week)</td>
<td>(Prerequisite: 140.621)</td>
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<td>10:30am-11:50am</td>
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<td>(Lab T 1:30-2:20 &amp; W 3:30-5:30pm)</td>
<td>(Prerequisite: Working knowledge of calculus &amp; linear algebra)</td>
<td>(Prerequisite: 140.651)</td>
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<td><strong>Biostatistics Track:</strong></td>
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<tr>
<td>140.652 Methods in Biostatistics II (4)* – 2nd term</td>
<td>(Including lab)</td>
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<tr>
<td>140.653 Methods in Biostatistics III (4)* – 3rd term</td>
<td>Prerequisites: 140.621 or 140.651 prior or concurrent</td>
<td>Prerequisites: 340.751; 140.621 or 140.651; 140.622 or 140.652 prior or concurrent</td>
<td>Prerequisites: 340.751 &amp; 752; 140.621 and 622 or 140.651 or 652; 140.623 or 140.653 prior or concurrent</td>
<td>Prerequisites: 340.601 &amp; 140.621 recommended</td>
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<td>140.654 Methods in Biostatistics IV (4)* – 4th term</td>
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<td><strong>Both Tracks:</strong></td>
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<td>340.752 Epidemiologic Methods II (5) – 2nd term</td>
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<td>340.753 Epidemiologic Methods III (5) – 3rd term</td>
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<td><strong>Other Courses of Interest (Optional):</strong></td>
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<tr>
<td>2. 340.620 Principles of Clinical Epidemiology (2) – 2nd term</td>
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<td>3. 340.645 Introduction to Clinical Trials (3) – 2nd term [Internet-1st term]</td>
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<td>4. 340.717 Health Survey Research Methods (4) – 2nd term</td>
<td>3. M &amp; W &amp; F 1:30-2:30pm; Prerequisites: 340.601 or 340.751</td>
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<td>5. 340.606 Systematic Reviews &amp; Meta-Analysis (4) – 3rd term</td>
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<td>6. 140.641 Survival Analysis (3) – 3rd term</td>
<td>4. T &amp; Th 1:30-3:30pm</td>
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<td>8. 340.715 Problems in the Design of Epidemiologic Studies (6) – 4th term</td>
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<td>9. 223.672 Data Mgmt Methods in Hlth Res Studies (5) – 4th T. [Internet-Summer]</td>
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<td>10. 340.623 Epi &amp; Policy Aspects Select Childhood Diseases (2) – 4th term</td>
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<td>11. 340.618 Occupational Epidemiology (4) – 4th term</td>
<td>Offered alternate years; next offered in 2009-10</td>
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<td>12. 340.754 Methodologic Challenges in Epidemiologic Research (5) – 4th term</td>
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<td><strong>Capstone</strong> (5 Units of Capstone Special Studies)</td>
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<td>*Also fulfills MPH core requirement</td>
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14.4 MPH CONCENTRATION
GLOBAL ENVIRONMENTAL SUSTAINABILITY & HEALTH

**Educational Objectives:**

The MPH concentration in Global Environmental Sustainability and Health provides students with an understanding of how human consumption and standards of living have exceeded the carrying capacity of the earth; how, as a result, the environmental resources upon which we depend have been severely compromised; and how this affects the health of individuals, communities, and the global population. Specifically, students will learn how land use (including patterns of suburban sprawl), transportation patterns and systems, energy use, food production and distribution, water use, and population growth contribute to climate change, ecosystem degradation, and species extinctions and biodiversity losses, and how these, in turn, threaten human health on local, regional, and global scales.

The goal of this concentration is to provide students with the necessary knowledge about the drivers of global environmental change and the consequences for health. In addition, students will gain necessary skills to develop solutions for global environmental sustainability through qualitative research methods and behavioral change interventions.

The objectives of the MPH concentration include:

1. Acquire key knowledge of the drivers of global environmental change and possible solutions:
   a. Identify the five main drivers of global environmental change: land use, energy use, food use (i.e., food production and distribution), water use, and population growth.
   b. Explain how these drivers interact with each other to result in global environmental consequences such as climate change, ecosystem degradation, biodiversity loss, and species extinctions.
   c. Describe the complexities and interrelationships of these drivers and their environmental consequences.
   d. Explain the implications of the consequences to individual, community, and global health.
   e. Compare and contrast potential solutions to ensure global sustainability and improved health in the context of the complicating challenges of “after peak oil,” U.S. federal indebtedness, and myriad political obstacles.
   f. Describe the types of organizations and businesses working on addressing the problem of global environmental change, and the approaches each type is taking to producing change.

2. Develop a set of intervention skills to change behavior.
   a. Present information on global environmental change and possible solutions for a range of audiences (e.g., professional groups, community organizations, schools).
   b. Select models and theories relevant to the design of behavior change interventions for different groups and behaviors, and apply them in design of the intervention.
   c. Develop a plan for behavior change communication for behaviors related to sustainable use of the environment.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 21 units.
Course of Study:

Students are required to complete all of the following courses:
- 180.611 The Global Environment & Public Health (4 units) – 1st term
- 188.688 Global Environmental Sustainability & Health MPH Seminar (1 unit each) – 2nd and 4th term
- 180.651 Energy Policy & Public Health (2 units) – 3rd term
- 188.682 Buildings, Land Use, Transportation, and Public Health (2 units) – 4th term

Students are required to take one of the following courses:
- 180.614 Environmental Health and the Developing World (4 units) – 3rd term
- 182.640 Food- & Water-borne Diseases* (3 units) – 3rd term

Students are required to take one of the following courses:
- 180.620 Nutritional Health, Food Production & the Environment (3 units) – 2nd term, Internet Only
- 222.654 Food, Culture, and Nutrition (4 units) – 4th term

Students are required to take one of the following courses:
- 224.689 Health Behavior Change at the Individual, Household and Community Levels* (4 units) – 2nd term
- 410.650 Introduction to Persuasive Communications: Theories and Practice* (4 units) – 2nd term

The following courses are recommended but not required. These courses do not fulfill credit requirements of the concentration but do contain relevant content or skills:
- 221.629 Water & Sanitation Needs in Complex Humanitarian Emergencies (2 units) – 2nd term
- 260.652 Principles of Public Health Ecology (4 units) – 2nd term
- 182.626 Tropical Environmental Health (2 units) – 3rd term
- 221.624 Urban Health in Developing Countries (2 units) – 4th term, Onsite & Internet

*Also fulfills MPH core requirement

Capstone Experience

The MPH capstone experience in Global Environmental Sustainability and Health provides students with the opportunity to apply the skills and competencies they have learned to a global environmental sustainability and public health problem that is of particular interest to them. Students complete a minimum of 2 units of Capstone special studies during the 3rd term under the supervision of a growing list of concentration-affiliated faculty mentors. The Capstone special studies and informal lunchtime meetings of the concentration will take the place of the sustainability seminar during 3rd term. The capstone can also involve participating in faculty research related to the global environment and sustainability, working with the Center for a Livable Future or the Center for Water and Health, or collaborating with local organizations engaged in action to address these issues. The resulting paper from the capstone experience will satisfy MPH capstone requirements and will be of publishable quality. The capstone projects will be presented at the end of the year MPH capstone symposium or a specially-scheduled concentration capstone symposium, depending on number of students.

Faculty Concentration Directors

Cindy Parker, MD, MPH, Instructor, Environmental Health Sciences, x7-6734, ciparker@jhsph.edu

Brian Schwartz, MD, MS, Professor, Environmental Health Sciences, x5-4158, bschwart@jhsph.edu

Peter Winch, MD, MPH, Associate Professor, International Health, x5-9854, pwinch@jhsph.edu
Global Sustainability and Health  
2008-2009

<table>
<thead>
<tr>
<th>Required core courses (13 units):</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
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<tr>
<td>2. 188.688 Global Sustainability &amp; Health MPH Seminar (1 ea.) – 2nd and 4th term</td>
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<td>3. 180.651 Energy Policy &amp; Public Health (2) – 3rd term</td>
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<td>4. 188.682 Build Environment and Public Health (2) – 4th term</td>
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| Students are required to take one of the following courses (3-4 units): | | | |
|--------------------------|----------|----------|
| 1. 180.614 Environmental Health and the Developing World (4 units) – 3rd term | 1. T & Th 1:30-3:20 pm | |
| 2. 182.640 Food- & Water-borne Diseases* (3 units) – 3rd term | 2. T & Th 1:30-2:50 pm | |

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<tr>
<th>Students are required to take one of the following courses (3-4 units):</th>
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<th>1. Internet</th>
<th>2. M &amp; W 1:30 – 3:20pm</th>
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<tr>
<td>1. 180.620 Nutritional Health, Food Production &amp; the Environ (3) – 2nd term-Internet</td>
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<td>2. 222.654 Food, Culture, and Nutrition (4) – 4th term</td>
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<th>Students are required to take one of the following courses (4 units):</th>
<th>1. T &amp; Th 8:30-10:20am</th>
<th>3. T 8:30-10:20am</th>
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<tr>
<td>1. 224.689 Hlth Beh Change at the Ind., Household &amp; Comm. Levels* (4) – 2nd term</td>
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<td>or Internet</td>
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<tr>
<td>2. 410.650 Intro to Persuasive Communications: Theories and Practice* (4) – 2nd T.</td>
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<tr>
<th>The following courses are recommended but not required. These courses do not fulfill credit requirements of the concentration, but do contain relevant content or skills:</th>
<th>1. Th 1:30-3:20pm</th>
<th>2. T &amp; Th 1:30-3:20pm</th>
<th>4. T 8:30-10:20am</th>
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<tr>
<td>1. 221.629 Water &amp; Sanitation Needs in Complex Humanitarian Emerg (2) – 2nd term</td>
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<tr>
<td>2. 260.652 Principles of Public Health Ecology (4) – 2nd term</td>
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<td>3. 182.626 Tropical Environmental Health (2) – 3rd term</td>
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<td>4. 221.624 Urban Health in Developing Countries (2) – 4th term, Onsite &amp; Internet</td>
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<th>Capstone (2 units):</th>
<th>1 unit Capstone special studies</th>
<th>1 unit Capstone special studies</th>
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<tr>
<td>1. Capstone special studies (1 ea.) – 3rd term and 4th term</td>
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*Also fulfills MPH core requirement
14.5 MPH CONCENTRATION
HEALTH IN CRISIS: HUMAN RIGHTS, DISASTER PREPAREDNESS, & HUMANITARIAN ASSISTANCE

Educational Objectives:

The MPH concentration in Health in Crisis: Human Rights, Disaster Preparedness, and Humanitarian Assistance focuses on health of populations in crisis, internationally and domestically. These include refugees, internally displaced persons (IDPs), populations affected by natural and human-made disasters, victims of human rights abuse, trafficked women and children, and populations marginalized by discrimination. The coursework will focus on why populations become vulnerable and the health issues they face. Preparedness, advocacy and response to promote effective and equitable interventions will be stressed. In addition to taking three core concentration courses, students will be able to select one of three tracks: Human Rights (HR), Disaster Preparedness (DP), and Humanitarian Assistance (HA).

**Human Rights.** In the HR track, emphasis will be on learning the history of the human rights movement post WWII, and becoming familiar with the major human rights documents and international treaties leading up to the current discourse on the right to health. Seminars and course discussion will be used to teach students basic skills including:
1. Basic human rights principles
2. Documenting human rights violations and abuses
3. Human rights law, conventions, declarations and agreements
4. Human rights impact assessment of public health policies and interventions
5. Understanding the right to health in addressing the needs of vulnerable groups marginalized by age, ethnicity, gender, sexual orientation, class, or religious belief

**Disaster Preparedness.** In the DP track, we emphasize developing the knowledge and skills that are required for leading national and international public health preparedness efforts. The track will present the students with contemporary preparedness and practice challenges. Students will be encouraged to go outside the walls of the institution to observe and participate in public health in action. The competencies that will be developed, which are based on the Council on Public Health Linkages framework for the core competencies of public health practice, include:
1. Monitor baseline and disaster-related health status to identify community health problems
2. Diagnose and investigate emerging public health problems and health hazards in a community, particularly with regards to disasters
3. Inform, educate, and empower people about public health preparedness related issues
4. Develop policies and plans that support individual and community health efforts to prevent disasters before they happen, improve the response to disasters, and address public health issues in disaster recovery
5. Link people to needed health services during and in the aftermath of disasters

**Humanitarian Assistance.** In the HA track, emphasis will be on gaining expertise in methods to assess needs and provide assistance to displaced populations and other vulnerable groups. A variety of methods will be used to teach students basic skills including:
1. Identify, protect and advocate for vulnerable groups
2. Develop appropriate public health care responses for refugees and displaced persons
3. Measure health and demographic indicators in humanitarian emergencies
4. Plan food, water, and sanitation programs for displaced populations
5. Implement and monitor humanitarian assistance programs

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 20 units.

**Course of Study:**

All concentration students are required to complete the following three courses, totaling **seven** units.

- 221.613 Introduction to Humanitarian Emergencies (2 units) – 1st term
- 180.634 Seminar in Health and Human Rights (2 units) – 2nd term
- TBA Disaster Preparedness and Hazard Assessment (3 units) – 3rd term

In addition, concentration students are required to complete a total of **eleven** units for one of three tracks.
HR track concentrators are required to complete the following courses, totaling **four** units:

- 180.635 Seminar in Health and Human Rights (2 units) – 3rd term
- 180.300 Research Methods in Health and Human Rights (2 units) – 3rd term

HR track concentrators are required to elect at least **seven** units from the following courses:

- 301.655 Human Rights for Public Health Practitioners (2 units) – 3rd term
- 221.614 International Political Science for Public Health Practitioners (2 unit) – 2nd term?
- 306.665 Research Ethics and Integrity: U.S. and International Issues (3 units) – 3rd term
- 340.639 Assessing Epidemiologic Impact of Human Rights Violations (2 units) – 4th term

DP track concentrators are required to complete the following **four** unit course:

- 305.607 Public Health Practice* (4 units) 2nd term [Internet – 4th term]

DP track concentrators are required to elect at least **seven** units from the following courses:

- 180.611 The Global Environment and Public Health (4 units) – 1st term
- 223.662 Vaccine Development and Application (3 units) – 2nd term
- 305.612 Epidemiologic Methods in Injury Control (3 units) – 2nd term (Prerequisites: 340.601 & 305.610)
- 306.650 Public Health and the Law (3 units) – 3rd term
- 182.640 Food- and Water-Borne Diseases* (3 units) – 3rd term
- 223.687 Vaccine Policy Issues (3 units) – 3rd term (Prerequisite: 223.622 recommended)
- 180.670 Terrorism and Public Health (3 units) – 3rd term
- 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 4th term (Prerequisite: 221.613)
- 309.630 Emergency Medical Services and Trauma Systems (3 units) – 4th term
- 221.642 Mental Health Aspects of Disaster: Public Health Preparedness and Response (2 units) – 4th term

HA track concentrators are required to elect at least **seven** units from the following courses:

- 221.639 Refugee Health Care (3 units) – 2nd term [Internet – 1st term]
- 221.629 Water and Sanitation Needs in Complex Humanitarian Emergencies (2 units) – 2nd term
- 221.634 Stress Management for Relief Workers (1 unit) – 3rd term
- 551.608 Managing Non-Governmental Organizations in the Health Sector (3 units) – 3rd term
- 221.643 Armed Conflict and Public Health (2 units) – 3rd term (Prerequisite: 221.614 recommended)
- 221.611 Food, Nutrition and Livelihood in Humanitarian Emergencies (2 units) – 4th term (Prerequisite: 221.613)
- 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 4th term (Prerequisite: 221.613)
- 340.639 Assessing Epidemiologic Impact of Human Rights Violations (2 units) – 4th term
- 221.642 Mental Health Aspects of Disaster: Public Health Preparedness and Response (2 units) – 4th term

HA track concentrators may elect up to **four** units from the following courses:

- 220.601 Introduction to International Health (4) – 1st term [Internet – 4th term]
- 221.627 Issues in Maternal Mortality Reduction in Developing Countries (4 units) – 2nd term
- 221.614 International Political Science for Public Health Practitioners (2 units) – 2nd term?
- TBA Migration and Health (3 units) – 3rd term
- 221.640 Children in Crisis (1 unit) – 4th term
- 221.661 Project Development for Primary Health Care in Developing Countries (4 units) – 4th term (Prereq.: 221.601)
- 221.616 Ethics of Public Health Practice in Developing Countries (2 units) – 4th term

* Also fulfills MPH core requirement

**Capstone Experience:**

The MPH capstone experience is an opportunity for students to integrate concentration issues with various public health skills and competencies gained through the year. Students will work individually or in small groups, and with the support and advise of a capstone supervisor, to develop specific projects or concepts. The capstone experience, which is an MPH degree requirement, is taken as a two-unit Capstone special studies course, usually in the fourth term. These two units count toward the MPH degree but not toward the concentration requirements.

**Concentration Seminar:**

As part of the concentration and capstone experience, all students will be expected to participate in a year-long seminar series that will meet once a month.

**Faculty Concentration Directors:**

Robert S. Lawrence, MD, Prof., Environ. Health Sciences, Health Policy, & Int’l Health x4-4590; rlawrenc@jhsph.edu
Lynn Goldman, MD, MPH, Professor, Environmental Health Sciences, x4-9301; lgoldman@jhsph.edu
Kellogg Schwab, PhD, Associate Professor, Environmental Health Sciences, x4-5753; kschwab@jhsph.edu
Courtland Robinson, PhD, Assistant Professor, International Health, x5-3892; crobinso@jhsph.edu
# Health in Crisis: Human Rights, Disaster Preparedness, and Humanitarian Assistance

## 2008-2009

### Concentration Requirements:

1. 221.613 Introduction to Humanitarian Emergencies (2) – 1st term
2. 180.634 Seminar in Health and Human Rights (2) – 2nd term
3. xxx.xxx Disaster Preparedness and Hazard Assessment (3) – 3rd term

### Human Rights Track Requirements:

- **Students are required to take the following courses:**
  - 1. 180.635 Seminar in Health and Human Rights (2 units) – 3rd term
  - 2. 180.300 Research Methods in Health and Human Rights (2 units) – 3rd term
- **Students are required to elect at least seven units from the following courses:**
  - 1. 182.640 Food- and Water-Borne Diseases* (3 units) – 3rd term
  - 2. 340.639 Assessing Epidemiologic Impact of Human Rights Violations (2 units) – 3rd term

### Disaster Preparedness Track Requirements:

- **Students are required to complete the following four unit course:**
  - 1. 305.607 Public Health Practice* (4 units) – 2nd term [Internet – 4th term]
- **Students are required to elect at least seven units from the following courses:**
  - 2. 223.662 Vaccine Development and Application (3 units) – 2nd term
  - 3. 306.650 Public Health and the Law (3 units) – 2nd term
  - 4. 182.687 Vaccine Policy Issues (3 units) – 3rd term
  - 5. 180.670 Terrorism and Public Health (3 units) – 3rd term
  - 6. 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 4th term
  - 7. 305.612 Epidemiologic Methods in Injuries (3 units) – 2nd term
  - 8. 306.650 Public Health and the Law (3 units) – 2nd term
  - 9. 221.642 Mental Health Aspects of Disaster/PH Preparedness & Response (2 units) – 4th term

### Humanitarian Assistance Track Requirements:

- **Students are required to elect at least seven units of the following courses**
  - 1. 221.639 Refugee Health Care (3 units) – 2nd term [Internet – 1st term]
  - 2. 221.629 Water and Sanitation Needs in Complex Emergencies (2 units) – 2nd term
  - 3. 221.634 Stress Management for Relief Workers (1 unit) – 3rd term
  - 4. 551.608 Managing Non-Governmental Orgs. in the Health Sector (3 units) – 3rd term
  - 5. 221.643 Armed Conflict and Public Health (2 units) – 3rd term
  - 6. 221.611 Food, Nutrition, and Livelihood in Humanitarian Emergencies (2 units) – 4th term
  - 7. 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 4th term
  - 9. 221.642 Mental Health Aspects of Disaster/PH Preparedness & Response (2 units) – 4th term
- **Students are permitted to elect up to four units of the following courses:**
  - 10. 305.607 Public Health Practice* (4 units) – 2nd term [Internet – 4th term]
  - 11. 305.612 Epidemiologic Methods in Injuries (3 units) – 2nd term
  - 12. 306.650 Public Health and the Law (3 units) – 2nd term
  - 13. 221.642 Mental Health Aspects of Disaster/PH Preparedness & Response (2 units) – 4th term

### Capstone Requirements:

- **(at least 2 units of Capstone special studies)**

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<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
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<tbody>
<tr>
<td>1. T 5:00-6:50pm</td>
<td>2. T 3:30-5:20pm</td>
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<tr>
<td>1. TBA</td>
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### Prerequisites:

- 221.613 Introduction to Humanitarian Emergencies (2) is a prerequisite for:
  - 2. 180.634 Seminar in Health and Human Rights (2) – 2nd term
  - 3. 306.650 Public Health and the Law (3 units) – 2nd term
  - 4. 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 4th term

- 221.614 International Political Science for Public Health Practitioners (2 units) – 2nd term is a prerequisite for:
  - 3. TBA

- 221.629 Water and Sanitation Needs in Complex Emergencies (2 units) – 2nd term is a prerequisite for:
  - 2. TBA

- 221.634 Stress Management for Relief Workers (1 unit) – 3rd term is a prerequisite for:
  - 3. TBA

- 221.643 Armed Conflict and Public Health (2 units) – 3rd term is a prerequisite for:
  - 4. TBA

- 221.611 Food, Nutrition, and Livelihood in Humanitarian Emergencies (2 units) – 4th term is a prerequisite for:
  - 5. TBA

- 221.639 Refugee Health Care (3 units) is a prerequisite for:
  - 6. TBA

- 221.611 Food, Nutrition, and Livelihood in Humanitarian Emergencies (2 units) – 4th term is a prerequisite for:
  - 8. T & Th 1:30-2:20pm

- 221.642 Mental Health Aspects of Disaster/PH Preparedness & Response (2 units) – 4th term is a prerequisite for:
  - 9. T & Th 1:30-2:20pm

- 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 4th term is a prerequisite for:
  - 10. T & Th 1:30-2:20pm

- 221.639 Refugee Health Care (3 units) – 2nd term is a prerequisite for:
  - 11. T 1:30-2:30pm

- 221.629 Water and Sanitation Needs in Complex Emergencies (2 units) – 2nd term is a prerequisite for:
  - 12. T 1:30-2:30pm

- 221.634 Stress Management for Relief Workers (1 unit) – 3rd term is a prerequisite for:
  - 13. TBA

- 221.643 Armed Conflict and Public Health (2 units) – 3rd term is a prerequisite for:
  - 14. T & Th 1:30-2:30pm

- 221.611 Food, Nutrition, and Livelihood in Humanitarian Emergencies (2 units) – 4th term is a prerequisite for:
  - 16. M 1:30-2:30pm
14.6 MPH CONCENTRATION
HEALTH LEADERSHIP AND MANAGEMENT

Educational Objectives:

The MPH concentration in Health Leadership & Management provides students with an understanding of the challenges of organizational leadership and management in the health sector. The concentration is aimed at individuals whose responsibilities require them to have the knowledge and skills essential to balance the demands of leading and managing during times of change, but who do not require or desire a full management degree.

Students will gain a fundamental understanding of leading and managing health organizations in a range of settings in the United States and other countries (especially low and middle income countries). Samples of topics that will be covered include the following:

- Understanding the healthcare environment
- Leadership and management development
- Organizational design
- Strategic management and planning
- Governance
- Organizational stakeholders
- Human resources management
- Managing conflict
- Change management
- Quantitative tools for management
- Budgeting and financial management
- Working with teams and groups
- Approaches to process improvement
- Measuring and monitoring organizational performance

Through a variety of teaching methods (lectures, laboratories, group work, seminars, case methods, individual assignments) and application of leadership and management frameworks, students will be able to demonstrate the skills and attributes to function effectively in health sector organizations. These include: performing a stakeholder analysis and developing a detailed understanding of stakeholder expectations within an organization; analyzing problems using quantitative tools to support management and decision-making; planning strategically and setting management priorities; developing a budget based on information regarding business or service volume, staffing levels, salary rates, and supply usage and costs; team building, facilitating work team performance, conflict management and negotiation; acting ethically in an organization; and applying performance improvement concepts and tools in order to design or redesign a specific process and using indicators to measure and monitor organizational performance.

The Health Leadership and Management Concentration also offers a quarterly film series focused on leadership and management topics which is open to the whole school.

The minimum number of units needed to complete the concentration requirements over and above the MPH core requirements is 20 units.
Students are required to complete the following four courses:

- 551.601 Managing Health Service Organizations* (4 units) – 1st term [Internet – 3rd term]
- 551.602 Approaches to Managing Health Service Organizations (2 units) – 1st term
- 551.603 Fundamentals of Budgeting & Financial Mng’t* (3 units) – 2nd term [Internet - 3rd term]
- 551.610 Foundations of Leadership (3 units) – 2nd term

Students must choose at least one of the following courses:

- 551.605 Case Studies in Management Decision-making (3 units) – 3rd term (Prerequisite: 551.601-2)
- 312.615 Organizational Behavior & Management (3 units) – 4th term (Prerequisite: 551.601)
- 312.621 Strategic Planning & Operations (3 units) – 4th term (Prerequisite: 551.601 or 551.603)

Students must choose at least one of the following courses:

- 221.722 Quality Assurance Mng’t Methods for Devel. Countries* (4 units) – 1st T. [Internet - 1st term]
- 551.604 Quantitative Tools for Managers (3 units) – 2nd term
- 311.615 Quality of Medical Care (3 units) – 3rd term
- 551.607 Pharmaceuticals Management for Under-served Populations* (3 units) – 3rd term
- 551.608 Managing Non-governmental Organizations in the Health Sector* (3 units) – 3rd term

Choose a minimum of 2 units from any course above not used to meet a requirement or one of the following:

- 312.617 Fundamentals of Financial Accounting (3 units) – 1st term
- 313.641 Health Economics (4 units) – 2nd term (Prerequisite: 313.642 1st term or instructor permission)
- 221.612 Confronting the Burden of Injuries (3 units) – 2nd term [Internet – 2nd term] (Prerequisite: 340.601; recommended 305.610)
- 221.635 Case Studies in Primary Health Care (4 units) – 3rd term [Internet – 3rd term] (Prerequisite: 220.601)
- 312.623 Financial Management in Health Care I (3 units) – 3rd term (Prerequisite: 312.617 & 551.603)
- 313.630 Concepts & Applications in Economic Evaluation I (3 units) – 3rd term (Prerequisite: 313.641)
- 221.609 Comparative Health Insurance (4 units) – 4th term
- 221.620 Using Summary Measures of Population Health to Improve Health Systems (4 units) – 4th term
- 221.661 Project Development for PHC in Developing Countries (4 units) – 4th term (Prerequisite: 221.601)
- 223.664 Design & Conduct of Community Trials (4 units) – 4th term (Prerequisite: 140.621-3)
- 312.615 Organizational Behavior & Management (3 units) – 4th term (Prerequisite: 551.601)
- 312.621 Strategic Planning and Operations (3 units) – 4th term (Prerequisite: 551.601 or 551.603)
- 312.624 Financial Management in Health Care II (3 units) – 4th term (Prerequisite: 312.617, 312.623, 551.603)
- 312.664 Interest-based Negotiation: Preparation, Analysis and Practice (2 units) – 4th term
- 312.665 Conflict Management Skills Training (2 units) – 4th term (Prerequisite: 312.664)
- 312.666 Creating Agreement and Managing Conflict in a Health Care Setting (1 unit) – 4th term (Prerequisite: 312.664)
- 312.685 Hospital Operations (3 units) – 4th term
- 313.631 Concepts & Applications in Economic Evaluation II (3 units) – 4th term (Prerequisite: 313.630)
- 312.633 Health Management Information Systems (3 units) – 4th term, Internet only

*Also fulfills MPH core requirement.

Capstone Experience:

The MPH capstone experience in Health Leadership & Management provides students the opportunity to apply the competencies they acquire to management problems in health organizations. A range of options are available. Students will sign up for a minimum of 2 units of Capstone special studies in 4th term under the direction of their advisor or concentration-affiliated faculty. The projects will be presented and critiqued in the course 551.605. The possible projects include (but are not limited to):

1) Supplementing one of the case studies in the 551.605 course with a detailed analysis of the health care issues, management principles, and organizations involved (2-3 units)
2) Writing a full management case study that can be used in a case methods course (3-6 units)
3) Writing a comprehensive evaluation of a health organization, program, or health reform, in the form of a submission to a journal (2-4 units)
4) Preparing a research proposal to implement or evaluate a management reform in healthcare (3-4 units)

Faculty Concentration Directors:
Ann-Michele Gundlach, EdD, Assistant Professor, Health Policy & Management, x2-0460, agundlac@jhsph.edu
Earl Wall, MS, Research Associate, International Health, x2-2626, ewall@jhsph.edu
### Health Leadership & Management
#### 2008-2009

<table>
<thead>
<tr>
<th>Requirements:</th>
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<tbody>
<tr>
<td>1. 551.601 Managing Health Services Organizations* (4) – 1st term [Internet-3rd T.]</td>
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<tr>
<td>2. 551.602 Approaches to Managing Hlth Service Organizations (2) – 1st term</td>
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<tr>
<td>3. 551.603 Funds of Budgeting &amp; Financial Mgmt (3)*–2nd term [Internet-3rd T.]</td>
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<tr>
<td>4. 551.610 Foundations of Leadership (3) 2nd term</td>
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<tr>
<td>Students must choose at least one of the following courses:</td>
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<tr>
<td>5. 551.605 Case Studies in Management Decision-making (3) – 3rd term</td>
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<tr>
<td>OR 6. 312.615 Organizational Behavior and Management (3) – 4th term</td>
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<tr>
<td>OR 7. 312.621 Strategic Planning and Operations (3 units) – 4th term</td>
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<tr>
<td>Students must choose at least one of the following courses:</td>
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<td>OR 9. 551.604 Quantitative Tools for Managers (3) – 2nd term</td>
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<tr>
<td>OR 10. 311.615 Quality of Medical Care (3) – 3rd term</td>
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<tr>
<td>OR 11. 551.607 Pharmaceuticals Mng’t for Under-served Populations* (3) – 3rd T.</td>
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<td>OR 12. 551.608 Mng. Non-governmental Orgs. in the Health Sector* (3) – 3rd T.</td>
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<tr>
<td>OR 13. 551.604 Quantitative Tools for Managers (3) – 2nd term</td>
</tr>
<tr>
<td>OR 14. 312.615 Organizational Behavior and Management (3) – 4th term</td>
</tr>
<tr>
<td>OR 15. 312.607 Pharmaceuticals Mng’t for Under-served Populations* (3) – 3rd T.</td>
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<tr>
<td>OR 16. 312.608 Mng. Non-governmental Orgs. in the Health Sector* (3) – 3rd T.</td>
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| Choose a minimum of 2 units from the following courses or from courses listed above not used as a requirement: |
| 1. 312.617 Fundamentals of Financial Accounting (3 units) – 1st term |
| 2. 313.641 Health Economics (4 units) – 2nd term |
| 3. 221.612 Confronting the Burden of Injuries (3 units) – 2nd term [Internet-2nd T.] |
| 4. 221.635 Case Studies in Primary Health Care (4 units)–3rd term [Internet-3rd T] |
| 5. 312.623 Financial Management in Health Care I (3 units) – 3rd term |
| 6. 313.630 Concepts & Applications in Economic Evaluation I (3 units) – 3rd term |
| 7. 221.609 Comparative Health Systems (4 units) – 4th term |
| 8. 223.664 Design & Conduct of Community Trials (4 units) – 4th term |
| 9. 312.664 Interest-based Negotiation: Prep, Analysis & Pract (2 units) – 4th T. |
| 10. 312.665 Conflict Management Skills Training (2 units) – 4th term |
| 11. 312.666 Creat. Agree. & Mang Conf in a Hlth Care Setting (1 unit) – 4th term |
| 12. 221.620 Using Summary Measures of Population Health (4 units) – 4th term |
| 13. 221.661 Project Development for PHC in Dev. Countries (4 units) – 4th term |
| 14. 312.615 Organizational Behavior and Management (3 units) – 4th term |
| 15. 312.621 Strategic Planning and Operations (3 units) – 4th term |
| 16. 312.624 Financial Management in Health Care II (3 units) – 4th term |
| 17. 313.631 Concepts & Applications in Economic Evaluation II (3 units) – 4th term |
| 18. 313.633 Health Management Info. Systems (3 units) – 4th term, Internet only |
| 19. 312.685 Hospital Operations (3 units) – 4th term |

<table>
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<tr>
<th>Capstone (2-6 units)</th>
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<tr>
<td>2-6 units Capstone special studies</td>
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</table>

*Also fulfills MPH core requirement
14.7 MPH CONCENTRATION
HUMAN NUTRITION

Educational Objectives:

The MPH concentration in Human Nutrition provides students with an opportunity to focus their study on nutrition and integrate this information with other coursework in order to develop the skills to address nutrition problems in the United States and around the world.

Students choosing this concentration will gain an understanding of:

1. The major nutritional problems of public health importance;
2. The methods for assessing nutritional status and the use and interpretation of nutritional data;
3. The design and implementation of nutrition programs to improve the nutrition and health of diverse populations.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 17 units.

Course of Study:

Students are required to complete the following courses:

222.641 Principles of Human Nutrition* (4 units) – 1st term [Internet – Summer term]
222.860 Graduate Nutrition Seminar (4 units, 1 per term) 1st through 4th terms

Students are required to complete one of the following “methods” courses:
222.642 Assessment of Nutritional Status (3 units) – 2nd term
222.647 Nutrition Epidemiology (3 units) – 3rd term

Students are required to complete at least three of the following courses:
222.657 Food and Nutrition Policy (2 units) – 1st term
222.651 Advanced Nutrient Metabolism (3 units) – 1st term
222.655 Nutrition and Life Stages (3 units) – 3rd term
182.640 Food- and Water-borne Diseases* (3 units) – 3rd term
221.611 Food, Nutrition and Livelihood in Humanitarian Emergencies (2 units) – 4th term (Prerequisite: 221.613)
222.649 International Nutrition (3 units) – 4th term
222.654 Food, Culture, Nutrition (4 units) – 4th term
222.656 Critical Analysis of Popular Diets and Dietary Supplements (3 units) – 4th term (Prerequisite: 222.641 & 140.611 & 612)
340.644 Introduction to Diabetes and Obesity Epidemiology (2 units) – 4th term (Prerequisite: 340.601)
222.652 Nutrition in Disease Treatment and Prevention (3 units) – 4th term (Prerequisite: undergraduate level courses on nutrition, metabolism and physiology)

Note: if the student takes both “methods” courses, only one can be counted towards this requirement.

Other Nutrition-related Course:
222.658 Critical Thinking in Nutrition (1 unit) – 1st term

This course may not be used to fulfill the course requirements for the concentration but may be of interest to students in the concentration.

*Also fulfills MPH core requirement
Capstone Experience:

The concentration options allow the student to focus their interests in nutrition. For example, students wanting to focus on problems of undernutrition in developing countries might choose “International Nutrition”, “Food and Nutrition Policy” and “Food, Nutrition and Livelihood in Humanitarian Emergencies”. Students focusing on obesity and chronic diseases might also choose “Food and Nutrition Policy” but also consider “Food, Culture and Nutrition”, and Introduction to Diabetes and Obesity Epidemiology” and “Critical Analysis of Popular Diets and Dietary Supplements”.

Typically, the capstone experience involves the application of the skills and competencies acquired during the MPH coursework to the solution of a particular nutrition problem or to the analysis of food and nutrition policies/programs. During the 3rd and 4th terms, all students will sign up for a 2-credit Capstone special studies (minimum total of 4 credits over 2 terms) with their faculty mentor for the capstone experience, and will make a formal presentation of their capstone experience during 4th term, as part of the 222.860 Graduate Nutrition Seminar, or as part of the MPH capstone presentation forum.

Faculty Concentration Directors:

Laura E. Caulfield, PhD
Professor, Center for Human Nutrition and Department of International Health
x5-2786; lcaulfie@jhsph.edu

Eliseo Guallar, MD DrPH
Associate Professor, Center for Human Nutrition and Department of Epidemiology
x4-0574, eguallar@jhsph.edu
### Human Nutrition
2008-2009

<table>
<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Term</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Term</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Term</th>
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<tr>
<td><strong>Students are required to complete the following courses:</strong></td>
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<tr>
<td>1. 222.641 Principles of Human Nutrition (4)* – 1&lt;sup&gt;st&lt;/sup&gt; term [Internet – Summer T.]</td>
<td>1. M &amp; W 1:30-3:20pm</td>
<td>2. Th 12:15-1:15pm</td>
<td>2. 12:00-1:20pm</td>
<td>2. 12:00-1:20pm</td>
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<tr>
<td>2. 222.860 Graduate Nutrition Seminar (1 unit per term) – 1&lt;sup&gt;st&lt;/sup&gt;-4&lt;sup&gt;th&lt;/sup&gt; terms</td>
<td>2. Th 12:15-1:15pm</td>
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<td><strong>Students are required to complete one of the following “methods” courses:</strong></td>
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<tr>
<td>1. 222.642 Assessment of Nutritional Status (3) – 2&lt;sup&gt;nd&lt;/sup&gt; term</td>
<td>1. T &amp; Th 8:30-9:50pm</td>
<td>2. T &amp; Th 3:30-4:50pm</td>
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<tr>
<td>2. 222.647 Nutrition Epidemiology (3) – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td><strong>Students are required to complete at least three of the following courses:</strong></td>
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<tr>
<td>1. 222.657 Food &amp; Nutrition Policy (2) – 1&lt;sup&gt;st&lt;/sup&gt; term</td>
<td>1. F 10:00-11:50am</td>
<td>3. M &amp; W 1:30-2:50pm</td>
<td>5. W 8:30-10:20am</td>
<td>Prerequisite: 221.613</td>
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<tr>
<td>2. 222.651 Advanced Nutrient Metabolism (3) – 1&lt;sup&gt;st&lt;/sup&gt; term</td>
<td>2. T &amp; Th 3:30-4:50pm</td>
<td>4. T &amp; Th 1:30-2:50pm</td>
<td>6. T &amp; Th 3:30-4:50pm</td>
<td>7. M &amp; W 1:30-3:20pm</td>
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<tr>
<td>3. 222.655 Nutrition &amp; Life Stages (3) – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td>8. W &amp; F 3:30-4:50pm</td>
<td>Prerequisite: 222.641 &amp; 140.611 &amp; 612</td>
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<tr>
<td>4. 182.640 Food- and Water-borne Diseases (3)* – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td>9. T 3:30-5:20pm</td>
<td>Prerequisite: 340.601</td>
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<td>5. 221.611 Food, Nut. &amp; Livelihood in Humanitarian Emergencies (2) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
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<td>10. T &amp; Th 8:30-9:50am</td>
<td>Prerequisite: undergraduate level courses on nutrition, metabolism and physiology</td>
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<td>6. 222.649 International Nutrition (3) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
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<td>7. 222.654 Food, Culture, Nutrition (4) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
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<tr>
<td>8. 222.656 Critical Analysis of Popular Diets and Dietary Supplements (3) – 4&lt;sup&gt;th&lt;/sup&gt; T.</td>
<td></td>
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<tr>
<td>9. 340.644 Introduction to Diabetes and Obesity Epi (2) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
<td></td>
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<tr>
<td>10. 222.652 Nutrition in Disease Treatment and Prevention (3) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
<td></td>
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<tr>
<td><strong>Other Nutrition-related course:</strong></td>
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<tr>
<td>1. 222.658 Critical Thinking in Nutrition (1) – 1&lt;sup&gt;st&lt;/sup&gt; term</td>
<td>1. F 1:30-2:20pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone:</strong> (at least 4 units)</td>
<td></td>
<td>at least 2 units of Capstone special studies</td>
<td>at least 2 units of Capstone special studies</td>
<td></td>
</tr>
</tbody>
</table>

*Also fulfills MPH core requirement*
14.8 MPH CONCENTRATION
INFECTION DISEASES

Educational Objectives:

The MPH concentration in Infectious Diseases provides students with competencies in multiple
disciplines including epidemiology, immunology, microbiology, parasitology and vector-borne
diseases to address critical problems in the control and prevention of infectious diseases.
Students who complete the concentration will gain special expertise in the pathogenesis,
epidemiology and control of infectious diseases appropriate for careers within state health
departments, federal agencies conducting research in the pathogenesis, epidemiology and control
of infectious diseases or the pharmaceutical industry. Students will be exposed to the
fundamental concepts underlying the epidemiology and control of a number of infectious
diseases affecting global health.

The minimum number of academic units needed to complete the concentration requirements over
and above the MPH core requirements is 17 units.

Course of Study:

Students are required to take 20 unit hours from the list of courses below with a minimum of 3
units in each of the following five areas: Epidemiology, Microbiology, Parasitology and
Tropical Diseases, Prevention & Control of Infectious Diseases, and Immunology. Courses that
are listed in multiple areas, can only be used to satisfy one area requirement.

Epidemiology:
340.627: Epidemiology of Infectious Diseases (4 units) - 2nd term [Internet – 2nd term]
340.608: Observational Epidemiology (4 units) 3rd term -Internet only (Prerequisites: 340.601 OR 550.691-692 OR 140.612)
380.761: STI Prevention: Using Epidemiology to Inform Policy & Program (4 units)* - 3rd term [Internet – 4th T.] (Prerequisite: 550.630)
340.651: Emerging Infections (2 units) - 4th term
340.653: Epidemiologic Inferences in Outbreak Investigations (3 units) - 4th term (Prerequisite: basic knowledge of infectious disease; knowledge of introductory epi & biost is essential)

Microbiology:
120.602: Introduction to Molecular Biology (4 units) - 1st term (Prerequisite: Intro. Biochemistry)
260.623: Fundamentals of Virology (4 units) - 1st term
550.630: Public Health Biology* (3 units) - 1st term [Internet – 4th term] (Prerequisite: college level course in biology)
260.627: Pathogenesis of Bacterial Infections (4 units) - 2nd term
340.654: Epi & Natural History\Human Viral Infections (6 units)* - 3rd term [Internet–1st term]
260.624: Advanced Virology (4 units) - 3rd term. [Offered every other year; next offered in 2008-2009] (Prerequisite: 260.623)
223.689: Biological Basis of Vaccine Development* (3 units) - 4th term (Prerequisite: 260.611-12)
260.622: Principles of Bacterial Infection (3 units) - 4th term. [Offered every third year; next offered in 2009-10]
**Prevention & Control of Infectious Diseases:**

- **550.630:** Public Health Biology* (3 units) - 1st term [Internet – 4th term] *(Prerequisite: college level course in biology)*
- **223.662:** Vaccine Development and Application (3 units) - 2nd term
- **260.652:** Principles of Public Health Ecology* (4 units) - 2nd term *(Prerequisite: an advanced biology course)*
- **223.663:** Infectious Diseases and Child Survival (3 units) – 3rd term
- **223.687:** Vaccine Policy Issues (3 units) - 3rd term *(Prerequisite: 223.622 recommended)*
- **380.761:** STI Prevention: Using Epidemiology to Inform Policy & Program* (4 units) - 3rd term [Internet – 4th T.] *(Prerequisite: 550.630)*
- **340.612:** Epidemiologic Basis for Tuberculosis Control* (2 units) - 3rd term [Internet – 1st term]
- **223.680:** Global Disease Control Programs & Policy (4 units) – 4th term *(Prerequisite: 340.601)*
- **223.689:** Biologic Basis of Vaccine Development* (3 units) - 4th term *(Prerequisite: 260.611-12)*

**Parasitology/Tropical Diseases:**

- **260.635:** Biology of Parasitism* (6 units) - 3rd term
- **260.650:** Vector Biology and Vector-borne Diseases* (3 units) - 3rd term
- **223.682:** Clinical Aspects of Tropical Diseases (3 units) – 4th term *(Prerequisite: basic biomedical concepts and terminology)*
- **260.656:** Malariaiology* (4 units) - 4th term

**Immunology:**

*For students with minimal or no prior background in immunology*

- **260.631:** Immunology, Infection, and Disease* (3 units) – 2nd term

*For students with some background in immunology*

- **260.611:** Principles of Immunology I (4 units) – 1st term *(Prerequisite: an advanced biology course)*
- **260.712:** Clinical Immunology (3 units) - 4th term

*Also fulfills MPH core requirement*

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**Capstone Experience:**

The MPH capstone experience in Infectious Diseases is an opportunity for students to apply what they have learned to an infectious disease public health problem. Students complete a minimum of 1 unit of Capstone special studies per term for the 3rd and 4th terms under the direction of their advisor or a concentration-affiliated faculty mentor. Students will prepare a paper on a specific infectious disease reviewing current key knowledge in the pathogenesis or control of the disease and focus on identifying at least 2 critical areas in need of additional research or public health solutions. Each paper topic must be approved by the students’ advisor based upon a brief outline. Each student will present the working oral presentation in a special MPH symposium in May or an alternative venue approved by the concentration faculty.

**Faculty Concentration Directors:**

Clive Shiff, PhD, Associate Professor, Molecular Microbiology & Immunology  
x5-1263; cshiff@jhsph.edu

Ken Nelson, MD, Professor, Epidemiology  
x5-1296; kenelson@jhsph.edu

Neal Halsey, MD, Professor, International Health  
x5-6964; nhalsey@jhsph.edu
## Infectious Diseases
### 2008-2009

**Epidemiology:** Complete at least 3 units from below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Days &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.627</td>
<td>Epi of Infectious Diseases (4) – 2nd term</td>
<td>1st Term</td>
<td>M W F 3:30-4:50pm</td>
</tr>
<tr>
<td>340.608</td>
<td>Observational Epidemiology (4) – 3rd term</td>
<td>2nd Term</td>
<td>2. Internet</td>
</tr>
<tr>
<td>380.761</td>
<td>Emerging Infections (2) – 4th term</td>
<td>3rd Term</td>
<td>3. T &amp; Th 1:30-3:20pm</td>
</tr>
<tr>
<td>340.651</td>
<td>Emerging Infections (2)</td>
<td>4th Term</td>
<td>4. W 3:30-4:50pm</td>
</tr>
<tr>
<td>340.653</td>
<td>Epidemiologic Inference in Outbreak Investigations (3)</td>
<td>4th Term</td>
<td>5. Th 8:30-9:50am</td>
</tr>
</tbody>
</table>

**Immunology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Days &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>260.611</td>
<td>Principles of Immunology I (4) – 1st term</td>
<td>1st Term</td>
<td>1. T &amp; Th 8:30-10:20am</td>
</tr>
<tr>
<td>260.631</td>
<td>Immunology, Infection, and Disease* (3) – 2nd term</td>
<td>2nd Term</td>
<td>3. T &amp; Th 3:30-4:50pm</td>
</tr>
<tr>
<td>260.612</td>
<td>Principles of Immunology II (4) – 2nd term</td>
<td>2nd Term</td>
<td>2. M 6:00-9:00pm</td>
</tr>
<tr>
<td>260.712</td>
<td>Clinical Immunology (3) – 4th term</td>
<td>4th Term</td>
<td>4. W 3:30-4:50pm</td>
</tr>
<tr>
<td>260.631</td>
<td>Immunology, Infection, and Disease* (3) – 2nd term</td>
<td>2nd Term</td>
<td>3. T &amp; Th 3:30-4:50pm</td>
</tr>
</tbody>
</table>

**Microbiology:** Complete at least 3 units from below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Days &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>120.602</td>
<td>Introduction to Molecular Biology (4) – 1st term</td>
<td>1st Term</td>
<td>1. T &amp; Th 1:30-2:50pm</td>
</tr>
<tr>
<td>550.630</td>
<td>Public Health Biology (3)* – 1st term</td>
<td>1st Term</td>
<td>4. M,W&amp;F 10:30-11:50am</td>
</tr>
<tr>
<td>260.623</td>
<td>Fundamental Virology (4) – 1st term</td>
<td>1st Term</td>
<td>5. T &amp; Th 1:30-3:20pm</td>
</tr>
<tr>
<td>260.624</td>
<td>Advanced Virology (4) – 3rd term</td>
<td>3rd Term</td>
<td>7. M &amp; W 3:30-4:50pm</td>
</tr>
<tr>
<td>260.622</td>
<td>Principles of Bacterial Infection (4) – 4th term</td>
<td>4th Term</td>
<td>8. T &amp; Th 3:30-4:50pm</td>
</tr>
</tbody>
</table>

**Parasitology:** complete at least 3 units from below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Days &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>260.635</td>
<td>Biology of Parasitism (6)* – 3rd term</td>
<td>3rd Term</td>
<td>1. M W &amp; F 9:00-11:50am</td>
</tr>
<tr>
<td>260.650</td>
<td>Vector Biology &amp; Vector-Borne Diseases* (3) – 3rd term</td>
<td>3rd Term</td>
<td>2. T &amp; Th 8:30-9:50am</td>
</tr>
<tr>
<td>223.682</td>
<td>Clinical Aspects Tropical Diseases (3) – 4th term</td>
<td>4th Term</td>
<td>3. T &amp; Th 1:30-2:50pm</td>
</tr>
<tr>
<td>260.656</td>
<td>Malariology (4)* – 4th term</td>
<td>4th Term</td>
<td>4. T &amp; Th 3:30-5:20pm</td>
</tr>
</tbody>
</table>

**Prevention & Control:** Complete at least 3 units from below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Days &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>550.630</td>
<td>Public Health Biology (3)* – 1st term</td>
<td>1st Term</td>
<td>1. M &amp; W 1:30-2:50pm</td>
</tr>
<tr>
<td>223.662</td>
<td>Vaccine Development &amp; Application (3) – 2nd term</td>
<td>2nd Term</td>
<td>2. T &amp; Th 5:00-6:30pm</td>
</tr>
<tr>
<td>260.652</td>
<td>Principles of Public Health Ecology (4)* – 2nd term</td>
<td>2nd Term</td>
<td>3. T&amp;Th 1:30-3:20pm</td>
</tr>
<tr>
<td>223.663</td>
<td>Infectious Diseases and Child Survival (3) – 3rd term</td>
<td>3rd Term</td>
<td>4. M &amp; W 1:30-2:50pm</td>
</tr>
<tr>
<td>223.687</td>
<td>Vaccine Policy Issues (3) – 3rd term</td>
<td>3rd Term</td>
<td>5. T &amp; Th 5:00-6:30pm</td>
</tr>
<tr>
<td>223.680</td>
<td>Global Disease Control Programs &amp; Policy (4) – 4th term</td>
<td>4th Term</td>
<td>7. T 1:30-3:20pm</td>
</tr>
</tbody>
</table>

**Capstone:** (at least 2 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Days &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.601</td>
<td>Epi. Basis for Tuberculosis Control (2)*</td>
<td>3rd Term</td>
<td>1. M &amp; W 3:30-4:50pm</td>
</tr>
<tr>
<td>223.689</td>
<td>Biologic Basis of Vaccine Development (3)*</td>
<td>4th Term</td>
<td>2. M &amp; W 3:30-4:50pm</td>
</tr>
</tbody>
</table>

*Also fulfills MPH core requirement
14.9 MPH CONCENTRATION
SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH

Educational Objectives:

The MPH concentration in Social and Behavioral Sciences in Public Health provides students with competencies in the areas of: 1) theoretical basis of behavioral intervention and psychosocial influences on health and illness; 2) intervention design and implementation; and 3) program evaluation.

The specific competencies included under these topic areas are:

1) Theoretical basis of social and behavioral intervention and psychosocial influences on health and illness.
   These have implications for both behavioral interventions and understanding psychosocial influences on health and social policies that affect health.
   • Identify social and psychological factors and processes in the etiology of disease and health related behaviors
   • Articulate the influence of major social structural divisions such as gender, SES, and ethnicity on health and health related behaviors
   • Appropriately select and apply behavior change theories to studying health problems in diverse populations

2) Behavior change intervention design and implementation:
   • Apply principles from educational, behavioral, communication, social and psychological theory to influence health related behaviors in diverse populations
   • Utilize effective formative research, needs assessment and program planning skills to design health promotion programs
   • Implement a wide array of behavior change strategies, including media-based (mass media, small media, electronic media), interpersonal communication, social support and social network based interventions, advocacy and community organizing

3) Behavior change program evaluation:
   • Conduct process, impact, and outcome evaluations of health behavior change programs
   • Articulate and address issues that facilitate implementation and sustainability of effective behavior change programs

Students completing this concentration can focus on skills in designing, implementing, and evaluating programs promoting healthy behaviors in international and/or domestic settings. Students can also focus on analysis of psychological and social influences on health and behavior. They can obtain skills necessary for working with diverse populations, on a variety of health topics, and in non-profit organizations and government agencies at all levels. The concentration includes required and elective courses, a special seminar, and a capstone experience. Students completing this concentration may be eligible to take the national certifying exam to become a Certified Health Education Specialist.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 18 units.

Course of Study:

Students must take the two-term Concentration Seminar:
1. 550.866 MPH Seminar in Social & Behavioral Sciences in Public Health (1) – 1st term
2. 550.867 MPH Seminar in Social & Behavioral Sciences in Public Health (1) – 2nd term

Students must choose 2 courses in Theoretical Basis from the following list:
2. 410.612 Sociological Perspectives on Health (3) – 1st term [Offered alternate years; next offered 2009-10]
3. 221.688 Social & Behavioral Foundations of Primary Health Care (4)* – Internet only- Summer & 2nd terms
4. 410.613 Psychosocial Factors in Health & Illness (3)* – 3rd term
5. 224.689 Health Behavior Change at the Individual, Household, and Community Levels (4)* – 2nd term
6. 330.661 Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders (3)* – 3rd term
7. 330.612 Introduction to Behavioral and Psychiatric Genetics (3) – 3rd term (onsite & online)

14. Curriculum for Optional MPH Concentration  Page 65
All students must choose one course in Program Evaluation from the following list:

1. 380.611 Fundamentals of Program Evaluation (4 units) – 3rd term
2. 410.615 Research Design in Social & Behavioral Sciences (3 units) – 3rd term (Prerequisite: two terms biostatistics or consent of instructor. Social or behavioral sciences recommended.)

Students can choose to focus the remaining courses in their SBS concentration on Health Education and Health Communication (Option 1) or on Qualitative and Formative Research to Inform Interventions (Option 2)

Option 1: Health Education & Health Communication
410.619 Integrating Social & Behavioral Theory into Public Health II (4) – 2nd term
410.620 Program Planning for Health Behavior Change (3)* – 2nd term [Internet 4th term]
410.630 Implementation & Sustainability of Community-Based Health Programs (3 units) – 4th term
410.650 Introduction to Persuasive Communication: Theories & Practice (4)* – 2nd term
410.651 Health Literacy: Challenges & Strategies for Effective Communication (3)* – 3rd term
410.654 Health Communication Programs I (4) – 3rd term
410.655 Health Communication Programs II (4) – 4th term

Option 2: Qualitative & Formative Research to Inform Interventions
410.690 Ethnographic Fieldwork (4) – 3rd term
224.691 Qualitative Data Analysis (4) – 4th term

And student must choose one of the following two courses:
224.692 Formative Research for Behavioral and Community Interventions (3) – 4th term
222.654 Food Culture & Nutrition (4) – 4th term

*Also fulfills MPH core requirement

**Capstone Experience:**

The MPH capstone experience in Social and Behavioral Sciences in Public Health is designed to give students an opportunity to apply their acquired competencies. Students will choose to work on one of the following skill sets, each of which will integrate course material across all areas of the MPH curriculum. For each skill set, students will focus on a specific health behavior problem. The capstone experience may be completed in partnership with a community organization or agency, at the discretion of the student and the advisor.

1) Grant writing. The student will prepare a grant proposal (to a foundation, non-governmental organization, community-based organization, or to a federal agency) to address a specific health behavior change problem.  
2) Systematic literature review. The student will prepare a systematic review of the literature on a specific health behavior topic.  
3) Intervention design/implementation. The student will prepare a detailed plan for a health behavior intervention for a specific population and health behavior topic.  
4) Program evaluation. The student will prepare a detailed evaluation plan (process, impact, and outcome) for a behavior change intervention program.  
5) Formative Research Project. The student will prepare a research plan for a formative research project addressing topics relevant to development of a behavioral intervention.  
6) Research Project Addressing Social and Behavioral Issues in Health. The student will identify an available source of data and conduct analyses to examine a specific question relevant to social and behavioral influences on the public’s health.

Capstone Special Studies Credits Required: Students will take 1 unit of Special Studies Seminar for students in this concentration in both 1st and 2nd terms; and 2 units of Capstone Special Studies in both 3rd and 4th terms with their advisor to complete the capstone experience. Thus, a total of 6 units of special studies are required to complete the capstone.

**Faculty Concentration Director:**
Andrea Gielen, ScD, Professor, Health, Behavior & Society, x5-2397; agielen@jhsph.edu  
Peter Winch, MD, MPH, Associate Professor, International Health, x5-9854, pwinch@jhsph.edu
# Social & Behavioral Sciences in Public Health
## 2008-2009

### 1st Term
- **1.** 410.612 Sociological Perspectives on Health (3) – 1st term [Offered alternate years; next offered 2009-10]
- **2.** 410.618 Integrating Social & Behavioral Theory into Public Health (4)* – 1st T.
- **3.** 221.688 Soc.& Beh Founds/Pri Hlth Care (4)* – Internet only-Summer & 2nd T.
- **4.** 224.689 Found. of Beh. Change Interv. in Dev. Countries (4)* – 2nd term
- **5.** 410.613 Psychosocial Factors in Hlth & Illness (4)* – 2nd term
- **6.** 330.661 Social & Psych. Dev. Processes/Etiology of Mental Disord. (3)*-3rd T.
- **7.** 330.612 Intro. to Behav. & Psychiatric Genetics (3) – 3rd term (onsite & online)
- **8.** 223.680 Global Disease Control Programs & Policies (4) – 4th term
- **9.** 222.654 Food, Culture, & Nutrition (4) – 4th term
- **10.** 330.623 Brain And Behavior In Mental Disorders (3) – 4th term

### 2nd Term
- **1.** M & W 3:30-4:50pm
- **2.** M & W 3:30-4:50pm
- **3.** Internet
- **4.** T & Th 8:30-10:20am
- **5.** T & Th 1:30-3:20pm
- **6.** M & W 1:30-2:50pm
- **7.** M & W 3-4:20 (onsite & online)
- **8.** M & W 1:30-3:20pm
- **9.** M & W 3:30-3:40pm

### 3rd Term
- **1.** T & Th 3:30-4:50pm
- **2.** M & W 3:30-4:50pm
- **3.** M & W 1:30-2:50pm
- **4.** M & W 8:30-10:20am
- **5.** M & W 3:30-5:20pm
- **6.** F 8:00-11:50am
- **7.** F 8:00-11:50am
- **8.** M & W 1:30-3:20pm
- **9.** M & W 1:30-3:20pm
- **10.** M & W 3:30-4:40pm

### 4th Term
- **1.** W & F 1:30-3:20pm
- **2.** W & F 10:30-11:50am
- **3.** M & W 9:00-10:20am
- **4.** M & W 8:30-10:20am
- **5.** M & W 3:30-5:20pm
- **6.** F 8:00-11:50am

### Methods, Design & Implementation – Choose 2 courses from below:
- **1.** 410.620 Fundamentals of Hlth Education & Hlth Promotion (3)* – 1st term [Internet – 4th term]
- **2.** 410.650 Intro. to Persuasive Comm: Theories & Practice (4)* – 2nd term
- **3.** 410.710 Concepts in Qualitative Res for Soc & Behav Sciences (3) – 2nd term
- **4.** 410.690 Ethnographic Fieldwork (4) – 3rd term
- **5.** 410.651 Comm. Strategies for Hlth Edu. & Hlth Promotion (4)* – 3rd term
- **6.** 410.654 Health Communication Programs I (4) – 3rd term
- **7.** 410.655 Health Communication Programs II (4) – 4th term

### Program Evaluation – Choose 1 course from below:
- **1.** 380.611 Fundamentals of Program Evaluation (4) – 3rd term
- **2.** 410.615 Research Design in the Social & Beh Sciences (3) – 3rd term
- **3.** 410.630 Implem & Sustainability Comm-Based Hlth Prgms (3) – 4th term

### Capstone & Seminar.
Students take a 1-unit masters student seminar both in 1st and 2nd terms plus 2 Capstone special studies units in both 3rd and 4th terms.

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Internet</td>
<td>5. T &amp; Th 1:30-3:20pm</td>
<td>5. T &amp; Th 1:30-3:20pm</td>
<td>9. M &amp; W 1:30-3:20pm</td>
</tr>
</tbody>
</table>

*Also fulfills MPH core requirement*
14.10 MPH CONCENTRATION
WOMEN’S AND REPRODUCTIVE HEALTH

Educational Objectives:

The MPH concentration in Women’s and Reproductive Health focuses on understanding the health status of women with regard to their general and reproductive health, the determinants of their health status, and preventive strategies and programs to address women’s health and well being, as well as the health of their newborns. Students may opt to focus on women’s, reproductive, or perinatal health issues either domestically or in a developing country setting. The goals of the concentration provide students with competencies and understanding in several critical areas including:

1) The scope and magnitude of health problems for women with regard to their health in general or reproductive health, with a focus across the life span, and including infectious, chronic and disabling conditions.
2) The determinants of women’s and reproductive health, including socio-economic, cultural, behavioral, environmental, political and other determinants.
3) Analytic skills in the core MPH courses, as they are applied to women’s and reproductive health as well as other skills including demographic, evaluation, and epidemiologic methods.
4) Development and implementation of public health programs and clinical interventions to improve the reproductive health and well being of women, including programs related to family planning services, safe motherhood, or health during the reproductive years.

The minimum number of courses needed to complete the Women’s and Reproductive Health concentration (over and above the MPH core requirements) is five (5) courses. See below:

Course of Study:

Students are required to complete the following course:
380.604 Life Course Perspectives on Health (4 units)* – 1st term [Internet – 1st term]

Students are also required to complete one course from each of the three areas below:

Epidemiology and Health:
380.666 Women’s Health (3 units) – 3rd term
380.668 International Perspectives on Women, Gender and Health (3 units) – 3rd term
380.664 Reproductive and Perinatal Epidemiology (4 units) – 4th term (Prerequisite: 340.601)

Policy and Program Issues:
380.624 Maternal & Child Health Legislation and Programs (4 units) – 2nd term
380.665 Family Planning Policies and Programs (4 units) – 3rd term
380.667 Women’s Health Policy (3 units) – 4th term
Clinical Aspects:
221.627 Issues in Maternal Mortality Reduction in Developing Countries (4 units) – 2nd term
380.760 Clinical Aspects of Reproductive Health (3 units) – 3rd term
380.761 STI Prevention: Using Epidemiology to Inform Policy & Program (4)*–3rd term [Internet–4th term]
(Prerequisite: 550.630)
380.661 Clinical Aspects of Maternal and Newborn Health (3 units) – 4th term

Students are recommended to take the following course:
120.620 Fundamentals of Reproductive Biology (3 units)* – 1st term

Students must also select two additional courses. A course from the above list that does not fulfill the three concentration course requirements may also be selected.

380.641 Prenatal Infant Growth & Development (3 units) – 1st term
380.767 Couples and Reproductive Health (3 units) – 1st term (Prerequisite: 380.600)
380.655 Social and Economic Aspects of Human Fertility (4 units) – 1st term
380.765.81 Prev of Infant Mort & Promoting the Hlth of Women, Inf & Child (3 units)–4th term [Internet]
380.662 Critiquing the Research Literature in Maternal and Neonatal Health (3 units) – 2nd term
380.671 Adolescent Pregnancy – Causes, Consequences, Interventions (3 units) – 4th term
380.762 HIV Infection in Women, Children and Adolescents (4 units) – 4th term

*Also fulfills MPH core requirement.

Capstone Experience:
The MPH capstone experience in Women’s and Reproductive Health is an opportunity for students to apply the competencies and skills acquired through coursework and other related educational activities (e.g. practicum). Most students fulfill the capstone by undertaking independent investigation with a concentration-affiliated faculty. This may involve, but is not limited to, undertaking a data analysis, literature review with a focus on policy and programmatic implications, or an analysis of a public health problem using the problem solving paradigm or other related conceptual model. Other students may make arrangements ahead of time with course instructors to use a paper in a course as a starting point for the Capstone. Students sign up for a total of 4 to 6 academic units of Capstone special studies for the capstone experience, beginning as early as second term. A written product is required.

Capstone Presentation:
The MPH concentration in Women’s and Reproductive Health Capstone presentations will be held during a separate evening session prior to the Saturday Capstone Project Symposium.

Maternal and Child Health Certificate:
Students in the Women’s and Reproductive Health concentration may also pursue the Maternal and Child Health Certificate. However, there are additional course requirements outside the concentration requirements.

Faculty Concentration Directors:
Donna Strobino, PhD, Professor, Population, Family & Reproductive Health
x2-5451; dstrobin@jhsph.edu

Michelle Hindin, PhD, Associate Professor, Population, Family & Reproductive Health
x2-6038; mhindin@jhsph.edu
<table>
<thead>
<tr>
<th>Required:</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Term</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Term</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Term</th>
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<tbody>
<tr>
<td>1. 380.604 Life Course Perspectives on Health (4)* – 1&lt;sup&gt;st&lt;/sup&gt; T. [Internet – 1&lt;sup&gt;st&lt;/sup&gt; term]</td>
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<td>2. 120.620 Fundamentals of Reproductive Biology (3)* – 1&lt;sup&gt;st&lt;/sup&gt; term</td>
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<td><strong>Epidemiology</strong> - Choose <strong>One</strong> of the following:</td>
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<td>1. 380.666 Women’s Health (3) – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td>2. 380.668 Int’l Perspective on Women, Gender &amp; Health (3) – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td>3. 380.664 Reproductive &amp; Perinatal Epidemiology (4) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
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<td><strong>Policy</strong> - Choose <strong>One</strong> of the following:</td>
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<td>1. 380.624 Maternal &amp; Child Hlth Legislation &amp; Programs (4) – 2&lt;sup&gt;nd&lt;/sup&gt; term</td>
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<td>2. 380.665 Family Planning Policies &amp; Programs (4) – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td>3. 380.667 Women’s Health Policy (3) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
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<td><strong>Clinical</strong> - Choose <strong>One</strong> of the following:</td>
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<td>1. 221.627 Issues in Maternal Mortality Reduction in Dev Countries (4) – 2&lt;sup&gt;nd&lt;/sup&gt; T.</td>
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<td>2. 380.760 Clinical Aspects of Reproductive Health (3) – 3&lt;sup&gt;rd&lt;/sup&gt; term</td>
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<td>3. 380.761 STI Prevention: Using Epi to Inform Policy &amp; Program (4)* – 3&lt;sup&gt;rd&lt;/sup&gt; term [Internet – 4&lt;sup&gt;th&lt;/sup&gt; term]</td>
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<td>4. 380.661 Clinical Aspects of Maternal &amp; Newborn Health (3) – 4&lt;sup&gt;th&lt;/sup&gt; term</td>
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<td>Choose <strong>Two</strong> of the following:</td>
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<td>1. 380.641 — 1&lt;sup&gt;st&lt;/sup&gt; term, 2. 380.767 — 1&lt;sup&gt;st&lt;/sup&gt; term, 3. 380.655 — 1&lt;sup&gt;st&lt;/sup&gt; term, 4. 380.662 — 2&lt;sup&gt;nd&lt;/sup&gt; term, 5. 380.671 — 4&lt;sup&gt;th&lt;/sup&gt; term, 6. 380.762 — 4&lt;sup&gt;th&lt;/sup&gt; term, 7. 380.765 – 4&lt;sup&gt;th&lt;/sup&gt; term [Internet]</td>
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<td><strong>Capstone &amp; Seminar:</strong> Students take a 1-unit masters student seminar both in 1&lt;sup&gt;st&lt;/sup&gt; and 2&lt;sup&gt;nd&lt;/sup&gt; terms plus 2 Capstone special studies units in both 3&lt;sup&gt;rd&lt;/sup&gt; and 4&lt;sup&gt;th&lt;/sup&gt; terms.</td>
<td>1 unit seminar</td>
<td>1 unit seminar</td>
<td>2 units Capstone special studies</td>
<td>2 units Capstone special studies</td>
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*Also fulfills MPH core requirement*