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1. ACADEMIC CALENDAR
2004-2005
JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH

Summer Term

- Summer Institutes: M May 17 – F July 2
- Internet-based/Part-time MPH New Student Orientation: Sat June 5 – Sun June 6
- Completion of Academic Ethics On-line Module: F June 18
- Independence Day Holiday: M July 5
- New Full-time MPH Student Orientation: W July 7 – Th July 8
- Instruction Begins for Summer Term: F July 9
- Summer Term: F July 9 – F Aug 27 (36 class days)
- Add/Drop Period: Varies per course schedule
- 1st Term Registration Deadline: W Aug 25
- Last Class Day of Summer Term: F Aug 27

1st Term: Th Sept 2 – W Oct 27 (39 class days, M-F)

- Instruction Begins for 1st Term: Th Sept 2
- Add/Drop Period: Th Sept 2 – W Sept 15
- Goals Analysis Due (for students matriculating June/July ’04): W Oct 13
- 2nd Term Registration Ends: F Oct 22
- Last Class Day of 1st Term: W Oct 27

2nd Term: Th Oct 28 – W Dec 22 (38 class days, M-F)

- Instruction Begins for 2nd Term: Th Oct 28
- Thanksgiving Recess: Th Nov 25 – Sun Nov 28
- Registration Begins for 3rd & 4th Terms: T Nov 30
- Last Class Day of 2nd Term: W Dec 22
- Internet-based/Part-time MPH New Student Orientation: Sat Jan 8 – Sun Jan 9

Winter Institutes and Intersession: M Jan 10 – F Jan 21

- Martin Luther King, Jr.’s Birthday Recess: M Jan 17
- 3rd Term Registration Ends: T Jan 18
- Completion of Academic Ethics On-line Module: F Jan 21

3rd Term: M Jan 24 – F Mar 18 (40 class days, M-F)

- Instruction Begins for 3rd Term: M Jan 24
- Add/Drop Period: T Jan 24 – F Feb 4
- Last Class Day of 3rd Term: F Mar 18
- Spring Recess: M Mar 21 – F Mar 25
- 4th Term Registration Ends: T Mar 22

4th Term: M Mar 28 – F May 20 (40 class days, M-F)

- Instruction Begins for 4th Term: M Mar 28
- Add/Drop Period: M Mar 28 – F Apr 8
- Goals Analysis Due (for students matriculating Jan. 2005): F May 6
- Last Class Day of 4th Term: F May 20
- Public Health Convocation: W May 25
- University Commencement: Th May 26
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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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 SARS, 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 databases 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 ecological principles that determine the distribution of infectious disease in human populations.
2. Explain the role of genetic determinants in human disease and disease susceptibility, and in microbial virulence.
3. Describe molecular, cellular and physiological responses relevant to human disease that result from exposure to environmental agents.
4. Apply principles of human immune system function to explain the rationale and mode of action of existing and potential methods of immunization.
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.
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 (except for MPH Goals Analysis and MPH Capstone Project) must be taken for a letter grade and students must receive a grade of “C” or higher.
- All students are required to complete an individualized MPH Goals Analysis within two terms of matriculation (see section 8).
- All students must also complete a 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 10).
- 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 on-line module (see section 9). You must use your @jhsph.edu account username and password to access the module at: [http://commprojects.jhsph.edu/academics/academicethics.cfm](http://commprojects.jhsph.edu/academics/academicethics.cfm)

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

_Special Note to Internet-based MPH Students:_ At least 20 of the 80 units required for graduation must be completed in a traditional face-to-face format as opposed to being completed over the Internet.

_Special Note on Courses Taken at JHSPH While Not Formally Matriculated as a 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 3 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 2.75 cumulative grade point average. Students falling below 2.75 will have one term, or 12 additional units of coursework, to raise the GPA above 2.75.
2. Students must maintain a grade of “C” or better in all required courses in the core curriculum 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 N) 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 on-site courses during the regular academic year, special intensive Institute courses, online courses, and courses offered in various locations off the main East Baltimore campus.

**Full-Time Study:**

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 Study:**

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 courses are offered for credit. Students can earn up to 75% (60 units) of their academic credits online. The remaining 25% (20 units) must be earned in a traditional face-to-face format.

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

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 monitoring the health of populations including disease surveillance.

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 courses are required of ALL MPH students:

- 180.601: Environmental Health (5 units)
- 223.601: Tracking the Health of Populations (3 units) or Health Information Systems [on-line only] (3 units)
- 340.601: Principles of Epidemiology (5 units) or Quantitative Methods in Public Health I-III [on-line only] (7 units) [Must be completed within the first 12 months of matriculation.]
- 550.608: Problem Solving in Public Health (4 units) [Must be completed within the first 12 months of matriculation.]
- 550.863: MPH Individualized Goals Analysis (0 units) [Must be completed within 2 terms of matriculation. October 13, 2004 for students matriculating in June 2004. May 6, 2005 for students matriculating in January 2005.]

MPH Capstone Project (2+ units) (see page 23 for more information)

In addition, students who wish to enroll in online courses must take Introduction to Online Learning (0 units) as a prerequisite.

A course that is unique to the Johns Hopkins MPH Program is Problem Solving in Public Health. Ideally, this course is one of the first courses taken by students in the MPH Program and students are required to satisfactorily complete the course within the first 12 months of matriculation. The course uses divergent public health problems to illustrate the problem-solving process, which includes defining the problem; measuring its magnitude; understanding the key biological, developmental, sociocultural, behavioral, and environmental determinants; identifying and developing intervention and prevention strategies; setting priorities and recommending policies; understanding barriers to implementation; and evaluation.

In addition to the above courses, 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 5 & 6). 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)

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

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

140.651-654: *Methods in Biostatistics I-IV* (4 units per term)
[ Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra.]

While only the biostatistics 140.611-612 sequence (*Statistical Reasoning in Public Health I-II*) is offered on the Internet, it can be supplemented by the *Data Analysis Workshop I-II* (140.613-614), which has been offered in our intensive learning Institutes. These two biostatistics sequences (140.611-612 and 140.613-614) provide grounding in the fundamental concepts of biostatistics and hands on data analysis and computing skills that are essentially equivalent to the biostatistics 140.621-623 sequence.

PUBLIC HEALTH BIOLOGY (2-6 units; choose one of the following)

550.630: *Public Health Biology* (3 units)
[Appropriate for all students and especially for those students without prior breadth on biological competence.]

260.601: *Biological Basis of Public Health [on-line only]* (4 units)

222.641: *Principles of Human Nutrition* (4 units)

223.689: *Biological Basis of Vaccine Development* (3 units)

260.626: *Sexually Transmitted Diseases: Their Epidemiology & Control* (4 units)

260.652: *Principles of Public Health Ecology* (4 units)

340.612: *Epidemiologic Basis of Tuberculosis Control* (2 units)

120.620: *Fundamentals of Reproductive Biology* (3 units)

340.654: *Epidemiology & Natural History of Human Viral Infections* (6 units)

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

305.607: *Public Health Practice* (4 units)
[Appropriate for students focusing primarily on public health practice concepts in the U.S., but with relevance to developing nations.]

312.612: *Managing Health Service Organizations* (4 units)
[Appropriate for students desiring organizational management skills/tools geared towards healthcare.]

551.603: *Fundamentals of Budgeting and Financial Management* (3 units)
[Appropriate for students desiring management skills with a focus on budgetary and financial issues.]
182.623: *Occupational Safety and Health Management* (3 units)
[Appropriate for those pursuing occupational health or industrial hygiene.]

221.706: *Managing Health Systems in Developing Countries* [on-line only] (5 units)

**SOCIAL & BEHAVIORAL SCIENCES** (3-4 units; choose one of the following)

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

224.688: *Social and Behavioral Foundations of Primary Health Care* (4 units)
[Appropriate for students interested in community, individual, and organizational behaviors in developing countries.]

301.617: *Sociological Perspectives on Health* (3 units)

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

302.683: *Principles of Health Behavior Change* (4 units)

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

303.602: *Fundamentals of Health Education & Health Promotion* (3 units)

304.625: *Communication Strategies for Health Education & Health Promotion* (4 units)
[Appropriate for students interested in design and implementation of health promotion programs.]

330.661: *Social & Psychological Processes in the Development of Mental & Behavioral Disorders* (3 units)
[Appropriate for students wanting to understand which fundamental social processes affect the occurrence of mental and behavioral disorders.]

380.604: *Principles of Health and Development Across the Lifespan* (4 units)
[Appropriate for students interested in population-based, lifespan approach to health.]

224.689: *Foundations of Behavior Change Interventions in Developing Countries* (4 units)

**Highly Recommended (But Not Required) Courses**

In addition to the required coursework, MPH students are also highly recommended to complete at least one course in the area of health policy and ethics.
4.2 Waivers for Core Courses

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

If you would like to request a waiver, 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. John Scocca, jscocca@jhsph.edu
- Environmental Health Course. Contact Dr. Jackie Agnew, jagnew@jhsph.edu
- Problem Solving in Public Health Course. Contact Ms. Holly Grason, hgrason@jhsph.edu
- Management Sciences Area. Contact Dr. Laura Morlock, lmorlock@jhsph.edu
- Biostatistics & Epidemiology Area. Contact Dr. Marie Diener-West, mdiener@jhsph.edu
- Social & Behavioral Sciences Area. Contact Dr. George Rebok, grebok@jhsph.edu
- Tracking the Health of Populations Course. Contact Dr. Marie Diener-West, mdiener@jhsph.edu
5. Online Courses

Currently, the Johns Hopkins Bloomberg School of Public Health offers approximately 45 different courses over the Internet. The courses that are planned to be offered for the 2004-2005 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/offerings/full_web.cfm

*Introduction to On-line Learning (IOL).* The IOL is an “on-line” course that runs for 2 weeks. You should expect to devote 12–20 hours to complete course requirements, depending on your technical abilities. Summer/Fall 2004 schedule starting dates:

    July 5\textsuperscript{th}, August 2\textsuperscript{nd}, September 6\textsuperscript{th}, October 4\textsuperscript{th}, November 1\textsuperscript{st}, December 6\textsuperscript{th}.

Registration for each offering of IOL closes at noon Eastern Time (-5 GMT) on the Friday prior to the start of the course. Register for the course at: https://distance.jhsph.edu/oll/about/register/index.cfm?

**Summer Term:**

- 223.672: *Data Management Methods in Health Research Studies* (5 units)
- 222.641: *Principles of Human Nutrition* (4 units)
- 224.688: *Social & Behavioral Foundations of Primary Health Care* (4 units)
- 550.691-693: *Quantitative Methods in Public Health I-III*\textsuperscript{**} [7/25-12/22/04] (7 units for 3 terms)
- 221.606: *Training Methods and Continuing Education for Health Workers* (3 units)

**1\textsuperscript{st} Term:**

- 140.611: *Statistical Reasoning in Public Health I* (3 units)
- 188.680: *Fundamentals of Occupational Health* (3 units)
- 221.639: *Refugee Health Care* (3 units)
- 223.705: *Clinical Vaccine Trials and Good Clinical Practice (GCP)* (3 units)
- 300.600: *Introduction to Health Policy*\textsuperscript{*} (4 units)
- 340.654: *Epidemiology and Natural History of Human Viral Infections* (6 units)
- 380.604: *Principles of Health & Development Across the Lifespan* (4 units)
- 550.862: *Current Issues in Public Health* (1)

**2\textsuperscript{nd} Term:**

- 140.612: *Statistical Reasoning in Public Health II* (3 units)
- 187.610: *Principles of Toxicology* (4 units)
- 221.618: *Confronting the Burden of Injuries: A Global Perspective* (3 units)
- 221.627: *Maternal Health Care in the Developing World* (4 units)
- 340.646: *Epidemiology and Public Health Impact of HIV and AIDS* (4 units)
- 380.726: *Problem Solving for Immunization Programs* (3 units)
- 550.862: *Current Issues in Public Health* (1)
- 330:603: *Psychiatric Epidemiology* (4)
3\textsuperscript{rd} Term:

180.601: Environmental Health (5 units)
221.706: Management of Health Systems in Developing Countries* (5 units)
260.629: The Sexually Transmitted Diseases* (4 units)
309.616: Introduction to Methods for Health Services Research & Evaluation* (4 units)
551.603: Fundamentals of Budgeting & Financial Management (3 units)
340.608: Observational Epidemiology (4 units)
380.690: Introduction to Demographic Methods* (4 units)
550.605: History of Public Health (2 units)
550.862: Current Issues in Public Health (1)
221.606: Training Methods and Continuing Education for Health Workers (3 units)
221.722: Quality Assurance Management Methods for Developing Countries (4 units)
313.790: Understanding Cost-Effectiveness Analysis in Health Care (2)
551.601: Managing Health Services Organizations (4)

4\textsuperscript{th} Term:

182.625: Principles of Industrial Hygiene (4 units)
221.601: Introduction to International Health (4 units)
223.705: Clinical Vaccine Trials and Good Clinical Practice (GCP) (3 units)
260.601: Biological Basis of Public Health (4 units)
300.651: Introduction to the U.S. Healthcare System (4 units)
303.602: Fundamentals of Health Education and Health Promotion (3 units)
305.607: Public Health Practice (4 units)
305.612: Epidemiology of Injuries (4 units)
306.680: Ethics of Human Subject Research (2 units)
380.765: Prev. Infant Mortality & Promoting the Health of Women, Infants, & Children (3 units)
221.637: Health Information Systems (3 units)
550.862: Current Issues in Public Health (1)

*This course lasts for two terms.
**This course lasts for three terms.
6. 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.

Each of the Institutes offers a selection of courses. Students can choose one or more courses.

The following Institutes are offered during Summer 2004:

- Environmental Health Sciences: May 17-June 4, 2004
- Population & Family Health Sciences and Maternal & Child Health: May 31-June 11, 2004
- Quality Assurance Management Methods for Developing Countries, June 7-18, 2004
- Health Policy & Management: June 7-30, 2004
- Reproductive Health and Development: June 17-July 16, 2004
- Epidemiology and Biostatistics: June 21-July 9, 2004
- Mental Health: June 21-July 2, 2004
- Tropical Medicine and Public Health: June 28-August 20, 2004
- Center for American Indian Health Institute: July 7-13, 2004
- H.E.L.P. Health Emergencies in Large Populations: July 12-30, 2004
- Principles & Practices of Injury Prevention: July 11-16, 2004

2005 Winter Institute dates: January 10-21, 2005

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

Email questions or comments to: summer@jhsph.edu or winter@jhsph.edu
7. Planning Your Academic Curriculum

Part-time/Internet-based MPH students have considerable flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match online courses, intensive learning Institute courses, on-site courses at our East Baltimore campus, as well as Johns Hopkins courses at other sites (e.g., Montgomery County Campus). These options give enormous flexibility, but also pose challenges in planning a coherent and sensible schedule of coursework for completing the MPH degree.

As a Johns Hopkins MPH student, you can accrue credit toward your degree from any of our courses (via the Internet, intensive learning Institutes or on-site courses) offered for academic credit.

A frequently asked question among Part-time/Internet-based MPH students is, “What courses should I take first”? Part-time/Internet-based MPH students begin their program by attending the new student orientation either in June or January which is followed by the two-week on-site session.

Students take the course Problem Solving in Public Health during the intensive two-week on-site session that follow the orientation. Students are required to satisfactorily complete the Problem Solving course within the first 12 months of matriculation into the program. Many students will also take an additional course during the intensive on-site 2-week session as well, but that is not required.

Many students take Quantitative Methods in Public Health I-III, which is an online course, early in their program. The online course sequence, 550.691-693 Quantitative Methods in Public Health I-III, satisfies the epidemiology core requirement. It is an alternative to Principles of Epidemiology, which is offered on-site. Students are required to satisfactorily complete the course option for this core area within the first 12 months of matriculation into the program. The Quantitative Methods course includes additional curriculum concerning quantitative ideas in public health that complements the epidemiology curriculum. Quantitative Methods is a 7 credit course sequence, which is offered in 3 consecutive segments (Quantitative Methods I, 550.691 - 2 credits, Quantitative Methods II, 550.692 - 3 credits, Quantitative Methods III, 550.693 - 2 credits).

The academic plan, that is the specific sequence of courses for each MPH student, is unique. Many factors must be considered including the students preparation for MPH work, as well as professional work, and personal issues that determine when and how much coursework they can handle. Having said that, we do have some suggestions that seem to be helpful for many Internet MPH students. The first is to start slow, perhaps taking only one or two on-line courses. The second recommendation is to first choose required core courses that teach critical principles that underlie many elective courses. Examples of some of these required core courses are Quantitative Methods (550.691-693) and Statistical Reasoning (140.611-612).

Because each academic plan is unique, we thought it would be useful to illustrate some academic plans of the first year of study of some students from previous years. These are only intended to be illustrative of the various possibilities available to you.
Example 1: “MJ” matriculated into the Internet MPH program in June. Because she had not taken academic courses for a long time, she wanted to start slow. Immediately after attending the orientation, she took *Problem Solving in Public Health* and *Social Behavioral Aspects of Public Health* in the Summer Institute.

**Summer Institutes:**
- 550.608: *Problem Solving in Public Health* [on-site] (4 units)
- 302.690: *Social and Behavioral Aspects of Public Health* [on-site] (4 units)

**Summer:**
- *Introduction to Online Learning* (0 units)
- 550.691: *Quantitative Methods in Public Health I* [via Internet] (2 units)

**1st Term:**
- 550.692: *Quantitative Methods in Public Health II* (3 units)

**2nd Term:**
- 550.693: *Quantitative Methods in Public Health III* (2 units)

**3rd Term:**
- 180.601: *Environmental Health* (5 units)

**4th Term:**
- 260.601: *Biological Basis of Public Health* [via Internet] (4 units)

Example 2: “BR” matriculated into the Internet MPH program in June. She was especially interested in quantitative courses and felt prepared to take both *Quantitative Methods* and *Statistical Reasoning* in her first year.

**Summer Institutes:**
- 550.608: *Problem Solving in Public Health* [on-site] (4 units)
- 302.690: *Social and Behavioral Aspects of Public Health* [on-site] (4 units)

**Summer:**
- *Introduction to Online Learning* (0 units)
- 550.691: *Quantitative Methods in Public Health I* [via Internet] (2 units)

**1st Term:**
- 550.692: *Quantitative Methods in Public Health II* (3 units)
- 140.611: *Statistical Reasoning in Public Health I* (4 units)

**2nd Term:**
- 550.693: *Quantitative Methods in Public Health III* (2 units)
- 140.611: *Statistical Reasoning in Public Health II* (3 units)

**3rd Term:**
- 180.601: *Environmental Health* (5 units)

**4th Term:**
- 260.601: *Biological Basis of Public Health* [via Internet] (4 units)
Example 3: “KL” matriculated into the MPH program in June and was especially interested in focusing early on in some international health issues.

Summer Institutes:
- 550.608: Problem Solving in Public Health [on-site] (4 units)
- 302.690: Social and Behavioral Aspects of Public Health [on-site] (4 units)

Summer:
- Introduction to Online Learning (0 units)
- 550.691: Quantitative Methods in Public Health I (2 units)

1st Term:
- 550.692: Quantitative Methods in Public Health II (3 units)
  Elective (e.g. 221.639: Refugee Health Care) (3 units)

2nd Term:
- 550.693: Quantitative Methods in Public Health III (2 units)
  Elective (e.g. 380.726: Problem Solving for Immunization Programs) (3 units)

3rd Term:
- 180.601: Environmental Health (5 units)
  OR
- 551.603: Fundamentals of Budgeting & Financial Management (3 units)
- 550.605: History of Public Health (2 units)

4th Term:
- 260.601: Biological Basis of Public Health [via Internet] (4 units)
- 221.601: Introduction to International Health (4 units)

Example 4: “RI” matriculated into the MPH program in January and was especially interested in focusing early on in health policy and management.

3rd Term:
- 221.701: Health Information Systems I (2 units)
- 550.605: History of Public Health (2 units)

4th Term:
- 221.702: Health Information Systems II (2 units)
- 303.602: Fundamentals of Health Education & Health Promotion (3 units)

Summer:
- 222.641: Principles of Human Nutrition (4 units)
- 550.691: Quantitative Methods in Public Health I (2 units)

1st Term:
- 550.692: Quantitative Methods in Public Health II (3 units)
- 330.600: Introduction to Health Policy I (2 units)

2nd Term:
- 550.693: Quantitative Methods in Public Health III (2 units)
- 330.601: Introduction to Health Policy II (2 units)
8. MPH Individualized Goals Analysis Requirement

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. It should also serve as a springboard for discussion of career opportunities as the year progresses. The requirement is completed by taking the course: 550.863: MPH Individualized Goals Analysis (0 units) Pass/Fail Only. This course is only open to MPH degree candidates and must be completed and received by the MPH Program Office two weeks before the end of the second term following matriculation into the program.

You can find more detailed information about the Goals Analysis requirement at the website:

http://www.jhsph.edu/Academics/MPH/goals.html

The final product of this course 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 requirements of the Goals Analysis course, 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 the MPH Curriculum Planning and Tracking Sheet 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 sheet should include a tentative list of electives you plan to complete.

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

Step 5: In order to complete your Goals Analysis requirement, a copy of your paper and tracking sheet with approval from your advisor must be submitted to the MPH Program Office. You may submit your paper either through hard copy or by email:
Hard Copy Submission: Submit a hard copy of your paper and tracking sheet signed by your advisor to the MPH Program Office (Room W1015, Wolfe Street building).

Electronic Submission: Email your paper and tracking sheet directly to your advisor. If the advisor approves, request that the advisor endorse the project by forwarding it to the MPH Program Office and copy to the student, with an accompanying email stating that it has been read and approved. Advisors should address the email document to: mphprog@jhsph.edu

Due dates for the MPH Individualized Goals Analysis:

<table>
<thead>
<tr>
<th>Matriculation Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2004</td>
<td>Wednesday, October 13, 2004</td>
</tr>
<tr>
<td>January 2005</td>
<td>Friday, May 6, 2005</td>
</tr>
</tbody>
</table>

All Students: The Goals Analysis requirement is intended to help you in planning your program with your faculty advisor. Your paper must be received two weeks before the end of your second term of matriculation into the MPH Program.
# 8. MPH Individualized Goals Analysis Requirement

## 8.1 Curriculum Planning and Tracking Sheet

| 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>Problem Solving in Public Health</td>
<td>4</td>
<td></td>
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<tr>
<td>Principles of Epidemiology</td>
<td>5</td>
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<tr>
<td>or Quant. Methods in Public Health I-III [on-line only]</td>
<td>7</td>
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<tr>
<td>Tracking the Health of Populations</td>
<td>3</td>
<td></td>
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<tr>
<td>or Health Information Systems [on-line only]</td>
<td>3</td>
<td></td>
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<tr>
<td>Environmental Health</td>
<td>5</td>
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<tr>
<td>MPH Individualized Goals Analysis</td>
<td>0</td>
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</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>
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<tbody>
<tr>
<td>Statistical Reasoning in Public Health I-II</td>
<td>3</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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</tbody>
</table>

### 3. PUBLIC HEALTH BIOLOGY

[2-4 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>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Biology</td>
<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Biological Basis of Public Health [on-line only]</td>
<td>4</td>
<td></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>
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<tr>
<td>STD’s: Their Epidemiology &amp; Control</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>Epidemiologic Basis of Tuberculosis Control</td>
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<tr>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
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<tr>
<td>Epi. &amp; Natural History of Human Viral Infections</td>
<td>6</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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<tbody>
<tr>
<td>Public Health Practice</td>
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<td></td>
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<tr>
<td>Managing Health Service Organizations</td>
<td>4</td>
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<tr>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</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 [on-line only]</td>
<td>5</td>
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</tbody>
</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>
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<tbody>
<tr>
<td>Social &amp; Behavioral Aspects of 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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<tr>
<td>Sociological Perspectives on Health</td>
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<td>Psychosocial Factors in Health and Illness</td>
<td>4</td>
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<tr>
<td>Principles of Health Behavior</td>
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<tr>
<td>Introduction to Persuasive Communication</td>
<td>4</td>
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<tr>
<td>Fundamentals of Health Education &amp; Health Promotion</td>
<td>3</td>
<td></td>
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<tr>
<td>Comm. Strategies for Hlth. Educ. &amp; Hlth. Promotion</td>
<td>4</td>
<td></td>
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<tr>
<td>Social &amp; Psychol. Proc.\Devel. Ment. Behav. Disorders</td>
<td>3</td>
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<td>Prin. of Health &amp; Development Across the Lifespan</td>
<td>4</td>
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<td>Founds. Behav. Change Interven.\Devel. Countries</td>
<td>4</td>
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</table>

### 6. COURSE ELECTIVES

[At least 20 units must be School of Public Health courses that are not special studies.]

<table>
<thead>
<tr>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
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### 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.]

*Special note to Internet-based MPH students:* Students must complete at least 20 units in coursework in a traditional face-to-face format (i.e., not over the Internet).

Number of Face-to-Face Units ________

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

Advisor Signature: _______________________________ Date: ___________
9. Academic Ethics On-line 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.

MPH students are required to complete the Academic Ethics module. You must use your @jhsph.edu email account to enter the module at:

http://apps1.jhsph.edu/academicethics/

Students matriculating in June 2004 must complete the module during the 2 week time frame of the June summer institute, but no later than Friday, June 18, 2004.

Students matriculating in January 2005 must complete the module during the 2 week time frame of the January winter institute, but no later than Friday, January 21, 2005.
10. 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.

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.

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 a Saturday in the month of May for these presentations. Students can either attend the on-site symposium or participate in special presentation sessions over the Internet.

The capstone is typically done during 3rd and 4th terms prior to graduation, as 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.

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 InterAction Community Outreach Program, a JHSPH office, can be helpful in putting students in touch with local community organizations. Contact the Community Outreach Coordinator at 410-955-3880. Website: www.jhsph.edu/Student_Life/InterAction/index.html

Logistics and Process

When part-time and Internet-based MPH students have completed about three-fifths of their required credits, they should begin planning their capstone project. The capstone project is typically completed in their last year of study. Students must sign up for at least 2 units of special studies with their faculty capstone supervisor who is typically the advisor. In choosing a capstone topic, students in the Internet-based program may wish to consider projects that are relevant to their employment. A written and oral requirement must be satisfied as described above. The oral requirement can be satisfied by participation in the May symposium. Other venues for oral presentation will also be made available to Internet-based MPH students who could not attend the symposium including “LiveTalk” to be held in May.

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.

If your capstone supervisor does not have a primary appointment in the School of Public Health, it is the faculty members’ joint appointment department or if outside JHMI, the 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 Policy &amp; Management</td>
<td>300.800</td>
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<tr>
<td>International Health</td>
<td>220.800</td>
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<tr>
<td>Mental Health</td>
<td>330.800</td>
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<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.800</td>
</tr>
<tr>
<td>Population &amp; Family Health Sciences</td>
<td>380.800</td>
</tr>
</tbody>
</table>
Using a course project as a MPH capstone project

Some courses in the School of Public Health require projects that could also serve as a basis for a 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. Students are still required to register for the 2 units of special studies as described previously.

Getting approval from the Committee on Human Research for a MPH capstone

Sometimes you do need approval of the Committee on Human Research (CHR). It depends on the capstone project. Specific guidelines have been prepared by Dean Sharon Krag’s office which you can access on our website at: http://www.jhsph.edu/Academics/MPH/capstone.html

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 at: http://www.jhsph.edu/Academics/MPH/capstone.html

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).

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.

MPH Community Capstone Preparation Course

Dr. Mark Farfel, Associate Professor in Health Policy & Management, and Ms. Mindi Levin, Community Outreach Manager, InterAction Community Outreach Program, will offer a 1 unit special studies MPH Community Capstone Preparation course during 2nd term. Contact Ms. Levin at 410-955-3880 for further information.
11. 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 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. 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.

Once you are assigned an advisor, you should try to contact him or her. Since faculty advisors are also busy with research studies, lecturing, and frequently 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 you 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 Manual at: [http://www.jhsph.edu/Academics/MPH/current manuals.html](http://www.jhsph.edu/Academics/MPH/current_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/BSPHsap.html](http://www.jhu.edu/~hr1/fasap/BSPHsap.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.