2008-2009
Master of Public Health
Program Manual

Part-time\Internet-based
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# 1. ACADEMIC CALENDAR
## 2008-2009
### JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH

**Summer**
- Part-time/Internet-based MPH New Student Orientation: Sat May 31 – Sun June 1
- Summer Institutes: M June 2 – F Aug 15
- 1st Term Registration Begins: M June 2nd
- Completion of Academic Ethics Online Module deadline: F June 13
- New Full-time MPH Student Orientation: M June 30 – T July 1
- Summer Term: W July 2 – F Aug 22 (37 class days)
- Independence Day Holiday: F July 4
- Add/Drop Period: Varies per course schedule
- Goals Analysis Due (for students matriculating in June ‘08): F July 25
- 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 New Student Orientation/Barcelona: M Nov 3
  - Barcelona Institute: M Nov 3 – F Nov 22
  - Thanksgiving Recess: Th Nov 27 – Sun Nov 30
  - Registration Begins for 3rd Term: T Nov 25
  - Last Class Day of 2nd Term: F Dec 19
  - Part-time/Internet-based MPH New Student Orientation: Sat Jan 3 – Sun Jan 4

**Winter Institutes and Intersession**
- M Jan 5 – F Jan 16
  - 3rd Term Registration Ends: M Jan 12
  - Completion of Academic Ethics Online Module deadline: F Jan 16
  - 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
  - Goals Analysis Due (for Barcelona’Jan. ’09 matriculants): F Feb 27
  - 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
  - Last Class Day of 4th Term: F May 15
  - Public Health Convocation: W May 20
  - University Commencement: Th May 21
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 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 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 the next section entitled “MPH Core Curriculum.”
- 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 the MPH Goals Analysis Project and the MPH Capstone Project) 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.
- All students are required to complete an individualized MPH Goals Analysis (see section 9).
- 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 11).
- 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 (see section 10). 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 Internet-based MPH Students: At least 16 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 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. Failure to meet any of the criteria below 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 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. Student can earn up to 80% (64 units) of their academic credits online. The remaining 20% (16 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 a request for an extension to their faculty advisor and MPH Executive Board. This request 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 health, biological sciences, ethics, and 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.

Students must take *Introduction to Online Learning* as a prerequisite to enrolling in online courses.

4.1 Required Courses

The following courses are required of ALL MPH students:

- 180.601: *Environmental Health* (5 units) [onsite & online]
- 340.601: *Principles of Epidemiology* [onsite only] (5 units)
  OR 550.694-695: *Fundamentals of Epidemiology I-II* [online only] (6 units)  
  [Must be completed within the first 12 months of matriculation.]
- 550.608: *Problem Solving in Public Health* [onsite only] (4 units)  
  [Must be completed within the first 12 months of matriculation.]

*MPH Individualized Goals Analysis requirement*

  Due July 25, 2008 for students matriculating in June 2008.
  Due February 27, 2009 for students matriculating in the Barcelona Institute and in January 2009.

*MPH Capstone Project requirement* (2+ units) (see page 30 for more information)

Students are required to, within the first 12 months of matriculation, satisfactorily complete the epidemiology requirement and the course *Problem Solving in Public Health*. The *Problem Solving* 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 next are the course options that satisfy the requirements in each of the 4 areas:
BIOSTATISTICS (6 units)

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

The biostatistics 140.611-612 sequence (Statistical Reasoning in Public Health I-II) can be supplemented by the Data Analysis Workshops I-II (140.613-614) and Advanced Data Analysis Workshop (140.889.11), which have been offered in our intensive learning institutes. This biostatistics sequence (140.611-612) and data analysis workshops provide grounding in the fundamental concepts of biostatistics and hands on data analysis and computing skills.

Students who can take courses during the regular academic terms on campus in Baltimore may, alternatively take either 140.621-623 (12 units) or 140.651-654 (16 units) to satisfy the biostatistics requirement. For more information about choosing among these sequences, go to http://www.jhsph.edu/academics/degereeprograms/mph/biostat_options.html.

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 Disease [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)
260.631: Immunology, Infection, & Disease [onsite]
260.635: Biology of Parasitism [onsite only] (6 units)
260.650: Vector Biology & Vector-borne Diseases [onsite]
260.652: Principles of Public Health Ecology [onsite only] (4 units)
260.656: Malarialogy [onsite only] (4 units)
260.606: Major Global Infectious Diseases: Prospects for Control [Winter Institute] (2 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] (6 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 focusing primarily on public health practice concepts in the U.S., but with relevance to developing nations.
305.607: Public Health Practice [onsite, online, and fall institute] (4 units)

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: Management of 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, and summer “institute”] (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 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 management skills with a focus on the governance and management of non-governmental organizations.
551.608: Managing Non-Governmental Organizations in the Health Sector [onsite only] (3 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 and 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, & 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 and summer institute] (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 and winter institute] (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 & 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)

**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. Two courses which this can be achieved are:

340.673: *History of Epidemiology* [onsite only] (2 units)
550.605: *History of Public Health* [onsite & online] (2 units)
4.2 Modifications of Core Course Requirements

In some exceptional circumstances, students may be granted 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 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 Biology Area. Contact Dr. Gary Ketner, gketner@jhsph.edu
- Environmental Health Course. Contact Dr. Jackie Agnew, jagnew@jhsph.edu
- Problem Solving in Public Health Course. Contact Dr. Andrea Ruff, aruff@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
<table>
<thead>
<tr>
<th>Required (4)</th>
<th>Biostatistics–3 Options</th>
<th>Biological Sciences –17 Options</th>
<th>Management Sciences – 8 Options</th>
<th>Social &amp; Behavioral Sciences –9 Options</th>
</tr>
</thead>
</table>

4.3 MPH Core Course Schedule, 2008/2009
(Includes Internet, Baltimore, Montgomery County, and Barcelona courses)

- Required Courses
- Biostatistics – 3 Options
- Biological Sciences – 17 Options
- Management Sciences – 8 Options
- Social & Behavioral Sciences – 9 Options

Course schedules are subject to change. Check the course database for the current schedule: [http://commprojects.jhsph.edu/courses/](http://commprojects.jhsph.edu/courses/)
5. Online Courses

Currently, the Johns Hopkins Bloomberg School of Public Health offers over fifty 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/offerings/full_web.cfm

*Introduction to Online Learning (IOL).* The 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:

June 2\textsuperscript{nd}, July 7\textsuperscript{th}, August 4\textsuperscript{th}, September 1\textsuperscript{st}, October 6\textsuperscript{th}, November 3\textsuperscript{rd}, December 1\textsuperscript{st}.

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: http://distance.jhsph.edu/iol/about/register/

**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)

**1\textsuperscript{st} 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)

**2\textsuperscript{nd} 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)
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.
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 2008:

Health Behavior and Society: June 2-20, 2008
Principles & Practice of Injury Prevention: June 8-14, 2008
Health Policy & Management: June 2-20, 2008
Leadership in Strategic Health Communication: Making a Difference in Infectious Diseases, HIV/AIDS and Reproductive Health: June 2-20, 2008
Reproductive Health and Development: June 2-13, 2008
Epidemiology and Biostatistics: June 16-July 4, 2008
Adolescent Health and Development: June 16-27, 2008
Mental Health: June 23-July 3, 2008
Tropical Medicine and Public Health: June 23-August 15, 2008
The Johns Hopkins Center for American Indian Health Institute: June 30-July 11, 2008
H.E.L.P. Health Emergencies in Large Populations: July 7-25, 2008

Fall Institute in Health Policy & Management: November 3-21, 2008, Barcelona, Spain

2009 Winter Institute dates: 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.jhsp.edu/Academics/Continuing_Ed/Summer_Institutes.html
Fall Institute in Barcelona: http://www.jhsp.edu/dept/hpm/continuing_ed/fall_institute/
Winter Institutes: http://www.jhsp.edu/Winter/index.html

Email questions or comments to: summer@jhsp.edu or mphprog@jhsp.edu
7. Course Offerings Outside of Baltimore

There are opportunities to take formal Johns Hopkins School of Public Health courses in a face-to-face format in locations other than Baltimore. One location is at the Johns Hopkins Montgomery County Campus in Maryland located at:

9601 Medical Center Drive  
Rockville, MD 20850  
(301) 294-7060; Fax: (301) 294-7010  
http://www.mcc.jhu.edu

The following multi-term course will be offered at the Montgomery County Campus in 1st & 2nd terms of 2008-2009:

1st Term:  
340.621 Principles of Epidemiology I (3 units): Tuesdays, 6:00-9:30pm

2nd Term:  
340.622 Principles of Epidemiology II (2 units): Tuesdays, 6:00-9:30pm

Institute in Health Policy, Universitat Pompeu Fabra, Barcelona, Spain

There are also a number of other sites where Johns Hopkins courses are offered including the Institute in Health Policy in Barcelona, Spain, November 3-21, 2008. For further information on the course offerings of this Institute, please periodically check the following website for the most current details http://www.jhsph.edu/dept/hpm/continuing_ed/fall_institute/. Courses which specifically meet the MPH core requirements that are planned to be offered at the 2008 Barcelona Institute are:

550.608: Problem Solving in Public Health (4 units): November 4-7  
380.604: Life Course Perspectives on Health (4 units): November 3-6  
305.607: Public Health Practice (4 units): November 10-13
8. 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., Barcelona or 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 onsite 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 in Baltimore or in the fall in Barcelona, which is followed by a one or two-week onsite session.

Students take the course *Problem Solving in Public Health* during the intensive two-week onsite session that follows 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 onsite 2-week session, but that is not required.

Many students take *Fundamentals of Epidemiology*, which is an online course, early in their program. The online course sequence, 550.694-695 *Fundamentals of Epidemiology I & II*, satisfies the epidemiology core requirement. It is an alternative to *Principles of Epidemiology*, which is offered onsite. Students are required to satisfactorily complete the course option for this core area within the first 12 months of matriculation into the program. The *Fundamentals of Epidemiology* course includes additional curriculum concerning quantitative ideas in public health that complements the epidemiology curriculum. *Fundamentals of Epidemiology* is a 6 credit course sequence, which is offered in 2 consecutive segments (*Fundamentals of Epidemiology I, 550.694 - 3 credits* and *Fundamentals of Epidemiology II, 550.695 - 3 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 online 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 *Fundamentals of Epidemiology (550.694-695)* 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 MJ 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 [onsite] (4 units)
- 410.616: Social and Behavioral Aspects of Public Health [onsite] (4 units)

Summer:
- Introduction to Online Learning (0 units)

1st Term:
- 550.694: Fundamentals of Epidemiology I (3 units)

2nd Term:
- 550.695: Fundamentals of Epidemiology II (3 units)

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

4th Term:
- 550.630: Public Health Biology (3 units)

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

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

Summer:
- Introduction to Online Learning (0 units)

1st Term:
- 550.694: Fundamentals of Epidemiology I (3 units)
- 140.611: Statistical Reasoning in Public Health I (3 units)

2nd Term:
- 550.695: Fundamentals of Epidemiology II (3 units)
- 140.612: Statistical Reasoning in Public Health II (3 units)

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

4th Term:
- 550.630: Public Health Biology (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 [onsite] (4 units)
- 410.616: Social and Behavioral Aspects of Public Health [onsite] (4 units)

Summer:
- Introduction to Online Learning (0 units)

1st Term:
- 550.694: Fundamentals of Epidemiology I (3 units)
- Elective (e.g. 221.639: Refugee Health Care) (3 units)

2nd Term:
- 550.695: Fundamentals of Epidemiology II (3 units)
- Elective (e.g. 221.612: Confronting the Burden of Injuries: A Global Perspective) (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:
- 550.630: Public Health Biology (4 units)
- 220.601: 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:
- 551.601: Managing Health Services Organizations (4 units)
- 550.605: History of Public Health (2 units)

4th Term:
- 312.633: Health Management Information Systems (3 units)
- 410.620: Fundamentals of Health Education & Health Promotion (3 units)

Summer Institute:
- 550.608: Problem Solving in Public Health [onsite] (4 units)

Summer:
- 221.688: Social & Behavioral Foundations of Primary Health Care (4 units)

1st Term:
- 550.694: Fundamentals of Epidemiology I (3 units)
- 221.722: Quality Assurance Mang’t Methods for Developing Countries (4 units)

2nd Term:
- 550.695: Fundamentals of Epidemiology II (3 units)
- 221.612: Confronting the Burden of Injuries: A Global Perspective (3 units)
9. 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.

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 requirements of the Goals Analysis, 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 electronic MPH Curriculum Planning and Tracking form 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, a copy of your paper and tracking form with approval from your advisor must be submitted to the MPH Program Office. Submit your Individualized Goals Analysis online at http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm.

Before you submit the electronic Goals Analysis form, make sure that your advisor has approved your project. When you submit the electronic form, your advisor will automatically receive an email message from the MPH Office acknowledging his/her approval of your project.
Due dates for the MPH Individualized Goals Analysis:

<table>
<thead>
<tr>
<th>Matriculation Date</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>June 2008</td>
<td>Friday, July 25, 2008</td>
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<tr>
<td>Barcelona 2008</td>
<td>Friday, February 27, 2009</td>
</tr>
<tr>
<td>January 2009</td>
<td>Friday, February 27, 2009</td>
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</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.
9. MPH Individualized Goals Analysis Requirement

9.1 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>
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<th>Course</th>
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<th>Term/Year Completed</th>
<th>Grade</th>
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<tr>
<td>Principles of Epidemiology</td>
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<tr>
<td>or Fundamentals of Epidemiology I-II</td>
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<tr>
<td>Environmental Health</td>
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<tr>
<td>Capstone Special Studies</td>
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<td>Minimum 2 units</td>
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### 2. BIOSTATISTICS [6-16 units; choose one of the following course sequences]

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<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
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<tr>
<td>Statistical Reasoning in Public Health I-II</td>
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<td>Statistical Methods in Public Health I-III</td>
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<td>Methods in Biostatistics I-IV</td>
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### 3. PUBLIC HEALTH BIOLOGY [2-6 units; choose one of the following]

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<th>Course</th>
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<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
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<td>Public Health Biology</td>
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<tr>
<td>Public Health Toxicology</td>
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<tr>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
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<tr>
<td>Food- and Water-borne Diseases</td>
<td>3</td>
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<td>Malarialogy</td>
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<tr>
<td>Biology of Parasitism</td>
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<td>Principles of Human Nutrition</td>
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<td>Biological Basis of Vaccine Development</td>
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<td>Sexually Transmitted Infections Prevention</td>
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<tr>
<td>Principles of Public Health Ecology</td>
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<td>Major Global Infectious Diseases</td>
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<td>Epidemiologic Basis of Tuberculosis Control</td>
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<tr>
<td>Fundamentals of Reproductive Biology</td>
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<tr>
<td>Epi. &amp; Public Health: Impact of HIV &amp; AIDS</td>
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<tr>
<td>Epi. &amp; Natural History of Human Viral Infections</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>
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<tr>
<td>Vector Biology and Vector-Borne Diseases</td>
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### 4. MANAGEMENT SCIENCES [3-5 units; choose one of the following]

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<th>Term/Year Completed</th>
<th>Grade</th>
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<td>Public Health Practice</td>
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<tr>
<td>Managing Health Service Organizations</td>
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<tr>
<td>Occupational Safety and Health Management</td>
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<td>Mng. Hlth. Systems in Devel. Countries I-II</td>
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<td>Quality Assur. Mng’t. Methods for Devel. Countries</td>
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<td>Fundamentals of Budgeting &amp; Financial Management</td>
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<td>Pharmaceuticals Management for Under-Served Pops.</td>
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<tr>
<td>Managing Non-Governmental Orgs. in the Health Sector</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>
<th>Grade</th>
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<td>Social &amp; Behavioral Aspects of Public Health</td>
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<td>Integrating Social &amp; Behavioral Theory into Public Health</td>
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<td>Social &amp; Behavioral Founds. of Primary Health Care</td>
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<td>Psychosocial Factors in Health and Illness</td>
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<td>Introduction to Persuasive Communication</td>
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<td>Program Planning for Health Behavior Change</td>
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<td>Health Literacy: Challenges &amp; Strategies for Effect. Comm.</td>
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<td>Social &amp; Psychol. Devel. Proc\Etiology of Ment. Disorders</td>
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<td>Life Course Perspectives on Health</td>
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<tr>
<td>Hlth. Behav. Change\Indiv., Household &amp; Comm. Levels</td>
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6. COURSE ELECTIVES

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<th>Term/Year Completed</th>
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7. SPECIAL STUDIES

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<tr>
<th>Course</th>
<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 formal courses work.]

*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.)

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

Advisor Signature: _______________________________ Date: ________________
10. 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.

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 2008 must complete the module during the 2 week time frame of the June summer institute, but no later than Friday, June 13, 2008.

Students matriculating in Barcelona 2008 must complete the module no later than Friday, January 16, 2009.

Students matriculating in January 2009 must complete the module during the 2 week time frame of the January winter institute, but no later than Friday, January 16, 2009.
All CEPH accredited MPH programs require that students obtain a significant practicum experience in population-based health prior to graduation. A practicum experience involves a mentored, hands-on experience working and interacting with public health professionals. Some students will have had significant public health experience prior to becoming an MPH student. However, other students without such prior experience are expected to do so during their course of study. The MPH Program will contact students without such prior experience once they matriculate into the program. These students will need to complete a practicum during their time enrolled in the MPH Program. At the conclusion of the project, a brief written summary of the experience may be required by the student’s faculty advisor or practicum mentor.

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. 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 academic credit under the mentorship of a Bloomberg School of Public Health faculty or approved outside mentor. A general guideline is that the practicum requires a commitment of about 48 hours.

The practicum may also be used by students as an experience on which to build on for their capstone project.

Opportunities for Practicum Experience

If you have convenient access to the Baltimore/DC area, you may be able to have a practicum experience by participating in one of several selected classes or internship opportunities offered by JHSPH programs listed below.

- 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 occurs 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). For more information on PHASE, see http://www.jhsph.edu/practice/practice_for_students/phase.html.

- Mentored practicums with community-based organizations in Baltimore. This program, in collaboration with SOURCE (Student Outreach Resource Center) [see http://www.jhsph.edu/source/index.html], 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.

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

• Population, Family, and Reproductive Health Internship Resource List. The Department of Population, Family, and Reproductive Health maintains a list of local, national, and international opportunities related to population and family health.

Alternatively, regardless of your geographic area, you may develop your own practicum opportunity. These customized opportunities are developed in collaboration with Bloomberg School of Public Health faculty and a local onsite public health professional. The practicum experience should be approved by the participating faculty member, who oversees your work and awards special studies MPH practicum academic credit that counts toward your degree. Some examples of student practicum experiences in past years in the Baltimore area are at: http://www.jhsph.edu/source/practicum/index

The School may be affiliated with opportunities in your area. Please contact David Earle at dearle@jhsph.edu for more information.

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.

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<thead>
<tr>
<th>Practicum Supervisor’s Department</th>
<th>MPH Practicum Special Studies</th>
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<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>120.895</td>
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<td>Biostatistics</td>
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<tr>
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<tr>
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<tr>
<td>Mental Health</td>
<td>330.895</td>
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<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.895</td>
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<tr>
<td>Population, Family &amp; Reproductive Health</td>
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12. 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 onsite symposium, participate in special presentation sessions over the Internet in January or May, or present at a professional meeting, seminar or alternative venue approved by your faculty capstone supervisor.

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. SOURCE (Student Outreach Resource Center), 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: [http://www.jhsphs.edu/source/index.html](http://www.jhsphs.edu/source/index.html)

**Logistics and Process**

When part-time\Internet-based MPH students have completed about three-fifths of their required credits (approximately 48 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 capstone special studies with their faculty capstone supervisor who is typically the advisor. In choosing a capstone topic, students in the part-time\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 part-time\Internet-based MPH students who could not attend the symposium including “LiveTalks” to be held in January and May. Students may also give an oral presentation on their capstone work at a professional meeting or at a department seminar approved by their MPH capstone supervisor. In order to have the onsite/online symposium participation requirement waived, the student must submit a signed letter from their capstone supervisor attesting to the fact that an oral requirement has been met in an alternative venue within 7 days after giving the presentation.

**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://compprojects.jhsphs.edu/faculty/FacultyList.cfm](http://compprojects.jhsphs.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.

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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. Students are still required to register for the 2 units of capstone special studies as described previously.

Getting approval from the Committee on Human Research for an 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 the IRB Office. See http://phirst.jhsph.edu/sph/Ro...Entity[OID[AC482809EC03C442A46F2C8EEC4D75D3]]

Approval Process

All students must get approval on their final paper by the capstone supervisor. 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/degreeprograms/mph/current_students/Capstone_PT.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.
13. Getting Advice, Mentoring and Your Questions Answered

Of course, you will certainly have questions about the MPH Program as you adjust to life as a student at 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 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 Manual 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/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.