MASTER OF PUBLIC HEALTH PROGRAM
FULL-TIME STUDENT MANUAL: 2011-2012

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1. JHSPH & MPH Academic Calendar
   2011-12

SUMMER

New Full-time MPH Student Orientation .................................................. M June 27 - T June 28
Summer Term ......................................................................................... W June 29 - F Aug 19
Add/Drop Period .................................................................................. W June 29 - T July 12
MPH Picnic at Patterson Park ................................................................. Su July 3
Independence Day Holiday ................................................................. M July 4
MPH Customizing/Concentration Orientations ..................................... M-W July 11 - 13
MPH Customization/Concentration Election Form Due ......................... M July 18
Completion of Academic Ethics Online Module Due ......................... F July 22
2nd Term Registration Begins .................................................. F July 29
MPH Capstone Information Session (1) ............................................. T Aug 9
1st Term Registration Deadline ......................................................... F Aug 12
Last Class Day of Summer Term ........................................................ F Aug 19

1st TERM Th Aug 25 - W Oct 19

Instruction Begins for 1st Term .................................................. Th Aug 25
Add/Drop Period ................................................................................ Th Aug 25 – W Sept 8
Labor Day Recess ............................................................................. M Sept 5
Goals Analysis Due ......................................................................... F Sept 23
2nd Term Registration Ends ............................................................. F Oct 7
Last Class Day of 1st Term ................................................................. W Oct 19
MPH Field Experience Fund Award Application Due ......................... F Oct 21

2nd TERM Th Oct 20 - F Dec 16

Instruction Begins for 2nd Term .................................................. Th Oct 20
Add/Drop Period ................................................................................ Th Oct 20 – W Nov 2
Final Deadline for Changing Concentration Area ............................. W Nov 2
MPH Capstone Information Session (2) ............................................. Th Nov 3
3rd Term Registration Begins ......................................................... T Nov 22
Thanksgiving Recess ........................................................................ Th Nov 24 - Su Nov 27
MPH Capstone Information Form Due .......................................... Th Dec 1
Institutional Review Board Application Submission Deadline ........... Th Dec 1
Last Class Day of 2nd Term ............................................................... F Dec 16

WINTER INSTITUTES AND INTERSESSION M Jan 9 – F Jan 20

3rd Term Registration Ends ................................................................. T Jan 10
Martin Luther King, Jr. Holiday Recess .............................................. M Jan 16

3rd TERM M Jan 23 – F Mar 16

Instruction Begins for 3rd Term ......................................................... M Jan 23
Add/Drop Period ................................................................................. M Jan 23 - F Feb 3
Registration Begins for 4th Term ....................................................... M Feb 6
Submit Final Capstone Outline to Capstone Advisor ......................... F Feb 10
Last Class Day of 3rd Term ................................................................. F Mar 16
4th Term Registration Ends ................................................................. F Mar 16
Spring Recess .................................................................................... M Mar 19 - F Mar 23

4th TERM M Mar 26 – F May 18

Instruction Begins for 4th Term ......................................................... M Mar 26
Add/Drop Period ................................................................................. M Mar 26 - F Apr 6
Submit First Draft of Capstone Project to Capstone Advisor ............... F Mar 30
Submit Final Draft of Capstone Project to Capstone Advisor .............. F Apr 27
Upload Approved Final Capstone Paper to Drop Box ....................... F May 4
Deadline for Completion of Alternate Venue Capstone Presentation .... S May 12
MPH Capstone Symposium ................................................................. S May 12
Last Class Day of 4th Term ................................................................. F May 18
Public Health Convocation ................................................................. W May 23
University Commencement .............................................................. Th May 25
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. SUMMER 2011 INFORMATION

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<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td><strong>June 27</strong></td>
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<tr>
<td>New FT Student ORIENTATION - DAY 1 Sommer Hall 12-2pm: Intro. to MPH Studies: Summer Grp Advising Lunch mtgs.</td>
<td>New FT Student ORIENTATION - DAY 2 Sommer Hall</td>
<td>SUMMER TERM BEGINS</td>
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<td><strong>June 28</strong></td>
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<td>4</td>
<td>HOLIDAY – SCHOOL CLOSED</td>
<td>5</td>
<td>9-11:20am: Policy course Intro. to MPH Studies: Core Area Sessions – 12:30pm Epi; 3:30-5pm Biostat &amp; Mng't Sci. 1:30-3:20pm: Pop Dyn course</td>
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<tr>
<td><strong>June 29</strong></td>
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<td><strong>June 30</strong></td>
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<tr>
<td>14 9-11:20am: Policy course 1:00-1:15pm: Intro. to MPH Studies: Academic Ethics Overview &amp; Group Activities 3:30-4:50pm: Pop Dyn Lab</td>
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<td><strong>July 1</strong></td>
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<td>18 CUSTOMIZATION\ CONCENTRATION ELECTION FORMS DUE</td>
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<td>8:30-9:30am: Epi course 10-11:50am: Epi Lab 1:30-3:20pm: Env. Health crs.</td>
<td>20</td>
<td>8:30-9:30am: Epi course 10-11:50am: Epi Lab 1:30-3:20pm: Env. Health crs.</td>
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<td><strong>July 2</strong></td>
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<td>21</td>
<td>9-11:20am: Policy course 11:20am-12:00pm: MPH Societies Officer Elections 3:30-4:50pm: Pop Dyn Lab</td>
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<td><strong>July 3</strong></td>
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<tr>
<td>22 DEADLINE FOR COMPLETING ACADEMIC ETHICS ONLINE MODULE</td>
<td>23</td>
<td>8:30-9:30am: Epi course 10-11:50am: Epi Lab 1:30-3:20pm: Env. Health crs.</td>
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# 3.1. (continued) MPH SUMMER COURSE SCHEDULE – AUGUST 2011

<table>
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<tr>
<td>15 8:30-9:30am: Epi course 10-11:50am: Epi Lab 1:30-3:20pm: Env. Health crs.</td>
<td>16 9-11:20am: Policy course 1:30-3:20pm: Pop Dyn course – FINAL EXAM</td>
<td>17 8:30-9:30am: Epi course 10-11:50am: Epi Lab 1:30-3:20pm: Env. Health crs.– FINAL EXAM</td>
<td>18 9-11:20am: Policy course FINAL Assignment Due 3:30-4:50pm: Pop Dyn\PFRH Dept’l Course Review Session</td>
<td>19 LAST DAY OF SUMMER TERM 8:30am-12:30pm: Epi course – FINAL EXAM</td>
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<tr>
<td>22 <em><strong>BREAK</strong></em></td>
<td>23 <em><strong>BREAK</strong></em></td>
<td>24 <em><strong>BREAK</strong></em></td>
<td>25 1ST TERM COURSES BEGIN</td>
<td>26</td>
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3.2. SUMMER SCHEDULE OF MPH ACTIVITIES AND EVENTS

***Attendance required for activities in Bold***

Fri., June 24**: 9:00am-4:00pm: New FT MPH International Student Welcome & Information Day, Feinstone Hall

Sat., June 25**: 5:00pm: Meet & Greet Dinner for International Students, Reed Hall, 1620 McElderry Street

Mon., June 27**: 8:30am-5:00pm: MPH Orientation (Day 1)
12:15-2:00pm: Intro. to MPH Studies: Summer Group Advising Lunch Meetings (various locations)

Tues., June 28**: 8:30am-5:30pm MPH Orientation (Day 2)

Wed., June 29**: First day of classes for Epi & Environmental Health courses, Sommer Hall
8:30-9:30am: Principles of Epidemiology (no lab), Sommer Hall
10:30am-1:00pm: Student Activities & Information Fair, Feinstone Hall
1:30-3:20pm: Environmental Health course, Sommer Hall

Thurs., June 30**: First day of classes: Making Change through Policy & Population Dynamics, Sommer Hall
9:00-11:20am: Making Change through Policy, Sommer Hall
1:30-3:20pm: Population Dynamics and Public Health, Sommer Hall
4:30pm: Minority Student Reception (Sponsored by Student Life Services)

Fri., July 1**: 12:15-1:15pm: Population Dynamics Lab Registration Help Session, W3025

Sun., July 3**: 3:00-6:00pm: MPH Picnic at Patterson Park, Pavilion #2 (near Boat Lake, between Patterson Park & Eastern Avenues)

Mon., July 4**: Independence Day Holiday

Tues., July 5**: Intro. to MPH Studies: Core area Information sessions, Sommer Hall
12:30-1:15pm: Epidemiology
3:30-4:15pm: Biostatistics
4:15-5:00pm: Management Sciences
5:30-8:30pm: 1st Day of Class for MPH/MBA Cohort (Only for MPH/MBA Students), W2015

4:00pm: Boys of Baraka Documentary - Becton Dickinson Hall

Thurs., July 7**: 11:20am-12pm: MPH Student Societies Info. Session, Sommer Hall
Intro. to MPH Studies: Core area Information sessions, Sommer Hall
1:30-2:15pm: Public Health Biology; 2:15-3:00pm: Social & Behavioral Sciences

Fri., July 8**: 12:15-1:15pm: Billing & Payment Information Session, Becton Dickson Lecture Hall

Sat., July 9**: Trip to Washington D.C. – Smithsonian and Folklife Festival (Sponsored by Johns Hopkins International Society)

Mon., July 11**: 12:30-1:15pm: Intro. to MPH Studies: Customization\Concentration Orientation, Sommer Hall
4:00-4:45pm: Concentrations Orientations: Epidemiology & Biostatistical Methods \ Global Environmental Sustainability & Health \ Health Systems & Policy
Tues., July 12th: 12:30-1:15pm – Concentrations Orientations: Customized Program of Study \ Food, Nutrition & Health
3:30-4:15pm – Concentrations Orientations: Health Leadership & Management \ Social & Behavioral Sciences \ Child & Adolescent Health

Wed., July 13th: 12:30-1:15pm – Concentrations Orientations: Women’s & Reproductive Health \ Infectious Diseases \ Health in Crisis & Humanitarian Assistance

Thurs., July 14th: 1:00-3:15pm – Intro. to MPH Studies: Academic Ethics Overview
1:00-2:00pm – Dean Steve Teret, Sommer Hall
2:15-3:15pm – Summer Group Advising Activity (various locations)

Fri., July 15th: 12:00-12:15pm – Lunch pick up in Feinstone Hall
12:15-1:20pm – Intro. to MPH Studies: Summer Group Advising Lunch Meetings (various locations)
4:30-6:30pm - Student Assembly Meet & Greet Happy Hour - Meet Potential Officers of Student Assembly & MPH Societies, Courtyard 1

Mon., July 18th: Customization & Concentration Election Forms due to MPH Office
12:00-1:15 pm – SOURCE Bus Tour of Baltimore Neighborhoods
12:15-1:15pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with A-B)
4:00-5:00pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with C-G)

Tues., July 19th: 12:00-1:15 pm – SOURCE Bus Tour of Baltimore Neighborhoods
12:15-1:15pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with H-K)
4:00-5:00pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with L-Mo)

Wed., July 20th: 12:15-1:15pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with Mu-P)
4:00-5:00pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with Q-S)

Thurs., July 21st: 11:20am-12:00pm – MPH Societies Officer Elections, Sommer Hall
12:15-1:15pm – Intro. to MPH Studies: Library Session, W3017 & W3025 (Only for Students with Last Names Starting with T-Z)

Fri., July 22nd: Deadline for completing the Academic Ethics Online Module

Tues., July 26th: 9:00-11:20am – Policy Mid-Term assignment due

Wed., July 27th: 8:30-10:00am – Epi Mid-Term Exam
3:30-5:00pm – Ice Cream Social\Meet & Greet with JHSPH Faculty, The Gallery

12:00-12:50pm – Brown Bag: Community-Based Public Health Certificate**, W2015
12:00-12:50pm – Brown Bag: Demographic Methods & Pop. Health Certificates**, W2017
12:00-12:50pm – Brown Bag: Public Mental Health**, W2033
1:00-3:00pm – Intro. to MPH Studies: Practice Opportunities Information session,
Dean Thomas Burke, Ms. Mindi Levin, and Ms. Dipti Shah, Sommer Hall
12:15-1:15pm – Brown Bag: Risk Sciences and PH Preparedness Certificates**, W2017


Tues., Aug 2nd:  12:00-12:15pm – Lunch pick up in Feinstone Hall
12:15-1:20pm – Intro. to MPH Studies: Summer Group Advising Lunch Meetings
(various locations)

12:15-1:15pm – Brown Bag: General Preventive Medicine Residency Program**, W2017

12:15-1:15pm – Brown Bag: Technology Transfer**, W2017
12:15-1:15pm – Brown Bag: Surgical Outcomes**, W2030

12:15-1:15pm – Brown Bag: DrPH Program**, W2030

Sat., Aug 6th:  SOURCE- MPH Service Day


Tues., Aug 9th:  12:15-1:15pm – Intro. to MPH Studies: Capstone Information Session (1), Sommer Hall
3:30-4:30pm: Strategizing for a Career in Global Health, W2030


Thurs., Aug 11th:  9:00-11:20am – Polio: A Look Back at America’s Most Successful Public Health Crusade, Dr. David Oshinsky, Sommer Hall
1:00-3:00pm – Writing Seminar, W2030

Fri., Aug 12th:  Deadline for 1st Term Registration


Tues., Aug 16th:  1:30-3:20pm – Population Dynamics Final Exam

Wed., Aug 17th:  1:30-3:20pm – EHS Final Exam

Thurs., Aug 18th:  9:00-11:20am – Policy final assignment due
3:30-4:50pm: Population Dynamics/PFRH Departmental Course Review (Sommer Hall)

Friday, Aug 19th:  8:30am-12:30pm – Epi Final Exam
Last Day of Summer Term

** Bring your own bagged lunch
3.3. SUMMER CURRICULUM OVERVIEW

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

180.601: *Environmental Health* (5), Instructor: Dr. Clarke Tankersley


300.645: *Making Change through Policy* (5 units), Instructors: Professors Stephen Teret & Lainie Rutkow [offered Pass/Fail]


550.867: *Introduction to MPH Studies* (1 unit) [offered Pass/Fail]

The Introduction to MPH Studies course will include summer group advising sessions with faculty; discussion sessions with reading groups; enrichment seminars, core requirement and concentration information sessions, and Goals Analysis paper.

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


One resource you may want to use to brush up on your quantitative skills, which is recommended by our faculty, is *Study Guide to Epidemiology and Biostatistics*, by J. Richard Hebel and Robert J. McCarter, Jones and Bartlett Publishers, Sudbury, MA 2006 (Sixth edition).
3.3.(a) 550.867.01: INTRODUCTION TO MPH STUDIES (1 UNIT)

Course Faculty: Summer Group Advisors
Facilitators: Janet Carn: jcarn@jhsph.edu
Paul Whong: pwhong@jhsph.edu


Format: Discussion sessions with faculty group advisors; discussion sessions with reading groups; enrichment seminars, information sessions and Goals Analysis paper.

Learning Objectives:
- Introduce students to MPH educational program
- Introduce students to basic concepts on various aspects for approaching a population-based health problem
- Enable students to articulate national and international perspectives of public health problems
- Provide a structured process for MPH students to plan their educational program through the Individualized Goals Analysis Paper

Course Requirements: Students are required to:
1) Attend all Summer Group Advising meetings and the other Intro. to MPH Studies information sessions below.
2) Students should complete assigned readings before coming to the Summer Group Advising meetings.
3) Submit Customization/Concentration Election Form by July 18th
4) Complete Academic Ethics Online Module by July 22nd
5) Completion of the MPH Individualized Goals Analysis paper and Curriculum Planning & Tracking sheet online by September 23rd (faculty advisor approval required prior to submission)

Method of Student Evaluation: Students will be evaluated (Pass/Fail) on their attendance and participation at the Summer Group Advising meetings and the other Introduction to MPH Studies information sessions listed below, in addition to completing the MPH Individualized Goals Analysis requirement.

Schedule of Meetings and Information Sessions (Attendance Required):
June 27th: 12:00-2:00pm, Summer Group Advising Lunch Meetings (various locations)
July 5th: Core area Information sessions, Sommer Hall - 12:30-1:15pm, Epidemiology; 3:30-5:00pm, Biostatistics and Management Sciences
July 7th: 1:30-3:00pm, Core area Information sessions, Sommer Hall - Public Health Biology and Social & Behavioral Sciences
July 11th: 12:30-1:15pm, Customization/Concentration Orientation, Sommer Hall
July 14th: 1:00-3:15pm, Academic Ethics Overview: 1:00-2:00pm, Dean Steve Teret, Sommer Hall; 2:15-3:15pm, Summer Group Advising Activity (various locations)
July 15th: 12:00-1:20pm, Summer Group Advising Lunch Meetings (various locations)
July 18th: 12:15-1:15pm, Library Session- Only for Students w/Last Names Starting w/A-B, W3017 & W3025 4:00-5:00pm, Library Session- Only for Students w/Last Names Starting w/C-G, W3017 & W3025
July 19th: 12:15-1:15pm, Library Session- Only for Students w/Last Names Starting w/H-K, W3017 & W3025 4:00-5:00pm, Library Session- Only for Students w/Last Names Starting w/L-Mo, W3017 & W3025
July 20th: 12:15-1:15pm, Library Session- Only for Students w/Last Names Starting w/Mu-P W3017 & W3025 4:00-5:00pm, Library Session- Only for Students w/Last Names Starting w/Q-S, W3017 & W3025
July 21st: 12:15-1:15pm, Library Session- Only for Students w/Last Names Starting w/T-Z, W3017 & W3025
July 28th: 1:00-3:00pm, Practice Opportunities Information session, Sommer Hall
Aug. 2nd: 12:00-1:20pm, Summer Group Advising Lunch Meetings (various locations)
Aug. 9th: 12:15-1:15pm, Capstone Information Session (1), Sommer Hall
3.4. ADDITIONAL SUMMER COURSE ELECTIVES

All full-time MPH students are enrolled in five courses for the summer term totaling 18 credits. Students considering enrollment in an additional elective course for the summer are strongly encouraged to consider the following factors prior to making their decision:

- The Introduction to Online Learning (IOL) course is a required prerequisite for taking any online course. You will need to have completed the IOL course that is offered in June (or an earlier session) to be eligible to enroll in a summer online course.
- The emphasis of the summer term is on the five courses in which you are already enrolled. Consider the schedule and workload for these courses. Do you have the additional time/energy to dedicate to another course? Consider the other people/activities in your life outside of school that you have already made a time commitment to this summer.
- Learning more about the academic environment in the School of Public Health will also begin this summer. The University system in the United States differs from those in other countries. Course requirements and workload expectations may be different from what you have encountered previously. Allow yourself sufficient time this summer to adjust to your new academic setting.
- In addition to coursework, the summer term offers opportunities to attend other optional program sessions, as well as, meet and socialize with your fellow MPH classmates. You’ll want to be sure to have time to enjoy this aspect of the program too.
- Be sure to allow yourself the time to adjust and get acclimated to your “new home.” If this is your first time to Baltimore and/or the United States, you’ll have lots to learn and discover about the city and our country. In addition to coursework, this will be part of your learning experience this summer. You’ll want to learn how to navigate around campus and the city of Baltimore and be able to participate in campus activities or other fun happenings in the city. Finding a balance between work and “play” is important!

The following are the course electives that are available during the summer term, they are all online courses: (You must have already completed the Introduction to Online Learning (IOL) course to be eligible to enroll in any of the following offerings):

**Summer Term Online Courses (June 29-August 19)**

**187.625.81** Animals in Research: Law, Policy, and Humane Sciences (2 units)  
Instructors: Dr. Alan Goldberg and Dr. Paul Locke, Prerequisite: IOL course

**221.606.81** Training Methods and Continuing Education for Health Workers (4 credits)  
Instructor: Dr. William Brieger, Prerequisite: IOL course

**313.687.81** Obesity Economics (1 unit)  
Instructor: Dr. Kevin Frick, Prerequisite: IOL course

**221.688.81** Social & Behavioral Foundations of Primary Health Care (4 credits)  
Instructor: Dr. William Brieger, Prerequisite: IOL course

**550.630.81** Public Health Biology (4 credits)  
Instructors: Dr. George Korch, Dr. Gregory Glass, Dr. Gary Ketner and Dr. Pierre Coulombe,  
Prerequisite: IOL course

**550.860.82** Research Ethics (1 unit)  
Instructor: Dr. Janet DiPietro, Prerequisite: IOL course

**Steps required for course registration:**

- Course registration can be done via ISIS online registration or by hard copy form beginning June 29th. The add/drop period is from Wed., June 29th – Tues., July 12th
- Hard copy forms are available from the Registration Office in room E1002.
- Discuss your additional course selection with your Summer Group Advisor and get his/her approval prior to registering for the course.

**Helpful Course Information Links:**

- Introduction to Online Learning (IOL): [http://distance.jhsph.edu/](http://distance.jhsph.edu/)
- Course Search Engine: [http://commprojects.jhsph.edu/courses/](http://commprojects.jhsph.edu/courses/) (Online course catalog)
3.5. ACADEMIC ETHICS ONLINE MODULE

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

An academic ethics overview session and summer group advising activity will be held on Thurs., July 14th from 1:00-3:15pm in Sommer Hall.

MPH students are required to complete the Academic Ethics module by Fri., July 22nd. You must use your @jhsph.edu email account to access the module at: http://apps4.jhsph.edu/academicethics/
As a first-time user, you will need to click the “First-time users click here” link under the Login area to enter the module.

**Student Handbook on Referencing:** The purpose of the Student Handbook on Referencing is to provide you with an overview of the school’s standards and expectations regarding referencing and citation. http://www.jhsph.edu/academics/degereprograms/mph/current_students/JHSPH-ReferencingHandbook.pdf

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### Key Dates

**Thurs., July 14th – 1:00-3:15pm**
Intro. to MPH Studies:
Academic Ethics Overview Session &
Summer Group Advising Activity

**Friday, July 22, 2011**
Deadline to complete the Academic Ethics Module
3.6. STUDENT ACCOUNT LOGINS/PASSWORDS

As students, you will need to access secure websites. The MPH office and other JHSPH offices will periodically inform you of various administrative deadlines, changes to schedules, policies, and happenings around the school. To access the secure websites used by students, you will need to set up the following accounts:

**eLearning Account/CoursePlus**
CoursePlus is a web-based tool that allows students to access course content, materials, and other resources for onsite JHSPH courses. This summer, the Introduction to MPH Studies course will utilize CoursePlus. An eLearning account is required to access CoursePlus. The e-Learning account is also required for access to the Introduction to Online Learning (IOL) module and all content for web-based courses. Create your eLearning account at [http://courseplus.jhsph.edu/](http://courseplus.jhsph.edu/). If you have already registered for the IOL module, you have already created an eLearning account. Only one account should be created. Keep your email address current in your eLearning profile as instructors will broadcast any course messages to that email address via the CoursePlus system.

**JHED (Johns Hopkins Enterprise Directory)**
Your JHED ID is your key to accessing services at the University level. This login allows you to access:
- ISIS (Integrated Student Information System); course registration for students is done through ISIS Student Self-Service at [https://isis.jhu.edu/ssf/](https://isis.jhu.edu/ssf/). You should also keep your contact information current in the ISIS system by editing the ‘Personal Information Summary’ form.
- “My.JohnsHopkins” university-wide web portal and directory
- Web-based library resources (MyWelch, online journals)
- Career Services e-recruiting site

**JHSPH User Account**
This login allows you to access:
- your “@jhsph.edu” email account
- Academic Ethics Module
- MPH Goals Analysis tracking form
- JHSPH-specific web portal (My.JHSPH)

Students will receive a user name and temporary password at orientation. *Frequently check your JHSPH email.* It is possible to request that your email be forwarded to an external email address, but it is not recommended. If you would like to do so, please go to the Information Systems Help office.

As a convenient reminder, record your user ID’s and passwords below.

- eLearning ID/PASSWORD
- JHSPH ID/PASSWORD
- JHED LID/PASSWORD
3.7. CORE CURRICULUM, OPTIONAL MPH CONCENTRATIONS, AND CUSTOMIZED PROGRAM OF STUDY

The MPH core curriculum and associated choices are described in section 5. MPH students may either elect an optional concentration area or customize their program of study. Regardless of what a student elects, all students must complete the MPH core course requirements and an MPH capstone project. Students will make this selection by Monday, July 18th by submitting the electronic Customizing/Concentration Election Form. Information about your interests and goals that you indicate on this form will be used to assist in making the assignment of a faculty academic advisor.

The educational objectives, course of study, and capstone experience requirements for each concentration are described in Appendix A. Specific questions concerning each concentration should be directed to the concentration faculty directors at the orientation sessions on July 11th-13th. Students who customize their program of study complete the core MPH requirements and choose elective courses for the remaining units to complete their degree. More information about the concentrations and customizing your program of study can be found on pages 35-36.

It is important to attend the sessions noted below to aid your decision-making.

For the 2011-12 academic year, students are able to select one of the following areas:

- Customized Program of Study
- Child & Adolescent Health
- Epidemiologic & Biostatistical Methods for Public Health & Clinical Research
- Food, Nutrition, & Health
- Global Environmental Sustainability & Health
- Health in Crisis & Humanitarian Assistance
- Health Leadership & Management
- Health Systems & Policy
- Infectious Diseases
- Social & Behavioral Sciences
- Women’s & Reproductive Health

### MPH Customization/Concentration Areas: Key Dates

**Monday, July 11th**

4:00-4:45pm: Epidemiology & Biostatistics

5:00-6:15pm: Management Sciences

**Tuesday, July 12th**

12:30-1:15pm: Customizing Program of Study

3:30-4:15pm: Health Leadership & Management

**Wednesday, July 13th**

12:30-1:15pm: Women’s & Reproductive Health

3:30-4:15pm: Infectious Diseases

**Wednesday, November 2, 2011**

Deadline for changing from one concentration area to another.

Note: Students may switch from a concentration to a customized course of study at anytime during the academic year. When changing from a concentration to a customized course of study, students must notify Janet Carn in the MPH Program Office and the Concentration Directors.
3.8. JHSPH CERTIFICATE PROGRAMS

The School offers certificate programs in specific areas of study. Concentrations and certificate programs differ in that concentrations are intended specifically for MPH students and incorporate faculty advising and the capstone experience within the concentration. MPH students may pursue a certificate program, however, a student in a concentration area should check with the concentration directors to ensure that there is no substantial overlap between the concentration and certificate requirements.

For more information, see [http://commprojects.jhsph.edu/academics/Certificate.cfm](http://commprojects.jhsph.edu/academics/Certificate.cfm), and contact the faculty sponsors of the certificate programs listed on the website.

There will be a series of “Brown Bag Information Seminars” where faculty will discuss specific certificates and other areas of interest. The term “Brown Bag” means that you should bring your own lunch to these sessions. It is fine for you to eat while the faculty presents information about their certificates. See the “MPH Activities and Events Summer Schedule” section in the manual to learn more about the specific dates these sessions will be held. You also will receive email announcements about these sessions.

The School offers the following certificates for Hopkins students:

- Adolescent Health
- Bioethics and Health Policy
- Community-Based Public Health (CBPH)
- Demographic Methods
- Environmental and Occupational Health
- Gerontology
- Global Tobacco Control
- Health and Human Rights
- Health Communication
- Health Disparities and Health Inequality
- Health Education
- Health Finance & Management (Not available to students pursuing the Health Leadership & Management concentration)
- Humane Sciences and Toxicology Policy
- Humanitarian Assistance
- Injury Control
- Maternal and Child Health
- Population Health
- Public Health Economics
- Public Health Informatics
- Public Health Preparedness
- Public Health Training Certificate for American Indian Health Professionals
- Public Mental Health Research
- Risk Sciences and Public Policy
- Tropical Medicine
- Vaccine Science and Policy
3.9. SUMMER GROUP ADVISING, FACULTY ADVISOR ASSIGNMENT, AND MPH PROGRAM RESOURCES

Each MPH student is assigned a faculty advisor. The role of the advisor is to discuss your academic program and progress with you including your choice of courses in light of your educational and professional goals. Your advisor is your first point of contact with the faculty. You may find that you form relationships with other faculty members as your interests evolve. A Faculty Directory is available online at http://faculty.jhsph.edu/.

Advising assignments are coordinated by the MPH Executive Board and the MPH Program Office. Full-time students participate in advising sessions with a Summer Group Faculty Advisor at the start of the program in late June and July. Students will receive their individual advising assignments in early August. Once you are assigned an advisor, you should be proactive in contacting him or her. Since faculty advisors are also busy with research studies, lecturing, and frequent travel, the best way to initiate contact is to send your advisor an email to see if you can schedule a time to meet or talk by phone at a mutually convenient time. Your advisor will need to approve your goals analysis project, which is due on Fri., September 23rd (see Section 7).

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 this situation, please contact the MPH Program Office to discuss, and if appropriate, we can help facilitate a change of advisor.

Students should use the MPH administrative staff as a source for advice on the day-to-day details of the program. For questions regarding program requirements, school policies or administrative procedures, the MPH Program Office is the best resource for advice. The MPH Office is located in Room W1015, 410-955-1291.

You may have specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies. For more information, consult the JHSPH Student Services website at http://www.jhsph.edu/student_affairs/one_stop/academics/index.html.

Other non-academic issues may come up during your program. If personal issues arise and you think you may 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 should contact the Student Accounts Office in Room W1101, 410-955-5725. The Office of Financial Aid may also provide guidance or suggestions in Room E1002, 410-955-3004.

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.
3.10. MPH STUDENT SOCIETIES AND STUDENT ASSEMBLY MPH OFFICER

There are two student-run organizations that play a critical role in the MPH Program and the School as a whole. The societies serve as an academic, professional and social vehicle to stimulate discussion, provide tangible experiences, and enhance involvement and interaction among students, faculty, and alumni with similar public health interests. Another important student role is that of the two Student Assembly MPH Officers. These individuals are the MPH class representatives to the School’s Student Assembly.

MPH students interested in leadership roles for the class are encouraged to run for one of the many offices for these societies. More information about the officer positions, events and programming from previous years, service trips, etc., will be provided early in the summer. Elections will be held on July 21st.

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

Faculty Mentor: Courtland Robinson

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

Faculty Mentor: Lainie Rutkow

Each year, the societies:

- sponsor speaker events and seminars
- organize education and career trips
- promote student networking with alumni, faculty, and various national and international organizations

The **Student Assembly** (SA) represents, preserves and promotes the interests of all students at the School. Specifically, the SA strives to protect the rights of students at the School, formulates policies and regulations on behalf of students, represents students by electing or appointing student representatives to School committees, acts as a communication channel between students and the administration, offers educational and intellectual opportunities and enriches student life by providing a forum for student expression and communication, and acts as a liaison between student groups and the School.

### Key Dates

**MPH Student Societies and Student Assembly MPH Officer Information Session**

**Thursday, July 7, 2011**

11:20am-12:00pm, Sommer Hall

**Societies and SA Officers Elections**

**Thursday, July 21, 2011**

11:20am-12:00pm, Sommer Hall
3.11. BOOKS ON THE READING LIST OF THE MPH EXECUTIVE BOARD FACULTY*

*For your leisure reading enjoyment*
3.12. LIBRARY, INFORMATION SERVICES, AND RESOURCES

ACCESS TO ELECTRONIC RESOURCES
http://www.welch.jhu.edu/
Welch library offers easy access to PubMed, Global Health, GIDEON, EMBASE, PsycINFO, MDConsult, Web of Knowledge, and Lexis-Nexis, as well as over 400 additional databases, over 5,000 full-text journals, and over 1,000 eBooks. Subject guides are available to help navigate the many resources available. *To ensure full-text access when available, you MUST access resources from Welch Library’s web site.

LIAISON SERVICES
http://www.welch.jhu.edu/liaison/index.html
Professional librarians are available to help you maximize your ability to access and effectively use the library’s resources and technology when you need it, wherever you are – in your home, office, classroom, or clinic.

Contact the Public Health Informationists to learn more about services or to schedule an appointment.
- Claire Twose, Associate Director Public Health & Basic Sciences, 410-502-0490, ctwose@jhmi.edu
- Donna Hesson, Public Health Informationist, Welch Medical Library, Welch Office 209, 410-955-3028, dhesson@jhmi.edu
- Lori Rosman, Public Health Informationist, Welch Medical Library, Welch Office 211, 410-614-1286, lrosman@jhmi.edu
- Peggy Gross, Public Health Informationist, Welch Medical Library, Welch Office 214, 410-502-7574, mgross21@jhmi.edu

ADMISSION & LIBRARY CARDS
http://www.welch.jhu.edu/about/admission.html
For admission to the library, patrons must swipe their JHMI Hopkins ID in the access reader at the main entrance. A library card is required to check out materials and to receive services. Hopkins faculty, staff, and students may obtain a card by presenting their valid JHMI Hopkins ID at one of the Welch library sites. An electronic registration form is also available on our Web site.

INTERLIBRARY LOAN (Weldoc)
http://weldoc.welch.jhmi.edu/weldoc/logon.html
Materials that are held at other Hopkins or non-Hopkins libraries may be requested using Weldoc, the library’s free interlibrary loan and document delivery system. Patrons on the Johns Hopkins Medical Institutions campuses with current library cards are eligible to use Weldoc.

OFF CAMPUS ACCESS
Access to Welch licensed electronic resources while off-campus is available using either JHConnect or Off-Campus Logon.

- **JH Connect** is a virtual private network system that allows Hopkins community members to access Hopkins computer resources from remote locations. To use JHConnect you will need to download and install a small program onto your laptop or home computer in advance: https://my.johnshopkins.edu and look on the left-hand side of the page.

- **Off-Campus Log On** is another method for remote access and uses EzProxy server-based software that utilizes Internet Protocol (IP)-based authentication. This does not require any software installation, but users must have a JHED ID and password. To access Welch resources from off-campus, click on the “Off-campus log on” button along the top right of the Welch homepage (just under the photo of the Dome) and enter your JHED ID and password.

ELECTRONIC RESERVES
http://www.welch.jhu.edu/ereserves/index.html
For many of your classes, readings have been placed on Electronic Reserves. Courses can be searched by course number, course name, department or instructor. You will then be asked for a password which will be the 6-digit number of the desired course followed by ‘sph’ (e.g. 123456sph).
INFORMATION MANAGEMENT: REFWORKS  
https://portal.johnshopkins.edu/refworks
RefWorks is an online bibliographic management tool that allows you to create your own personal database of references to help organize citation information and easily produce bibliographies. The Johns Hopkins Institutions has a site license to RefWorks allowing all staff, students and faculty to use the services. Your account is already created and just needs to be initialized by logging in with your JHED ID and password. To access RefWorks go to the library’s web site and select it from the “Quick Links” drop down menu.

CLASSES & LECTURES  
http://www.welch.jhu.edu/classes/index.cfm
The library offers free classes and lectures during the year to members of the Hopkins community. Classes are held in the library’s computer training room and require advance registration. Lectures are held around campus at varying times and locations. Topics include: using the library, searching online databases, writing a grant or journal abstract, and information management. Visit the web site for the current listing of classes and lectures.

LIBRARY SITES & HOURS  
http://www.welch.jhu.edu/about.hours.html

INFORMATION & HELP  
Information services are available in the library during library operating hours. In-depth information services are available Monday – Friday 9:00 am – 5:00 pm. Or submit your question online from the Welch web site.

General Information & Circulation Issues: Contact the Welch Service Center - 410-955-3410  
Interlibrary Loan: Contact Weldoc - 410-955-3418 (9am - 4pm)

For information about using library systems, databases, or available courses, please contact a public health informationist. For a complete listing go to: http://www.welch.jhu.edu/liaison/index.html

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<th>Intro. to MPH Studies: Library Sessions: W3017 &amp; W3025</th>
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<td>4:00-5:00pm: For Students w/Last Names Starting w/C-G</td>
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<td>12:15-1:15pm: For Students w/Last Names Starting w/T-Z</td>
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3.13. TUITION & FEES SCHEDULE AND PAYMENT INFORMATION 2011-2012

Student Accounts Office – Located in W1101  
Website:  http://www.jhsph.edu/studentaccts/bill_payment/  Email: bursar@jhsph.edu

** BILLING & PAYMENT DEMONSTRATION ON FRIDAY, JULY 8TH AT 12:15PM IN W1020**

Tuition
- Full-time (12 or more credits) $10,704
- Part-time per credit $892
- Matriculation Fee (one-time fee) $500
- Activity Fee (one-time fee) $40

Health Insurance (monthly rates)
- Individual $256
- Two-party $632.50
- Family $845
- Health Clinic Fee (All students) $450 annually ($112.50 quarterly)

All full-time and international students are required to purchase health insurance offered by the Johns Hopkins Bloomberg School of Public Health. This requirement will ONLY be waived with proof of comparable coverage and submission of a signed waiver during Orientation activities. Comparable coverage would need to provide a minimum of $250,000 USD in coverage for all medical costs and allow the student to use the insurance in the State of Maryland. Please note: All full-time JHSPH students are billed the non-refundable $450.00 Health Clinic Fee regardless of whether they have purchased the JHSPH Student Health Plan.

Dental Insurance (monthly rates)
- DHMO
  - Individual $16
  - Husband and wife $32
  - Individual plus child or children $32
  - Family including spouse $46
- Access
  - Individual $12
  - Husband and wife $21
  - Individual plus child or children $27
  - Family including spouse $40

Summer Course Materials Fees
- 340.601 Principles of Epidemiology $20
- 551.867 Intro. to MPH Studies $10

Parking *(monthly rates)*
- Shuttle Lot $55
- MTA Pass $39

Reed Hall **(monthly rates)**
- West Wing (Single, small) $525
- East Wing (4 Person Suite) $625/person
- East Wing (8 Person Suite) $610/person

*For questions regarding parking, please contact Support Services at 410-955-1197 or visit their website at http://www.jhsph.edu/supportservices/ParkingandTransportation/index.html.

**Rates may vary depending on actual move-in date. For questions regarding Reed Hall, call the Housing Office at 410-955-3905 or visit their website at http://www.hopkinsmedicine.org/housing.
Billing Information:
Your summer account statement will be available online on Thursday, July 14, 2011. However, you may view your current account activity at any time by logging onto https://isis.jhu.edu with your JHED ID and password.

Payment due dates:
- Summer – July 22, 2011 (includes July/Aug Insurance)
- 1st term – September 16, 2011 (includes Sept/Oct Insurance)
- 2nd term - November 18, 2011 (includes Nov/Dec Insurance)
- Winter & 3rd term – February 17, 2012 (includes Jan/Feb/March Insurance)
- 4th term – April 20, 2012 (includes April/May/June Insurance)

IMPORTANT: You must check your statement monthly to avoid a $100 late payment fee. It is the student’s responsibility to make sure all scholarships, loans and 3rd party payments have been reflected correctly on their account by the payment due date.

Method of Payment:
- Web Payment: Students should logon to https://isis.jhu.edu to make a payment by credit card (MasterCard Visa, or Discover) or by electronic check using their Johns Hopkins Enterprise Directory Logon ID (JHED LID) and password. Once payment has been made, receipts can be printed for the record keeping purposes.

- Check Payments: Students who wish to mail a check instead of paying online may print a copy of their statement from the website, https://isis.jhu.edu, and send their payment to the following address. Checks should be made payable to JHU.

  Johns Hopkins University
  Bloomberg School of Public Health
  P.O. Box 64680
  Baltimore, MD 21264-4680

Loans: Students who are registered for at least six credits per term and have a credit balance due to excess loans will receive their refund check at their local mailing address during the first two weeks of each term. It is extremely important that you update your local address at www.registration.jhu.edu in order to receive your check.

Scholarships/Grants: Students who have received a scholarship or grant must check their account to make sure the funding has posted by the payment due date. The student should contact their home department if their funding is not posted correctly.

JHU Tuition Remission: Students must bring their completed application and voucher signed by the Human Resource Office to the Student Accounts Office before the payment due date. Please do not wait until the payment due date to apply. Human Resources will need at least 24 hours to sign your voucher. If the remission does not cover the entire cost of tuition, the student is required to pay the remaining balance. Fees are not covered under the Tuition Remission Plan. Remission is for part-time studies only.

3rd Party Contract: Students must submit a purchase order or contract from his/her employer permitting the school to bill the company for tuition and any associated fees. If the contract does not cover the entire cost of tuition and fees, a student is required to pay the remaining balance by the payment due date. Students who receive payments directly from their employer are required to pay their tuition in full by the payment due date and then seek reimbursement from their employer.
4. OVERVIEW OF THE MPH PROGRAM

4.1 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 areas of interest or to elect an optional concentration as well as to achieve an appropriate balance between depth and breadth.

4.2 Competencies

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

Biostatistics and Epidemiology Competencies

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

Environmental Health Sciences Competencies

1. Define the major environmental agents (i.e., environmental chemical, biological, and physical agents that cause adverse effects on human health) and their sources, natural and anthropomorphic.
2. Discuss the transport and fate of these agents in the environment, and identify the carriers or vectors (air, water, soil, and food) that promote the transfer of these agents from the environment to the human.
3. Describe the toxicokinetics of these agents in the body, including the effect of route of entry (inhalation, ingestion, absorption).
4. Describe the *toxicodynamics* of these agents, including biotransformation and the mechanisms by which they exert adverse health effects, and the use of models for prediction of the magnitude of adverse effects.

5. Identify and define the steps in the *risk assessment* process, including both exposure and dose-response assessment, and the sources and magnitude of uncertainty.

6. Describe various *risk management* approaches, including regulatory, engineering, and behavioral/risk communication options.

7. Describe specific *genetic* factors (including gender- and ethnicity-related factors), *physiologic* factors (including age- and health status-related factors), and *psychosocial* factors (including SES- and social/cultural-related factors) that influence the risk of exposure and/or the likelihood of developing adverse health outcomes from exposure to environmental agents.

8. Identify techniques for improving risk assessment and risk management strategies, including consideration of: (1) factors in the *physical* environment, (2) factors in the *social* environment, (3) *community-based participation* in both the assessment/management process and in basic environmental/public health research, and (4) issues of *environmental justice/equity*.

**Public Health Biology Competencies**

1. Describe the biological bases, e.g. molecular, cellular, and physiological, for the major determinants of human disease including infectious disease, nutritional deficiencies, and exposure to toxic environmental agents.

2. Describe the ecological principles that determine the distribution of infectious disease in human populations.

3. Apply principles of human immune system function to explain the rationale and mode of action of existing and potential methods of immunization.

4. Explain the role of genetic determinants in human disease and disease susceptibility caused by infectious agents, nutritional deficiencies and exposure to toxic agents, and in microbial virulence.

5. Apply biological principles to development of disease prevention, control, or management programs.

6. Apply biological principles to assessment of risk from potentially hazardous agents and behaviors.

**Management Sciences Competencies**

1. Describe the organization and structure of a health service system.

2. Evaluate basic models of health delivery systems.

3. Assess major approaches to managing and improving health services organizations, including approaches to process improvement, strategic planning, and organizational design.

4. Apply performance improvement concepts and tools in revising a specific process within an organizational setting.

5. Apply key concepts of human resource management to achieving the strategic objectives of health service organizations.

6. Prepare a basic budget.

**Social & Behavioral Sciences Competencies**

1. Describe the psychological and sociological conceptualizations of health, health behavior, and illness.

2. Describe and compare theories and principles of behavior change. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment.

3. Describe the concepts of stress, coping and social support, their inter-relationships and assess their impact on health, health behavior, and illness.

4. Analyze and predict the influence of major social structural divisions such as age, gender, socioeconomic status, and ethnicity on health, health behavior, and the treatment of illness.

5. Formulate behavioral, communication, educational, advocacy, health promotion, and community-based participatory strategies for improving the health of communities and individuals and preventing disease and injury.

6. Evaluate processes and outcomes of social and behavioral interventions on the health of communities, families, and individuals.

7. Demonstrate a cross-cultural awareness and sensitivity for the implementation and evaluation of health behavior change programs.
Health Policy & Ethics Competencies

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

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

- A total of 80 units (credits) 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.

- 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.

- 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 7).

- All students must also complete an MPH capstone project. The goal of the MPH capstone project is to give all students an opportunity to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem (see section 9).

- All students must maintain minimum academic standards and have satisfactory grades as detailed in section 4.4.

- Students are required to complete the Academic Ethics online module (see section 3.5.). You must use your @jhsph.edu account username and password to access the module at: [http://apps4.jhsph.edu/academicethics/](http://apps4.jhsph.edu/academicethics/)

**Note:** A repeated course may only count once toward the 80 unit requirement. Classes taken for audit do not count towards the 80 unit requirement for graduation.

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

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

Students must meet minimum academic standards to remain in the MPH Program. A student’s failure to meet any of the criteria below is grounds for being placed on academic warning and/or being dismissed from the program.

1. To maintain good academic standing in the MPH program, students must maintain a minimum cumulative grade point average (GPA) of 2.50. Students falling below 2.50 will be placed on academic warning and will have one term, or 12 additional units of coursework, to raise the GPA to 2.50 or above. Students not meeting the 2.50 minimum after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA. Students on academic warning must meet with their faculty advisor and the MPH Academic Coordinator (Janet Carn, jcarn@jhsph.edu) each term to review their academic plan and receive approval for their course schedule prior to registering for courses. Students with a cumulative GPA of less than 2.50 may not register for more than 18 credits per term. Any repeated courses count towards this 18 credit limit. [Note: Students with less than a 2.50 cumulative GPA after the summer term are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 course series].

2. Students must earn a grade of “C” or higher in all required courses in the core curriculum that are offered for letter grading and a “Pass” grade for those only offered on a pass/fail basis. A student who earns a “D” or “F” grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available). A grade of “D” or “F” on the second attempt is grounds for dismissal.

3. Students must complete the initial core requirement (either Making Change through Policy or Problem Solving in Public Health), the Goals Analysis plan, and the Epidemiology core requirement within the first twelve months of matriculation into the MPH program.

4. Students must progress toward degree completion in three years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student’s responsibility to contact in writing (email communication is sufficient) the faculty advisor and the MPH Academic Coordinator (Janet Carn, jcarn@jhsph.edu) to request an extension beyond the three year limit. An extension request should be submitted to the faculty advisor and the MPH Academic Coordinator at least one term prior to the end of the 3-year limit.

5. Students may not accrue more than 9 units of “incomplete” coursework at any given time. Students exceeding this limit must immediately contact the faculty advisor and the MPH Academic Coordinator in writing (email communication is sufficient) to discuss their academic situation. Students may not be permitted to register for subsequent terms until the incompletes have been resolved.

6. Students who are inactive (not enrolled in courses) for two terms or more without notifying the MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do notify in writing (email communication is sufficient) the MPH Academic Coordinator (Janet Carn, jcarn@jhsph.edu) and faculty advisor of their circumstances may suspend enrollment, assuming that they otherwise have met academic standards as per items 1-5 above.
5. 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, environmental health, biological sciences, and public health policy.

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

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

5.1 Required Courses

The following are required of ALL MPH students:

180.601: *Environmental Health* (5 units) [onsite & online]
340.601: *Principles of Epidemiology* (5 units)
   OR 550.694-695: *Fundamentals of Epidemiology I & II* [online only] (6 units)
300.645: *Making Change through Policy* (5 units)
   OR 550.608: *Problem Solving in Public Health* (4 units)
380.755: *Population Dynamics and Public Health* (2 units)
550.867: *Introduction to MPH Studies* (1 unit) [Full-time students only]

*MPH Individualized Goals Analysis requirement*

[Must be completed within 2 terms of matriculation, by September 23, 2011.]

*MPH Capstone Project – MPH Capstone Course requirement* (2 units) (see Section 9 for more information)

In addition, as part of the MPH core requirements students must also complete requirements in four additional areas: Biostatistics; Public Health Biology; Management Sciences; and Social & Behavioral Sciences. To meet core curriculum requirements for the MPH, students must earn a letter grade of 'C' or better in at least one course (or course series) in each of the seven core areas. In the case of multi-term courses, all sections of the course must be completed. Please see the tables below for a listing of courses that satisfy each of the core curriculum areas and when they are offered.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>On-site</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>BIOSTATISTICS (choose one sequence): No switching permitted between Biostatistics sequences.</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Provides conceptual understanding of statistical ideas and methods; limited calculations:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.611-612</td>
<td>Statistical Reasoning in Public Health I-II*</td>
<td>6</td>
<td>SI, 1st/2nd</td>
<td>1st/2nd</td>
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<tr>
<td></td>
<td>Covers statistical concepts and calculations for data analysis; develops statistical computing skills:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>140.621-623</td>
<td>Statistical Methods in Public Health I-III</td>
<td>12</td>
<td>1st/2nd/3rd</td>
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<tr>
<td></td>
<td>Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.651-654</td>
<td>Methods in Biostatistics I-IV</td>
<td>16</td>
<td>1st/2nd/3rd/4th</td>
<td>No</td>
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<tr>
<td></td>
<td><strong>ENVIRONMENTAL HEALTH</strong></td>
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<td>180.601</td>
<td>Environmental Health</td>
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<td>Summer</td>
<td>3rd</td>
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<tr>
<td></td>
<td><strong>EPIDEMIOLOGY (choose one)</strong></td>
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<td></td>
<td></td>
</tr>
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<td>340.601</td>
<td>Principles of Epidemiology</td>
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<td>SI, Su, 1st</td>
<td>No</td>
</tr>
<tr>
<td>550.694-695</td>
<td>Fundamentals of Epidemiology I &amp; II</td>
<td>6</td>
<td>No</td>
<td>1st/2nd</td>
</tr>
<tr>
<td></td>
<td><strong>MANAGEMENT SCIENCES (choose at least one)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>182.623</td>
<td>Occupational Safety and Health Management</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>221.706-707</td>
<td>Managing Health Systems in Developing Countries I-II</td>
<td>5</td>
<td>No</td>
<td>3rd/4th Multi-term course</td>
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<tr>
<td>221.722</td>
<td>Quality Assurance Mgmt Methods for Dev. Countries</td>
<td>4</td>
<td>1st</td>
<td>1st</td>
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<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
<td>2nd</td>
<td>4th</td>
</tr>
<tr>
<td>551.601</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>1st</td>
<td>3rd</td>
</tr>
<tr>
<td>551.603</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</td>
<td>SI, 2nd</td>
<td>3rd</td>
</tr>
<tr>
<td>551.607</td>
<td>Pharmaceuticals Mgmt for Under-Served Populations</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>551.608</td>
<td>Managing NGOs in the Health Sector</td>
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<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Units</td>
<td>On-site</td>
<td>Online</td>
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<td>----------</td>
<td>---------------------------------------------------------</td>
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</tr>
<tr>
<td>300.645</td>
<td>Making Change Through Policy</td>
<td>5</td>
<td>Su</td>
<td>No</td>
</tr>
<tr>
<td>550.608</td>
<td>Problem Solving in Public Health</td>
<td>4</td>
<td>SI, FI, WI</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>POLICY/PROBLEM SOLVING (choose one -- full-time students must take 300.645)</td>
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<td></td>
<td></td>
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<tr>
<td>183.631</td>
<td>Fundamentals of Human Physiology</td>
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<tr>
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<td>Evolution of Infectious Disease</td>
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<td>550.630</td>
<td>Public Health Biology</td>
<td>3</td>
<td>1\textsuperscript{st}</td>
<td>Su, 4\textsuperscript{th}</td>
</tr>
<tr>
<td></td>
<td>PUBLIC HEALTH BIOLOGY (choose at least one)</td>
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<td></td>
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</tr>
<tr>
<td>120.620</td>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
<td>1\textsuperscript{st}</td>
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</tr>
<tr>
<td>182.640</td>
<td>Food- and Water- Borne Diseases</td>
<td>3</td>
<td>3\textsuperscript{rd}</td>
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<tr>
<td>187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
<td>1\textsuperscript{st}</td>
<td>2\textsuperscript{nd}</td>
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<tr>
<td>222.641</td>
<td>Principles of Human Nutrition</td>
<td>4</td>
<td>1\textsuperscript{st}</td>
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<tr>
<td>223.689</td>
<td>Biologic Basis of Vaccine Development</td>
<td>3</td>
<td>4\textsuperscript{th}</td>
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<tr>
<td>260.606</td>
<td>Major Global Infectious Diseases: Prospects for Control</td>
<td>2</td>
<td>WI</td>
<td>No</td>
</tr>
<tr>
<td>260.631</td>
<td>Immunology, Infection, &amp; Disease</td>
<td>3</td>
<td>2\textsuperscript{nd}</td>
<td>No</td>
</tr>
<tr>
<td>260.635</td>
<td>Biology of Parasitism</td>
<td>4</td>
<td>3\textsuperscript{rd}</td>
<td>No</td>
</tr>
<tr>
<td>260.650</td>
<td>Vector Biology &amp; Vector-borne Diseases</td>
<td>3</td>
<td>3\textsuperscript{rd}</td>
<td>No</td>
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<tr>
<td>260.652</td>
<td>Principles of Public Health Ecology</td>
<td>4</td>
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<tr>
<td>260.656</td>
<td>Malarialogy</td>
<td>4</td>
<td>4\textsuperscript{th}</td>
<td>3\textsuperscript{rd}</td>
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<tr>
<td>340.612</td>
<td>Epidemiologic Basis of Tuberculosis Control</td>
<td>2</td>
<td>3\textsuperscript{rd}</td>
<td>1\textsuperscript{st}</td>
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<tr>
<td>340.646</td>
<td>Epidemiology &amp; Public Health Impact of HIV &amp; AIDS</td>
<td>4</td>
<td>1\textsuperscript{st}</td>
<td>2\textsuperscript{nd}</td>
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<tr>
<td>340.654</td>
<td>Epidemiology &amp; Natural History of Human Viral Infections</td>
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<td>3\textsuperscript{rd}</td>
<td>1\textsuperscript{st}</td>
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<tr>
<td>340.744</td>
<td>Advanced Topics on Control &amp; Prevention of HIV/AIDS</td>
<td>4</td>
<td>2\textsuperscript{nd}, FI</td>
<td>3\textsuperscript{rd}</td>
</tr>
<tr>
<td>380.761</td>
<td>STI’s in Public Health Practice</td>
<td>4</td>
<td>3\textsuperscript{rd}</td>
<td>4\textsuperscript{th}</td>
</tr>
</tbody>
</table>
## Abbreviation Key

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Course Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI</td>
<td>Offered in Summer Institute Term</td>
</tr>
<tr>
<td>Su</td>
<td>Offered in Summer Term</td>
</tr>
<tr>
<td>FI</td>
<td>Offered in Fall Institute in Barcelona, Spain</td>
</tr>
<tr>
<td>WI</td>
<td>Offered in Winter Intersession Term</td>
</tr>
<tr>
<td>No</td>
<td>Not offered in this format</td>
</tr>
</tbody>
</table>

## Recommended (But Not Required) Courses

In addition to the required coursework, it is also highly recommended that MPH students gain an appreciation of the history of public health. Some appropriate courses include:

- **340.673**: History of Epidemiology [onsite only, 4th term] (2 units)
- **550.605**: History of Public Health [online only, 3rd term] (2 units)
- **550.609**: Life & Death in Charm City: Histories of Public Health in Baltimore, 1750 to the present [onsite only, 1st term] (3 units)
### 5.2. MPH Core Course Schedule, 2011/2012 (Includes East Baltimore and Internet courses)

<table>
<thead>
<tr>
<th>Summer</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required (5)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lab time req |
| 2:180.601 Environ Health M,W,F 1:30-3:20pm | 2:140.622 Stat Methods II§ | 3:140.652 Biostatistics II§ | 3:140.653 Biol III§ | 3:140.607 Public Health Practice | 3:30-5:20pm-
Lab time req |
| 3:300.645 Making Change through Policy T&Th 9:00-
| **Biostatistics – 3 Options** | **Biological Sciences – 19 Options** | **Management Sciences – 8 Options** | **Social & Behavioral Sciences – 11 Options** | |
| 4:120.620 Fund of Repro Biol T&Th | 4:183.631 Fund of Human Physiology M&W 1:30-3:20pm | 4:305.607 Public Health Practice M&W 1:30-3:20pm | 5:305.607 Public Health Practice M&W 1:30-3:20pm | 6:221.706 Mgmt Hlth Syst. in Dev Countries I [Internet]* |
| **Biostatistics – 3 Options** | **Biological Sciences – 19 Options** | **Management Sciences – 8 Options** | **Social & Behavioral Sciences – 11 Options** | |
| 2:140.621 Stat Methods I§ | 2:224.689 Hlth Beh Change at the Individual Level T&Th 8:30-10:20am | 3:340.601 Environ Health | 4:120.620 Fund of Repro Biol T&Th | 4:120.620 Fund of Repro Biol T&Th |
| 3:140.651 Biostatistics I‡ | 3:140.651 Biostatistics I‡ | 3:140.654 Hum Viral Infect M,W,F 1:30-3:20pm | 4:183.631 Fund of Human Physiology [Internet] | 4:183.631 Fund of Human Physiology [Internet] |
| 4:120.620 Fund of Repro Biol T&Th | 4:120.620 Fund of Repro Biol T&Th | 4:120.620 Fund of Repro Biol T&Th | 4:120.620 Fund of Repro Biol T&Th | 4:120.620 Fund of Repro Biol T&Th |
| **Biostatistics – 3 Options** | **Biological Sciences – 19 Options** | **Management Sciences – 8 Options** | **Social & Behavioral Sciences – 11 Options** | |
| 2:140.622 Stat Methods II§ | 2:140.622 Stat Methods II§ | 3:140.652 Biostatistics II§ | 3:140.652 Biostatistics II§ | 3:140.653 Biol III§ |
| 3:140.651 Biostatistics I‡ | 3:140.651 Biostatistics I‡ | 3:140.654 Hum Viral Infect [Internet] | 3:140.654 Hum Viral Infect [Internet] | 3:140.654 Hum Viral Infect [Internet] |

*Course lasts for two terms; §Course lasts for three terms; †Course lasts for four terms; Course continued from previous term.

Course schedules are subject to change. Check the course database for the current schedule: [http://commprojects.jhsph.edu/courses](http://commprojects.jhsph.edu/courses)
5.3. **Waiving or Substituting Core Requirements**

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

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

- **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
- **Management Sciences Area.** Contact Dr. Ann-Michele Gundlach, agundlach@jhsph.edu
- **Biostatistics Area.** Contact Dr. Marie Diener-West, mdiener@jhsph.edu
- **Social & Behavioral Sciences Area.** Contact Dr. George Rebok, grebok@jhsph.edu
- **Making Change through Policy Course.** Contact Dr. Andrea Ruff, aruff@jhsph.edu
6. MPH CUSTOMIZED PROGRAM OF STUDY AND OPTIONAL MPH CONCENTRATIONS

Typically, 30-40 units of an MPH student’s curriculum are based on courses from the required core curriculum. The remainder of the total of 80 units required for graduation can be accomplished either through a customized program or through one of ten multidisciplinary concentration areas.

**MPH Customized Program**

The MPH customized program is for students who desire an understanding of a broad spectrum of public health problems. It is designed for students who want versatility in designing their MPH course electives and may have academic objectives that do not fit precisely into the concentration areas. Students who customize their program of study complete the core MPH requirements and then choose elective courses for the remaining units (approximately 40-50) in consultation with their faculty advisors.

**MPH Concentration Areas**

There are 10 multidisciplinary concentration areas. The concentration areas are designed for students wishing to have a guided curriculum in a particular area and the opportunity to interact with other students and faculty who share similar academic interests. Students who elect a concentration must complete a number of required course units (approximately 20 units) as specified by the concentration area over and above the MPH core course requirements.

The pie charts below illustrate the *approximate* distribution of academic units associated with a customized plan or an optional concentration. The exact number of units varies depending on the courses chosen to satisfy core requirements and the specific requirements of the particular concentration. Please note: The words “units” and “credits” are used interchangeably.

**MPH Customized Program**

- Approximately 30-40 units are core MPH requirements
- About 40-50 units are free electives

80 Units

**MPH with Optional Concentration**

- Approximately 30-40 units are core MPH requirements
- About 20 units are concentration requirements
- About 20-30 units are free electives

80 Units

The specific number of additional units required by each concentration is variable. However, as a rough guide, of the 80 units needed for graduation, approximately half are core MPH requirements that all students must complete, approximately one quarter are course units required by the concentration area and approximately one quarter of the units are course electives.
Choosing to Customize or Electing a Concentration

The decision to customize one’s program or elect a concentration area depends on the individual student. From July 11th-13th, the MPH Program will hold special orientations about customized programs of study and the concentration options to aid in this decision. The curriculum for each of the concentration areas and the customized program are explained in detail in Appendix A.

Answers to some frequently asked questions are:
- Students may elect only one area of concentration.
- Students may qualify for a concentration and a certificate unless noted otherwise by the concentration directors.
- Students may not change from one concentration area to another concentration area after the end of the add/drop period of second term (Wed., Nov. 2nd).
- Students may change into a new concentration only if they have met the 1st term requirements for that concentration and they must notify the MPH Academic Coordinator (Janet Carn at jcarn@jhsph.edu) and the Concentration Directors by Wed., November 2nd.
- Students are always free to change from a concentration to a customized course of study at any time during the academic year. When changing from a concentration to a customized course of study, students must notify the MPH Academic Coordinator (Janet Carn at jcarn@jhsph.edu) and the Concentration Directors.
- Students with an interest in international health will have ample opportunity to apply their knowledge to global health and developing country issues either as a customized student or as a student electing any of these concentration areas.
- Students completing a concentration will have a notation placed on their academic transcript.

Academic Advising

Advising assignments are made after a student makes the decision to customize their program or elect a concentration. Students who elect to customize their program of study will be assigned an appropriate faculty advisor by the MPH Program Faculty after carefully taking into account the students’ interests and goals. Similarly, upon election of a concentration, a student will be assigned a faculty advisor from the concentration area.

Capstone Project

All students complete an MPH capstone projects under the direction of a faculty capstone advisor. The MPH capstone experience in a concentration area may be more structured and focused on topics related to the concentration.
7. MPH Individualized Goals Analysis Requirement

The purpose of the MPH Individualized Goals Analysis requirement is to:

- Plan your MPH education early in your program with the support and guidance of your faculty advisor.
- Describe the goals and competencies which you aim to achieve during your program.
- Serve as a springboard for discussion of career opportunities as the year progresses.

After the initial submission, 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.

To complete the Goals Analysis requirement, you must submit the Individualized Goals Analysis online form at [http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm](http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm). This form includes a curriculum checklist detailing your goals and objectives, an academic plan, and an assessment of how this plan will meet your stated goals. Completion of the following steps should be done in close collaboration with your faculty advisor:

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

**Step 2: Educational Goals:** Identify the 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. Identify additional competencies particularly relevant to your professional future.

**Step 3: Curriculum Planning:** Develop a tentative course plan for your entire MPH program. Identify what required courses, electives and special studies you intend to take and when you plan to complete your courses. Course descriptions in the online catalog (“Course Search”) indicate when courses are generally offered. To ensure that you meet your goals and program requirements, complete the electronic MPH Curriculum Planning and Tracking sheet on pages 39-41. Your tracking form should include a tentative list of electives you plan to complete.

**Step 4: Practicum Requirement:** Describe your previous practicum experience in population-based health. If you have not yet had such an experience, outline your possible plans for such an experience during your MPH program.

**Step 5: Capstone Requirement:** Describe one or more potential capstone project topics and identify possible faculty mentors.

**Step 6: Review:** Before you submit the electronic form, make sure that your advisor has approved your Goals Analysis plan. Carefully review your goals plan and a working copy of the Curriculum Planning & Tracking Sheet (pgs. 39-41) to ensure that the proposed curriculum is not only feasible, but that it also meets program requirements. Assess if your curriculum plan is aligned with the goals you identified in Step 2.
Step 7: Submit: In order to complete the Goals Analysis requirement after review by your academic advisor, submit your Individualized Goals Analysis online at: http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm

When you submit the electronic form, your advisor will automatically receive an email message from the MPH Office acknowledging his/her approval of your Goals Analysis.

---

**Key Date**

**Friday, September 23, 2011:**
Goals Analysis due for full-time students matriculating in 2011.

Submit electronic form at:
http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm

This information is also available at http://www.jhsph.edu/MPH in the Curriculum section.

---

Course schedules are subject to change, so please periodically check the following website for the most current course details: http://commprojects.jhsph.edu/courses/
7.1. Curriculum Planning and Tracking Sheet
MPH Individualized Goals Analysis

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

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

### 1. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Change through Policy (300.645)</td>
<td>5 units</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>or Problem Solving in Public Health (550.608)</td>
<td>5 units</td>
<td></td>
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<tr>
<td>Principles of Epidemiology (340.601)</td>
<td>5 units</td>
<td></td>
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<tr>
<td>or Fundamentals of Epidemiology I-II (550.694-5)</td>
<td>6 units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Health (180.601)</td>
<td>5 units</td>
<td></td>
<td></td>
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<tr>
<td>Population Dynamics &amp; Public Health (380.755)</td>
<td>2 units</td>
<td></td>
<td></td>
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<tr>
<td>Introduction to MPH Studies (550.867)</td>
<td>1 unit</td>
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<tr>
<td>MPH Capstone Course (xxx.800)</td>
<td>2 units</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Reasoning in Public Health I-II (140.611-612)</td>
<td>3 units/term</td>
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<tr>
<td>Statistical Methods in Public Health I-III (140.621-623)</td>
<td>4 units/term</td>
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<tr>
<td>Methods in Biostatistics I-IV (140.651-654)</td>
<td>4 units/term</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Description</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 (550.630)</td>
<td>3 units</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Public Health Toxicology(187.610)</td>
<td>4 units</td>
<td></td>
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<tr>
<td>Fundamentals of Human Physiology (183.631)</td>
<td>4 units</td>
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<tr>
<td>Food- and Water- borne Diseases (182.640)</td>
<td>3 units</td>
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<tr>
<td>Malariaology (260.656)</td>
<td>4 units</td>
<td></td>
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<tr>
<td>Biology of Parasitism (260.635)</td>
<td>4 units</td>
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<tr>
<td>Principles of Human Nutrition (222.641)</td>
<td>4 units</td>
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<tr>
<td>Biological Basis of Vaccine Development (223.689)</td>
<td>3 units</td>
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<tr>
<td>STI’s in Public Health Practice (380.671)</td>
<td>4 units</td>
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<tr>
<td>Principles of Public Health Ecology (260.652)</td>
<td>4 units</td>
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<tr>
<td>Major Global Infectious Diseases (260.606)</td>
<td>2 units</td>
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<tr>
<td>Epidemiologic Basis of Tuberculosis Control (340.612)</td>
<td>2 units</td>
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<tr>
<td>Fundamentals of Reproductive Biology (120.620)</td>
<td>3 units</td>
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<tr>
<td>Epi. &amp; Public Health: Impact of HIV &amp; AIDS (340.646)</td>
<td>4 units</td>
<td></td>
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<tr>
<td>Epi. &amp; Natural History of Human Viral Infections (340.654)</td>
<td>6 units</td>
<td></td>
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<tr>
<td>Adv. Topics on Control &amp; Preven. of HIV/AIDS (340.744)</td>
<td>4 units</td>
<td></td>
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<tr>
<td>Evolution of Infectious Diseases (260.636)</td>
<td>3 units</td>
<td></td>
<td></td>
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<tr>
<td>Immunology, Infection, and Disease (260.631)</td>
<td>3 units</td>
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<tr>
<td>Vector Biology and Vector-Borne Diseases (260.650)</td>
<td>3 units</td>
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<tr>
<td>Units</td>
<td>Term/Year Planned</td>
<td>Term/Year Completed</td>
<td>Grade</td>
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</table>

4. MANAGEMENT SCIENCES [3-5 units; choose one of the following]

- **Public Health Practice** (305.607) 4 units
- **Managing Health Service Organizations** (551.601) 4 units
- **Occupational Safety and Health Management** (182.623) 3 units
- **Mng. Hlth. Systems in Devel. Countries I-II** (221.706-707) 5 units
- **Quality Assur. Mngt. Meth. for Devel. Countries** (221.722) 4 units
- **Fundamentals of Budgeting & Financial Mngt** (551.603) 3 units
- **Pharmaceuticals Mngt for Under-Served Pops.** (551.607) 3 units
- **Mng Non-Gov’t Orgs. in the Health Sector** (551.608) 3 units

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

- **Social & Behavioral Aspects of Public Health** (410.616) 4 units
- **Integrating Social & Behav Theory into P.H.** (410.618) 4 units
- **Social & Behav Founds. of Primary Health Care** (221.688) 4 units
- **Psychosocial Factors in Health and Illness** (410.613) 4 units
- **Introduction to Persuasive Communication** (410.650) 4 units
- **Program Planning for Health Behavior Change** (410.620) 3 units
- **Health Literacy: Challenges & Strategies** (410.651) 3 units
- **Social & Psych. Dev. Processes\Ment. Disorders** (330.661) 3 units
- **Life Course Perspectives on Health** (380.604) 4 units
- **Hlth. Behav.Change\Indiv. House. & Comm. Lvl** (224.689) 4 units
- **A New View: Improving PH thru Innov SB Tools** (410.614) 4 units

6. COURSE ELECTIVES

- ________________
- ________________
- ________________
- ________________
- ________________
- ________________
- ________________
- ________________

7. CAPSTONE COURSE \ SPECIAL STUDIES

- **MPH Capstone Course** (xxx.800) 2 units
- 4th term

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

9. PRACTICUM REQUIREMENT

If you have not previously had a practicum experience in population-based health, you are required 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 prior experience below.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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10. CAPSTONE PROJECT REQUIREMENT

Briefly describe potential capstone project topics and identify possible faculty capstone mentors.

______________________________________________________________________________
______________________________________________________________________________
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8. Practicum Experience in Population-based Health

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. 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 experiences 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 notify students without such prior experience after they matriculate into the program. A Practicum Information Session will be held on July 28th.

For students who are required to complete a practicum experience, some of the possible options are listed below. Documentation of the completed experience is required by submitting the online Practicum Completion Form at [http://www.surveymonkey.com/s/MPHPractice](http://www.surveymonkey.com/s/MPHPractice).

For questions regarding the MPH practicum, please contact:

Janet Carn: jcarn@jhsph.edu

**Types of Practicum Opportunities**

There are numerous opportunities to obtain a practicum experience. If interested in any of these specific opportunities, please follow-up with the contacts and websites listed below (please also see tables on pgs. 45-46). Enrollment in various programs may be limited by the number of available internships or practica.

- **Customized Opportunities**
  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 must be approved by the participating faculty member who oversees your work and awards special studies MPH practicum academic credit that counts towards your degree.

Steps for completing a customized experience are as follows:

1. Identify a potential project and a faculty practicum mentor. If you are having difficulty finding a practicum opportunity in your area, please contact the MPH office.
2. Submit a one-page proposal to your practicum mentor, including a description of the experience (name of organization, dates, work that you will do, dates of project, what PH skills you will use, what you hope to learn). Your faculty mentor will assess whether this experience is appropriate for meeting the MPH practicum requirement.
3. Complete the experience. You may register for academic credit in your practicum mentor’s department (course # PH.xxx.895) during the term when you will complete the experience.
4. Soon after the experience, submit a brief report to your practicum mentor about your experience. Please reflect upon what you learned from the experience and how it fits into your overall MPH program.
5. Document project completion by submitting the Practicum Completion Form ([http://www.surveymonkey.com/s/MPHPractice](http://www.surveymonkey.com/s/MPHPractice)).
• **Mentored Practicum with Community-based Organizations in Baltimore**
  This program, in collaboration with the Student Outreach Resource Center (SOURCE) and the Applied Public Health Program, provides opportunities for students to work with various Baltimore-based community organizations and local health departments in our region. Students enroll 2\textsuperscript{nd} and 3\textsuperscript{rd} terms for between 1-4 units each term. Course number 550.864. Faculty contact: Mindi Levin (mlevin@jhsph.edu)

• **Mentored Practicum with the Maryland Department of Health & Mental Hygiene and Local Health Departments**
  This program known as “PHASE” is a structured internship running 2\textsuperscript{nd}-4\textsuperscript{th} terms. The application process and selection of students occurs in the 1\textsuperscript{st} term. Students register for academic credit in 2\textsuperscript{nd} term (1 unit) and 3\textsuperscript{rd} term (2-4 units) and 4\textsuperscript{th} term (2-4 units). Course number 550.851. Faculty contacts: Beth Resnick (bresnick@jhsph.edu) and Dipti Shah (dshah@dhmh.state.md.us)

• **Mentored Practicum in Health Care Epidemiology and Outbreak Investigation**
  A limited number of internships are available in infection control and outbreak investigation at the Johns Hopkins Hospital. Students enroll for at least 2 units of academic credit. Faculty contact: Trish Perl (tperl@jhmi.edu)

• **Courses with Significant Practicum Component**
  For a listing of courses that satisfy the MPH practicum requirement, please see table on page 46. A letter grade of ‘C’ or better must be earned in order to fulfill the practicum requirement.

• **International or Domestic Public Health Practice Trips**
  Students have organized public health practice trips to work with various government and non-government organizations. In the past, these trips have occurred in January. There may be competitive grants to help partially defray costs of these trips. Students sign up for Practicum special studies with faculty mentors for academic credit.
Logistics for Registering for the MPH Practicum Special Studies

Students may earn 2 or more units of practicum special studies academic credit, if desired, for the practicum. 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).

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 faculty advisor’s department. If you are still uncertain, check with the MPH Program Office.

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

Key Date

Thursday, July 28, 2011:
Intro. to MPH Studies:
Practice Opportunities Information Session
1:00-3:00pm, Sommer Hall
## Ways to Fulfill the MPH Practicum Requirement

<table>
<thead>
<tr>
<th>Practicum Description</th>
<th>Prerequisites</th>
<th>When Offered</th>
<th>Date &amp; Hours</th>
<th>Additional Requirements</th>
<th>Related Academic Opportunities</th>
<th>Other Details</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internship-based Courses</strong></td>
<td></td>
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<tr>
<td>550.851 PHASE (Public Health Applications for Student Experience) Internships [with Maryland Department of Health and Mental Hygiene], other state agencies, and local health departments (LHDs).</td>
<td>340.601 or 340.751 Application, Interviews, &amp; Placement during 1st term</td>
<td>2nd, 3rd and 4th terms (multi-term)</td>
<td>At least 100 hrs effort on project (4-8 hrs/week) Monthly seminar</td>
<td>Separate Application, Interview, and Placement Process during 1st term</td>
<td>With Advisors permission, may be adaptable for Capstone.</td>
<td>Most internships are located in Baltimore City, and accessible via public transportation, but some require one to have a car. Others may require travel to various parts of the State.</td>
<td>Dipi Shah <a href="mailto:dshah@dhmh.state.md.us">dshah@dhmh.state.md.us</a>, Beth Resnick <a href="mailto:bresnick@jhsph.edu">bresnick@jhsph.edu</a>, PHASE <a href="http://cha.maryland.gov/phase/">http://cha.maryland.gov/phase/</a></td>
</tr>
<tr>
<td>550.864 Baltimore Community Practicum: Internships with Community-based organizations (CBOs) and local health departments; many are SOURCE partners.</td>
<td>Application, Interviews, &amp; Placement during 1st term</td>
<td>2nd &amp; 3rd terms (multi-term)</td>
<td>At least 60 hours on-site (4-8 hrs/week) Weekly seminar (Tues. 3:30 - 4:20 pm)</td>
<td></td>
<td>Most may be adaptable for Capstone. Required for Community-Based Public Health (CBPH) Certificate</td>
<td></td>
<td>SOURCE <a href="mailto:source@jhsph.edu">source@jhsph.edu</a>, Mindi Levin <a href="mailto:mlevin@jhsph.edu">mlevin@jhsph.edu</a></td>
</tr>
<tr>
<td><strong>Customized Experience</strong></td>
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<tr>
<td>Customized opportunities developed as independent projects under the direction of a faculty advisor or leading a Connection Community consultant group project</td>
<td>Permission from Faculty Advisor</td>
<td>Any term</td>
<td>Varies depending on the specific project</td>
<td>Proactive communication with faculty and practicum site(s)</td>
<td>With Advisors permission, may be expanded and evolve to be a Capstone</td>
<td>Register for xxx.895 based on faculty department affiliation (does not need to be for credit) SOURCE maintains an inventory of project needs at community-based organizations for involvement with Connection</td>
<td>Janet Carn <a href="mailto:jcarn@jhsph.edu">jcarn@jhsph.edu</a>, SOURCE <a href="mailto:source@jhsph.edu">source@jhsph.edu</a>, Jessica Harrington <a href="mailto:jharring@jhsph.edu">jharring@jhsph.edu</a></td>
</tr>
<tr>
<td><strong>Mentored Practicum</strong></td>
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</tr>
<tr>
<td>Mentored Practicum in Health Care Epidemiology and Outbreak Investigation</td>
<td>Permission from Trish Perl</td>
<td>Students enroll for at least 2 units</td>
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<td></td>
<td>Faculty contact: Trish Perl <a href="mailto:tperl@jhmi.edu">tperl@jhmi.edu</a></td>
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<tr>
<td><strong>Service Trips or Field Experiences</strong></td>
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<tr>
<td>Domestic or International trips typically involving hands-on experience and/or research with a host organization.</td>
<td>Permission from Faculty Advisor</td>
<td>Typically during January Intersession</td>
<td>Typically 3 weeks</td>
<td>Funding and coordination is the responsibility of the student, though students may apply for MPH Field Experience Funding. Project may require IRB</td>
<td>May be adaptable for Capstone</td>
<td>Global Health Day Poster Competition</td>
<td>MPH Field Experience Award Application Deadline: Oct 21, 2011</td>
</tr>
</tbody>
</table>
## Practicum

<table>
<thead>
<tr>
<th>Course #</th>
<th>Practicum Description</th>
<th>Prerequisites</th>
<th>When Offered</th>
<th>Date &amp; Hours</th>
<th>Course Description</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.717</td>
<td>Health Survey Research Methods</td>
<td>340.601 or 340.751, and 140.621 or 140.651</td>
<td>2nd term</td>
<td>Tues &amp; Thurs 1:30-3:20 pm</td>
<td>Presents health survey design; sampling methodologies; questionnaire construction and administration; interviewing; coding procedures. Intended for advanced students.</td>
<td>Susan Sherman: <a href="mailto:ssherman@jhsph.edu">ssherman@jhsph.edu</a></td>
</tr>
<tr>
<td>410.651</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td>None</td>
<td>3rd term</td>
<td>Mon &amp; Wed 3:30-4:50 pm</td>
<td>Introduces the broad areas of literacy and health literacy, discusses approaches to the assessment of key health literacy skills linked to health outcomes, and explores techniques and approaches for the assessment and creation of print material especially appropriate for low literate audiences.</td>
<td>Debra Roter: <a href="mailto:droter@jhsph.edu">droter@jhsph.edu</a></td>
</tr>
<tr>
<td>410.610</td>
<td>Health and Homelessness</td>
<td>None</td>
<td>3rd term</td>
<td>Sat 9am-4:30 pm</td>
<td>Introduces the issues of homelessness and its relationship to health. Lectures, seminars, and community experience present factors leading to homelessness, myths about homelessness, barriers to accessing services, health problems that arise from homelessness, multidisciplinary approaches to health care from homeless persons, and advocacy strategies.</td>
<td>Lee Bone: <a href="mailto:lbone@jhsph.edu">lbone@jhsph.edu</a></td>
</tr>
<tr>
<td>410.690</td>
<td>Ethnographic Fieldwork</td>
<td>None</td>
<td>3rd term</td>
<td>Mon &amp; Wed 8:30-10:20 am</td>
<td>Introduces students to the practice of qualitative research, including the design and conduct of a qualitative research study. Covers theoretical concepts and methods used in ethnographic and other types of qualitative research. Students design and conduct hands-on fieldwork projects in Baltimore. Classroom sessions include lectures, discussion, and intensive group work related to the fieldwork projects.</td>
<td>Deborah Gioia: <a href="mailto:dgioia@jhsph.edu">dgioia@jhsph.edu</a></td>
</tr>
<tr>
<td>224.690</td>
<td>Qualitative Research Theory and Methods</td>
<td>None</td>
<td>3rd and 4th term 5 credits each</td>
<td>Tues &amp; Thursday 8:30-10:20 am</td>
<td>Introduces students to qualitative research and provides them with practical skills for conducting research in domestic and international settings. Introduces theoretical foundations of qualitative research and different approaches to qualitative inquiry, including ethnography, phenomenology, grounded theory, and narrative and case study approaches. Covers how to formulate qualitative research questions and how to design a qualitative research study. Provides description and practice in different qualitative data collection methods, including interviews, focus groups, observation, and cognitive interviewing methods (such as free-listing and pile sorts). Includes a significant group project component to develop qualitative research skills, where students design and conduct hands-on fieldwork projects in Baltimore.</td>
<td>Joel Gittelsohn: <a href="mailto:jgittelsohn@jhsph.edu">jgittelsohn@jhsph.edu</a>  Caitlin Kennedy: <a href="mailto:ckenedy@jhsph.edu">ckenedy@jhsph.edu</a></td>
</tr>
</tbody>
</table>
9. The MPH Capstone Project

9.1 Overview

The MPH Capstone project is a requirement for graduation for students in the Master of Public Health Program and is typically completed in the last two terms of the program. The MPH Capstone is an opportunity for students to work on public health 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 during the program. Completion of the MPH capstone project requires both written and oral components. Students who elect an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration. The concentration faculty and guidelines will provide detailed instructions (see Appendix A).

The project is done under the direction of a faculty member, your MPH capstone advisor. The capstone advisor will typically be the student's advisor, but need not be. Students can identify another faculty member to supervise the capstone, if more appropriate. Your capstone advisor must have a primary or joint appointment in the School of Public Health. You can determine the department affiliation of any faculty member in the School by going to the Faculty Directory at http://faculty.jhsph.edu. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

In order to satisfy the written component, a student must write a paper. Your paper must include:

- An executive summary or structured abstract (limited to 300 words) and references
- A summary of how your capstone project addresses the areas that you wanted to strengthen as identified in your MPH Goals Analysis

Format for Paper:
While there are no formal guidelines on the length of the paper, it is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages) not including references, tables and figures.

Oral Presentation:
Students are required to give a 10-minute oral presentation summarizing their capstone project. There will be a capstone symposium held on a Saturday in the month of May for these presentations. Students participating in MPH concentrations sometimes present in an alternate venue that is designated by the concentration directors. Students may, with prior permission of their faculty capstone advisors, be permitted to present at an alternate venue such as a scientific meeting or academic conference.
9.2 Possible Forms that the Capstone Project May Take

The capstone project can take many forms including one of the 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 a student with 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 advisor. Some examples of formats or designs for the capstone project include:

**Literature Review**
The capstone project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe and assess the problem and its magnitude, evaluate its causes and determinants, and discuss prevention and intervention strategies.

**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.

**Program Evaluation**
The capstone project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment, and/or cost analysis.

**Policy Analysis**
The capstone project would involve analysis of the public health implications of a current or proposed policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

**Research proposal**
The capstone project would simulate a grant proposal or research plan. 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 could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

**Secondary data analysis**
Typically the capstone research report is in the form of a secondary data analysis, using an existing data set. Please note that the appropriate IRB approval may need to be obtained for any project that uses data gathered from human subjects. Even in cases where the data are de-identified, a determination should be sought from the IRB office (see IRB section for further information).

**Primary data analysis**
The MPH capstone project can also involve the collection of data. Data collection for a capstone is usually in the context of an ongoing study. It is typically not feasible to initiate a new study involving primary data collection, and requires special approval in the rare cases where feasible (see IRB section for further information).
Using a course project as an MPH capstone project

Some courses in the School of Public Health require projects that could 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, the 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.

9.3 JHSPH Institutional Review Board (IRB) Approval for an MPH Capstone

The JHSPH IRB Office (http://www.jhsph.edu/irb) is charged with assuring that human subject research studies conducted in the school comply with internal school policies and external regulations designed to protect human subjects. All students who plan to do human subjects research must have IRB approval before working with human data or samples and/or before contacting human subjects. “Human subjects research” is broadly defined to include any activity involving living humans that seeks to test a hypothesis or answer a scientific question. This can include both secondary data analysis and research involving direct contact with subjects.

To determine if your project involves human subjects research, complete the online IRB Worksheet at http://www.surveymonkey.com/s/MPH_IRB_Worksheet. This online worksheet will indicate the additional steps (if any) required to properly document IRB approval of your project.

The following resources are available to assist students with their IRB questions:

- MPH Program Office assistance is available for initial questions. Full-time students should direct their questions to Janet Carn (jcarn@jhsph.edu) and part-time students should contact David Earle (dearle@jhsph.edu).
- Additional assistance is available from Thomas Bradsher at the IRB Office (tbradshe@jhsph.edu). The IRB office is located in room E1100. Please make sure that you’ve completed the IRB Worksheet before contacting the IRB Office.
- Navigating the IRB: A Primer for Students and Postdoctoral Fellows (http://www.jhsph.edu/bin/c/c/Student%20Manual_V10_23Feb11_Final.pdf) This is your first step in learning more about the IRB process. This online IRB Office publication is designed to provide additional information about the IRB process and to aid in determining if your project involves human subjects research and requires IRB approval.
9.4 Steps for Getting Started and Completing the Capstone Project

Step 1: Identify a capstone advisor and project. You should start by identifying a faculty member whose research interests and expertise are in the topic area and/or methodology that you wish to pursue, and is available to advise the project. Your faculty advisor may serve as your capstone advisor, but need not be. Your faculty advisor is a good initial resource for discussing your areas of interests for your project and may refer you to other faculty members whose expertise better matches the type of project that you wish to pursue. Another helpful strategy is to inquire with several faculty members about any current work of theirs that may lend itself to a potential capstone project. Other resources for identifying a potential capstone advisor are the MPH office, the faculty directory (searchable by keyword), and Collexis. To assist you, Capstone Project Information Sessions will be held on August 9, 2011 and November 3, 2011.

Step 2: Determine with your capstone advisor whether the project involves “human subjects research”. If your capstone will involve project data, you should complete the online ‘IRB Worksheet’ ([http://www.surveymonkey.com/s/MPH_IRB_Worksheet](http://www.surveymonkey.com/s/MPH_IRB_Worksheet)) to determine what additional steps (if any) are needed in regard to securing IRB approval for your project or documenting the existing approval. Students must submit the online IRB Worksheet with the assistance of their capstone advisor.

Step 3: Submit the online MPH Capstone Information Form. Submission of this form is done at least two terms prior to the completion of the project. You will need to indicate such information as the name of your capstone advisor, a working title and the aims of your project, IRB status if applicable, etc. The due date is December 1, 2011.

Step 4: Submit final capstone outline to capstone advisor. Submit the final capstone project outline to your capstone advisor for review and feedback. The due date is February 10, 2012.

Step 5: Register for the 2-credit capstone course, complete bulk of work on your project and submit first draft of paper. Discuss an overall timeline for completing the various sections of your paper with your capstone advisor in preparation for submission of a first draft for their review. The deadline for submitting the first draft to your capstone advisor is about five weeks before the final deadline for submission of the final approved paper. This amount of time allows for revisions to occur in preparation for the final paper submission. Communicating with your capstone advisor about your progress is critical during this phase. This is the time to discuss any issues or concerns that you are encountering as you progress with your work.

Step 6: Submit final draft of paper to capstone advisor for approval. This submission will be reviewed by your capstone advisor for any final edits and recommendations to be made for final approval prior to submission to the CoursePlus dropbox. The due date is March 30, 2012.

Step 7: Submit final approved paper to the CoursePlus drop box. Submit the final, approved paper to the drop box. Your capstone advisor will submit an online approval directly to the MPH office. The due date is April 27, 2012. Please note: Students may not participate in the oral presentation unless the final paper is submitted on time.

Step 8: Give an oral presentation of your project. After the final paper and capstone advisor’s approval are submitted, you will complete the oral component of the capstone project by giving a 10-minute presentation of your project. The MPH Capstone Symposium will be held on May 12, 2012.

Step 9: Capstone Course Completion and Grading. The MPH Program office will submit grades for the MPH Capstone Course as follows: “Pass” grade for all students that submit an approved capstone paper and complete the oral presentation requirement. A grade of “Incomplete” will be posted for those students who do not complete the capstone project in the term for which they are registered.
Capstone Project Information Sessions

**Tuesday, August 9, 2011:** Intro. to MPH Studies: Capstone Information Session (1)

**Wednesday, November 3, 2011:** Intro. to MPH Studies: Capstone Information Session (2)

### Capstone Project Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By December 1, 2011</td>
</tr>
<tr>
<td>Submit final capstone outline to capstone advisor</td>
<td>By February 10, 2012</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>By March 16, 2012</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By March 30, 2012</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By April 27, 2012</td>
</tr>
<tr>
<td>Upload approved final paper to drop box</td>
<td>By May 4, 2012</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>May 12, 2012</td>
</tr>
<tr>
<td>Alternate venue presentation (Must be approved by your capstone advisor to present in an alternate venue)</td>
<td>May 12, 2012 – Deadline for completion of the oral presentation and submission of the Alternate Venue Approval Form by capstone advisor.</td>
</tr>
</tbody>
</table>

**MPH Capstone Information Form:**
Logistics for Registering for the MPH Capstone Course

Students are required to register for the 2-credit MPH Capstone Course in the term that the project will be completed – this includes both the written and oral components. For most students this will be 4th term. If a student’s capstone advisor determines that the student should register for additional academic credits for the capstone project prior to the term of completion, the student should register for these as special studies research credits (typically totaling 1-3 credits) with your capstone advisor.

The MPH Capstone Course numbers are xxx.800. The 3-digit prefix number is determined by the primary department of your faculty capstone advisor (see list of departments below). Your capstone advisor must have a primary or joint appointment in the School of Public Health. You can determine the department affiliation of any faculty member in the School by going to the Faculty Directory at http://faculty.jhsph.edu. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

<table>
<thead>
<tr>
<th>Capstone advisor’s department</th>
<th>Course Number</th>
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</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.800</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.800</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>PH.180.800</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.800</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.800</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.800</td>
</tr>
<tr>
<td>International Health</td>
<td>PH.220.800</td>
</tr>
<tr>
<td>Mental Health</td>
<td>PH.330.800</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>PH.260.800</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>PH.380.800</td>
</tr>
</tbody>
</table>

Special Studies/Research course numbers (Optional for Terms 1-3) (1-3 credits optional, must be approved by your capstone advisor)

<table>
<thead>
<tr>
<th>Capstone advisor’s department</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.840</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.840</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>PH.180.840</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.840</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.840</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.840</td>
</tr>
<tr>
<td>International Health, Health Systems</td>
<td>PH.221.840</td>
</tr>
<tr>
<td>International Health, Human Nutrition</td>
<td>PH.222.840</td>
</tr>
<tr>
<td>International Health, Disease Control</td>
<td>PH.223.840</td>
</tr>
<tr>
<td>International Health, Social &amp; Behavioral</td>
<td>PH.224.840</td>
</tr>
<tr>
<td>Mental Health</td>
<td>PH.330.840</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>PH.260.840</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>PH.380.840</td>
</tr>
</tbody>
</table>
Resources/Support for Capstone Projects

Capstone Teaching Assistants
During 3rd and 4th terms, teaching assistants in the areas of biostatistics, epidemiology and health policy will be available to consult on such issues as data analysis, content, and thinking through your project. The teaching assistants will have office hours during which you may meet with them or correspond with them by phone or email.

Librarians – Welch Medical Library

<table>
<thead>
<tr>
<th>Donna Hesson, MLS</th>
<th>Lori Rosman, MLS</th>
<th>Claire Twose, MLIS</th>
<th>Peggy Gross, MA, MLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Informationist</td>
<td>Public Health Informationist</td>
<td>Associate Director, Public Health and Basic Science Liaison Services</td>
<td>Public Health Informationalist</td>
</tr>
<tr>
<td>Welch Office 209</td>
<td>Welch Office 211</td>
<td>Welch Office 211</td>
<td>Welch Office 214</td>
</tr>
<tr>
<td><a href="mailto:dhesson@jhmi.edu">dhesson@jhmi.edu</a></td>
<td><a href="mailto:lrosman@jhmi.edu">lrosman@jhmi.edu</a></td>
<td><a href="mailto:ctwose1@jhmi.edu">ctwose1@jhmi.edu</a></td>
<td><a href="mailto:mgross21@jhmi.edu">mgross21@jhmi.edu</a></td>
</tr>
</tbody>
</table>

Welch Library Online Tutorials
Welch Library’s website offers tutorials on various aspects of referencing, finding online resources, preparing presentations, grant writing, etc. at http://www.welch.jhu.edu/welch_tutorials.

Reference Guidelines
Guidelines as to what needs to be referenced are available in the JHSPH Policy and Procedure Memorandum for Students for Academic Ethics (https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics.pdf). For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html), or the American Psychological Association Style Guide to Electronic References (http://www.apa.org/pubs/books/4210509.aspx).

Guide for Writing and Designing the Oral Presentation
This guide can be found at http://www.jhsph.edu/academics/degreeprograms/mph/Forms_MPH/Designing%20and%20Writing%20an%20Effective%20Presentation.pdf.

Student Handbook on Referencing The purpose of the Student Handbook on Referencing is to provide you with an overview of the school’s standards and expectations regarding referencing and citation. http://www.jhsph.edu/academics/degreeprograms/mph/current_students/JHSPH-ReferencingHandbook.pdf

Capstone Honors and Awards
The MPH Capstone Awards Committee bestows special honors to the best overall capstone projects. Nominations are accepted from capstone advisors. The winners will be selected by the awards committee based on the written project. Each capstone award winner receives a plaque for excellence. The student with the single overall best capstone project will also receive a $500 award.

Examples of Capstone Experience Projects from Previous Years
Examples of projects from previous years are available online at http://www.jhsph.edu/academics/degreeprograms/mph/curriculum/H_Capstone.html#examples_of_capstone experiencia_projects. The list is provided to show you the breadth of possible topics and formats. In addition, binders with copies of capstone project papers completed by students from previous years are available in the MPH Program office (Room W1015, Wolfe Street Building).
10. MPH Field Experience Fund Award

The MPH Field Experience Fund awards can be used to develop an MPH capstone project or to have a population-based practicum experience. The award is intended primarily to provide support for students during the January intersession period to develop their practicum and/or capstone project. For example, the award could be used for travel to collect data or to obtain a direct hands-on practical public health experience. The awards can be used for individual field experiences ($750/domestic or $1,500/international awards) or group field experiences involving multiple students ($5,000 per group project/$1,500 per student maximum.) An application for the award consists of a two-page statement outlining the capstone project or the practicum experience and how the funds will be used. The application must have the signed signature of a Hopkins faculty advisor as well as an off-site preceptor.

Key Dates

Monday, September 19, 2011: 4:00pm: MPH Field Experience Fund Award Information Session

Friday, October 21, 2011: MPH Field Experience Fund Award Applications Due

Monday, November 15, 2011: Deadline for IRB submission for field experiences taking place during the January intersession and requiring IRB approval.
11. Online Courses

Currently, the Johns Hopkins Bloomberg School of Public Health offers nearly 100 different courses over the Internet. The courses that are planned to be offered for the 2011-2012 academic year can be found at http://distance.jhsph.edu/offerings/full_web.cfm.

Introduction to Online Learning (IOL) is a prerequisite to enrolling in any online course. IOL runs for 2 weeks and you should expect to devote 1-4 hours to complete course requirements, depending on your technical abilities. IOL registration information can be found at: http://distance.jhsph.edu/iol/

<table>
<thead>
<tr>
<th>IOL Schedule</th>
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</thead>
<tbody>
<tr>
<td><strong>Start dates</strong></td>
</tr>
</tbody>
</table>
| July 4 | July 7, 9am  
June 12, 6pm  
July 14, 1pm | July 17 |
| August 15 | August 18, 9am  
August 23, 6pm  
August 25, 1pm | August 26 |

If you plan to take an online course in the first academic term, the August offering of IOL is your last chance to complete the course before the start of the first term.

| September 5 | September 8, 9am  
September 13, 6pm  
September 15, 1pm | September 16 |
| October 10 | October 13, 9am  
October 18, 6pm  
October 20, 1pm | October 21 |

If you plan to take an online course in the second academic term, the October offering of IOL is your last chance to complete the course before the start of the second term.

Although the course’s exercises may be completed at any point before midnight of the course end date, you must attend one of the three scheduled LiveTalk sessions in order to meet the requirements of the course.
APPENDIX A:
MPH CUSTOMIZED PROGRAM AND ELECTIVE CONCENTRATIONS

Course schedules are subject to change, so please periodically check the following website for the most current course details:

http://commprojects.jhsph.edu/courses/

A.1. MPH Customized Program of Study…………………………………………2-3
A.2 Child & Adolescent Health……………………………………………………..4-5
A.3 Epidemiologic & Biost Methods for Public Health & Clinical Research……6-7
A.4 Food, Nutrition, and Health ………………………………………………………8-9
A.5 Global Environmental Sustainability & Health ………………………………10-11
A.6 Health in Crisis and Humanitarian Assistance……………………………..12-13
A.7 Health Leadership & Management ……………………………………………14-15
A.8 Health Systems and Policy ………………………………………………………16-17
A.9 Infectious Diseases ………………………………………………………………..18-19
A.10 Social and Behavioral Sciences in Public Health …………………………20-21
A.11 Women’s and Reproductive Health …………………………………………22-23
A.1. MPH CUSTOMIZED PROGRAM OF STUDY

Educational Objectives:

The MPH customized program is designed for students who are interested in a broad perspective on the science and practice of the population-based approach to health and disease. It allows students the flexibility to tailor programs which meet their individual professional goals and interests. Such students often already have a specific area(s) of expertise, but also prefer the option of access to a wide range of course content throughout the academic year. Additional reasons for choosing a customized program might include having academic objectives that do not precisely fit into the more structured concentration areas or lack of a firmly predetermined area of focus in public health.

Course of Study:

The only required courses are those included in the core MPH curriculum, with the remainder as tailored electives. Students seeking guidance in choosing elective courses related to specific content areas may wish to consult the course recommendations listed in the MPH concentrations and certificate programs. As is true for any student, the course of study outlined in the student’s goals analysis exercise must be approved by the student’s academic advisor.

Advisor Assignment:

Students will be assigned an appropriate faculty advisor by the MPH program faculty, taking into consideration each individual student’s interests and goals. There is an opportunity for the customized students to express a preference for any Department in the School with which he/she wishes to affiliate and every effort is made to ensure a good match.

Capstone Experience:

The MPH Capstone project is a requirement for graduation of all MPH students. It is an opportunity to work on public health projects that are focused on highly individualized interests. The goal is to synthesize, integrate and apply in a variety of public health formats the skills and competencies that have been acquired during the period of study. Completion of this project includes a written report and oral presentation. It is completed under the guidance and supervision of the academic advisor or an especially chosen capstone advisor. The requirements for the capstone are registration for 2 credits in the term in which the capstone project is completed. The MPH Capstone Course number is (xxx.800), with xxx being the code associated with the primary Department of the capstone advisor. If the project involves more than two units of academic effort, the student should register for additional research special study credits (xxx.840) with the capstone advisor. See the Capstone Section in this Manual for more detailed information (section 9.).
**Customized Meetings:**

Customized students will meet monthly as a group, usually on a Monday at noon, the exact calendar dates to be determined. These meetings will provide an academic and professional “home” for the customized students and an opportunity to interact with other students and faculty with a broad range of interests. The format of these meetings will vary and range from seminars to student research-in-progress meetings, to open discussions of student issues. The somewhat formal seminars will include presentations by faculty members representing all the Departments in the School on new areas of investigation in their fields, followed by informal discussion and questions. The research-in-progress format provides the opportunity for students to report on their progress and obtain constructive advice from colleagues.

All customized students are invited to these meetings, although attendance is not required. Students are encouraged to bond and support each other throughout the year.

**Customized Faculty Directors:**

Susan Tonascia, ScM, Senior Scientist, Epidemiology, x5-3785; stonasci@jhsph.edu

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A.2. MPH CONCENTRATION
CHILD & ADOLESCENT HEALTH

Educational Objectives:

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

1) The concept of child/adolescent health, and the determinants of child and adolescent health status in industrialized and resource-limited settings, including socio-economic, demographic, developmental, behavioral, cultural, political, and environmental determinants.
2) Current basic understanding of specific health problems of children and adolescents, including obesity and other nutritional issues, injury, infectious diseases and HIV, chronic and disabling conditions, adolescent health concerns, and others.
3) The design, development, implementation and evaluation of public health programs to improve the health and well-being of children, including immunization programs, child survival strategies, primary health care, health promotion and disease prevention efforts, including those that target HIV/AIDS, and injury prevention.

The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 12-19 units (depending on which of the required courses are selected).

Course of Study:

Students are required to complete a total of 5 courses for the CAH concentration:

1) 380.626 Seminar in Child Health (3 units) – 4th term

2) one course from the following:
   380.604 Life Course Perspectives on Health (4 units)* – 1st term [Internet – 1st term]
   380.641 Prenatal & Infant Growth & Development (3 units) – 1st term (conflicts with Intro. to Int’l Health, 1st term)
   380.642 Child Health and Development (3 units) – 2nd term
   380.623 Adolescent Health and Development (3 units) – 3rd term [Internet – 3rd term]

3) one course from the following:
   220.601 Introduction to International Health (4 units) – 1st term [Internet – 4th term]
   223.663 Infectious Diseases and Child Survival (3 units) – 3rd term
   221.640 Children in Crisis (1 unit) – 4th term
   223.680 Global Disease Control Programs & Policies (Prerequisite 340.601) (4 units) – 4th term
4) and at least two of the following courses:
222.641 Principles of Human Nutrition* (4 units) – 1st term (conflicts with Life Course, 1st term)
   (Prerequisite – basic background in biology/medical sciences)
380.624 Maternal and Child Health Legislation and Programs (4 units) – 2nd term
380.662 Critiquing the Research Literature in Maternal, Neonatal & Reproductive Health (4 units)-2nd T.
380.725 Social Context of Adolescent Health and Development (3 units) – 4th term
222.655 Nutrition and Life Stages (3 units) – 3rd term (Consent for all students to ensure that students
   have a nutrition background and to determine their interest.)
380.611 Fundamentals of Program Evaluation (4 units) – 3rd term
380.625 Attitudes, Programs, and Policies for Children with Special Health Care Needs (3 units)- 3rd term
221.645 Large Scale Effectiveness Evaluations of Health Programs (3 units) – 4th term
222.649 International Nutrition (3 units) – 4th term
301.645 Health Advocacy (3 units) – 4th term
380.612 Applications in Program Monitoring and Evaluation (Prerequisite 380.611) – (4 units) – 4th term
380.762 HIV Infection in Women, Children and Adolescents (4 units) – 4th term [Internet – 4th term]
380.671 Adolescent Pregnancy – Causes, Consequences, Interventions (3 units) – 4th term
340.623 Epidemiologic & Policy Aspects of Selected Childhood Diseases (Prerequisites: 340-601 & 602)
   (2 units) – 4th term Offered alternate years; next offered 2012/13

*Also fulfills MPH core requirement.

**Capstone Experience:**

The MPH capstone experience in Child & Adolescent Health involves the application of the skills and competencies acquired during the MPH course-work to the solution of public health-practice problems confronted in efforts to improve children’s health. The capstone experience has both a written and oral-presentation component. Several options are available to complete this requirement. Students should discuss the capstone with their advisor beginning in 2nd term to allow the completion of a successful capstone product by the middle of 4th term. During the monthly CAH noon seminars, we will periodically focus on capstone progress.

Students are required to register for the 2-unit MPH Capstone Course (xxx.800) in the 4th term. Students may also take an additional 1-3 units of research special studies (xxx.840) for the capstone experience under the direction of concentration-affiliated faculty. This is likely to be your MPH advisor, but alternatively can be a faculty expert who is involved in the CAH. You should plan to finalize and present your Capstone in the 4th term course, Seminar in Child Health (380.626).

**Faculty Concentration Directors:**

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A.3. MPH CONCENTRATION
EPIDEMIOLOGIC AND BIOSTATISTICAL METHODS FOR
PUBLIC HEALTH AND CLINICAL RESEARCH

Educational Objectives:

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

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

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

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

Course of Study:

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

All students complete each of the four epidemiology courses below:
340.601 Principles of Epidemiology (5 units)* – Summer term
340.751 Epidemiologic Methods I (5 units) – 1st term
340.752 Epidemiologic Methods II (5 units) – 2nd term
340.753 Epidemiologic Methods III (5 units) – 3rd term

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

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

*Also fulfills MPH core requirement
In consultation with their advisors, students may take other courses of interest (Optional):
Several other courses are recommended depending upon the students’ interests and research needs in specific areas such as meta-analysis, health survey methods, clinical trials, study design and grant proposal development, survival analysis, data management, and other special topics.

330.603 Psychiatric Epidemiology (3 units) – 2nd term [Internet – 3rd term]
340.620 Principles of Clinical Epidemiology (2 units) - 2nd term
340.645 Introduction to Clinical Trials (3 units) – 2nd term [Internet – 1st & 3rd terms] (Prereq: 340.601 or 340.751)
340.717 Health Survey Research Methods (4 units) – 2nd term (Prerequisite: 340.601 or 340.751 and 140.621 or 140.651)
340.606 Systematic Reviews and Meta-Analysis (5 units) - 3rd term (Prereq.: 340.601 or 340.751 and 140.622)
140.641 Survival Analysis I (3 units) – 1st term (Prerequisite: 140.651 or equivalent)
340.607 Introduction to Cardiovascular Disease Epidemiology (4 units) - 3rd term (Prerequisite: 340.601 or 340.751 or 140.622 or equivalent)
340.616 Epidemiology of Aging (3 units) – 4th term (Prerequisites: 340.601 & 140.621 recommended)
340.715 Problems in the Design of Epidemiologic Studies (4 units) - 4th term (Prerequisites: 340.751-753 and 340.863)
223.672 Data Management Methods in Health Research Studies (5 units) - Internet Only – 1st & 4th terms]
340.680 Environmental & Occupational Epidemiology (4 units) - 4th term
340.754 Methodologic Challenges in Epidemiologic Research (5 units) – 4th term (Prerequisites: 340.751-753; 140.621-140.623 or 140.651-653)
380.603 Demographic Methods for Public Health (4 units) - 2nd term [Internet – 3rd term]
380.650 Fundamentals of Life Tables (4 units) - 3rd term (Prerequisite: 380.603 and 380.600 recommended)
380.651 Methods and Measures in Population Studies (4 units) - 4th term (Prerequisite: 380.650 and 380.600 recommended)

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

Concentration Seminar:
The 3 units of research special studies are for attending the required small group seminars. These seminars will meet weekly or every other week during the academic year. Topics will include: getting started on a research project, how to identify data sets, managing data, writing a scientific paper and oral presentation skills. Most of the seminars will be used as research in progress meetings where students are expected to formally report on the progress to date of their capstone projects. These seminars typically begin in August; no more than two excused absences are allowed.

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

Faculty Concentration Directors:
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A.4. MPH CONCENTRATION
FOOD, NUTRITION, AND HEALTH

Educational Objectives:

The MPH concentration in Food, Nutrition and Health provides students with an opportunity to focus their study on food and nutrition as it affects health, and integrate this information with other coursework in order to develop the skills to understand and address nutrition problems in the United States and around the world.

Students choosing this concentration will gain an understanding of:

1. The role of foods and nutrition in disease risk and prevention;
2. The methods for studying food consumption, and nutritional status and the use and interpretation of nutritional data;
3. The design and implementation of nutrition programs and policy to improve the nutrition and health of diverse populations.

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

Course of Study:

Students are required to complete the following courses:
222.860 Graduate Nutrition Seminar (total 4 units – 1 unit per term) 1st through 4th terms

Students are required to complete two of the following “core” courses:
222.641 Principles of Human Nutrition* (4 units) – 1st term (Prerequisite: basic background in biology/medical sciences)
222.642 Assessment of Nutritional Status (3 units) – 2nd term
222.647 Nutrition Epidemiology (3 units) – 3rd term

*Also fulfills MPH core requirement in biology

Students are required to complete at least three of the following courses:
222.657 Food and Nutrition Policy (2 units) – 1st term
222.651 Advanced Nutrient Metabolism (3 units) – 1st term (Prerequisite: Previous coursework in biochemistry and/or the course on nutritional biochemistry)
222.653 Food, Technology and Health (3 units) – 4th term (Consent required for all students)
222.660 Advanced Nutritional Epidemiology (3 units) – 2nd term (Prerequisites: introductory courses on nutrition, biostatistics & epidemiology or consent of instructor)
222.655 Nutrition and Life Stages (3 units) – 3rd term (Consent required for all students)
182.640 Food- and Water- borne Diseases* (3 units) – 3rd term
221.611 Food, Nutrition and Livelihood in Humanitarian Emergencies (2 units) – 4th term (Prerequisite: 221.613)
222.649 International Nutrition (3 units) – 4th term
222.654 Food, Culture, and Nutrition (4 units) – 4th term (Consent required for all students)
410.675 Critical Analysis of Popular Diets and Dietary Supplements (3 units) – 4th term (Prerequisite: 222.641 & 140.611 & 612)
340.644 Introduction to Diabetes and Obesity Epidemiology (2 units) – 4th term (Prerequisite: 340.601)
222.652 Nutrition in Disease Treatment and Prevention (3 units) – 4th term [Internet – 4th term] (Prerequisite: undergraduate level courses on nutrition, metabolism and physiology)

Note: if the student takes all three “core” courses, one can be counted towards this requirement.

Other Nutrition-related Course:
222.658 Critical Thinking in Nutrition (1 unit) – 1st term (Consent required for all students)

This course may not be used to fulfill the course requirements for the concentration but may be of interest to students in the concentration.
Focusing In On Your Interests:

The concentration options allow the students to focus their interests in foods and nutrition. To illustrate, we provide options for choosing amongst the courses to suit common interests of students in the concentration.

**International Nutrition**
- 222.641 Principles of Human Nutrition* (4 units) – 1st term (*Prerequisite: basic background in biology/medical sciences*)
- 222.657 Food and Nutrition Policy (2 units) – 1st term
- 222.642 Assessment of Nutritional Status (3 units) – 2nd term
- 222.655 Nutrition and Life Stages (3 units) – 3rd term (*Consent required for all students*)
- 221.611 Food, Nutrition and Livelihood in Humanitarian Emergencies (2 units) – 4th term (*Prerequisite: 221.613*)
- 222.649 International Nutrition (3 units) – 4th term
- 222.654 Food, Culture, and Nutrition (4 units) – 4th term (*Consent required for all students*)

**Nutrition Epidemiology**
- 222.642 Assessment of Nutritional Status (3 units) – 2nd term
- 222.653 Food, Technology and Health (3 units) – 4th term (*Consent required for all students*)
- 222.660 Advanced Nutritional Epidemiology (3 units) – 2nd term (*Prerequisites: introductory courses on nutrition, biostatistics and epidemiology or consent of instructor*)
- 222.647 Nutrition Epidemiology (3 units) – 3rd term
- 222.655 Nutrition and Life Stages (3 units) – 3rd term (*Consent required for all students*)
- 340.644 Introduction to Diabetes and Obesity Epidemiology (2 units) – 4th term (*Prerequisite: 340.601 or equivalent*)
- 222.652 Nutrition in Disease Treatment and Prevention (3 units) – 4th term [Internet – 4th term] (*Prerequisite: undergraduate level courses on nutrition, metabolism and physiology*)

**Food and Nutrition Policy**
- 222.641 Principles of Human Nutrition* (4 units) – 1st term (*Prerequisite: basic background in biology/medical sciences*)
- 222.657 Food and Nutrition Policy (2 units) – 1st term
- 222.642 Assessment of Nutritional Status (3 units) – 2nd term
- 222.653 Food, Technology and Health (3 units) – 4th term (*Consent required for all students*)
- 182.640 Food- and Water- borne Diseases* (3 units) – 3rd term
- 222.647 Nutrition Epidemiology (3 units) – 3rd term
- 222.654 Food, Culture, and Nutrition (4 units) – 4th term (*Consent required for all students*)
- 410.675 Critical Analysis of Popular Diets and Dietary Supplements (3 units) – 4th term (*Prerequisite: 222.641 or equivalent & 140.611 & 612 or equivalent*)

**Capstone Experience:**

Typically, the capstone experience involves the application of the skills and competencies acquired during the MPH coursework to the solution of a particular nutrition problem or to the analysis of food and nutrition policies and/or programs. There are many opportunities for students to utilize available data sets to conduct statistical analyses for their capstone, and this would be strongly recommended for those interested in nutritional epidemiology.

Through meetings with their advisor, and concentration meetings (to be held quarterly), students will explore their interests and options for a capstone experience. During the 3rd term, students will register for 2 units of research special studies (xxx.840) for the capstone experience under the direction of their capstone advisor. In 4th term, students are required to register for the 2 unit MPH Capstone Course (xxx.800). Students will make a formal presentation of their capstone experience as part of the MPH capstone symposium.

**Faculty Concentration Directors:**
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A.5. MPH CONCENTRATION
GLOBAL ENVIRONMENTAL SUSTAINABILITY & HEALTH

Educational Objectives:

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

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

The objectives of the MPH concentration include:

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

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

The minimum number of academic units needed to complete the concentration requirements is 18 units.
Course of Study:

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

Students are required to take one of the following courses:
180.620 Food Production, Public Health & the Environment (4 units) – 2nd term, Internet Only
222.654 Food, Culture, and Nutrition (4 units) – 4th term
180.655 Baltimore Food Systems: A Case Study of Urban Food Environments (4 units) – 3rd term

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

The following courses are recommended but not required. These courses do not fulfill credit requirements of the concentration but do contain relevant content or skills:
221.611 Food/Nutrition and Livelihood in Humanitarian Emergencies (2 units) – 4th term
260.652 Principles of Public Health Ecology (4 units) – 2nd term
182.640 Food- & Water-borne Diseases* (3 units) – 3rd term
182.626 Issues for Water and Sanitation in Tropical Environmental Health (2 units) – 3rd term
221.624 Urban Health in Developing Countries (3 units) – 4th term, Internet only

*Also fulfills MPH core requirement

Capstone Experience

The MPH capstone experience in Global Environmental Sustainability and Health provides students with the opportunity to apply the skills and competencies they have learned to a global environmental sustainability and public health problem that is of particular interest to them. During the 3rd term, students may register for 2 units of special studies research (xxx.840) for the capstone experience under the supervision of a growing list of concentration-affiliated faculty mentors. In 4th term, students are required to register for the 2 unit MPH Capstone Course (xxx.800). The special studies research and informal lunchtime meetings of the concentration will take the place of the sustainability seminar during 3rd term. The capstone can also involve participating in faculty research related to the global environment and sustainability, working with the Center for a Livable Future or the Center for Water and Health, or collaborating with local organizations engaged in action to address these issues. The resulting paper from the capstone experience will satisfy MPH capstone requirements and will be of publishable quality. The capstone projects will be presented at a specially-scheduled concentration capstone symposium, depending on number of students.

Faculty Concentration Directors

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A.6. MPH CONCENTRATION
HEALTH IN CRISIS AND HUMANITARIAN ASSISTANCE

Educational Objectives:

The MPH concentration in Health in Crisis and Humanitarian Assistance focuses on health of populations in crisis, internationally and domestically. These include refugees, internally displaced persons (IDPs), populations affected by natural and human-made disasters, victims of human rights abuse, and trafficked women and children. The coursework will focus on why populations become vulnerable and the health issues they face. Emphasis will be on gaining expertise in methods to assess needs and provide assistance to displaced populations and other vulnerable groups. Students will learn approaches to:

1. Identify, protect and advocate for vulnerable groups
2. Develop appropriate public health care responses for refugees and displaced persons
3. Measure health and demographic indicators in crisis settings
4. Plan food, water, and sanitation programs for displaced populations
5. Implement and monitor humanitarian assistance programs

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

Course of Study:

All concentration students are required to complete the following two courses, totaling four (4) units.

- 221.613 Introduction to Humanitarian Emergencies (2 units) – 1st term
- 221.641 Measurement Methods in Humanitarian Emergencies (2 units) – 2nd term

Concentrators are required to take at least nine (9) units from the following courses:

- 221.639 Refugee Health Care (3 units) – 2nd term [Internet – 1st term]
- 180.670 Introduction to Public Health Emergency Preparedness (3 units) – 4th term
- 380.750 Migration and Health: Concepts, Rates, and Relationships (3 units) – 3rd term
- 180.641 Methods in Public Health Emergency Preparedness (3 units) – 3rd term
- 221.634 Stress Management for Relief Workers (2 units) – 3rd term
- 221.643 Armed Conflict and Health (2 units) – 3rd term (Prerequisite: 221.614 recommended or previous course work in political science)
- 221.611 Food/Nutrition & Livelihood in Humanitarian Emergencies (2 units) – 4th term (Prereq: 221.613)
- 221.640 Children in Crisis (1 unit) – 4th term
- 221.642 Mental Health Aspects of Disaster: Public Health Preparedness & Response (2 units) – 4th term
- 340.639 Assessing Epidemiologic Impact of Human Rights Violations (2 units) – 4th term

Remaining concentration credits may be obtained from the following courses:

- 220.601 Introduction to International Health (4 units) – 1st term [Internet – 4th term]
- 330.620 Issues in Mental Health Research in Developing Countries (3 units) – 2nd term (Prerequisite: 340.601 OR 340.751 or permission of instructor)
- 221.627 Issues in Maternal Mortality Reduction in Developing Countries (4 units) – 2nd term
- 221.614 International Political Science for Public Health Practitioners (2 units) – 2nd term
- 551.608 Managing Non-Governmental Organizations in the Health Sector (3 units) – 3rd term
- 221.661 Project Development for Primary Health Care in Developing Countries (4 units) – 4th term (Prerequisite: 220.601)
- 221.616 Ethics of Public Health Practice in Developing Countries (2 units) – 4th term
- 306.630 Global Health Law and Policy (3 units) – 4th term
**Capstone Experience:**

The MPH capstone experience is an opportunity for students to integrate concentration issues with various public health skills and competencies gained through the year. Students will work individually or in small groups, and with the support and advise of a capstone advisor, to develop specific projects or concepts. Students are required to register for the 2 unit Capstone Course (xxx.800) in the 4th term. (The xxx refers to the department of your capstone advisor. In International Health, for example, this would be 220.800). These two units count toward the MPH degree but not toward the concentration requirements.

**Concentration Seminar:**

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

**Faculty Concentration Directors:**

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A.7. MPH CONCENTRATION
HEALTH LEADERSHIP AND MANAGEMENT

Educational Objectives:

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

Through the Concentration’s course requirements and electives, meetings and related events, students will gain a fundamental understanding of leading and managing health organizations in a range of settings in domestic and international settings. Samples of topics that will be covered include the following:

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

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

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

Students are not permitted to enroll in both the Health Leadership and Management concentration and the Health Finance and Management certificate.

Twenty units are needed to complete the Concentration’s requirements.

Concentration Core Courses: Students are required to complete the following four courses:

- 551.601 Managing Health Service Organizations* (4 units) – 1st term [Internet – 3rd term]
- 551.602 Approaches to Managing Health Service Organizations [Domestic or International] (2 units) – 1st term
- 551.603 Fundamentals of Budgeting & Financial Mgt* (3 units) – 2nd term [Internet - 3rd term]
- 551.610 Foundations of Leadership (3 units) – 2nd term & 3rd term

Management Practice Skills: Students must choose at least one of the following courses:

- 221.661 Project Development for PHC in Developing Countries (4 units) – 4th term (Prerequisite: 220.601)
- 551.605 Case Studies in Management Decision-making (3 units) – 3rd term (Prerequisite: 551.601-2)
- 312.615 Organizational Behavior & Management (3 units) – 4th term (Prerequisite: 551.601)
- 312.621 Strategic Planning (3 units) – 4th term (Prerequisite: 551.601 or 551.603)
- 312.633 Health Management Information Systems (3 units) – 3rd & 4th terms – Internet only
Technical/Operations Management Skills: Students must choose at least one of the following courses:

- 221.722 Quality Assurance Mang’t Methods for Developing Countries* (4 units) – 1st T. [Internet - 1st term]
- 551.604 Quantitative Tools for Managers (3 units) – 2nd term [Prerequisite: intermediate level of Excel skill]
- 309.620 Managed Care and Health Insurance (3 units) 3rd term
- 311.615 Quality of Medical Care (3 units) – 3rd term [Internet – 1st term]
- 551.607 Pharmaceuticals Management for Under-served Populations* (3 units) – 3rd term

Elective Courses: Students must choose a minimum of 2 units from any course listed above not used to meet a requirement or one of the following courses listed below:

- 312.617 Fundamentals of Financial Accounting (3 units) – 1st term
- 312.623 Financial Management in Health Care I (3 units) – 3rd term [Prerequisite: 312.617 & 551.603]
- 312.624 Financial Management in Health Care II (3 units) – 4th term [Prerequisite 312.623]
- 312.660 Marketing in Health Care Organizations (3 units) 4th term
- 312.664 Interest-based Negotiation: Preparation, Analysis and Practice (2 units) – 3rd term
- 312.665 Conflict Management Skills Training (2 units) – 3rd term [Prerequisite: 312.664]
- 312.666 Creating Agreement & Managing Conflict in a Health Care Setting (1 unit)–3rd term [Prereq:312.664-665]
- 312.678 Introduction to Health Care Quality and Patient Safety: A Management Perspective (2 units) 3rd term
- 221.612 Confronting the Burden of Injuries (3 units)– 2nd term [Internet–2nd term] [Prereq:340.601; recomm 305.610]
- 221.620 Using Summary Measures of Population Health to Improve Health Systems (4 units) – 4th term
- 221.635 Case Studies in Primary Health Care (4 units) – 3rd term [Internet – 2nd term] [Prerequisite: 220.601]
- 313.790 Economic Evaluation I (3 units) – Internet only – 2nd term
- 313.641 Health Economics (3 units) – 2nd term [Prerequisite: 313.639 or 313.670 1st terms or instructor permission]
- 313.631 Economic Evaluation II (3 units) – 3rd term [Prerequisite: 313.630 or 313.790 strongly recommended]
- 223.664 Design & Conduct of Community Trials (4 units) – 3rd term [Prerequisite:140.621-3 OR 140.651-653]
- 551.608 Managing Non-governmental Organizations in the Health Sector* (3 units) – 3rd term

Capstone Experience:
The MPH capstone experience in Health Leadership & Management provides students the opportunity to apply the competencies they acquire to clinical, technical and management problems in health sector organizations. A range of options are available. Students register for the 2 unit Capstone Course (xxx.800) in the 4th term. Additional units of research special studies (xxx.840) can be completed under the direction of the student’s advisor or concentration-affiliated faculty.

Leadership and Management Concentration Requirements
The requirements for completing a Capstone Project within the MPH Health Leadership and Management Concentration include all of the core requirements of all other MPH students, as described above, and on the MPH program website. In addition, students are required to provide a Leadership and Management Implications Analysis as a part of their Capstone paper. Through this analysis, students will provide a discussion and recommendations for the leadership and management challenges presented by the public health problem or issue at the heart of the Capstone. Students are expected to explicitly address elements from the leadership and management arena that they believe are most important to the subject and describe how challenges in implementing programs or resolving problems should be addressed.

This final section of your Capstone paper should be titled: “Leadership and Management Implications Analysis.” This section should be able to “stand alone” and be read as the final section of your paper.

Faculty Concentration Directors:
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Ann-Michele Gundlach, EdD, Assistant Professor, Health Policy & Management, x2-0460, agundlac@jhsph.edu
A.8. MPH CONCENTRATION
HEALTH SYSTEMS & POLICY

Educational Objectives:

The MPH concentration in Health Systems and Policy aims to develop a broad understanding of health systems and approaches to the development and implementation of health policy. Students will learn about key health policy issues, health care systems and public policies and programs in the U.S. and in select low-, middle-, and high-income countries. It is possible for students in the concentration to follow either a US-focused course of study, or one that addresses health systems and policy in low and middle income countries, or a mixed approach.

Through their coursework, students acquire a solid foundation in methods pertaining to policy analysis, the analysis of health systems (particularly systems for health financing) and the application of economics and evaluation techniques in the health sector. The required curriculum provides students with a sound knowledge of the processes through which public policy decisions are made; training in basic quantitative and analytic methods; and the skills needed to use and critique data, research findings, and program evaluations in the development of health policies. The curriculum provides an overview of changes occurring in the U.S. and internationally in health sector policy and financing.

Concentration meetings and extra-curricular activities conducted as part of the concentration aim to build a community of practice among students, introduce students to possible career paths for professionals in this field and expose them to the workings of a variety of organizations concerned with health systems and policies.

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

Course of Study:

Students are required to complete the following courses:

Health Systems; one of:
- 300.651 Introduction to the U.S. Healthcare System (4 units) – 2nd term [Internet – 4th term]
- 221.646 Health Systems in Low and Middle-Income Countries (3 units) – 2nd term
- 309.670 Comparative Health Insurance (3 units) – 3rd term
- TBD Health Financing in Low and Middle Income Countries

Health Policy Analysis; one of:
- 305.607 Public Health Practice (4 units) – 2nd term [Internet – 4th term]
- 221.650 Health Policy Analysis in Low and Middle Income Countries (3 units) – 3rd term
- 300.652 Politics of Health Policy (4 units) – 3rd term
- 300.714 Health Policy IV: Health Policy Analysis & Synthesis (3 units) – 4th term
- 308.602 Role of Government in Health Policy (3 units) – 4th term
- 301.645 Health Advocacy (3 units) – 4th term

Econometrics/Evaluation; two of:
- 313.641 Health Economics I (3 units) – 2nd term (Prereq: 313.639 1st term or 313.670 1st term or permission of instructor)
- 380.611 Fundamentals of Program Evaluation (4 units) – 3rd term
- 300.713 Health Policy III: Research & Evaluation Methods for Health Policy (4 units) – 3rd term
- 221.620 Using Summary Measures of Population Health to Improve Health Systems (4 units) – 4th term
- 221.638 Health Systems Research & Evaluation in Developing Countries (4 units) – 4th term
- 221.644 Econometric methods for the Evaluation of Health Programs (4 units) – 4th term (Prerequisites: 140.623 OR 140.653) [students are advised to take the masters’ level class]
- 221.645 Large-scale Effectiveness Evaluations of Health Programs (3 units) – 4th term
Students with international interests are strongly recommended to take:
220.601 Introduction to International Health (4 units) – 1st term

Students with domestic interests are strongly encouraged to take:
300.711 Health Policy I: Social and Economic Determinants of Health (3 units) – 1st term

Additional Recommended Courses (not required):

1st term:
- 222.657 Food and Nutrition Policy (2 units)
- 300.600 Introduction to Health Policy (4 units) – Internet only
- 317.600 Introduction to the Risk Sciences and Public Policy (3 units) – 1st term [Internet – 3rd term]
- 410.611 Health, Poverty and Public Policy in the U.S. (3 units) – 1st term [Offered every other year; next offer 2012-13]

2nd term:
- 221.614 International Political Science for PH Practitioners (2 units)
- 300.712 Health Policy II: Public Health Policy Formation (3 units)
- 317.600 Economic Evaluation I (3 units) – Internet only 2nd term

3rd term:
- 180.651 Energy Policy Choices and Public Health (2 units)
- 180.629 Environmental and Occupational Health Law and Policy (4 units)
- 223.687 Vaccine Policy Issues (3 units) (Prerequisite: 223.622 recommended)
- 308.678 Chronic Conditions: A Key Policy Problem for the 21st Century (3 units)
- 306.650 Public Health and the Law (3 units)
- 313.631 Economic Evaluation II (3 units) – 3rd term (Prerequisite: 313.630 or 313.790 strongly recommended)
- 380.665 Family Planning Policies and Programs (4 units)
- 380.761 STI in Public Health Practice* (4 units) [Internet – 4th term] (Prereq: 550.630 or equiv)
- 551.605 Case Studies in Management Decision-Making (3 units) (Prerequisite: 551.601-602)

4th term:
- 223.680 Global Disease Control Programs and Policies (4 units) (Prerequisite: 340.601)
- 380.667 Women’s Health Policy (3 units)
- 380.756 Poverty, Economic Development, and Health (4 units)

**Capstone Experience:**

MPH students in the Health Systems and Policies concentration will be required to develop a project based on a health systems or health policy problem in the U.S. or internationally. Students should develop their project over the course of the academic year in close coordination with a faculty advisor. Students are required to register for the 3 unit Capstone Course (xxx.800) in the 4th term under the direction of their capstone advisor. The capstone projects will be presented at an end-of-year MPH capstone symposium.

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

**Faculty Concentration Directors:**
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Sara Bleich PhD, Assistant Professor, Health Policy & Management, sbleich@jhsph.edu
A.9. MPH CONCENTRATION
INFECTIOUS DISEASES

Educational Objectives:

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

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

Course of Study:

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

Epidemiology:
340.627: Epidemiology of Infectious Diseases (4 units) - 2nd term [Internet – 2nd term]
340.608: Observational Epidemiology (4 units) 2nd term – [Internet – 3rd term] (Prerequisites: 340.601 OR 550.694-695 OR 340.751; prior or concurrent enrollment in 140.612)
380.761: STI in Public Health Practice* (4 units) - 3rd term [Internet– 4th term] (Prerequisite: 550.630 or equivalent)
340.651: Emerging Infections (2 units) - 4th term
340.653: Epidemiologic Inference in Outbreak Investigations (3 units) - 4th term (Prerequisite: basic knowledge of infectious disease; knowledge of introductory epi & biost is essential) (Consent required for all students)

Microbiology:
120.602: Introduction to Molecular Biology (4 units) - 1st term (Prerequisite: Intro. to Biochemistry or consent of instructor)
260.623: Fundamental Virology (4 units) - 1st term
550.630: Public Health Biology* (3 units) - 1st term [Internet – Summer & 4th terms] (Prerequisite: college level course in biology)
260.627: Pathogenesis of Bacterial Infections (4 units) - 2nd term
340.654: Epi & Natural History/Human Viral Infections* (6 units) - 3rd term [Internet–1st term]
260.624: Advanced Virology (4 units) - 3rd term. [Offered every other year; next offered in 2012-2012] (Prerequisite: 260.623 or consent of instructor)
223.689: Biological Basis of Vaccine Development* (3 units) - 4th term (Prerequisite: 260.611-12)
260.622: Principles of Bacterial Infection (3 units) - 4th term. [Offered every third year; next offered in 2012-13]
Prevention & Control of Infectious Diseases:
550.630: Public Health Biology* (3 units) - 1st term [Summer & Internet – 4th term] (Prerequisite: college level course in biology)
223.662: Vaccine Development and Application (3 units) - 2nd term
260.636: Evolution of Infectious Diseases (3 units) - 1st Term
260.652: Principles of Public Health Ecology* (4 units) - 2nd term (Prerequisite: an advanced biology course) (Consent required for all students)
223.663: Infectious Diseases and Child Survival (3 units) – 3rd term (Consent required for all students)
223.687: Vaccine Policy Issues (3 units) - 3rd term (Prerequisite: 223.622 recommended)
380.761: STI in Public Health Practice* (4 units) - 3rd term [Internet – 4th term] (Prerequisite: 550.630 or equivalent)
340.612: Epidemiologic Basis for Tuberculosis Control* (2 units) - 3rd term [Internet – 1st term]
223.680: Global Disease Control Programs & Policy (4 units) – 4th term (Prerequisite: 340.601)
223.689: Biologic Basis of Vaccine Development* (3 units) - 4th term (Prerequisite: 260.611-12)

Parasitology/Tropical Diseases:
260.635: Biology of Parasitism* (4 units) - 3rd term
260.650: Vector Biology and Vector-borne Diseases* (3 units) - 3rd term
223.682: Clinical and Epidemiologic Aspects of Tropical Diseases (3 units) – 4th term (Prerequisite: basic biomedical concepts and terminology)
260.656: Malariology* (4 units) - 4th term [Internet – 3rd term]

Immunology:
For students with minimal or no prior background in immunology
260.631: Immunology, Infection, and Disease* (3 units) – 2nd term

For students with some background in immunology
260.611: Principles of Immunology I (4 units) – 1st term (Prerequisite: an advanced biology course)
260.712: Clinical Immunology (3 units) - 4th term (Consent required for all students)

*Also fulfills MPH core requirement

Capstone Experience:
The MPH capstone experience in Infectious Diseases is an opportunity for students to apply what they have learned to an infectious disease public health problem. Students are required to register for the 2 unit MPH Capstone Course (xxx.800) in the 4th term. Additional units of special studies research (xxx.840) can be completed in 3rd term under the direction of their capstone advisor. Students will prepare a paper on a specific infectious disease reviewing current key knowledge in the pathogenesis or control of the disease and focus on identifying at least 2 critical areas in need of additional research or public health solutions. Each paper topic must be approved by the students’ advisor based upon a brief outline. Each student will present the working oral presentation in a special MPH symposium in May or an alternative venue approved by the concentration faculty.

Faculty Concentration Directors:
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A.10. MPH CONCENTRATION
SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH

Educational Objectives:
The MPH concentration in Social and Behavioral Sciences in Public Health provides students with competencies in the topic areas of: 1) theoretical basis of social and behavioral interventions and psychosocial influences on health and illness; 2) social and behavioral intervention design and implementation; and 3) social and behavioral research methods and program evaluation. The specific competencies included under these topic areas are:

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

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

3) Social and behavioral research methods and program evaluation:
   • Conduct process, impact, and outcome evaluations of health behavior change programs
   • Conduct qualitative and formative research in the social and behavioral sciences
   • Appropriately select and apply behavioral science research methods to studying health problems and evaluating interventions

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

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

Course of Study:

All students must take the two-term Concentration Seminar:
550.853 Seminar for MPH Concentration in SBS I (1 unit) – 1st term
550.854 Seminar for MPH Concentration in SBS II (1 unit) – 2nd term

All students must choose at least one course in Theoretical Basis from the following list:
410.618 Integrating Social & Behavioral Theory into Public Health Part I: Macro\Mezzo-Level Theories* (4 units) – 1st term
221.688 Social & Behavioral Foundations of Primary Health Care* (4 units) – Internet only–Summer term
410.613 Psychosocial Factors in Health & Illness* (3 units) – 3rd term
224.689 Health Behavior Change at the Individual, Household and Community Levels* (4 units) – 2nd term
410.616 Social and Behavioral Aspects of Public Health (4 units) – Summer term

All students must choose at least one course in Intervention Design and Implementation from the following list:
410.620 Program Planning for Health Behavior Change* (3 units) – 1st term [Winter Institute, Internet – 4th term]
410.654 & 410.655 Health Comm Progs I & II (8 units) – 3rd and 4th terms (Cannot take this as a single course; counts as two courses)
410.755.81 Health Communication Programs (4 units) – Internet 3rd term

All students must choose at least one course in Research and Evaluation from the following list:
380.611 Fundamentals of Program Evaluation (4 units) – 3rd term
Applications in Program Monitoring and Evaluation (4 units) – 4th term
309.616 & 309.617 - Introduction to Methods for Health Services Research and Evaluation I and II (4 units) – Internet 3rd & 4th terms (Cannot take this as a single course; counts as one course)
410.615 Research Design in Social & Behavioral Sciences (3 units) – 3rd term (Prereq: two terms biostatistics or consent of instructor)
224.690 Qualitative Research Theory and Methods & 224.691 Qualitative Data Analysis (10 units) – 3rd and 4th terms (Cannot take this as a single course; counts as two courses)
410.690 Ethnographic Fieldwork (4 units) – 3rd term

All students must take two additional courses (6-8 units) from either the courses listed above or from the following additional courses:

Additional courses in Theoretical Basis:
410.612 Sociological Perspectives on Health (3 units) – 1st term.
410.650 Introduction to Persuasive Communications: Theories & Practice* (4 units) – 2nd term
330.661 Social & Psychological Development Processes in the Etiology of Mental Disorders* (3 units) – 3rd term [Internet – 3rd term] (Instructor consent required for all students.)
330.612 Intro to Behavioral & Psychiatric Genetics (3 units) – 3rd term [Internet – 3rd term] (Instructor consent required for all students)
410.652 Interpersonal Influence in Medical Care (2 units) – 4th term
410.657 Communication Strategies for Sexual Risk Reduction (3 units) – 4th term

Additional courses in Intervention Design and Implementation:
410.630 Implementation & Sustainability of Community-Based Health Programs (3 units) – 4th term
410.651 Health Literacy: Challenges and Strategies for Effective Communication* (3 units) – 3rd term
221.661 Project Development for Primary Health Care in Developing Countries (4 units) – 4th term (Prerequisite: 220.601)
410.663 Media Advocacy and Public Health: Theory and Practice (3 units) – 4th term
301.645 Health Advocacy (3 units) – 4th term

Additional courses in Research and Evaluation:
224.692 Formative Res for Behav & Comm Interven (4 units) – 4th term (Prereq: 224.688 or 224.689 & 224.690-691 or consent of instructor)
221.645 Large-Scale Effectiveness Evaluations of Health Programs (3 units) – 4th term (Prereq: knowledge of basic biostat & epi)
305.613 Design and Evaluation of Community Health and Safety Interventions (3 units) – 3rd term
410.631 Introduction to Community-Based Participatory Research: Principles and Methods (3 units) – 2nd term

*Also fulfills MPH core requirement.

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

1) Grant writing. The student will prepare a grant proposal (to a foundation, non-governmental organization, community-based organization, or to a federal agency) to address a specific health behavior change problem.
2) Comprehensive literature review. The student will prepare a comprehensive review of the literature on a specific health behavior topic or behavior change intervention using systematic methods for searching, screening and inclusion of articles.
3) Intervention design/implementation. The student will prepare a detailed plan for a health behavior intervention for a specific population and health behavior topic.
4) Program evaluation. The student will prepare a detailed evaluation plan (process, impact, and outcome) for a behavior change intervention program.
5) Formative research protocol. The student will prepare a research protocol for formative research addressing the steps in development and field testing of a behavior change intervention.
6) Ethnographic/qualitative research protocol. The student will prepare a research protocol for ethnographic/qualitative research addressing the steps in collecting, analyzing and writing up the results.
7) Research project addressing social and behavioral issues in health. The student will identify an available source of data and conduct analyses to examine a specific question relevant to social and behavioral influences on the public’s health.

Capstone Special Studies Credits: Students will take 2 units of special studies research (xxx.840) in 3rd term under the direction of their capstone advisor. In 4th term, students are required to register for the 2 unit Capstone Course (xxx.800).

Faculty Concentration Directors:
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A.11. MPH CONCENTRATION
WOMEN’S AND REPRODUCTIVE HEALTH

Educational Objectives:

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

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

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

Course of Study:

Students must complete the following course; if the course is used as the Behavioral and Social Science requirement for the MPH, it does not count in the 5 course requirement for the concentration:

380.604 Life Course Perspectives on Health (4 units) – 1st term [Internet – 1st term]

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

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

Policy and Program Issues:
380.624 Maternal & Child Health Legislation and Programs (4 units) – 2nd term
380.665 Family Planning Policies and Programs (4 units) – 3rd term
380.667 Women’s Health Policy (3 units) – 4th term
380.771 Understanding International Reproductive Health Policy (3 units) – 4th term (Prerequisite: 380.665), Offered every other year; next offered in 2012-13.
Clinical Aspects:
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4 units) – 2nd term
380.760 Clinical Aspects of Reproductive Health (3 units) – 3rd term
380.761 STI in Public Health Practice* (4 units) – 3rd term [Internet–4th T]
    (Prerequisite: 550.630)
380.661 Clinical Aspects of Maternal and Newborn Health (3 units) – 4th term

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

Students must also select two additional courses. A course from the above list that does not fulfill the three concentration course requirements may also be selected:
380.641 Prenatal Infant Growth & Development (3 units) – 1st term
380.767 Couples and Reproductive Health (3 units) – 1st term (Prerequisite: 380.600 or consent of instructor)
380.655 Social and Economic Aspects of Human Fertility (4 units) – 1st term [Offered every other year; next offered 2010-11]
380.765 Preventing Infant Mort & Promoting the Health of Women, Infant & Child (3 units) – 4th term, Internet only
380.662 Critiquing the Research Literature in Maternal, Neonatal and Reproductive Health (4 units) – 2nd term
380.762 HIV Infection in Women, Children and Adolescents (4 units) – 4th term [Internet – 4th term]

*Also fulfills MPH core requirement and may be used as one of the concentration electives.

Capstone Experience:

The MPH capstone experience in Women’s and Reproductive Health is an opportunity for students to apply the competencies and skills acquired through coursework and other related educational activities (e.g. practicum). Most students fulfill the capstone by undertaking independent investigation with a concentration-affiliated faculty. The project may involve, but is not limited to, undertaking a data analysis, literature review with a focus on policy and programmatic implications, or an analysis of a public health problem using the problem solving paradigm or other related conceptual model. Students register for the 2 unit MPH Capstone Course (xxx.800) in the 4th term. Students may also take an additional 1 to 4 units of special studies research (xxx.840) for the capstone experience, beginning as early as the 2nd term under the direction of the student’s capstone advisor. A written product is required.

Capstone Presentation:

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

Maternal and Child Health Certificate:

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

Faculty Concentration Directors:

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