2013-2014
Master of Public Health
Program Manual

Full-time
# MASTER OF PUBLIC HEALTH PROGRAM
## FULL-TIME STUDENT MANUAL: 2013-2014

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1. JHSPH & MPH Academic Calendar
   2013-2014

SUMMER

New Full-time MPH Student Orientation………………………………………………………………...M July 1- T July 2
Summer Term……………………………………………………………………………………………. W July 3- F Aug 23
Add/Drop Period………………………………………………………………………………………… W July 3- W July 17
Independence Day Holiday…………………………………………………………………………… Th July 4
MPH Customizing/Concentration Orientation………………………………………………………...…T July 16
MPH Customization/Concentration Election Form Due ………………………………………………..  M July 22
2nd Term Registration Begins……………………………………………………………………………..F July 26
MPH Capstone Information Session (1) …………………………………………………………………Th  Aug 1
1st Term Registration Deadline…………………………………………………………………………....F Aug 16
Last Class Day of Summer Term……………………………………………………………………………F Aug 23

1st TERM

T Sept 3 – F Oct 25
Labor Day Recess……………………………………………………………………………………….M Sept 2
Add/Drop Period………………………………………………………………………………………...M Sept 2 - F Sept 13
Instruction Begins for 1st Term…………………………………………………………………………..T Sept 3
Goals Analysis Due …………………………………………..…………………………………………F Sept 20
2nd Term Registration Ends………………………………………………………………………………..F Oct 11
MPH Field Experience Fund Award Application Due …………………………………………………F Oct 18
Last Class Day of 1st Term………………………………………………………………………………...F Oct 25

2nd TERM

M Oct 28 – F Dec 20
Instruction Begins for 2nd Term…………………………………………………………………………..M Oct 28
Add/Drop Period………………………………………………………………………………………….M Oct 28 – F Nov 8
MPH Capstone Information Session (2) …………………………………………………………………Th Oct 31
Final Deadline for Changing Concentration Area …………………………………………………….F Nov 8
3rd Term Registration Begins………………………………………………………………………………W Nov 20
Thanksgiving Recess…………………………………………………………………………………….Th Nov 28 - Su Dec 1
MPH Capstone Information Form Due …………………………………………………………………F Dec 4
Institutional Review Board Application Submission Deadline ………………………………………W Dec 4
Last Class Day of 2nd Term………………………………………………………………………………..F Dec 20

WINTER INSTITUTES AND INTERSESSION

M Jan 6 – F Jan 17
3rd Term Registration Ends……………………………………………………………………………….F Jan 10
Martin Luther King, Jr. Holiday Recess…………………………………………………………………M Jan 20

3rd TERM

T Jan 21 – F Mar 14
Instruction Begins for 3rd Term…………………………………………………………………………..T Jan 21
Add/Drop Period………………………………………………………………………………………….T Jan 21 - M Feb 3
Registration Begins for 4th Term…………………………………………………………………………..T Jan 21
Submit Final Capstone Outline to Capstone Advisor …………………………………………………F Feb 7
Last Class Day of 3rd Term………………………………………………………………………………..F Mar 14
4th Term Registration Ends………………………………………………………………………………..F Mar 14
Spring Recess…………………………………………………………………………………………….M Mar 17 - F Mar 21

4th TERM

M Mar 24 – F May 16
Instruction Begins for 4th Term……………………………………………………………………………..M Mar 24
Add/Drop Period…………………………………………………………………………………………..M Mar 24- F Apr 4
Submit First Draft of Capstone Project to Capstone Advisor ……………………………………………F Mar 28
Global Health Day…………………………………………………………………………………………..Th Apr 10
Submit Final Draft of Capstone Project to Capstone Advisor ……………………………………………F Apr 18
Upload Approved Final Capstone Paper to Drop Box …………………………………………………F May 2
Deadline for Completion of Alternate Venue Capstone Presentation ………………………………Sa May 10
MPH Capstone Symposium………………………………………………………………………………..Sa May 10
Last Class Day of 4th Term………………………………………………………………………………….F May 16
Public Health Convocation………………………………………………………………………………...T May 20
University Commencement………………………………………………………………………………..Th May 22
2.1. MPH PROGRAM FACULTY EXECUTIVE BOARD

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410-955-4749 (fax)  
mphprog@jhsph.edu  
http://www.jhsph.edu/MPH

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3. SUMMER 2013 INFORMATION

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## 3.1. MPH SUMMER COURSE SCHEDULE – JULY 2013

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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 8:30-9:30am: Epi course 9:45am-12:00pm: Academic Ethics Overview &amp; Grp Activities 12:1-3:30pm: Student Activities &amp; Info. Fair, Feinstone Hall 1:30-3:20pm: Env. Health course</td>
<td>HOLIDAY – SCHOOL CLOSED 8:30-9:30am: Epi course 10:00-11:20am: Pop. Dyn. Course 11:30am-12:30pm: Library Orientation 1:30-3:20pm: Env. Health course</td>
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<td>8:30-9:30am: Epi course</td>
<td>9:00-10:50am: Practice course 12:00-12:45pm Intro. to MPH Studies: Epi Course Options 1:30-2:20pm: Pop Dyn course 2:30-4:20pm: Pop Dyn Lab</td>
<td>8:30-9:30am: Epi course 10:00am-12:00pm: Epi Lab 1:30-3:20pm: Env. Health cws. 3:30-5:00pm: Intro. to MPH Studies: Core Area Information Session- Management Sciences</td>
<td>9:00-10:50am: Practice course 11:00-11:45am: MPH Student Societies Information Session 11:45am-12:30pm:Core Area–SBS 1:30-3:00pm: Core Areas – Biostat &amp; Biology 3:00-4:50pm: Pop Dyn Lab</td>
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<tr>
<td>8:30-9:30am: Epi course 10:00am-12:00pm: Epi Lab 1:30-3:20pm: Env Health course: EXAM 1</td>
<td>9:00-10:50am: Practice course 11:15am-12:00pm: Intro. to MPH Studies: Customization\ Concentration Orientation 1:30-2:20pm: Pop Dyn course 2:30-4:20pm: Pop Dyn Lab</td>
<td>8:30-9:30am: Epi course 10:00am-12:00pm: Epi Lab 1:30-3:20pm: Env. Health cws.</td>
<td>9:00-10:50am: Practice course 3:00-4:50pm: Pop Dyn Lab</td>
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<td>CUSTOMIZATION\ CONCENTRATION ELECTION FORMS DUE 8:30-9:30am: Epi course 10:00am-12:00pm: Epi Lab 10:00am-12:00pm: Library Skills 1:30-3:20pm: Env. Health course</td>
<td>9:00-10:50am: Practice course 1:30-2:20pm: Pop Dyn course 2:30-4:20pm: Pop Dyn Lab</td>
<td>8:30-9:30am: Epi course 10:00am-12:00pm: Epi Lab 10:00am-12:00pm: Library Skills 1:30-3:20pm: Env. Health cws.</td>
<td>9:00-10:50am: Practice course 11:00-11:45am: MPH Societies Officers Election Talks 3:00-4:50pm: Pop Dyn Lab</td>
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<td>8:30-10:00am: Epi course: MID TERM EXAM 1:30-3:20pm: Env. Health course</td>
<td>9:00-10:50am: Practice course 11:00am-12:00pm: Practicum Session 1:30-2:20pm: Pop Dyn course 2:30-4:20pm: Pop Dyn Lab</td>
<td>8:30-9:30am: Epi course: 10:00am-12:00pm: Epi Lab 1:30-3:20pm: Env. Health cws.: EXAM 2 3:00-4:30pm: Ice Cream Social\ Meet &amp; Greet with Faculty</td>
<td>8:30-9:30am: Epi course 10:00am-12:00pm: Epi Lab 10:00am-12:00pm: Library Skills 1:30-3:20pm: Env. Health course</td>
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## 3.1. MPH SUMMER COURSE SCHEDULE – AUGUST 2013

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<tr>
<td>8:30-9:30am: Epi course</td>
<td>9:00-10:50am: Practice course</td>
<td>8:30-9:30am: Epi course</td>
<td>9:00-10:50am: Practice course</td>
<td>8:30-9:30am: Epi course</td>
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<td>10:00am-12:00pm: Epi Lab</td>
<td>11:00am-12:00pm: Practicum Session</td>
<td>10:00am-12:00pm: Epi Lab</td>
<td>12:00-1:20pm: Intro. to MPH Studies: Capstone Information Session</td>
<td>10:00am-12:00pm: Epi Lab</td>
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<tr>
<td>1:30-3:20pm: Env. Health crs.</td>
<td>1:30-2:20pm: Pop Dyn course: MIDTERM EXAM</td>
<td>1:30-3:20pm: Env. Health crs.</td>
<td>3:00-4:50pm: Pop Dyn Lab</td>
<td>1:30-3:20pm: Env. Health crs.</td>
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<tr>
<td>8:30-9:30am: Epi course</td>
<td>9:00-10:50am: Bioethics crs – FINAL ASSIGNMENT DUE THIS WEEK</td>
<td>8:30-9:30am: Epi course</td>
<td>9:00-11:20am: Special Lecture: Dr. David Oshinsky</td>
<td>DEADLINE FOR 1ST TERM REGISTRATION</td>
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<tr>
<td>10:00am-12:00pm: Epi Lab</td>
<td>1:30-2:20pm: Pop Dyn course</td>
<td>10:00am-12:00pm: Epi Lab</td>
<td>1:00-2:50pm: Bioethics crs</td>
<td>8:30-9:30am: Epi course</td>
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<tr>
<td>1:30-3:20pm: Env. Health crs.</td>
<td>2:30-4:20pm: Pop Dyn Lab</td>
<td>1:30-3:20pm: Env. Health crs.</td>
<td>3:00-4:50pm: Pop Dyn Lab</td>
<td>10:00am-12:00pm: Epi Lab</td>
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<tr>
<td>8:30-9:30am: Epi course</td>
<td>9:00-10:50am: Bioethics crs</td>
<td>8:30am-12:30pm: Epi course: FINAL EXAM</td>
<td>9:00-10:50am: Bioethics crs</td>
<td>LAST DAY OF SUMMER TERM</td>
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<td>10:00am-12:00pm: Epi Lab</td>
<td>1:30-2:20pm: Pop Dyn course</td>
<td>FINAL EXAM</td>
<td>1:30-3:20pm: Pop Dyn course: FINAL EXAM</td>
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3.2. SUMMER SCHEDULE OF MPH ACTIVITIES AND EVENTS

Fri., June 28th:  9:00am-4:00pm: New Full-time MPH International Student Welcome & Information Day, Feinstone Hall
Mon., July 1st:  8:00am-5:00pm – MPH Orientation (Day 1)
   12:15-2:00pm – Intro. to MPH Studies: Summer Group Advising Lunch Meetings (various locations)
Tues., July 2nd:  8:30am-4:00pm MPH Orientation (Day 2)
Wed., July 3rd:  First day of classes: Epi and Environmental Health courses, Sommer Hall
   8:30-9:20am – Principles of Epidemiology course (no lab), Sommer Hall
   9:45am-10:45am – Introduction to MPH Studies: Academic Ethics Overview:
      9:45-10:45am – Dr. Terry Brown, Office of Academic Integrity, Sommer Hall
   11:00am-12:00pm – Summer Group Advising Activity (various locations)
   12:00-1:30pm – Student Activities & Information Fair, Feinstone Hall
   1:30-3:20pm – Environmental Health course, Sommer Hall
Thurs., July 4th:  School Closed – Independence Day Holiday
Fri., July 5th:  First day of class: Population Dynamics course, Sommer Hall
   8:30-9:20am – Principles of Epidemiology course (no lab), Sommer Hall
   10:00-11:20am – Population Dynamics and Public Health course, Sommer Hall
   11:30am-12:30pm – Intro. to MPH Studies: Library Orientation, Sommer Hall
   1:30-3:20pm – Environmental Health course, Sommer Hall
Mon., July 8th:  8:30-9:20am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:00-1:15pm – History and Legacy of Hopkins in Baltimore sponsored by The Urban Health Institute, Sommer Hall
   12:30-1:30pm – Epi TA Office Hours
   1:30-2:20pm – Population Dynamics Lab
Thurs., July 11th: 9:00-10:50am – The Tools of Public Health Practice & Decision Making course, Sommer Hall
   11:00-11:45am – SA Co-Oﬃcers, JBG & ABS Societies Information Session, Sommer Hall
   11:45am-12:30pm – Intro. to MPH Studies: Epidemiology Course Options, Sommer Hall
   12:30-1:30pm – Epi TA Office Hours
   1:30-2:20pm – Population Dynamics and Public Health course, Sommer Hall
       2:30-4:20pm – Population Dynamics Lab
Wed., July 10th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:30-1:30pm – Epi TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:15pm – Intro. to MPH Studies: Management Sciences Core area Information session, Sommer Hall
Thurs., July 11th: 9:00-10:50am – The Tools of Public Health Practice & Decision Making course, Sommer Hall
   11:00-11:45am – SA Co-Oﬃcers, JBG & ABS Societies Information Session, Sommer Hall
   11:45am-12:30pm – Intro. to MPH Studies: Social & Behavioral Sciences Core Area Information session, Sommer Hall
   12:30-1:30pm – Epi TA Office Hours
   1:30-3:00pm – Introduction to MPH Studies: Core Area Information sessions, Sommer Hall
      1:30-2:15pm – Public Health Biology; 2:15-3:00pm – Biostatistics
   3:00-4:50pm – Population Dynamics Lab
Fri., July 12th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:30-1:30pm – Epi TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour
Mon., July 15th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:15-1:15pm – Student Groups (TBA) Brown Bag Session**, Becton Dickinson Lecture Hall
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall (EXAM #1)

Tues., July 16th:
9:00-10:50am – The Tools of Public Health Practice & Decision Making course, Sommer Hall
11:15am-12pm – Intro to MPH Studies: Customization \ Concentration Orient, Sommer Hall
12:30-1:15pm – Health Leadership & Management concentration Q&A session**, W3030
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Population Dynamics and Public Health course, Sommer Hall
2:30-4:20pm – Population Dynamics Lab

Wed., July 17th:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:15pm – Effective Models for Change sponsored by The Urban Health Institute, Feinstone Hall
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-6:00pm – MPH Alumni Panel Session: Pursuing Doctoral Degree at Hopkins, W2008

Thurs., July 18th:
9:00-10:50am The Tools of Public Health Practice & Decision Making course, Sommer Hall
11:15am-12:00pm – Concentrations/Customization Q&A Sessions:
- Child & Adolescent Health-W2017; Customized Program of Study-W3030;
- Epidemiology & Biostatistical Methods-W2008
12:30-1:30pm – Epi TA Office Hours
1:00-1:45pm – Concentrations Q&A Sessions**: Health in Crisis & Humanitarian Assistance-W4013;
- Health Systems & Policy-W2008; Infectious Diseases-W2015; Women’s & Reproductive Health-W3030
1:45-2:30pm – Concentrations Q&A Sessions: Food, Nutrition & Health-W2009;
- Global Environmental Sustainability & Health-W2033; Social & Behavioral Sciences-W2017
3:00-4:50pm – Population Dynamics Labs

Fri., July 19th:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-12:15pm – Lunch pick up in Feinstone Hall
12:15-1:20pm – Introduction to MPH Studies: Summer Group Advising Lunch Meetings
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Mon., July 22nd:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
10:00am-12:00pm – Intro to MPH Studies: RefWorks\Database Searching, Becton Dickinson
12:00-1:00pm – Public Health Informatics Certificate Info. Session**, W2015
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Tues., July 23rd:
9:00-10:50am The Tools of Public Health Practice & Decision Making course, Sommer Hall
11:00am-12:00pm – Practicum Session, Sommer Hall
12:00-1:00pm – Surgical Outcomes Information Session**, W2015
12:00-1:00pm – Public Health Ophthalmology Information Session**
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Population Dynamics and Public Health course, Sommer Hall
2:30-4:20pm – Population Dynamics Lab

Wed., July 24th:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am 12:00pm – Epi Lab
10:00am-12:00pm – Intro to MPH Studies: RefWorks\Database Searching, Becton Dickinson
12:00-1:00pm – Health & Human Rights Certificate Info. Session**, W2015
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course; 3:30-4:30pm – EH Office Hour

Thurs., July 25th:
9:00-10:50am The Tools of Public Health Practice & Decision Making course, Sommer Hall
11:00-11:45am: MPH Student Societies Officers Election Talks, Sommer Hall
12:30-1:30pm – Certificate Information Fair, Feinstone Hall
Fri., July 26th:
9:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:30pm – EH Office Hour

Mon., July 29th:
8:30-10:00am – Principles of Epidemiology course, Sommer Hall (MID-TERM EXAM)
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:30pm – EH Office Hour

Tues., July 30th:
11:00am-12:00pm – Practicum Session, Sommer Hall
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Population Dynamics and Public Health course, Sommer Hall
3:00-4:50pm – Population Dynamics Lab

Wed., July 31st:
8:30-10:00am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Environmental Health course, Sommer Hall (EXAM #2)
3:00-4:30pm – Ice Cream Social/Meet & Greet with JHSPH Faculty, The Gallery & Courtyard

Thurs., Aug. 1st:
9:00-10:50am – Tools of Public Health Practice & Decision Making course, Sommer Hall
11:15am-12:00pm – Introduction to MPH Studies: Capstone Info. Session (1), Sommer Hall
12:30-1:30pm – Certificate Information Fair, Feinstone Hall
12:30-1:30pm – Epi TA Office Hours
2:00-3:00pm – Certificates Information Sessions: Health Finance & Mng’t Certificate W2017; Public Health Economics Certificate W2015; Health Education Certificate W4013
3:00-4:50pm – Population Dynamics Lab

Fri., Aug. 2nd:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:00pm – Academic Planning & Registration**, Janet Carn, W2008
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Mon., Aug. 5th:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Tues., Aug. 6th:
9:00-10:50am – Tools of Public Health Practice & Decision Making course, Sommer Hall
11:00am-12:00pm – Practicum Session, Sommer Hall
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Pop Dynamics & Public Health course, Sommer Hall (MID-TERM EXAM)
2:30-4:20pm – Population Dynamics Lab

Wed., Aug. 7th:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:00pm – Strategizing for a Career in Global Health**, Dr. Stefan Baral, W2008
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Thurs., Aug. 8th:
9:00-10:50am – Tools of Public Health Practice course, Sommer Hall (FINAL EXAM)
12:00-12:15pm – Lunch pick up in Feinstone Hall
12:15-1:20pm – Introduction to MPH Studies: Summer Group Advising Lunch Meetings
3:00-4:50pm – Population Dynamics Lab

Fri., Aug. 9th:
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Sat., Aug 10th: SOURCE- MPH Service Day

Mon., Aug. 12th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Tues., Aug. 13th: 9:00-10:50am Intro. to Bioethics in PH Practice & Research course, Sommer Hall
12:30-1:30pm – Epi TA Office Hours
1:30-2:30pm – Population Dynamics and Public Health course, Sommer Hall
(FINAL ASSIGNMENT DUE THIS WEEK)
2:30-4:20pm – Population Dynamics Lab

Wed., Aug. 14th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:00pm – Seminar on Oral Presentation**, Brian Klaas, W2008
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall; 3:30-4:30pm – EH Office Hour

Thurs., Aug.15th: 9:00-11:20am – Special Lecture: A Look Back at America’s Most Successful Public Health Crusade, Dr. David Oshinsky, Sommer Hall
12:30-1:30pm – Epi TA Office Hours
1:00-2:50pm – Intro. to Bioethics in PH Practice & Research course, Sommer Hall
3:00-4:50pm – Population Dynamics Lab

Fri., Aug. 16th: Deadline for 1st Term Registration
8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course - Exam #3; 3:30-4:30pm – EH Office Hour

Mon., Aug. 19th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Epi TA Office Hours

Tues., Aug. 20th: 9:00-10:50am Intro. to Bioethics in PH Practice & Research course, Sommer Hall
12:30-1:30pm – Epi TA Office Hours
1:30-2:20pm – Population Dynamics and Public Health course, Sommer Hall
2:30-4:20pm – Population Dynamics Review Session, Sommer Hall

Wed., Aug. 21st: 8:30am-12:30pm – Principles of Epidemiology FINAL EXAM, Sommer Hall

Thurs., Aug. 22nd: 9:00-10:50am Intro to Bioethics in PH Practice & Research course, Sommer Hall
1:30-3:20pm – Pop Dynamics course – FINAL EXAM, Sommer Hall & Sheldon Hall

Friday, Aug. 23rd: 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- Professor Jonathan Links** (5 credits)
Mondays, Wednesdays & Fridays: 1:30-3:20pm; Course discussion periods (optional): 3:30-4:30pm Mondays, Wednesdays & Fridays

**340.601: Principles of Epidemiology- Professors Rosa Crum and Greg Kirk** (5 credits)
Mondays, Wednesday, & Friday: 8:30-9:20am / Lab M,W,F (labs twice a week): 10:00am-12:00pm

**380.755: Population Dynamics and Public Health- Professors Henry Mosley and Stan Becker**
(2 credits) Tuesdays: 1:30-2:20pm / Lab (lab once a week) Tuesdays 2:30-4:20pm, Thursdays 3:00-4:50pm. First day of class: Friday, July 5th, 10:00-11:20am.

**300.603: The Tools of Public Health Practice and Decision Making- Professor Thomas Burke**
(3 credits) Tuesdays & Thursdays: 9:00-10:50am – July 9-August 8

**306.841: Introduction to Bioethics in Public Health Practice and Research- Professors Nancy Kass and Jeffrey Kahn** (1 credit)
[Pass/Fail grading] 9:00-10:50am: T August 13, T August 20 & TH August 22; Lab Th August 15 1-3pm

**550.860: Academic and Research Ethics at JHSPH** (0 credit) [Required]

**550.867: Introduction to MPH Studies** (1 credit) [Pass/Fail grading]
The Introduction to MPH Studies course will include summer group advising sessions with faculty; discussion sessions with reading groups; enrichment seminars, and core requirement and concentration information sessions. The Goals Analysis paper will be introduced and completed by September 20th.

Two books that you will be using this summer 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, Burlington, MA 2012 (Seventh edition).
3.3.(a) 550.867.01: INTRODUCTION TO MPH STUDIES (1 CREDIT)

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


Format: Discussion sessions with faculty group advisors; reading group discussion; 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 reading and be prepared for discussion at the Summer Group Advising meetings.
3) Submit Customization/Concentration Election Form by July 22nd
4) Completion of the MPH Individualized Goals Analysis paper and Curriculum Planning & Tracking sheet online by September 20th (faculty academic 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):
July 1st: 12:00-2:00pm, Summer Group Advising Lunch Meetings (various locations)
July 3rd: 9:45am-12:00pm, Academic Ethics Overview: 9:45-10:45am, Professor Terry Brown, Sommer Hall;
11:00am-12:00pm, Summer Group Advising Activity (various locations)
July 5th: 11:30am-12:30pm, Library Orientation – Sommer Hall
July 9th: 11:15am-12:00pm, Overview of Epi Course Options Information session, Sommer Hall
July 10th: 3:30-4:15pm, Core area Information session, Management Sciences, Sommer Hall
July 11th: Core area Information sessions, Sommer Hall – 11:45am-12:30pm Social & Behavioral Sciences
1:30-2:15pm Biology; 2:15-3:00pm Biostatistics
July 16th: 11:15am-12:00pm, Customization/Concentration Orientation, Sommer Hall
12:30-1:15pm Health Leadership & Management concentration Q&A session
July 18th: Concentrations/Customization Q&A sessions:
11:15am-12:00pm- Customized Program of Study, Epi/Biostat, Child & Adolescent Health
1:00-1:45pm- Health in Crisis & Humanitarian Assistance, Health Systems & Policy, Infectious Diseases,
Women’s & Reproductive Health; 1:45-2:30pm- Food, Nutrition & Health, Global Environmental
Sustainability & Health, Social & Behavioral Sciences
July 19th: 12:00-1:20pm, Summer Group Advising Lunch Meetings (various locations)
July 22, 24, or 26: 10:00am-12:00pm- Library Skills: RefWorks & Database Searching, Becton Dickinson Lecture Hall
(Attendance is required on the date that you are not in Epi lab)
Aug. 1st: 11:15am-12:00pm, Capstone Information Session (1), Sommer Hall
Aug. 8th: 12:00-1:20pm, Summer Group Advising Lunch Meetings (various locations)

Resources: Informational materials and handouts will be posted on the CoursePlus website.
3.4. OPTIONAL SUMMER COURSE ELECTIVES

All full-time MPH students are pre-registered for the summer courses totaling 17 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) module 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 required 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 have time to enjoy this aspect of the program too.
- Be sure to also allow yourself 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 (July 3-August 23)**

- **187.625.81** Animals in Research: Law, Policy, and Humane Sciences (2 credits)
  Instructors: Dr. Joanne Zurlo and Dr. Martin Stephens, Prerequisite: IOL course
- **221.606.81** Training Methods and Continuing Education for Health Workers (4 credits)
  Instructor: Dr. William Brieger, Prerequisite: IOL course
- **221.688.81** Social & Behavioral Foundations of Primary Health Care (4 credits)
  Instructor: Dr. William Brieger, Prerequisite: IOL course
- **410.672.81** Introduction to Campaigning & Organizing for Public Health (3 credits)
  Instructor: David Jernigan, 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

**Steps required to add a summer course:**
- Discuss the additional course selection with your Summer Group Advisor when you meet on July 1st and obtain their approval to add the course to your summer schedule.
- Add the course via ISIS online registration at [https://isis.jhu.edu/sswf/](https://isis.jhu.edu/sswf/) or by hard copy form during the summer add/drop period from Wed., July 3rd – Wed., July 17th. Hard copy registration forms are available from the Registration Office in room E1002.

**Helpful Course Information Links:**
- Introduction to Online Learning (IOL): [http://distance.jhsph.edu/iol/](http://distance.jhsph.edu/iol/)
- Course Search Engine: [http://www.jhsph.edu/courses](http://www.jhsph.edu/courses) (Web-based Course Catalog)
3.5. ACADEMIC AND RESEARCH ETHICS AT JHSPH

Maintaining the highest level of academic and research integrity is an important responsibility of our faculty and students. To help achieve this goal, all students are required to complete the 550.860 Academic and Research Ethics at JHSPH course. The course examines academic and research ethics at JHSPH through a series of online interactive modules:

- Focuses on information about the academic ethics code and responsible conduct of research at the School.
- Explores issues of academic integrity such as proper ethical conduct and referencing, and discusses violations such as plagiarism and cheating, relative to case studies that illustrate situations faced by students and faculty in the academic setting.
- Addresses topics that include responsible conduct of research, authorship, data management, data ownership, guidelines for professional conduct, research fraud or scientific misconduct, federal and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.

An academic ethics overview session and summer group advising activity will be held on Wed., July 3rd from 9:45am-12:00pm.

The JHSPH Policy and Procedure Memorandum for Students for Academic Ethics and can be found at https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/PolicyProcedureMemoranda/Students_01_Academic_Ethics.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

### Key Dates

**Wed., July 3rd – 9:45am-12:00pm**

Intro. to MPH Studies:
Academic Ethics Overview Session &
Summer Group Advising Activity
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 user accounts:

**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
- 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 (W3014).

**eLearning Account/CoursePlus**
CoursePlus is a web-based tool that allows students to access course content, materials, and other resources for all onsite JHSPH courses, including the Introduction to MPH Studies course. 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.

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. Students will make this selection by Monday, July 22nd 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 the Customized/Concentration Appendix A. Introductions to each concentration area will be made available to students via VoiceThread. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Q&A sessions on July 16th & 18th. Students who customize their program of study complete the core MPH requirements and choose elective courses for the remaining credits 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 listen to the concentration/customization VoiceThread recordings prior to the scheduled Q&A sessions to aid in your decision-making. Links to these recordings will be emailed to students in early July.

For the 2013-14 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

Core Area Requirements Information Sessions

Sommer Hall

**Tuesday, July 9th - 11:15am-12:00pm**
Epidemiology Course Options

**Wednesday, July 10th**
3:30-4:15pm: Management Sciences

**Thursday, July 11th**
11:45am-12:30pm: Social & Behavioral Sciences
1:30-2:15pm: Public Health Biology
2:15-3:00pm: Biostatistics

**Tuesday, July 15th - 11:15am-12:00pm**
Customizing/Concentration Information Session

MPH Customization/Concentration Areas Q&A Sessions:

- **Tuesday, July 16th**
  12:30-1:15pm: Health Leadership & Management

- **Thursday, July 18th**
  11:15am-12:00pm: Customized Program of Study
  1:00-1:45pm: Health in Crisis & Human. Assist. \ Health Systems & Policy \ Infectious Diseases \ Women’s & Reproductive Health

  1:45-2:30pm: Food, Nutrition & Health \ Global Environ. Sustainability & Health \ Social & Behavioral Sciences

Other Key Dates:

**Monday, July 22, 2013**
Customizing/Concentration Election Form Due

**Friday, November 8, 2013**
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 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, and contact the faculty sponsors of the certificate programs listed on the website.

There will be a series of “Certificate Fairs” and “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 Health*
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 MPH Health Leadership & Management concentration)
Humane Sciences and Toxicology Policy
Humanitarian Assistance
Injury Control
Maternal and Child Health
Population and Health
Public Health Economics
Public Health Informatics*
Public Health Preparedness
Public Health Training Certificate for American Indian Health Professionals
Public Mental Health Research
Quality, Patient Safety and Outcomes Research
Risk Sciences and Public Policy
Tropical Medicine
Vaccine Science and Policy

*This certificate can be completed entirely online.
3.9. SUMMER GROUP ADVISING, FACULTY ACADEMIC ADVISOR ASSIGNMENT, AND MPH PROGRAM RESOURCES

Each MPH student will be assigned a faculty academic advisor. The role of the faculty academic 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 July. Students will receive their individual faculty academic advisor 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 20th (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/current-students.

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 CO-OFFICERS

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 talks will be held on July 25th.

The John B. Grant Global 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: Dr. 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: Dr. Lainie Rutkow

Each year, the societies:
- sponsor speaker events and seminars
- organize educational 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. The MPH Co-Officers have two primary roles: 1) liaison between the MPH class and the MPH program administration, and 2) executive position as the Vice-President of Elections on the Student Assembly (SA) Executive Board. The first role requires approximately 2-10 hours per week and consists of providing ongoing support and assistance as well as coordinating services & events to the MPH class. The second role requires managing the SA school-wide elections during the fall and spring; each election time requires approximately 6 hours per week for one month. The MPH Co-Officers also attend monthly SA Executive Board meetings.

**Key Dates**

Information Session: Student Assembly MPH Co-Officers, J.B. Grant Society and Anna Baetjer Society
Thursday, July 11, 2013: 11:00-11:45am, Sommer Hall

Candidate Election Speeches for JBG & ABS Societies and SA Co-Officers
Thursday, July 25, 2013: 11:00-11:45am, Sommer Hall
3.11. BOOKS ON THE READING LIST OF THE MPH EXECUTIVE BOARD FACULTY*

*For your leisure reading enjoyment

by Steven Johnson

*The Corner: A Year in the Life of An Inner City Neighborhood* (inner-city/drug war)
by David Simon and Edward Burns

*Betrayal of Trust: The Collapse of Global Public Health*
by Laurie Garrett

*The Great Influenza: The Story of the Deadliest Pandemic in History*
by John M. Barry

*How Doctors Think: Clinical Judgment and the Practice of Medicine*
by Katherine Montgomery

*The Making of a Tropical Disease: A Short History of Malaria*
by Randy Packard

*The Invisible Cure: Why We are Losing the Fight Against AIDS in Africa*
by Helen Epstein

*Amazing Grace: The Lives of Children and the Conscience of a Nation*
by Jonathan Kozol

*Dark Remedy: The Impact of Thalidomide and Its Revival as a Vital Medicine*
by Rock Brynner and Trent Stephens

*Smallpox: The Death of a Disease*
by D.A. Henderson

*While We Were Sleeping: Success Stories in Injury and Violence Prevention*
by David Hemenway

*Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (Vintage)
by Nicholas D. Kristof and Sheryl WuDunn

*The Immortal Life of Henrietta Lacks*
by Rebecca Skloot
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://welch.jhmi.edu/welchone/node/19

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.

ADMISSION TO WELCH LIBRARY

For admission to the library, patrons must swipe their JHMI Hopkins ID in the access reader at the main entrance.

INTERLIBRARY LOAN (Weldoc)

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 are eligible to use Weldoc. To access Weldoc go to the library’s web site and on the left side of the web site, under “Quick Tools”, click on ‘Weldoc’. You will need to register so when you click on the Weldoc link and login, you will be sent to a registration form. Fill out all required spaces and then click on ‘submit’. You will then be able to use this service.

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 “Login” button along the top right of the Welch homepage and enter your JHED ID and password. The website will still say ‘Off Campus’ but you will be able to access successfully from off campus.

Contact the Public Health Informationists to learn more about services or to schedule an appointment.

- Claire Twose, Associate Director for Public Health & Basic Sciences, Welch Medical Library, 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
ELECTRONIC RESERVES

http://welch.jhmi.edu/welchone/node/116

For many of your classes, readings have been placed on Electronic Reserves. Courses can be searched by course number, course name, department or instructor. In order to gain access to the e-reserves, you will be asked to enter your JHED ID and password. Or, you can also access the reserves through CoursePlus (http://courseplus.jhsphs.edu/). After you access your course, there will be a link to e-reserves within CoursePlus and then you will need to enter the password.

INFORMATION MANAGEMENT: 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 for free. 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 on the left side of the web site, under “Quick Tools”, click on ‘RefWorks’.

CLASSES & LECTURES

http://welch.jhmi.edu/welchone/node/42

The library offers free classes and lectures during the year to members of the Hopkins community. Classes are held in the 2024 Bldg’s training room and require advance registration. 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://welch.jhmi.edu/welchone/node/35

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.

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

Intro. to MPH Studies: Library Sessions

Friday, July 5th, 11:30am-12:30pm
Library Orientation – Sommer Hall

July 22, 24, or 26, 10:00am-12:00pm
Library Skills: RefWorks & Database Searching - Becton Dickinson
(Attendance is required on the date that you are not in Epi lab)
### 3.13. TUITION & FEES SCHEDULE AND PAYMENT INFORMATION 2012-2013

**Student Accounts Office** – Located in W1101  
Email: bursar@jhsph.edu

#### Tuition

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (12 or more credits)</td>
<td>$11,448</td>
</tr>
<tr>
<td>Part-time per credit</td>
<td>$954</td>
</tr>
<tr>
<td>Matriculation Fee (one-time fee)</td>
<td>$500</td>
</tr>
<tr>
<td>Activity Fee (one-time fee)</td>
<td>$40</td>
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#### Health Insurance (monthly rates)

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>$269</td>
</tr>
<tr>
<td>Two-party</td>
<td>$664</td>
</tr>
<tr>
<td>Family</td>
<td>$887</td>
</tr>
<tr>
<td>Health Clinic Fee (All students)</td>
<td>$450 annually ($112.50 quarterly)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>DHMO</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>$16.89</td>
<td>$12.67</td>
</tr>
<tr>
<td>Individual and spouse</td>
<td>$33.78</td>
<td>$22.17</td>
</tr>
<tr>
<td>Individual plus child or children</td>
<td>$33.78</td>
<td>$28.17</td>
</tr>
<tr>
<td>Family</td>
<td>$48.56</td>
<td>$42.23</td>
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</table>

#### Summer Course Materials Fee

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>551.867 Introduction to MPH Studies</td>
<td>$9</td>
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</table>

#### Transportation* (monthly rates)

<table>
<thead>
<tr>
<th>Type of Transportation</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church Home Parking Garage</td>
<td>$55</td>
</tr>
<tr>
<td>MTA Pass</td>
<td>$39</td>
</tr>
</tbody>
</table>

*For more information, see [http://www.jhsph.edu/student-life/transportation/index.html](http://www.jhsph.edu/student-life/transportation/index.html).

**Billing Information:**  
Your summer account statement will be available online on **July 11, 2013**. However, you may view your current account activity at any time by logging onto [https://isis.jhu.edu](https://isis.jhu.edu) with your JHED ID and password.

**Payment due dates:**  
Summer – July 20, 2013 (includes July/Aug Insurance)  
1st term – September 21, 2013 (includes Sept/Oct Insurance)  
2nd term - November 23, 2013 (includes Nov/Dec Insurance)  
3rd term – February 22, 2014 (includes Jan/Feb/March Insurance)  
4th term – April 19, 2014 (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 https://isis.jhu.edu/sswf/ 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 the MPH office if their funding is not posted correctly.

JHU Tuition Remission: Students must bring their completed application and voucher signed by the Human Resources 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.
6. Understand the ethical considerations associated with health policy formulation and implementation.
4.3 Summary of Graduation Requirements

- A total of 80 credits (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 credits must be completely in formal coursework that is not special studies, i.e. independent studies.

- At least 16 of the 80 credits 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 complete a minimum of 100 hours of population health practical experience. The goal of the MPH practicum is to apply public health skills and competencies in a public health context which is supervised and evaluated (see section 8).

- 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 550.860 Academic and Research Ethics at JHSPH (see section 3.5.) during their first term of registration in the program.

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

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

*Special Note on Courses Taken at JHSPH While Not Formally Matriculated as an MPH Degree Seeking Student:* A limited number of course credits taken at Johns Hopkins prior to matriculation into the MPH Program (e.g. 16 as a special student and 40 credits 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 with a GPA falling below 2.50 will be placed on academic warning and will have one term, or 12 additional credits 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 academic 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 621-4 course series or the Epidemiology 751-4 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 Tools of Public Health Practice and Decision-Making 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 academic 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 academic 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 credits of “incomplete” coursework at any given time. Students exceeding this limit must immediately contact the faculty academic 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 academic 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.

Course schedules are subject to change; please check the course database for the most up-to-date course listing information: http://www.jhsph.edu/courses

5.1 Required Courses

The following are required of ALL MPH students:

180.601: Environmental Health (5 credits) [onsite & online]
340.601: Principles of Epidemiology (5 credits)
   OR 550.694-695: Fundamentals of Epidemiology I & II [online only] (6 credits)
300.645: The Tools of Public Health Practice and Decision-Making (3 credits)
   OR 550.608: Problem Solving in Public Health (4 credits)
380.755: Population Dynamics and Public Health (2 credits)
306.841: Introduction to Bioethics in Public Health Practice and Research (1 credit)
550.867: Introduction to MPH Studies (1 credit) [Full-time students only]
550.860: Academic and Research Ethics at JHSPH (0 credit) [Pass/Fail grading]

MPH Individualized Goals Analysis requirement
[Must be completed within 2 terms of matriculation, by September 20, 2013.]

MPH Capstone Project – MPH Capstone Course requirement (2 credits) (see Section 9 for more information)
MPH Practicum Requirement (minimum of 100 hours, credits will vary) (see Section 8 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>Credits</th>
<th>On-site</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOSTATISTICS (choose one sequence):</strong> No switching permitted between Biostatistics sequences.</td>
<td></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>
</tr>
<tr>
<td>140.621-623</td>
<td>Statistical Methods in Public Health I-III</td>
<td>12</td>
<td>1st/2nd/3rd</td>
<td>No</td>
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<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><strong>ENVIRONMENTAL HEALTH (180.601 required)</strong></td>
<td></td>
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<tr>
<td>180.601</td>
<td>Environmental Health</td>
<td>5</td>
<td>Summer</td>
<td>3rd</td>
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<tr>
<td><strong>EPIDEMIOLOGY (choose one)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>340.601</td>
<td>Principles of Epidemiology</td>
<td>5</td>
<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><strong>MANAGEMENT SCIENCES (choose at least one)</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>182.623</td>
<td>Occupational Safety and Health Management</td>
<td>3</td>
<td>3rd</td>
<td>2nd</td>
</tr>
<tr>
<td>221.602</td>
<td>Applications in Managing Health Organizations in Low and Middle Income Countries</td>
<td>3</td>
<td>1st</td>
<td>No</td>
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<tr>
<td>221.722</td>
<td>Quality Assurance Mgmt. Methods for Developing Countries</td>
<td>4</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
<td>2nd &amp; 4th</td>
<td>No</td>
</tr>
<tr>
<td>312.601</td>
<td>Fundamentals of Mgmt. for Health Care Organizations</td>
<td>5</td>
<td>1st</td>
<td>No</td>
</tr>
<tr>
<td>380.681</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
<td>4</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>551.601</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>No</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>1st, 3rd</td>
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<tr>
<td>551.607</td>
<td>Pharmaceuticals Mgmt. for Under-Served Populations</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
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<tr>
<td>551.608</td>
<td>Managing NGOs in the Health Sector</td>
<td>3</td>
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<td>No</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>On-site</td>
<td>Online</td>
</tr>
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<td>----------</td>
<td>-----------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>300.603</td>
<td>The Tools of Public Health Practice &amp; Decision Making</td>
<td>3</td>
<td>Summer</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>
</tbody>
</table>

**POLICY/PROBLEM SOLVING (choose one -- full-time students must take 300.645)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>On-site</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.645</td>
<td>Problem Solving in Public Health</td>
<td>3</td>
<td>Summer</td>
<td>No</td>
</tr>
</tbody>
</table>

**PUBLIC HEALTH BIOLOGY (choose at least one)**

Appropriate for all students. Provides a broad introduction to public health biology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>On-site</th>
<th>Online</th>
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<tbody>
<tr>
<td>183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
<td>2nd</td>
<td>4th</td>
</tr>
<tr>
<td>260.636</td>
<td>Evolution of Infectious Disease</td>
<td>3</td>
<td>1st</td>
<td>No</td>
</tr>
<tr>
<td>550.630</td>
<td>Public Health Biology</td>
<td>3</td>
<td>1st</td>
<td>Summer, 4th</td>
</tr>
</tbody>
</table>

For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>On-site</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>120.603</td>
<td>Molecular Biology of Pandemic Influenza</td>
<td>3</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>120.620</td>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
<td>1st</td>
<td>No</td>
</tr>
<tr>
<td>120.621</td>
<td>Molecular Endocrinology</td>
<td>4</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>120.627</td>
<td>Stem Cells &amp; the Biology of Aging &amp; Disease</td>
<td>3</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>182.640</td>
<td>Food- and Water- Borne Diseases</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>222.641</td>
<td>Principles of Human Nutrition</td>
<td>4</td>
<td>1st</td>
<td>No</td>
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<tr>
<td>223.689</td>
<td>Biologic Basis of Vaccine Development</td>
<td>3</td>
<td>4th</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>
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<tr>
<td>260.631</td>
<td>Immunology, Infection, &amp; Disease</td>
<td>3</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>260.635</td>
<td>Biology of Parasitism</td>
<td>4</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>260.650</td>
<td>Vector Biology &amp; Vector-borne Diseases</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
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<tr>
<td>260.656</td>
<td>Malarialogy</td>
<td>4</td>
<td>2nd</td>
<td>3rd</td>
</tr>
<tr>
<td>340.612</td>
<td>Epidemiologic Basis for Tuberculosis Control</td>
<td>2</td>
<td>SI, 3rd</td>
<td>1st</td>
</tr>
<tr>
<td>340.646</td>
<td>Epidemiology &amp; Public Health Impact of HIV &amp; AIDS</td>
<td>4</td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>340.654</td>
<td>Epidemiology &amp; Natural History of Human Viral Infections</td>
<td>6</td>
<td>3rd</td>
<td>1st</td>
</tr>
<tr>
<td>380.761</td>
<td>STI’s in Public Health Practice</td>
<td>4</td>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>On-site</td>
<td>Online</td>
</tr>
<tr>
<td>-----------</td>
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<td>---------</td>
<td>---------</td>
<td>------------</td>
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<tr>
<td>221.688</td>
<td>Social and Behavioral Foundations of Primary Health Care</td>
<td>4</td>
<td>No</td>
<td>Su, 3rd</td>
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<tr>
<td>224.689</td>
<td>Health Behavior Change at the Individual, Household, and Community Levels</td>
<td>4</td>
<td>2nd</td>
<td>No</td>
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<tr>
<td>330.661</td>
<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders</td>
<td>3</td>
<td>3rd</td>
<td>3rd</td>
</tr>
<tr>
<td>380.604</td>
<td>Life Course Perspectives on Health</td>
<td>4</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>410.613</td>
<td>Psychosocial Factors in Health and Illness</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>410.614</td>
<td>A New View: Improving Public Health through Innovative Social and Behavioral Tools and Approaches</td>
<td>4</td>
<td>SI</td>
<td>No</td>
</tr>
<tr>
<td>410.616</td>
<td>Social &amp; Behavioral Aspects of Public Health</td>
<td>4</td>
<td>SI</td>
<td>No</td>
</tr>
<tr>
<td>410.618</td>
<td>Integrating Social &amp; Behavioral Theory into Public Health</td>
<td>4</td>
<td>1st</td>
<td>No</td>
</tr>
<tr>
<td>410.620</td>
<td>Program Planning for Health Behavior Change</td>
<td>3</td>
<td>1st, WI</td>
<td>4th</td>
</tr>
<tr>
<td>410.650</td>
<td>Intro to Persuasive Communications: Theories &amp; Practice</td>
<td>4</td>
<td>2nd, WI</td>
<td>No</td>
</tr>
<tr>
<td>410.651</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
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<tr>
<td>NR110.589</td>
<td>Human Development Across the Lifespan (for MSN/MPH students only)</td>
<td>2-3</td>
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<td>SON</td>
</tr>
</tbody>
</table>

**Abbreviation Key**
- SI = Offered in Summer Institute Term
- Su = Offered in Summer Term
- FI = Offered in Fall Institute in Barcelona, Spain
- WI = Offered in Winter Intersession Term
- No = Not offered in this format

**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:
- 550.605: History of Public Health [online only, 3rd term] (2 credits)
- 550.609: Life & Death in Charm City: Histories of Public Health in Baltimore, 1750 to the present [onsite only, 1st term] (3 credits)
5.2. 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 credits 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.

A student’s request for a core course waiver/modification must be done early – at the time that the Goals Analysis is completed.

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
6. MPH CUSTOMIZED PROGRAM OF STUDY AND
OPTIONAL MPH CONCENTRATIONS

Typically, 30-40 credits of an MPH student’s curriculum are based on courses from the required core curriculum. The remainder of the total of 80 credits 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 credits (approximately 40-50) in consultation with their faculty academic 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 credits (approximately 20 credits) as specified by the concentration area over and above the MPH core course requirements.

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

The specific number of additional credits required by each concentration is variable. However, as a rough guide, of the 80 credits needed for graduation, approximately half are core MPH requirements that all students must complete, approximately one quarter are course credits required by the concentration area and approximately one quarter of the credits 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. Introductions to each concentration area will be available to students via VoiceThread. Students should listen to these presentations prior to the Q&A sessions to aid in their decision making. Emails to these links will be sent in early July. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Q&A sessions on July 16th & 18th.

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 switch 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 Fri., November 8th.
- 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 academic 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 academic advisor from the concentration area.

Capstone Project

All students complete an MPH capstone project 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 academic 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. 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 academic 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:** Outline your possible plans for population level health practical experiences 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 the student must discuss their Goals Analysis project with their advisor prior to submitting the online form. Submission of the online form indicates that the student has discussed their Goals Analysis project with their faculty academic advisor and that they have received the advisor’s approval.

Submit the Individualized Goals Analysis online form at:
[http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm](http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm)

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**Key Date**

**Friday, September 20, 2013:**
Goals Analysis due for full-time students matriculating in 2013.

After advisor approval, submit electronic form at:
[http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm](http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm)

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

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Course schedules are subject to change, so please periodically check the “Course Search” website for the most current course details: [http://www.jhsph.edu/courses](http://www.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](http://commprojects.jhsph.edu/communications/mph/GoalsForm.cfm)

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

<table>
<thead>
<tr>
<th>Credits Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
</table>

### 1. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.601</td>
<td>Environmental Health</td>
<td>5</td>
</tr>
<tr>
<td>300.603</td>
<td>The Tools of PH Practice &amp; Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>or 550.608</td>
<td>Problem Solving in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>306.841</td>
<td>Intro. to Bioethics in PH Practice &amp; Research</td>
<td>1</td>
</tr>
<tr>
<td>340.601</td>
<td>Principles of Epidemiology</td>
<td>5</td>
</tr>
<tr>
<td>or 550.694-5</td>
<td>Fundamentals of Epidemiology I-II</td>
<td>6</td>
</tr>
<tr>
<td>380.755</td>
<td>Population Dynamics &amp; Public Health</td>
<td>2</td>
</tr>
<tr>
<td>550.867</td>
<td>Introduction to MPH Studies</td>
<td>1</td>
</tr>
<tr>
<td>550.860</td>
<td>Academic and Research Ethics at JHSPH</td>
<td>0</td>
</tr>
<tr>
<td>xxx.800</td>
<td>MPH Capstone Course</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.611-612</td>
<td>Statistical Reasoning in Public Health I-II</td>
<td>3</td>
</tr>
<tr>
<td>140.621-623</td>
<td>Statistical Methods in Public Health I-III</td>
<td>4</td>
</tr>
<tr>
<td>140.651-654</td>
<td>Methods in Biostatistics I-IV</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120.603</td>
<td>Molecular Biology of Pandemic Influenza</td>
<td>3</td>
</tr>
<tr>
<td>120.620</td>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
</tr>
<tr>
<td>120.621</td>
<td>Molecular Endocrinology</td>
<td>4</td>
</tr>
<tr>
<td>120.627</td>
<td>Stem Cells &amp; the Biology of Aging &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>182.640</td>
<td>Food- and Water- borne Diseases</td>
<td>3</td>
</tr>
<tr>
<td>183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
</tr>
<tr>
<td>222.641</td>
<td>Principles of Human Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>223.689</td>
<td>Biologic Basis of Vaccine Development</td>
<td>3</td>
</tr>
<tr>
<td>260.606</td>
<td>Major Global Infectious Diseases</td>
<td>2</td>
</tr>
<tr>
<td>260.631</td>
<td>Immunology, Infection, and Disease</td>
<td>3</td>
</tr>
<tr>
<td>260.635</td>
<td>Biology of Parasitism</td>
<td>4</td>
</tr>
<tr>
<td>260.636</td>
<td>Evolution of Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>260.650</td>
<td>Vector Biology and Vector-Borne Diseases</td>
<td>3</td>
</tr>
<tr>
<td>260.656</td>
<td>Malariorlogy</td>
<td>4</td>
</tr>
<tr>
<td>340.612</td>
<td>Epidemiologic Basis of Tuberculosis Control</td>
<td>2</td>
</tr>
<tr>
<td>340.646</td>
<td>Epi. &amp; Public Health: Impact of HIV &amp; AIDS</td>
<td>4</td>
</tr>
<tr>
<td>340.654</td>
<td>Epi. &amp; Natural History of Viral Infections</td>
<td>6</td>
</tr>
<tr>
<td>340.744</td>
<td>Adv. Topics on Control &amp; Prev. of HIV/AIDS</td>
<td>4</td>
</tr>
<tr>
<td>380.671</td>
<td>Sexually Transmitted Infections in PH Practice</td>
<td>4</td>
</tr>
<tr>
<td>550.630</td>
<td>Public Health Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
### 4. MANAGEMENT SCIENCES [3-5 credits; choose one of the following]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>182.623</td>
<td>Occupational Safety and Health Management</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>221.602</td>
<td>Appls. in Mng. Hlth. Orgs. Low\Middle Income...</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>221.722</td>
<td>Quality Assur. Mng’t. Meths. for Dev. Countries</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>312.601</td>
<td>Funds. of Mgmt. of Health Care Orgs.</td>
<td>5</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>380.681</td>
<td>Strat. Leadership Princ. &amp; Tools\Health Syst.</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>551.601</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>551.603</td>
<td>Fundamentals of Budgeting &amp; Financial Mgmt.</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>551.607</td>
<td>Pharmaceuticals Mgmt. for Under-Served Pops.</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>551.608</td>
<td>Managing NGOs in the Health Sector</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.688</td>
<td>Social &amp; Beh. Found. of Primary Health Care</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>224.689</td>
<td>Household &amp; Community Levels</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>330.661</td>
<td>Social &amp; Psychological Development Processes in the Etiology of Mental Disorders</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>380.604</td>
<td>Life Course Perspectives on Health Health &amp; Behavioral Change at the Individual,</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>410.613</td>
<td>Psychosocial Factors in Health and Illness</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>410.614</td>
<td>A New View: Improving PH through Innovative Social &amp; Behavioral Tools</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>410.616</td>
<td>Social &amp; Behavioral Aspects of Public Health</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>410.618</td>
<td>Integrating Social &amp; Behavioral Theory into PH</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
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<tr>
<td>410.620</td>
<td>Program Planning for Health Behavior Change</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>410.650</td>
<td>Introduction to Persuasive Communications</td>
<td>4</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>410.651</td>
<td>Health Literacy: Challenges &amp; Strategies</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>NR110.589</td>
<td>Human Develop. Across Lifespan MSN/MPH only</td>
<td>3</td>
<td>_______</td>
<td></td>
<td>_____</td>
</tr>
</tbody>
</table>

### 6. PRACTICUM REQUIREMENT

All MPH students are required to have practicum experiences in population-based health during the course of their study regardless of their experiences prior to enrolling in the program.

List the specific Core Competencies for Public Health Professionals that you plan to focus upon during your practicum. Please reference your Public Health Competencies Worksheet that you completed in the Tools of Public Health Practice and Decision Making course.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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Please outline your plans for fulfilling the practicum requirement, including completion timeline for the experience(s).

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

______________________________________________________________________________
### PRACTICUM COURSE(S) \ PRACTICUM SPECIAL STUDIES [choose one or more of the following]

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.655</td>
<td>Baltimore Food System</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>220.895</td>
<td>Children in Crisis</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Note: Requires concurrent enrollment in 221.640)</strong></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>224.690-224.691</td>
<td>Qualitative Research</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410.610</td>
<td>Health and Homelessness</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410.651</td>
<td>Health Literacy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Note: only for student participating in the practicum project)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410.868</td>
<td>Program Planning Practicum</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Note: Requires concurrent enrollment in 410.620)</strong></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410.690</td>
<td>Ethnographic Fieldwork</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>318.621</td>
<td>Data Analysis in Public Policy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>550.864</td>
<td>Baltimore Comm. Practicum</td>
<td>4-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>550.851</td>
<td>PHASE Internship</td>
<td>4-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxx.895</td>
<td>MPH Practicum Special Studies (refer to page 49)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **CAPSTONE PROJECT REQUIREMENT**

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

### CAPSTONE COURSE \ SPECIAL STUDIES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>MPH Capstone Course (xxx.800)</td>
<td></td>
<td>2</td>
<td><strong>4th</strong> term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500.864</td>
<td>MPH Capstone Practicum</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500.851</td>
<td>CAPSTONE Practicum</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **COURSE ELECTIVES**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

9. **TOTAL CREDITS** [Total all credits 1-8 above. Must total 80 or more; #1-6 combined must be at least 60 credits taken in School of Public Health courses.]
8. Practicum Experience in Population-based Health

8.1 Introduction to MPH Practicum Experience

All MPH students are required to complete a practicum experience to comply with the Council on Education for Public Health (CEPH) school of public health accreditation requirements\(^1\).

The intent of the practicum requirement is to engage students in activities aligned with their career goals, as well as activities that demonstrate application of public health concepts and critical thinking relevant to the student’s area of interest. Students will seek out activities that further develop their skill set and add new tools to their professional toolkit. Upon completion of the MPH program, students will be able to provide evidence of application of these skills to potential employers.

8.2 General Criteria for MPH Practicum

The following criteria reflect the minimum practicum requirements:

A practicum experience:

1) **Applies public health skills and competencies.** Students will identify the public health skills and competencies relevant to their area of interest that are most beneficial to their career advancement. Students will apply these skills and competencies in concert with knowledge gained from their coursework.

2) **Is framed and carried out within a public health context.** The practicum will include population-level activities at an organization or agency. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain practical experience in a public health setting. Students will not solely complete screenings, administer surveys, perform calculations, etc., but will be engaged in the larger public health context of the activities, as well as become familiar with the organization’s overall purpose and decision-making process. Students will develop a deeper understanding of the organization’s mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.

3) **Is supervised.** The practicum preceptor will be qualified to evaluate the student’s professional competence and will supervise the student throughout the project. The preceptor will typically be from an outside organization (i.e. community-based organization, health department, private corporation, etc.), but can be a JHSPH faculty member if appropriate. The preceptor will provide background information, directions, feedback, and guidance with regards to student progress on well-defined learning objectives related to the student’s career growth and development. The student’s faculty academic advisor will be kept informed of the student’s practicum activities and progress and may provide additional assistance if warranted.

4) **Is a significant (minimum of 100 hours) experience.** The practicum requirement will be administered and tracked by the School’s practicum team. Students can meet practicum requirements in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team if warranted.

---

5) **An evaluated experience.** Students will be evaluated on achievement of defined learning objectives and deliverables by the preceptor. Faculty academic advisors will be informed and have an opportunity to provide feedback on the student’s progress if they choose to do so. As part of the practicum experience students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of “C” must be earned in courses with a practicum component that are taken towards fulfilling the requirement.

### 8.3 Ways to Complete the Practicum Requirement

There are multiple ways to complete a practicum. Students can take a combination of courses with a practicum component, special studies with a JHSPH faculty member, and/or customized practicum experiences. As long as the experience meets the 100 hours requirement, has been approved for practicum credit, and the experience as a whole aligns with the students’ career goals, students may choose combining multiple experiences or engage in one longer-term experience. For students completing a residency or dual degree program, please see section 5.0 *Practicum Requirement for Specific Programs and Dual Degrees*.

**Options for completing the practicum requirement:**

- **Option 1:** JHSPH course with an approved practicum component
- **Option 2:** Special Studies practicum with JHSPH faculty member
- **Option 3:** Customized practicum with outside preceptor

### 8.4 The Practicum Process

The practicum process involves planning, selection, implementation and evaluation. Beginning in the summer, students will assess their career goals as they relate to various public health competencies and also their current professional strengths and areas for further development. These assessments will help to guide students in selecting practicum opportunities that align with their interests and goals. Students will complete one or more practicum experiences to fulfill the 100 hours practicum requirement. Upon completion of each experience, students will submit an evaluation of the practicum.

#### 8.4.1 Practicum Planning

Prior to selecting the practicum experiences that will fulfill their practicum requirement, students must complete the following steps that will aid in identifying goals, strengths and competencies that align with the students’ career goals and familiarize them with available practicum opportunity resources. For each practicum experience, it is recommended that students identify one to three competencies to be addressed (the competencies and related learning objectives are listed in the Practicum Appendix A on pages 53-54).

1. Complete **300.603.01: Tools of Public Health Practice and Decision Making** course (includes identifying competencies to focus on for the practicum as well as taking a pre-assessment of current perceived strengths and opportunities for further development).
2. Complete **SOURCE Working with the Community Online Modules.** This series of online training modules prepare students for community engagement. Topics will focus on ways to form equitable partnerships with community-based organizations (CBOs), the history between Baltimore and JHU, and working with diverse communities.
3. Complete practicum section of the **MPH Goals Analysis plan**. See pages 39-41 for more details about the Goals Analysis Worksheet and further information.

4. Explore the practicum opportunity resources such as the **Practicum Opportunity Site** and **SOURCE listings**. Approved courses with a practicum component and pre-approved special studies practicum with JHSPH faculty members are listed on the Practicum Opportunity Site. The Practicum Opportunity Site lists various opportunities that have been identified and vetted by the Office of Public Health Practice and Training and SOURCE (Student Outreach Resource Center).

**Explore practicum opportunities on the Practicum Opportunity Site**
https://my.jhsph.edu/Resources/SearchTools/pos

8.4.2 Practicum Selection, Implementation, and Evaluation

Students must submit a **Practicum Proposal Form** for each practicum experience that they will complete. This is required for tracking the completion of the 100 hours requirement for all students. Additionally, this submission is also required to obtain approval for any practicum or customized practicum opportunity that has NOT been previously approved. All students are required to submit a **Practicum Final Report** at the completion of each practicum experience. (Additional documents may be required during the experience and are mentioned in the descriptions below).

The following outlines the three different types of practicum opportunities and the steps to follow to complete each option.

**Option 1:** JHSPH course with an approved practicum component

There are several JHSPH courses with a significant practicum component. Allotted practicum hours are pre-determined and vary by course. Note that there are courses that do not have enough practicum hours to fulfill the entire 100 hours practicum requirement, thus a student must combine experiences to complete the 100 hours practicum requirement. A letter grade of “C” or better must be earned in each course in order for the practicum hours to count towards the practicum requirement.

**Finding a JHSPH course with an approved practicum component**

Some courses have a real-world practice component, connecting students to outside organizations/agencies. In some cases (Baltimore Community Practicum and PHASE Internship, for example), the course is centered on a fully developed practice experience that fulfills the practicum requirement for all students who complete the course. In other cases, the course instructor may be able to connect only some of the students in the course with practicum experience, and/or may provide more limited experience that meets only a part of the total required practicum hours. Students are expected to complete the didactic course as they engage in the practicum. Below is a listing of the JHSPH courses with an approved practicum component. Course descriptions and related information for each can be found on the **Practicum Opportunity Site** listings or on the online course catalog.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Prerequisites/ Enrollment Limit</th>
<th>Dates &amp; Hours</th>
<th>Terms Offered, Credits</th>
<th>Practicum Hours</th>
<th>Practicum Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.603</td>
<td>Tools of Public Health Practice and Decision Making</td>
<td>None</td>
<td>Tue 07/09/2013 - Thu 08/08/2013 Tue &amp; Thu 9:00 - 10:50</td>
<td>Summer Term, 3 credits</td>
<td>10</td>
<td>Introduces the core functions of public health and the core competencies for public health professionals.</td>
</tr>
<tr>
<td>550.864</td>
<td>Baltimore Community Practicum (BCP)</td>
<td>Application, Interviews, &amp; Placement during 1st term/Limit 25</td>
<td>2nd term: Tue 3:30 - 4:20, 3rd term: Variable</td>
<td>2nd &amp; 3rd (both terms are required), 2-3 credits per term</td>
<td>2 Credit=124 3 Credit=220</td>
<td>Internship with Baltimore City community-based organizations that partner with SOURCE (Student Outreach Resource Center). Some internships require a student to have a car.</td>
</tr>
<tr>
<td>550.851</td>
<td>PHASE (Public Health Applications for Student Experience)</td>
<td>Application, Interviews, &amp; Placement during 1st term/Limit 25</td>
<td>2nd, 3rd, &amp; 4th terms (multi-term, 2-3 terms)</td>
<td>2nd, 3rd &amp; 4th terms (required multi-term for 2-3 terms), 2-3 credits per term</td>
<td>2 Terms(2Cr)=120 2 Terms(3Cr)=160 3 Terms(2Cr)=180 3 Terms(3Cr)=230</td>
<td>Internship with Maryland Department of Health and Mental Hygiene (DHMH), other state agencies, and local health departments (LHDs). Some internships require a student to have a car.</td>
</tr>
<tr>
<td>410.868</td>
<td>Program Planning for Health Behavior Change Practicum</td>
<td>Must enroll in 410.620 concurrently/Limit 10</td>
<td>Fri 9:00 - 10:30</td>
<td>1st term, 2 credits</td>
<td>40</td>
<td>Explores program planning application through project-based experiential learning. Includes work in small groups to apply the PRECEDE-PROCEED needs assessment planning framework in a real world setting with a community-based organization or local government agency.</td>
</tr>
<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>300.603 or instructor permission</td>
<td>2nd Term: Mon &amp; Wed 1:30 - 3:20 4th Term: Mon &amp; Wed 1:30 – 3:20</td>
<td>2nd and 4th terms, 4 credits (only one term required)</td>
<td>90</td>
<td>Focuses on the knowledge and skills necessary to conduct public health practice, as well as lead and manage public health organizations in the United States and throughout the world. Complements other public health practice coursework through hands-on application of knowledge and skills to real-world practice concerns and settings.</td>
</tr>
<tr>
<td>180.655</td>
<td>Baltimore Food System: A Case Study of Urban Food Environments</td>
<td>Consent required for all students/Limit 20</td>
<td>Wed &amp;Fri 10:00 - 11:50</td>
<td>3rd term, 4 credits</td>
<td>35</td>
<td>Students look closely at Baltimore City's complex food environment using discussion, experiential learning, discussion, lectures, service learning, and related texts.</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Prerequisites/ Enrollment Limit</td>
<td>Dates &amp; Hours</td>
<td>Terms Offered, Credits</td>
<td>Practicum Hours</td>
<td>Practicum Course Description</td>
</tr>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>410.651</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td>Must enroll in 410.895 concurrently for practicum component of course</td>
<td>Mon &amp; Wed 3:30 - 4:50</td>
<td>3rd term, 3 credits</td>
<td>30</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>
</tr>
<tr>
<td>xxx.895</td>
<td>Children in Crisis Practicum</td>
<td>Application &amp; must enroll in 221.640 concurrently Limit 25</td>
<td>TBA</td>
<td>3rd &amp; 4th terms, (both terms are required), 2 credits per term</td>
<td>120</td>
<td>Exposes students to domestic and international youth welfare issues and interventions focused on violence, juvenile justice, education and refugee resettlement through service learning pedagogy. Students work with a youth development organization in Baltimore throughout the terms.</td>
</tr>
<tr>
<td>318.621 &amp; 318.622</td>
<td>Data Analysis Workshop in Public Policy I &amp; II</td>
<td>Prerequisites: 318.610 and 318.611; Must enroll in 318.612 and 318.613 concurrently Limit 25</td>
<td>TBA</td>
<td>3rd &amp; 4th terms, (both terms are required), 3 credits per term</td>
<td>65</td>
<td>Focuses on the application of statistical techniques learned in Statistical Analysis I–IV. Introduces students to STATA and develops skills in applying statistical techniques to a real-world data project.</td>
</tr>
<tr>
<td>224.690 &amp; 224.691</td>
<td>Qualitative Research Theory and Methods / Qualitative Research II: Data Analysis</td>
<td>224.689 or instructor permission Limit 54</td>
<td>224.690- Class: Tue &amp; Thu 8:30 - 10:20 Labs: Thu &amp; Fri 3:30 - 5:20 224.691 – Class: Mon &amp; Wed, 8:30 -10:20 Labs: Wed 10:30-11:50, Fri 9:00 - 10:20</td>
<td>3rd &amp; 4th terms, 5 credits each (both terms are required)</td>
<td>90</td>
<td>Introduces students to qualitative research and provides them with practical skills for conducting research in domestic and international settings. Includes a significant group project component to develop qualitative research skills, where students design and conduct hands-on fieldwork projects in Baltimore.</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Prerequisites/Enrollment Limit</td>
<td>Dates &amp; Hours</td>
<td>Terms Offered, Credits</td>
<td>Practicum Hours</td>
<td>Practicum Course Description</td>
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<td>-----------</td>
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</tr>
<tr>
<td>305.684</td>
<td>Health Impact Assessment</td>
<td>300.712 or equivalent, with the instructor’s permission Limit 30</td>
<td>Tue 1:30 - 3:20</td>
<td>4th term, 2 credits</td>
<td>25</td>
<td>Introduces students to Health impact assessment (HIA), an approach that informs decision-makers about potential health impacts of proposed projects, programs, and policies that do not traditionally focus on health outcomes (e.g. education or housing), but are likely to affect the public’s health. Focuses on the application of HIA for policymaking.</td>
</tr>
<tr>
<td>410.610</td>
<td>Health and Homelessness</td>
<td>None</td>
<td>TBA</td>
<td>4th term, 3 credits</td>
<td>35</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>
</tr>
<tr>
<td>182.614</td>
<td>Industrial Hygiene Laboratory</td>
<td>College math, chemistry and physics. Prior consent required. Limit 6 MPH students</td>
<td>Wed &amp; Fri 1:30 - 4:50</td>
<td>3rd term, 5 credits</td>
<td>40</td>
<td>Uses laboratory and field methods and equipment to appraise occupational and environmental atmospheric conditions. Topics include grab and dynamic sampling; measurement of respirable and non-respirable particulates; particulates size analysis; fiber sampling and analysis; gas and vapor sampling and analysis by wet chemical and instrumental methods; and calibration of direct reading field survey instruments.</td>
</tr>
</tbody>
</table>

* Students are encouraged to go to the online course catalog ([http://www.jhsph.edu/courses](http://www.jhsph.edu/courses)) to confirm dates and times.  
* There are courses that are under development that are not included in this manual. When the courses are finalized, they will be posted on the Office of Public Health Practice and Training’s Practicum website as well as on the Practicum Opportunity Site listings ([https://my.jhsph.edu/Resources/SearchTools/pos](https://my.jhsph.edu/Resources/SearchTools/pos)).
Steps for completing a JHSPH course with an approved practicum component:

1. Register for the approved course.
2. Submit the Practicum Proposal Form for the approved course. **One Practicum Proposal Form must be submitted for each unique JHSPH course with an approved practicum component that the student is completing**.
3. Complete course requirements, including evaluations.
4. Complete the Practicum Final Report at the completion of the course. The Practicum Final Report is a report on what activities were accomplished, reflection on learning objectives that were achieved, evaluation of the preceptor, and evaluation of the overall process. **One Practicum Final Report must be submitted for each JHSPH course with an approved practicum component**.

An example timeline for this option is listed in the Practicum Appendix B on pages 55-56.

Option 2: Special Studies Practicum with JHSPH faculty member

Students may complete a special studies practicum experience coordinated by a JHSPH faculty member (e.g. in conjunction with a course, research study, grant, etc.). Projects are developed and coordinated by the JHSPH faculty member who may or may not serve as the Preceptor. Some practicum projects with faculty may be established projects and have already been pre-approved to fulfill practicum hours towards the requirements. These pre-approved opportunities are listed on the Practicum Opportunity Site. Other experiences that students can arrange with a faculty member that are NOT previously approved will require review and approval of the proposal experience as part of the process.

Finding a Special Studies practicum with JHSPH faculty member

JHSPH faculty may be able to connect students with practice experiences related to ongoing research or other activities at JHSPH departments or centers that are not associated with a course. These might be ad hoc opportunities, or institutionalized ones that are offered annually. Example projects include cost effectiveness analysis of a program, policy analysis and recommendations development with a local health department, budget impact analysis of the financial consequences of a country adopting a new vaccine, defining and analyzing the quality of primary care health services in an international setting, qualitative and quantitative data analysis of poor health outcomes for a specific population, and health curriculum planning and development of health education materials. There are also certificate programs that include a practicum requirement in the curriculum. The certificate practicum could count towards the MPH practicum requirement, but it is still required to go through the approval process. The certificate programs are: Public Health Informatics, Healthcare Epidemiology and Infection Prevention and Control, and Quality, Patient Safety, and Outcomes Research.

Steps for completing a Special Studies practicum with JHSPH faculty member:

1. Identify a faculty member who has a special studies project with a practicum component either through personal discussions or by searching the Practicum Opportunity Site listings.
2. Register for the corresponding departmental special study (PH.xxx.895) with the JHSPH faculty member. The 3-digit prefix number is determined by the primary department of the faculty member.
### Practicum Supervisor’s Department | MPH Practicum Special Studies
--- | ---
Biochemistry & Molecular Biology | 120.895
Biostatistics | 140.895
Environmental Health Sciences | 180.895
Epidemiology | 340.895
Health, Behavior & Society | 410.895
Health Policy & Management | 300.895
International Health | 220.895
Mental Health | 330.895
Molecular Microbiology & Immunology | 260.895
Population, Family & Reproductive Health | 380.895

3. If this is a pre-approved opportunity from the Practicum Opportunity Site, submit the opportunity via the **Practicum Proposal Form** (and skip to step #5). If your practicum is not pre-approved (i.e. from the Practicum Opportunity Site listings), then proceed to step #4. **One Practicum Proposal Form must be submitted for each unique special studies practicum**.

4. For practicum that has not been pre-approved, there are some additional documents that will need to be completed with your preceptor and submitted as part of the approval process. Students will complete the **Practicum Educational Plan** with the Preceptor. The Practicum Educational Plan outlines the roles and responsibilities of the student, preceptor, and JHSPH, as well as the practicum project description, specific goals and objectives, and proposed timeline. After the Practicum Educational Plan is completed with the Preceptor and both parties have signed the agreement, submit the Practicum Educational Plan for review via the Practicum Proposal Form. **One Practicum Proposal Form must be submitted for each unique customized practicum experience**.

5. Once approved or if already pre-approved, proceed in completing the special studies practicum experience with JHSPH faculty member. Complete a **Progress Report** at the mid-point of the practicum experience (both student and Preceptor completes a Progress Report). **One Progress Report must be submitted for each unique special studies practicum experience. Complete the Practicum Final Report at the completion of the experience. The Practicum Final Report is a report on what activities were accomplished, reflection on the learning objectives that were achieved, evaluation of the practicum preceptor, and evaluation of the overall process. **One Practicum Final Report must be submitted for each unique special studies practicum experience**.

An example timeline for this option is listed in the Practicum Appendix B on pages 55-56.

### Option 3: Customized practicum with outside preceptor

Students who find their own customized practicum experience, not affiliated with a special studies project or specific JHSPH academic department, are required to ensure that the experience meets the practicum requirement. Individual projects, not associated with a course or faculty member, that are identified through the Practicum Opportunity Site are also considered a customized practicum experience. Students are required to register for credits (course PH.550.895).

**Finding a Customized practicum with outside preceptor**

A student may identify their own practicum experience in other settings through their own connections, networks, prior work experience, etc. According to the CEPH accreditation document, “if a student can do a
placement only in his or her regular place of employment, the assignment must extend beyond or be something other than his or her regular work duties and allow application of the knowledge and skills being learned”.\textsuperscript{2}

Federal work-study (FWS) positions at JHSPH are not considered “employment”, but some FWS projects may fulfill the practicum requirement. Students also may utilize the resources below in exploring venues for potential customized practicum experiences:

**Practicum Opportunity Site – Office of Public Health Practice and Training**

[https://my.jhsph.edu/Resources/SearchTools/pos](https://my.jhsph.edu/Resources/SearchTools/pos)

The Practicum Opportunity Site lists various opportunities that have been identified and vetted by the Office of Public Health Practice and Training and SOURCE (Student Outreach Resource Center). Opportunities listed in the Practicum Opportunity Site also include general descriptions of JHSPH courses with an approved practicum component and pre-approved special studies practicum with JHSPH faculty members.

Please be sure to:

- Be selective in your contact with preceptors and the number of applications you submit;
- Review your options carefully in advance and only contact the preceptors that represent your strongest interests;
- Limit your contact to no more than 3 preceptors.

**SOURCE (Student Outreach Resource Center)**

[www.jhsph.edu/SOURCE](http://www.jhsph.edu/SOURCE)

There are multiple ways to engage in a practicum experience through SOURCE supported activities. However, not all SOURCE projects meet the practicum requirements. Subscribe to the SOURCE Weekly Service Scoop to learn more about the latest community involvement opportunities in Baltimore City (http://www.jhsph.edu/offices-and-services/source/programs-and-events/service-scoop/).

**SOURCE supported activities that may meet the practicum requirements**

- Other SOURCE organized Group and Individual Projects

**Steps for completing a customized practicum:**

1. Identify a potential preceptor or organization to complete the practicum either through the Practicum Opportunity Site listings or through individual networks, search process, etc.
2. Share the MPH Practicum Information for Preceptors document with the potential preceptor so that they understand the requirements of the MPH practicum.
3. Work with the preceptor to identify a practicum opportunity that meets the MPH practicum requirement.
4. After the preceptor has agreed to engage in a practicum, complete the Practicum Educational Plan with the Preceptor. The Practicum Educational Plan outlines the roles and responsibilities of the student, preceptor, and JHSPH, as well as the practicum project description, specific goals and objectives, and proposed timeline.

5. After the Practicum Educational Plan is completed with Preceptor and both parties have signed the agreement, submit the Practicum Educational Plan for review via the Practicum Proposal Form. **One Practicum Proposal Form must be submitted for each unique customized practicum experience**.

6. Receive approval of practicum opportunity. Approval must be received prior to the student beginning the experience.

7. Register for customized practicum special studies credit (PH.550.895). The number of credits per term may vary, depending on the duration of the experience and total hours worked (Register for one special study credit for each 32 hours of practicum work).

8. Begin practicum experience.

9. Complete a Progress Report at the mid-point of the practicum experience (both student and preceptor completes a Progress Report). **One Progress Report must be submitted for each unique customized practicum experience**.

10. At the completion of the practicum experience, the preceptor completes an Evaluation of Student and the student completes the Practicum Final Report. The Practicum Final Report includes a report on what activities were accomplished, reflection on learning objectives that were achieved, evaluation of the preceptor, and evaluation of the overall process. **One Evaluation of Student and one Practicum Final Report must be submitted for each unique customized practicum experience**.

An example timeline for this option is listed in the Practicum Appendix B on pages 55-56.

8.5 Practicum Requirement for Specific Programs and Dual Degrees

The General Preventive Medicine and the Occupational Medicine residents fulfill the practicum requirement by completing the practice-based activities that are part of their residency training program. Residents must complete the Practicum Final Report to summarize these activities.

MSN/MPH students fulfill the practicum requirement by completing NR.500.602 Public Health Nursing Theory and Practice and NR.500.604 Population Based Nursing Interventions. MSN/MPH students must complete the Practicum Final Report to summarize these activities.

MBA/MPH students pursue a summer internship during the second summer of their program. Students should follow the “Customized practicum with outside preceptor” process as described on pages 49-50 of the MPH Student Manual, but they do not need to register for practicum special studies credit.

MSW/MPH students are required to complete an extensive supervised field experience as part of the dual degree program. This experience may fulfill, but does not automatically fulfill, the MPH practicum requirement. If the supervised field experience is approved as fulfilling the practicum requirement, then the MSW/MPH student must complete the Practicum Final Report to summarize these activities. Otherwise, students should follow the three options described in Section 4.2 (Practicum Selection, Implementation & Evaluation) of the MPH Student Manual.

JD/MPH students must complete the MPH practicum experience during the 11-month MPH program. JD/MPH students should follow the three options described in Section 4.2 (Practicum Selection, Implementation & Evaluation) of the MPH Student Manual.

8.6 Linking the Practicum and Capstone Project

The practicum and the capstone are two distinct requirements of the MPH program. The capstone project is an academic requirement that integrates the experience with the overall MPH curriculum. However, the two
requirements can be linked. The practicum experience may include group projects while the capstone must be an individual effort. The practicum can be either practice-based or research-based experiences. For example, a student may complete a practice-based experience, which might result in a deliverable appropriate to an outside organization; the student could then expand upon this experience for their capstone project. For a research-based practicum, the student could extend the analyses into a more detailed research report for their capstone project. Students are encouraged to link the practicum and capstone requirements when appropriate. Should a student decide to link the requirements, the student should have discussions early on in the planning process with their Faculty Academic Advisor, Capstone Advisor, and either the MPH Practicum Representative or the Practicum Coordinator to ensure that the two requirements are distinct.

8.7 Key Contacts

**MPH Practicum Coordinator** – Serves as main contact for general information and frequently asked questions regarding the MPH practicum experience (students, faculty, preceptors, etc.), and make referrals as necessary. Also assists and supports the development and implementation of practicum opportunities, including recruitment of partners and others in the School.

Jennifer X.T. Le, MPH, CPH  
615 North Wolfe Street, W1504, Baltimore, MD 21205, (410) 502-8952; jle@jhsph.edu

**MPH Academic Coordinators** – Serves as a practicum contact for the MPH program, leads coordination of tracking the student practicum experience, coordinates and assists with training and educational materials on practicum experience for students, preceptors, and faculty.

Janet Carn, MPH Academic Coordinator for Full-Time Students  
David Earle, MPH Academic Coordinator for Part-Time Students  
615 North Wolfe Street, W1015, Baltimore, MD 21205, (410) 955-1291; mphprog@jhsph.edu

**SOURCE (Student Outreach Resource Center)** – Community service and service-learning center for the Bloomberg School, the School of Medicine, and the School of Nursing at Johns Hopkins University. Works with over 100 Baltimore City community-based organizations.

2017 East Monument Street, Baltimore, MD 21205, (410) 955-3880; source@jhsph.edu, www.jhsph.edu/SOURCE

8.8 Helpful Links


**Practicum Opportunity Site Listings**: [https://my.jhsph.edu/Resources/SearchTools/pos](https://my.jhsph.edu/Resources/SearchTools/pos)

**Career Services Office**: [http://www.jhsph.edu/offices-and-services/career-services/](http://www.jhsph.edu/offices-and-services/career-services/)
PRACTICUM APPENDIX A

Learning Objectives of the Public Health Workforce Core Competencies
Learning objectives for the practicum may include learning and application one or more of the following competencies. Typically, students will identify one to three learning objectives for the practicum.

Analytics/Assessment Skills:
- Define a Public Health problem
- Obtain and interpret data to define risks to the community
- Identify the importance of data in shaping public health issues

Policy Development/ Program Planning Skills:
- Collect and prepare information to support policy development
- Develop policy recommendations
- Translate policy information and plans to policy programming
- Monitor and evaluate implemented policy programs

Communication Skills:
- Formulate communication plans through input from stakeholders
- Utilize learned skills to communicate effectively with a variety of stakeholders
- Employ effective strategies of communicating with the media
- Utilize communication skills through a variety of mediums
- Explain scientific information for press and lay audience in appropriate language
- Employ advocacy skills (e.g. advocating for change, public policy, programs, populations, etc.)

Cultural Competency:
- Recognize the importance of culture in Public Health practice and the need for a diverse workforce
- Explain cultural competency and how it applies to public health practice
- Interact regularly with people from diverse backgrounds
- Demonstrate strategies for cultural competency through communication strategies and adapting program and project needs appropriately

Community Dimensions of Practice Skills:
- Create connections and collaborate with key stakeholders to promote health
- Identify the role of government in health promotion
- Develop community public health assessment in collaboration with community partners

Public Health Sciences Skills:
- Utilize public health assessment tools to assess health status
- Apply methods of social sciences, epidemiology, biostatistics, environmental health, infection control and chronic disease prevention
- Identify strengths and limitations of research
Financial Planning and Management Skills:
- Develop a program or project budget
- Prepare a program or project proposal
- Utilize human resource management skills
- Demonstrate information technology and management skills
- Analyze cost-effectiveness of programs

Leadership and Systems Thinking Skills:
- Illustrate how an organization’s vision can be created as a shared and collaborate process amongst stakeholders
- Describe how public health operates within a larger system
- Demonstrate how the political system can effect change
- Identify internal and external challenges to carrying out organization’s mission
- Create connections and collaborate with key stakeholders to promote health
PRACTICUM APPENDIX B

Example Timelines:

**Be aware that there are practicum opportunities that begin during 1st or 2nd term. There are also opportunities that involve an application process that occurs during 1st term (Baltimore Community Practicum and PHASE Internship).**

Option 1: JHSPH course with an approved practicum component

- September 1 – October 15: Search for potential JHSPH course with an approved practicum component
- October 15: Register for 2nd term course: Program Planning for Health Behavior Change Practicum (must take didactic course concurrently)
- October 16: Submit Practicum Proposal Form
- October 28 – December 20: Complete course requirements and evaluations
- May 16: Submit Practicum Final Report

Total Practicum Hours = 40

Option 2: Pre-approved Special Studies practicum with JHSPH faculty member

- August – November: Search for potential pre-approved special studies project with JHSPH faculty member through the Practicum Opportunity Listing
- November 15 – December 1: Apply and interview for a special studies project with JHSPH faculty member
- December 10: Selected for a project
- December 11: Submit Practicum Proposal
- December 18: Register for the corresponding departmental special study (PH.xxx.895) with the JHSPH faculty member.
- January 21 – May 16: Complete practicum special studies project
- March 24: Complete Progress Report (both student and preceptor) at mid-point of experience
- May 16: Submit Practicum Final Report

Total Practicum Hours = 60

Option 3: Customized practicum

- September – October: Search for potential practicum opportunity with Baltimore City community-based organization
- October 15 – November 15: Begin conversation with local Baltimore City non-profit, provide non-profit with MPH Practicum Information for Preceptors, discuss potential projects
- November 20: Educational Plan completed with non-profit. Submit completed Educational Plan with the Practicum Proposal Form
- November 27: Receive approval for the customized practicum project
- November 27: Register for inter-departmental special study (PH.550.895)
- December 2 – March 31: Complete project
- February 1: Complete Progress Report (both student and preceptor)
- April 15: Submit Practicum Final Report

Total Practicum Hours = 100
Combination of Options

The student can combine options to meet the 100 hours requirement. For example, the student could combine Options 1 and 3. An example timeline for combining Options 1 and 3 is described below:

September 1 – October 15: Search for potential practicum opportunities. Decide to complete 4th term course Health and Homelessness and an intensive winter break practicum.

October 15 – November 15: Search and apply for international experiences through the Practicum Opportunity Site.

November 15 – November 30: Accepted for an international experience found through the Practicum Opportunity Site. Complete Educational Plan with organization. Submit completed Educational Plan with the Practicum Proposal Form.

December 7: Receive approval for the intensive winter break practicum

January 6 – January 17: Complete intensive winter break practicum overseas

January 11: Complete Progress Report (both student and preceptor) at mid-point of Experience

January 20: Submit Practicum Final Report for the intensive winter break experience

February 30: Register for 4th term course: Health and Homelessness

March 1: Submit Practicum Proposal Form

March 24 – May 16: Complete course requirements and evaluations

May 16: Submit Practicum Final Report for the course

Total Practicum Hours = 115 (Winter Experience = 80 hours, Course = 35)

Baltimore Community Practicum

July 30 & August 29: Attend Practicum Information Sessions to learn about potential opportunities in Baltimore City

September 1: Decide to apply for Baltimore Community Practicum (BCP)

September 3-17: Review BCP projects and apply for 4 projects

September 23-Oct 9: Interview with 2 BCP projects

October 10: Informed of acceptance to one BCP project

October 11: Register for the BCP course

October 15: Submit Practicum Proposal Form

October 28-March 14: Complete BCP course and internship (2 terms)

April 15: Submit Practicum Final Report

Total Practicum Hours = 120 hours

Public Health Practice Course

August 1 – September 30: Consider options for practicum experience

October 1: Decide to take Public Health Practice course 2nd term

October 15: Register for the course

October 20: Submit Practicum Proposal Form

October 28 – December 20: Complete course requirements and evaluations

January 15: Submit Practicum Final Report

Total Practicum Hours = 90 hours
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. The concentration faculty and guidelines will provide detailed instructions (see the Customized/Concentrations Appendix A).

The project is done under the direction of a faculty member, your MPH capstone advisor. The capstone advisor will often 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

Students who elect an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration.

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 Saturday, May 10, 2014 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 or as an expansion of a course, an internship or a practicum opportunity. The overarching principle used 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. There may be additional specific concentration area requirements. 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 might 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://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBuNFZCV6. 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:

- Navigating the IRB: A Primer for Students and Postdoctoral Fellows at http://www.jhsph.edu/irb/Student_Projects.html (click “Student Manual” at this link). 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.
- IRB Worksheet at http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBuNFZCV6 and Flowchart of online IRB worksheet. This is an aid in determining if your project involves human subjects research and requires IRB approval.
- 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.
9.4 **Steps for Getting Started and Completing the Capstone Project**

**Step 1: Identify a capstone advisor and project.** *(Start this planning phase by the end of 1st term/beginning of 2nd term.)* 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 academic advisor may serve as your capstone advisor, but need not be. Your faculty academic 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 1, 2013 and October 31, 2013.

**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://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUCNFZCV6](http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUCNFZCV6)) 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 4, 2013.

**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 7, 2014.

**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. This amount of time allows for revisions to occur in preparation for the final draft paper submission. Communicating with your capstone advisor and making significant progress on your paper is critical during this phase. This is the time to discuss and resolve any issues or concerns that you are encountering as you progress with your work. The first draft is due to your capstone advisor no later than March 28, 2014.

**Step 6: Submit final draft of paper to capstone advisor for approval.** The final draft should be a paper that is close to completion with perhaps only minor edits/revisions to make after it is reviewed by your capstone advisor. Any required edits need to be made promptly as the final approved paper is due to the CoursePlus dropbox 2 weeks later. The final draft due date is April 18, 2014.

**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 May 2, 2014. 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 10, 2014.

**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**

**Thursday, August 1, 2013:** Intro. to MPH Studies: Capstone Information Session (1)
11:15am-12:00pm, Sommer Hall

**Thursday, October 31, 2013:** Intro. to MPH Studies: Capstone Information Session (2)
12:00-1:20pm, Sheldon Hall

**Capstone Project Timeline**

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By December 4, 2013</td>
</tr>
<tr>
<td>Submit final capstone outline to capstone advisor</td>
<td>By February 7, 2014</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>By March 14, 2014</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By March 28, 2014</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By April 18, 2014</td>
</tr>
<tr>
<td>Upload approved final paper to drop box</td>
<td>By May 2, 2014</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>May 10, 2014</td>
</tr>
<tr>
<td>Alternate venue presentation (Must be approved by your capstone advisor to present in an alternate venue)</td>
<td>May 10, 2014 – 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:**
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 after obtaining his or her approval.

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.

**MPH Capstone Course numbers (Required in 4th Term)**

<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>
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</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.840</td>
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<tr>
<td>Biostatistics</td>
<td>PH.140.840</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>PH.180.840</td>
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<tr>
<td>Epidemiology</td>
<td>PH.340.840</td>
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<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>Name</th>
<th>Position</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Hesson, MLS</td>
<td>Public Health Informationist</td>
<td>Welch 209</td>
<td><a href="mailto:dhesson@jhmi.edu">dhesson@jhmi.edu</a></td>
<td>410-955-3028</td>
</tr>
<tr>
<td>Lori Rosman, MLS</td>
<td>Public Health Informationist</td>
<td>Welch 211</td>
<td><a href="mailto:lrosman@jhmi.edu">lrosman@jhmi.edu</a></td>
<td>410-614-1286</td>
</tr>
<tr>
<td>Claire Twose, MLIS</td>
<td>Associate Director, Public Health and Basic Science Liaison Services</td>
<td></td>
<td><a href="mailto:ctwose1@jhmi.edu">ctwose1@jhmi.edu</a></td>
<td>410-502-0490</td>
</tr>
<tr>
<td>Peggy Gross, MA, MLS</td>
<td>Public Health Informationist</td>
<td>Welch 214</td>
<td><a href="mailto:mgross21@jhmi.edu">mgross21@jhmi.edu</a></td>
<td>410-502-7574</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://welch.jhmi.edu/welchone/node/54.

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

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).

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/degree-programs/master-of-public-health/curriculum/capstone/index.html#Examples. 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).

Examples of published papers, funded grants, program initiatives, etc., that have emanated from MPH students' capstone projects: http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone/published-papers.html
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 short paper 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.

The MPH Field Experience award recipients will share their experiences at the 5th Annual Global Health Day on Thursday, April 10, 2014.

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**Key Dates**

**Wednesday, September 18, 2013:**
4:00pm: MPH Field Experience Fund Award Information Session

**Friday, October 18, 2013:** MPH Field Experience Fund Award Applications Due

**Thursday, November 15, 2013:** Deadline for IRB submission for field experiences taking place during the January intersession and requiring IRB approval.

**Thursday, April 10, 2014:** Global Health Day at JHSPH
11. Online Courses

Currently, the Johns Hopkins Bloomberg School of Public Health offers over 100 different courses over the Internet. The courses that are planned to be offered for the 2013-2014 academic year can be found at [http://distance.jhsph.edu/offerings/full_web.cfm](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/](http://distance.jhsph.edu/iol/)

<table>
<thead>
<tr>
<th>Start dates</th>
<th>LiveTalk dates</th>
<th>End dates</th>
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</thead>
<tbody>
<tr>
<td>July 1</td>
<td>July 4, 9am</td>
<td>July 12</td>
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<td>July 9, 6pm</td>
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<td></td>
<td>July 11, 1pm</td>
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<tr>
<td>August 5</td>
<td>August 8, 9am</td>
<td>August 16</td>
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<td></td>
<td>August 13, 6pm</td>
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<tr>
<td></td>
<td>August 15, 1pm</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Start dates</th>
<th>LiveTalk dates</th>
<th>End dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>September 5, 9am</td>
<td>September 13</td>
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<td>September 10, 6pm</td>
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<td></td>
<td>September 12, 1pm</td>
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<tr>
<td>October 21</td>
<td>October 24, 9am</td>
<td>November 1</td>
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<td>October 29, 6pm</td>
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<tr>
<td></td>
<td>October 31, 1pm</td>
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</table>

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 first term.

<table>
<thead>
<tr>
<th>Start dates</th>
<th>LiveTalk dates</th>
<th>End dates</th>
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<tbody>
<tr>
<td>November 4</td>
<td>November 7, 9am</td>
<td>November 15</td>
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<tr>
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<td>November 12, 6pm</td>
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<tr>
<td></td>
<td>November 14, 1pm</td>
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<tr>
<td>December 2</td>
<td>December 5, 9am</td>
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<td></td>
<td>December 10, 6pm</td>
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<tr>
<td></td>
<td>December 12, 1pm</td>
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</table>

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 for completing IOL.
CUSTOMIZED/CONCENTRATIONS

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://www.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, & Health ................................................................. 8-9
A.5. Global Environmental Sustainability & Health ..................................... 10-11
A.6. Health in Crisis & Humanitarian Assistance ...................................... 12-13
A.8. Health Systems & Policy ................................................................. 16-17
A.9. Infectious Diseases ............................................................................ 18-19
A.10. Social & Behavioral Sciences in Public Health ................................. 20-21
A.11. Women’s & Reproductive Health .................................................... 22-23
A.1. MPH CUSTOMIZED PROGRAM OF STUDY

Educational Objectives:

The customized approach to the Master of Public Health degree is designed for students who seek a broad perspective on the science and practice of the population-based approach to health and disease. It provides students the flexibility to tailor programs to meet their individual professional and personal goals. Though students who choose the customized approach may already have specific area(s) of expertise, they may in addition prefer the option of access to a wide range of course content throughout the academic year. In addition, they also may have academic objectives that do not fit precisely into the more structured concentration areas.

Course of Study:

The only required courses are those included in the core MPH curriculum. The remainder of the credits are 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 all MPH students, the course of study outlined in the student’s goals analysis must be approved by the student’s formal faculty academic advisor.

Advisor Assignment:

Each MPH student will be assigned an appropriate faculty academic advisor by the MPH program faculty, taking into consideration each student’s experiences, interests and goals. Every effort is made to ensure a good match between student and faculty interests. Customized students have the opportunity to express preferences for any faculty, Department, or Center in the School with which they wish to affiliate.

Capstone Experience:

The MPH Capstone project is a requirement of all MPH students for graduation. It is an opportunity to explore public health projects that are focused on a student’s individual interests. The goal is to synthesize, integrate and apply in a variety of public health formats the knowledge, skills and competencies that have been acquired during the period of study. Completion of this project includes a written report and oral presentation. The capstone project is guided and supervised by either the student’s faculty academic advisor or a capstone advisor with relevant expertise. 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 faculty member serving as the capstone advisor. If the project involves more than two credits of academic effort, the student should register for additional research special study credits (xxx.840). 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 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 various Departments in the School covering new areas of investigation in their fields. These are 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 and faculty.

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

Edyth Schoenrich, MD, MPH, Professor, Health Policy & Management, x5-1291, eschoenr@jhsph.edu
A.2. MPH CONCENTRATION
CHILD & ADOLESCENT HEALTH

Educational Objectives:

The MPH concentration in Child & Adolescent Health (CAH) focuses on understanding the developmental and health issues 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. Students participating in the CAH concentration will be assigned a faculty academic 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 required CAH concentration seminars:

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 credits needed to complete the concentration requirements over and above the MPH core requirements is 11-18 credits (depending on which of the required courses are selected).

Course of Study:

Students are required to complete a total of 6 courses for the CAH concentration:

1) Special study in Child Health (1 credit) – 2nd and 3rd terms

2) one course from the following:
   380.604 Life Course Perspectives on Health (4 credits)* – 1st term [Internet – 1st term]
   380.744.81 Nutrition and Growth in Maternal and Child Health (2 credits) – [Internet -1st term]
   380.642 Child Health and Development (3 credits) – [Internet – 2nd term]
   380.623 Adolescent Health and Development (3 credits) – [Internet – 3rd term]

3) one course from the following:
   220.601 Introduction to International Health (4 credits) – 1st term [Internet – 4th term]
   223.663 Infectious Diseases and Child Survival (3 credits) – 3rd term
   221.640 Children in Crisis (3 credits) – 4th term
   223.680 Global Disease Control Programs & Policies (*Prerequisite 340.601) (4 credits) – 4th term
   [Internet – 2nd term]
4) and at least two of the following courses:

222.641 Principles of Human Nutrition* (4 credits) – 1st term (conflicts with Life Course, 1st term)  
(Prerequisite – basic background in biology/medical sciences)
222.657.01 Food and Nutrition Policy (2 credits) – 1st term
222.642.01 Assessment of Nutritional Status (3 credits) – 2nd term (Prerequisite – previous nutrition or biology course)
221.627.01 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries  
(4 credits) – 2nd term
380.624 Maternal and Child Health Legislation and Programs (4 credits) – 2nd term
380.662 Critiquing the Research Literature in Maternal, Neonatal & Repro. Health (4 credits) - 2nd term
222.655 Nutrition and Life Stages (3 credits) – 3rd term (Consent to ensure that students have a nutrition background and to determine their interest.)
380.611 Fundamentals of Program Evaluation (4 credits) – 3rd term
380.625 Attitudes, Programs, & Policies for Children w/Special Health Care Needs (3 credits) - 3rd term
221.611.01 Food/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4th term  
(Prerequisite 221.613)
221.645 Large Scale Effectiveness Evaluations of Health Programs (Prerequisite: Knowledge of basic biostatistics and epidemiology) (3 credits) – 4th term [Internet – 4th term]
222.649 International Nutrition (3 credits) – 4th term [Internet – 4th term]
301.645 Health Advocacy (3 credits) – 4th term
380.612 Applications in Program Monitoring & Evaluation (Prerequisite 380.611) – (4 credits) – 4th term
380.671 Adolescent Pregnancy – Causes, Consequences, Interventions (3 credits) – 4th term
380.725 The Social Context of Adolescent Health and Development (3 credits) – 4th term
380.742 Family-Health, Public Health, and Policy (3 credits) – 4th term
380.762 HIV Infection in Women, Children and Adolescents (4 credits) – 4th term [Internet – 4th term]
330.640.01 Childhood Victimization: A Public health Perspective (3 credits) – 4th term

*Also fulfills MPH core requirement.

**Capstone Experience:**

The MPH capstone experience in Child & Adolescent Health involves the application of the skills and competencies acquired during the MPH course-work to the solution of public health-practice problems confronted in efforts to improve children’s health. The capstone experience 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 early 4th term. During the CAH noon seminars, we will periodically focus on capstone progress.

Students are required to register for the 2-credit MPH Capstone Course (xxx.800) in the 4th term. The capstone oral presentations for students in this concentration will be done during 4th term CAH concentration lunch seminars.

**Faculty Concentration Directors:**

Andrea Ruff, MD, Associate Professor, International Health, x 5-1633; aruff@jhsph.edu

Susan Gross, PhD, MPH, Research Associate, Population, Family & Reproductive Health x 4-5066; sgross@jhsph.edu
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, conduct appropriate univariate, bivariate and multivariable statistical analysis of an appropriate data set and a written manuscript or research report. 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 research report.
8) Oral presentation of the results.

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

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 credits)* – Summer term
340.751 Epidemiologic Methods I (5 credits) – 1st term
340.752 Epidemiologic Methods II (5 credits) – 2nd term (Prereq: 340.751, 140.621 or 140.651 & prior or concurrent enrollment in 140.622 or 140.652)
340.753 Epidemiologic Methods III (5 credits) – 3rd term (Prereq: 340.751 & 340.752, prior or concurrent enrollment in 140.623 or 140.653)

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

For the Biostatistics track, students take the following biostatistics sequence:
140.651 Methods in Biostatistics I (4 credits)* – 1st term (Prerequisite: Working knowledge of calculus and linear algebra)
140.652 Methods in Biostatistics II (4 credits) * – 2nd term (Prerequisite: 140.651)
140.653 Methods in Biostatistics III (4 credits)* – 3rd term (Prerequisite: 140.652)
140.654 Methods in Biostatistics IV (4 credits)* – 4th term (Prerequisite: 140.651-653)

*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 credits) – 2nd term (Prereq: 330.617 or 330.601 if no clinical background in psychiatry, psychology, or social work. 340.601 or 340.751 or other Epi course approved by instructor)
340.620 Principles of Clinical Epidemiology (2 credits) - 2nd term (Prerequisite: 340.751)
340.645 Introduction to Clinical Trials (3 credits) – 2nd term [Internet – 1st & 3rd terms] (Prereq: 340.601 or 340.751)
340.717 Health Survey Research Methods (4 credits) – 2nd term (Prerequisite: 340.601 or 340.751 and 140.621 or 140.622)
340.606 Systematic Reviews and Meta-Analysis (6 credits) – 3rd term (Prereq: 340.601 or 340.751 and 140.622)
140.641 Survival Analysis I (3 credits) – 1st term (Prerequisite: 140.651 or equivalent)
340.607 Introduction to Cardiovascular Disease Epidemiology (4 credits) - 3rd term (Prerequisite: 340.601 or 340.751 or equivalent; 140.622 or equivalent)
340.616 Epidemiology of Aging (3 credits) – 4th term (Prerequisites: 340.601 & 140.621 recommended)
340.715 Problems in the Design of Epidemiologic Studies (4 credits) - 4th term (Prerequisites: 340.751-753 and 340.863)
223.672 Data Management Methods in Health Research Studies (5 credits) - Internet Only – 1st & 4th terms (Prereq: 340.601)
340.680 Environmental & Occupational Epidemiology (4 credits) - 4th term (Prereq: Introductory level course or higher in Epidemiology)
340.754 Methodologic Challenges in Epidemiologic Research (5 credits) – 4th term (Prereqs: 340.751-753; 140.621-140.623 or 140.651-653)
380.603 Demographic Methods for Public Health (4 credits) - 2nd term [Internet – 3rd term]
380.650 Fundamentals of Life Tables (4 credits) - 3rd term (Prerequisite: 380.603 and 380.600 recommended)
380.651 Methods and Measures in Population Studies (4 credits) - 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 credits of research special studies (xxx.840) (1 each in the 1st, 2nd and 3rd terms) will be allotted to this activity under the direction of the student’s capstone advisor or other concentration-affiliated faculty. There will be required group seminars for informal discussion of issues relevant to public health research and research in progress sessions. The final product will be a written paper 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 2-credit Capstone Course (xxx.800) in the 4th term and prepare and present the work in a short oral presentation at the capstone symposium in May.

**Concentration Seminar:**
The 3 credits of research special studies are for attending the required group seminars. These seminars typically will meet weekly on Thursdays from 12:15-1:20pm 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 sessions 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 4).
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 summarizing the data analyses and findings from their capstone project, using the guidelines of a relevant journal.

**Faculty Concentration Directors:**
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Marie Diener-West, PhD, Professor, Biostatistics, x2-6894; mdiener@jhsph.edu
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 credits needed to complete the concentration requirements over and above the MPH core requirements is 17 credits. Students should choose to receive a letter grade for each course fulfilling the requirements for the concentration, unless letter grade is not an option (e.g., 222.860).

Course of Study:

Students are required to complete the following course:

222.860 Graduate Nutrition Seminar (total 4 credits – 1 credit per term) 1st through 4th terms (Instructor consent required)

Students are required to complete two of the following “core” courses:

222.641 Principles of Human Nutrition* (4 credits) – 1st term (Prerequisite: basic background in biology/medical sciences)
222.642 Assessment of Nutritional Status (3 credits) – 2nd term (Prerequisite: nutrition or biology course)
222.647 Nutrition Epidemiology (3 credits) – 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 credits) – 1st term
222.651 Advanced Nutrient Metabolism (3 credits) – 2nd term (Prerequisite: Previous coursework in biochemistry and/or the course on nutritional biochemistry)
222.653 Food Technology and Health (3 credits) – 4th term (Consent required for all students)
222.655 Nutrition and Life Stages (3 credits) – 3rd term (Consent required for all students)
182.640 Food- and Water-borne Diseases* (3 credits) – 3rd term
221.611 Food/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4th term (Prerequisite: 221.613)
222.649 International Nutrition (3 credits) – 4th term [Internet – 4th term]
222.654 Food, Culture, and Nutrition (4 credits) – 4th term (Consent required for all students)
410.675 Critical Analysis of Popular Diets and Dietary Supplements (3 credits) – 4th term (Prerequisite: 222.641 or equivalent; 140.611 & 612 or equivalent)
340.644 Epidemiology of Diabetes and Obesity (2 credits) – 4th term (Prerequisite: 340.601 or equivalent)
222.652 Nutrition in Disease Treatment and Prevention (3 credits) – [Internet – 4th term] (Prerequisite: undergraduate level courses on nutrition, metabolism and physiology)
223.665.81 Infection, Immunity and Undernutrition: Interactions and Effects (4 credits) – 3rd term, Online only
380.744.81 Nutrition & Growth in Maternal & Child Health (2 credits) – 1st term, Online only

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 credit) – 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 credits) – 1\textsuperscript{st} term (Prerequisite: basic background in biology/medical sciences)
222.657 Food and Nutrition Policy (2 credits) – 1\textsuperscript{st} term
222.642 Assessment of Nutritional Status (3 credits) – 2\textsuperscript{nd} term (Prerequisite: nutrition or biology course)
222.655 Nutrition and Life Stages (3 credits) – 3\textsuperscript{rd} term (Consent required for all students)
221.611 Food/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4\textsuperscript{th} term (Prerequisite: 221.613)
222.649 International Nutrition (3 credits) – 4\textsuperscript{th} term [Internet – 4\textsuperscript{th} term]
222.654 Food, Culture, and Nutrition (4 credits) – 4\textsuperscript{th} term (Consent required for all students)
223.665.81 Infection, Immunity and Undernutrition: Interactions and Effects (4 credits) – 3\textsuperscript{rd} term, Online only

Nutrition Epidemiology
222.641 Principles of Human Nutrition* (4 credits) – 1\textsuperscript{st} term (Prerequisite: basic background in biology/medical sciences)
222.657 Food and Nutrition Policy (2 credits) – 1\textsuperscript{st} term
222.642 Assessment of Nutritional Status (3 credits) – 2\textsuperscript{nd} term (Prerequisite: nutrition or biology course)
222.653 Food Technology and Health (3 credits) – 4\textsuperscript{th} term (Consent required for all students)
222.647 Nutrition Epidemiology (3 credits) – 3\textsuperscript{rd} term
222.655 Nutrition and Life Stages (3 credits) – 3\textsuperscript{rd} term (Consent required for all students)
340.644 Epidemiology of Diabetes and Obesity (2 credits) – 4\textsuperscript{th} term (Prerequisite: 340.601 or equivalent)
222.652 Nutrition in Disease Treatment and Prevention (3 credits) – 4\textsuperscript{th} term [Internet – 4\textsuperscript{th} term] (Prerequisite: undergraduate level courses on nutrition, metabolism and physiology)

Food and Nutrition Policy
222.641 Principles of Human Nutrition* (4 credits) – 1\textsuperscript{st} term (Prerequisite: basic background in biology/medical sciences)
222.657 Food and Nutrition Policy (2 credits) – 1\textsuperscript{st} term
222.642 Assessment of Nutritional Status (3 credits) – 2\textsuperscript{nd} term (Prerequisite: nutrition or biology course)
222.653 Food Technology and Health (3 credits) – 4\textsuperscript{th} term (Consent required for all students)
182.640 Food- and Water- borne Diseases* (3 credits) – 3\textsuperscript{rd} term
222.647 Nutrition Epidemiology (3 credits) – 3\textsuperscript{rd} term
222.654 Food, Culture, and Nutrition (4 credits) – 4\textsuperscript{th} term (Consent required for all students)
410.675 Critical Analysis of Popular Diets and Dietary Supplements (3 credits) – 4\textsuperscript{th} 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 3\textsuperscript{rd} term, students will register for 2 credits of research special studies (xxx.840) for the capstone experience under the direction of their capstone advisor. In 4\textsuperscript{th} term, students are required to register for the 2 credit 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:

Laura E. Caulfield, PhD, Professor, Center for Human Nutrition and Department of International Health
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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 credits needed to complete the concentration requirements is 18 credits.
Course of Study:

Students are required to complete all of the following courses:

- 180.611.01 The Global Environment & Public Health (4 credits) – 1st term
- 224.689.01 Health Behavior Change at the Individual, Household and Community Levels*# (4 credits) – 2nd term
- 188.688.01 Global Environmental Sustainability & Health Seminar (1 credit) – 2nd term (Prerequisite: 180.611)
- 180.651.01 Energy, Environment and Public Health (2 credits) – 3rd term
- 11 Crs #TBA Global Environmental Sustainability & Health Seminar (1 credit) – 4th term (Prerequisite: 180.611)

Students are required to take one of the following courses:

- 180.620.81 Food Production, Public Health & the Environment (4 credits) – 2nd term, Internet Only
- 180.655.01 Baltimore Food Systems: A Case Study of Urban Food Environments (4 credits) – 3rd term
- 222.654.01 Food, Culture, and Nutrition (4 credits) – 4th 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:

- 182.640.01 Food- and Water-borne Diseases* (3 credits) – 3rd term
- 182.626.01 Issues for Water and Sanitation in Tropical Environmental Health (2 credits) – 3rd term
- 410.663.01 Media Advocacy and Public Health: Theory and Practice (3 credits) – 4th term
- 410.654.01 Health Communication Programs I: Planning and Strategic Design (4 credits) – 3rd term
- 224.690.01 Qualitative Research I: Theory and Methods (5 credits) – 3rd term (Prerequisite: 224.689)
- 410.654.81 Health Communication Programs I: Planning & Strat. Design (4 credits) – 3rd or 4th terms, Internet only
- 221.624.81 Urban Health in Developing Countries (3 credits) – 4th term, Internet only
- 221.611.01 Food/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4th term (Prereq: 221.613)
- 410.655.01 Health Communication Programs II: Implementation & Eval. (4 credits) – 4th term (Prereq: 410.654)
- 224.691.01 Qualitative Research II: Data Analysis (5 credits) – 4th term (Prereqs: 224.689 and 224.690)
- 305.684.01 Health Impact Assessment (2 credits) – 4th term (Prereq: 300.712 or similar graduate course in health policy and instructor permission)

* Also fulfills MPH core requirement
# In the event of scheduling conflicts, another course could be substituted, with advisor approval.

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 credits 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 credits 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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Peter Winch, MD, MPH, Professor, International Health, (410) 955-9854, pwinch@jhsph.edu
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 credits needed to complete the concentration requirements over and above the MPH core requirements is eighteen (18) credits.

Course of Study:

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

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

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

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

Remaining concentration credits may be obtained from the following courses:

- 220.601 Introduction to International Health (4 credits) – 1st term [Internet – 4th term]
- 330.620 Issues in Mental Health Research in Developing Countries (3 credits) – 2nd term (Prereq.: 340.601 OR 340.751 or permission of instructor) (Consent required for all students)
- 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4 credits) – 2nd term
- 221.614 International Political Science for Public Health Practitioners (2 credits) – 2nd term
- 551.608 Managing Non-Governmental Organizations in the Health Sector (3 credits) – 3rd term
- 221.661 Project Development for Primary Health Care in Developing Countries (4 credits) – 4th term (Prerequisite: 220.601) (Consent required for all students)
- 221.616 Ethics of Public Health Practice in Developing Countries (2 credits) – 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 credit 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 credits 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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Shannon Doocy, PhD, Associate Professor, International Health, x2-2628, sdoocy@jhsph.edu
A.7. MPH CONCENTRATION
HEALTH LEADERSHIP AND MANAGEMENT

Overview

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

Students will gain a fundamental understanding of leading and managing health care and health sector organizations within a range of settings both domestic and international (especially low and middle income countries). Samples of topics that will be covered include the following:

- Understanding the healthcare environment
- Leadership and management development
- Organizational 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, monitoring and improving organizational performance within and across cultures

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 meets one time per month and all HLM Concentrators are expected to attend. The HLM Concentration also sponsors a monthly film and discussion series focused on leadership and management topics which is open to the whole school. Attendance at the film series is not an HLM requirement.

The minimum number of credits needed to complete the concentration requirements over and above the MPH core requirements is 18 credits. All Core, Management Practice and Technical Operations courses [sec. A, B & C] must be taken for a letter grade. Electives courses may be taken Pass/Fail.

A. Concentration Core Courses: Students are required to select three of the following six courses:

221.722  Quality Assurance Mgt Methods for Developing Countries (4 credits) – 1st term [Internet - 1st term]
312. 601  Funds. of Mng’t for Health Care Orgs. [USA Focus] (5 credits) – 1st term (Instructor consent required)
380.681  Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries (4 credits) – 2nd term (Instructor consent required)
551.601  Managing Health Services Organizations (4 credits) 3rd term [Internet only]
551.603  Fundamentals of Budgeting & Financial Mgt (3 credits) – 2nd term [Internet – 1st and 3rd terms]
551.610  Foundations of Leadership (3 credits) – 2nd term & 3rd term (Instructor consent required)
B. Management Practice Skills: Students must choose at least one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.661</td>
<td>Project Develop. for PHC in Devel. Countries</td>
<td>4</td>
<td>4th term</td>
<td>(Prereq: 220.601, Instructor consent required)</td>
</tr>
<tr>
<td>551.605</td>
<td>Case Studies in Management Decision-making</td>
<td>3</td>
<td>3rd term</td>
<td></td>
</tr>
<tr>
<td>312.621</td>
<td>Strategic Planning</td>
<td>3</td>
<td>3rd and 4th term</td>
<td>(Instructor consent required; Prereqs: 551.601 or 551.603)</td>
</tr>
<tr>
<td>312.633</td>
<td>Health Management Information Systems</td>
<td>3</td>
<td>3rd and 4th terms, Internet only</td>
<td></td>
</tr>
<tr>
<td>312.660</td>
<td>Marketing in Health Care Organizations</td>
<td>3</td>
<td>3rd and 4th terms</td>
<td>(Instructor consent required)</td>
</tr>
</tbody>
</table>

C. Technical/Operations Management Skills: Students must choose at least one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>309.620</td>
<td>Managed Care and Health Insurance</td>
<td>3</td>
<td>3rd term</td>
<td></td>
</tr>
<tr>
<td>311.615.81</td>
<td>Quality of Medical Care</td>
<td>3</td>
<td>1st term, Internet only</td>
<td></td>
</tr>
<tr>
<td>312.678</td>
<td>Intro. to Healthcare Quality &amp; Patient Safety: A Mng’t Persp.</td>
<td>2</td>
<td>3rd term</td>
<td>(Instructor consent required)</td>
</tr>
<tr>
<td>551.604</td>
<td>Quant. Tools for Managers</td>
<td>3</td>
<td>2nd term</td>
<td>(Prereq: Intermediate level of Excel skill) (Instructor consent req.)</td>
</tr>
<tr>
<td>551.607</td>
<td>Pharmaceuticals Management for Under-served Populations</td>
<td>3</td>
<td>3rd term</td>
<td>(Prerequisite: Evaluative health services experience; Either 551.601, 221.646, 221.647, 550.608 or equivalent course or work experience qualifies).</td>
</tr>
</tbody>
</table>

Eelective Courses: Students may select any course listed below. You may also select any course above as long as all course requirements for the Concentration have been met.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.620</td>
<td>Using Summary Measures of Pop. Health to Improve Health Systems</td>
<td>4</td>
<td>4th term, Internet only</td>
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<tr>
<td>221.639</td>
<td>Refugee Health Care</td>
<td>3</td>
<td>1st and 2nd term</td>
<td>(Instructor consent required)</td>
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<tr>
<td>312.617</td>
<td>Fundamentals of Financial Accounting</td>
<td>3</td>
<td>1st term</td>
<td>(Instructor consent required)</td>
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<tr>
<td>313.641</td>
<td>Health Economics</td>
<td>4</td>
<td>2nd term, Internet-3rd term</td>
<td>(Prereq: 313.639 or 313.670 1st term or instructor permission)</td>
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<tr>
<td>312.623</td>
<td>Financial Mng’t in Health Care I</td>
<td>3</td>
<td>3rd term</td>
<td>(Prereq: 312.617 &amp; 551.603) (Instructor consent required)</td>
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<tr>
<td>312.624</td>
<td>Financial Management in Health Care II</td>
<td>4</td>
<td>4th term</td>
<td>(Prereq: 312.617, 312.623 &amp; 551.603)</td>
</tr>
<tr>
<td>313.790</td>
<td>Economic Evaluation I</td>
<td>3</td>
<td>2nd term, Internet only</td>
<td></td>
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<tr>
<td>313.631</td>
<td>Economic Evaluation II</td>
<td>4</td>
<td>4th term</td>
<td>(Prereq: 313.630 or 313.790.81 are recommended)</td>
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<td>312.655</td>
<td>Organizational Behavior &amp; Management</td>
<td>2</td>
<td>4th term, Fri &amp; Sat</td>
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<tr>
<td>312.664</td>
<td>Interest-based Negotiation</td>
<td>2</td>
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<td>(Prereq: 312.664)</td>
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<tr>
<td>312.665</td>
<td>Conflict Management Skills Training</td>
<td>2</td>
<td>4th term</td>
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<tr>
<td>312.666</td>
<td>Creating Agreement and Managing Conflict in a Health Care Setting</td>
<td>1</td>
<td>4th term</td>
<td>(Prereq: 312.664-665)</td>
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<td>221.635</td>
<td>Case Studies in Primary Health Care</td>
<td>3</td>
<td>3rd term, Internet</td>
<td>(Prereq: 220.601)</td>
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<td>551.608</td>
<td>Managing Non-governmental Organizations in the Health Sector</td>
<td>3</td>
<td>3rd term</td>
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</table>

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 credit Capstone Course (xxx.800) in the 4th term. Additional credits 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:
Anbrasi Edward, PhD, MPH, MBA, Associate Scientist, International Health, x2-7663, edward@jhsph.edu
Ann-Michele Gundlach, EdD, Assistant Professor, Health Policy & Management, x2-0460, agundlac@jhsph.edu
A.8. MPH CONCENTRATION
HEALTH SYSTEMS & POLICY

Educational Objectives:
“A health system consists of all organizations, people and actions whose primary intent is to promote, restore or maintain health” (WHO 2007). There is a diversity of ways through health systems and policies mediate the interests of a broad range of stakeholders as they are designed, funded and implemented to maximize health benefits in the most efficient, equitable and sustainable manner.

The MPH concentration in Health Systems and Policy aims to develop a broad understanding of health systems and the processes through which public policy decisions are made in the U.S. and select low, middle, and high-income countries. In addition, students acquire grounding in the range of research and evaluation methods pertaining to health systems and policy analysis, including the skills to use and critique data, research findings, and program evaluations. Through concentration meetings and extra-curricular activities the concentration aims 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 in the U.S. and internationally.

The minimum number of academic credits needed to complete the concentration requirements is 20 credits, over and above the MPH core requirements. It is possible to focus on health systems and policy issues specific to the U.S. or to low and middle income countries.

Courses of Study:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Crs #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
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<tr>
<td>HPM</td>
<td>300.651</td>
<td>Introduction to the U.S. Healthcare System</td>
<td>4</td>
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<tr>
<td>HPM</td>
<td>309.670</td>
<td>Comparative Health Insurance</td>
<td>3</td>
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<tr>
<td>IH</td>
<td>221.646</td>
<td>Health Systems in Low &amp; Middle-Income Countries (Consent required if not in Health Systems program)</td>
<td>3</td>
<td>C</td>
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<tr>
<td>IH</td>
<td>221.652</td>
<td>Health Financing in Low and Middle Income Countries (Prereq: 140.611/612 or 140.621/622 or 140.651/652. 313.639 or 313.641 are recommended)</td>
<td>3</td>
<td>C</td>
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<tr>
<td>HPM</td>
<td>305.607</td>
<td>Public Health Practice (Prerequisite: 300.603)</td>
<td>4</td>
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<td>HPM</td>
<td>300.712</td>
<td>Health Policy II: Public Health Policy Formulation</td>
<td>3</td>
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<tr>
<td>HPM</td>
<td>300.652</td>
<td>Politics of Health Policy</td>
<td>4</td>
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<td>HPM</td>
<td>300.714</td>
<td>Health Policy IV: Health Policy Analysis &amp; Synthesis</td>
<td>3</td>
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<td>HPM</td>
<td>308.602</td>
<td>Role of Government in Health Policy</td>
<td>3</td>
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<td>HPM</td>
<td>301.645</td>
<td>Health Advocacy</td>
<td>3</td>
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<tr>
<td>IH</td>
<td>221.614</td>
<td>International Political Science for PH Practitioners</td>
<td>2</td>
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<td>IH</td>
<td>221.650</td>
<td>Health Pol. Analysis in Low &amp; Mid. Income Countries (Prereq: 220.601)</td>
<td>3</td>
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<td>313.641</td>
<td>Health Econ. I (Prereqs: 313.639 or 313.670 or permission of instructor)</td>
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<td>HPM</td>
<td>313.644</td>
<td>Health Economics II (Prereqs: 313.641: consent required for all students)</td>
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<td>HPM</td>
<td>313.790</td>
<td>Economic Evaluation I</td>
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<tr>
<td>HPM</td>
<td>313.632</td>
<td>Economic Evaluation II (Prereq: 313.790 or 313.630 are strongly encouraged)</td>
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<td>HPM</td>
<td>313.632</td>
<td>Economic Evaluation III (Prerequisite: 313.631)</td>
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<td>221.651</td>
<td>Econometrics I (Prereq: 140.623 or 140.653 are recommended)</td>
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<tr>
<td>IH</td>
<td>221.644</td>
<td>Econometric methods for Evaluation of Health Programs (Prerequisites: 140.623 or 140.653) (advised to take the masters’ level)</td>
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<td>300.713</td>
<td>Research &amp; Evaluation Methods for Health Policy</td>
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<td>PFRH</td>
<td>380.611</td>
<td>Fundamentals of Program Evaluation</td>
<td>4</td>
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<tr>
<td>IH</td>
<td>221.647</td>
<td>Comparative Evaluation for Health Policy in International Health (Prerequisite: 220.601 or equivalent course or background)</td>
<td>3</td>
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<tr>
<td>IH</td>
<td>221.645</td>
<td>Large-Scale Effectiveness Evaluation of Health Programs</td>
<td>3</td>
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</table>
IH 221.638 Health Systems Research & Evaluation in Developing Countries 4 C
HBS 410.733 Communication Network Analysis in Public Health Programs 4 C
HBS 410.643 Introduction to Qualitative Methods in Tobacco Control 3 C
HBS 410.690 Ethnographic Fieldwork 4 C
IH 221.620 Using Summary Measures of Pop. Health to Improve Health Systems 4 C I

D. Additional Recommended Courses (not required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<th>2nd</th>
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<tr>
<td>IH 220.601</td>
<td>Introduction to International Health</td>
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<td>HPM 300.711</td>
<td>Health Policy I: Social and Economic Determinants of Health</td>
<td>3</td>
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<td>IH 222.657</td>
<td>Food and Nutrition Policy</td>
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<td>HPM 300.600</td>
<td>Introduction to Health Policy</td>
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<td>HPM 317.600</td>
<td>Introduction to the Risk Sciences and Public Policy</td>
<td>4</td>
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<td>HBS 410.611</td>
<td>Health, Poverty and Public Policy in the U.S.</td>
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<td>HBS 410.612</td>
<td>Sociological Perspectives on Health</td>
<td>3</td>
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<td>HBS 410.618</td>
<td>Integrating Social &amp; Behavioral Theory into Public Health</td>
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<td>EH 180.651</td>
<td>Energy, Environment, and Public Health</td>
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<tr>
<td>EH 180.629</td>
<td>Environmental and Occupational Health Law and Policy</td>
<td>4</td>
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<tr>
<td>IH 223.687</td>
<td>Vaccine Policy Issues (Prerequisite: 223.622)</td>
<td>3</td>
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<td>HPM 308.678</td>
<td>Chronic Conditions: A Key Policy Problem for the 21st Century</td>
<td>3</td>
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<tr>
<td>HPM 306.650</td>
<td>Public Health and the Law</td>
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<tr>
<td>PFRH 380.665</td>
<td>Family Planning Policies and Programs</td>
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<td>PFRH 380.756</td>
<td>Poverty, Economic Development, and Health</td>
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<tr>
<td>PFRH 380.761</td>
<td>STI in Public Health Practice (Prerequisite: 550.630 or equivalent)</td>
<td>4</td>
<td>C I</td>
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<td>HBS 410.721</td>
<td>Translating Research into Public Health Programs I</td>
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<td>HBS 410.722</td>
<td>Translating Research into Public Health Programs II (Prereq: 410.721)</td>
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<td>Extra-Dept'1</td>
<td>550.609 Life and Death in Charm City: Histories of Public Health in Baltimore, 1750 To the Present</td>
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<tr>
<td>IH 223.680</td>
<td>Global Disease Control Programs and Policies (Prerequisite: 340.601)</td>
<td>4</td>
<td>I</td>
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<td>PFRH 380.667</td>
<td>Women’s Health Policy</td>
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<td>HPM 305.684</td>
<td>Health Impact Assessment (Prereq: 300.712 or instructor permission)</td>
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<td>HPM 306.662</td>
<td>Public Health Agencies: Law, Policy and Practice (Prereq: 306.650)</td>
<td>3</td>
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<tr>
<td>HPM 306.660</td>
<td>Legal and Public Health Issues in the Regulation of Intimacy</td>
<td>3</td>
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</tbody>
</table>

Capstone Experience:

MPH students must develop a project on a health systems or policy problem in the U.S. or internationally over the course of the year with a faculty capstone advisor with whom they register for the 2 credit Capstone Course (xxx.800) in the 4th term. Capstone projects are 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 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:

Shannon Frattaroli PhD, Associate Professor, Health Policy & Management, x5-8022 sfrattar@jhsph.edu
Asha George, PhD, Assistant Professor, International Health, x2-6023, asgeorge@jhsph.edu
A.9. MPH CONCENTRATION
INFECTIONOUS 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 credits needed to complete the concentration requirements over and above the MPH core requirements is 17 credits.

Course of Study:

Students are required to take 20 credits from the list of courses below with a minimum of 3 credits 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.

All Students in the Concentration Must Complete the Following Course:
340.627: Epidemiology of Infectious Diseases (4 credits) - 2nd term [Internet – 2nd term]

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

Microbiology:
120.602: Introduction to Molecular Biology (4 credits) - 1st term (Prerequisite: Introductory biochemistry or consent of instructor)
260.623: Fundamental Virology (4 credits) - 1st term
550.630: Public Health Biology* (3 credits) - 1st term [Internet – Summer & 4th terms] (Prerequisite: college level course in biology)
260.627: Pathogenesis of Bacterial Infections (4 credits) - 2nd term
340.654: Epi & Natural History/Human Viral Infections* (6 credits) - 3rd term [Internet–1st term]
260.624: Advanced Virology (4 credits) - 3rd term. (Prerequisite: 260.623 or consent of instructor)
223.689: Biological Basis of Vaccine Development* (3 credits) - 4th term (Prerequisite: 260.611-12)
Prevention & Control of Infectious Diseases:
550.630: Public Health Biology* (3 credits) - 1st term [Summer & Internet – 4th term] (Prerequisite: college level course in biology)
223.662: Vaccine Development and Application (4 credits) - 2nd term
260.636: Evolution of Infectious Disease (3 credits) - 1st Term
223.663: Infectious Diseases and Child Survival (3 credits) – 3rd term
223.687: Vaccine Policy Issues (3 credits) - 3rd term (Prerequisite: 223.662)
380.761: STI in Public Health Practice* (4 credits) - 3rd term [Internet – 4th term] (Prerequisite: 550.630 or equivalent)
340.612: Epidemiologic Basis for Tuberculosis Control* (2 credits) - 3rd term [Internet – 1st term]
223.680: Global Disease Control Programs & Policies (4 credits) – 4th term [Internet – 2nd term] (Prerequisite: 340.601)
223.689: Biologic Basis of Vaccine Development* (3 credits) - 4th term (Prerequisite: 260.611-12)

Parasitology/Tropical Diseases:
260.635: Biology of Parasitism* (4 credits) - 3rd term
260.650: Vector Biology and Vector-borne Diseases* (3 credits) - 3rd term
223.682: Clinical and Epidemiologic Aspects of Tropical Diseases (3 credits) – 4th term [Internet – 4th term] (Prerequisite: basic biomedical concepts and terminology)
260.656: Mala riology* (4 credits) - 2nd term [Internet – 3rd term. Consent required for full-time MPH students for Internet offering.]

Immunology:
*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 it MPH Capstone Course (xxx.800) in the 4th term. Additional credits 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:

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

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

Neal Halsey, MD, Professor, International Health, x5-6964; nhalsey@jhsph.edu
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 theories have implications for 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 credits needed to complete concentration requirements over and above the MPH core requirements is 18 credits.

Course of Study: (Courses to complete the concentration requirements can be taken either for a grade or pass/fail.)

All students must take the two-term Concentration Seminar:
550.853 Seminar for MPH Concentration in SBS I (1 credit) – 1st term
550.854 Seminar for MPH Concentration in SBS II (1 credit) – 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* (4 credits) – 1st term
221.688 Social & Behavioral Foundations of Primary Health Care* (4 credits) – Internet only–3rd & Summer terms
410.613 Psychosocial Factors in Health & Illness* (3 credits) – 3rd term
224.689 Health Behavior Change at the Individual, Household and Community Levels*(4 credits) – 2nd term
410.616 Social and Behavioral Aspects of Public Health* (4 credits) – Summer Institute

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 credits) – 1st term [Internet – 4th term, Winter Institute]
410.654 & 410.655 Health Comm Progs I & II (8 credits) – 3rd & 4th terms (Cannot take this as a single course; counts as 2 courses)
410.755.81 Health Communication Programs (4 credits) – Internet 3rd & 4th terms

All students must choose at least one course in Research and Evaluation from the following list:
380.611 Fundamentals of Program Evaluation (4 credits) – 3rd term
380.612 Applications in Program Monitoring and Evaluation (4 credits) – 4th term (Prerequisite: 380.611)
309.616 & 309.617 - Introduction to Methods for Health Services Research and Evaluation I and II (4 credits) – Internet 3rd & 4th terms (Cannot take this as a single course; counts as 2 courses)
410.615 Research Design in the Social & Behav. Sci. (3 credits) – 3rd term (Prereq: two terms biostatistics or consent of instructor)
224.690 Qualitative Research I: Theory & Methods & 224.691, Qualitative Res. II: Data Analysis (10 credits) – 3rd & 4th terms (Cannot take this as a single course; counts as two courses) (Prerequisite: 224.689)
410.690 Ethnographic Fieldwork (4 credits) – 3rd term

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

**Additional courses in Theoretical Basis:**
410.612 Sociological Perspectives on Health (3 credits) – 1st term.
410.650 Introduction to Persuasive Communications: Theories & Practice* (4 credits) – 2nd term, Winter Institute
330.661 Social, Psychological & Developmental Processes in the Etiology of Mental Disorders* (3 credits) – 3rd term [Internet – 3rd term] (Instructor consent required for all students.)
330.612 Intro. to Behav. & Psychiatric Genetics (3 credits) – 3rd term [Internet–3rd term] (Instructor consent required for all students)
410.652 Interpersonal Influence in Medical Care (2 credits) – 4th term
410.657 Communication Strategies for Sexual Risk Reduction (3 credits) – 4th term (Prereq: 140.621 & 140.622 or equivalent)

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

**Additional courses in Research and Evaluation:**
224.692 Formative Res for Behav & Comm Interven (4 credits) – 4th term (Prereq: 221.688 or 224.689 & 224.690-691 or consent of instructor)
221.645 Large-Scale Effectiveness Evaluations of Health Programs (3 credits) – 4th term [Internet – 4th term] (Prereq: knowledge of basic biostat & epi)
305.613 Design and Evaluation of Community Health and Safety Interventions (4 credits) – 3rd term
410.631 Introduction to Community-Based Participatory Research: Principles and Methods (3 credits) – 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 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 capstone options may be proposed and approved by the student’s advisor and concentration directors.
1) **Grant writing.** The student will prepare a grant proposal (to a foundation, non-governmental organization, community-based organization, or 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 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 credits 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-credit Capstone Course (xxx.800).

**Faculty Concentration Directors:**
Janice Bowie, PhD, MPH, Associate Professor, Health, Behavior & Society, x4-6119; jbowie@jhsph.edu
Caitlin Kennedy, PhD, MPH, Assistant Professor, International Health, x7-8794; ckenndy@jhsph.edu
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 concerns 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 toward the 5 course requirement for the concentration:
380.604 Life Course Perspectives on Health (4 credits) – 1st term [Internet – 1st term]

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

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

Policies and Programs:
380.624 Maternal & Child Health Legislation and Programs (4 credits) – 2nd term
380.665 Family Planning Policies and Programs (4 credits) – 3rd term
380.667 Women’s Health Policy (3 credits) – 4th term OR 380.768.81 Selected Topics in Women’s Health and Health Policy (4 credits) – 1st term
Clinical Aspects:
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4 credits) – 2nd term
380.760 Clinical Aspects of Reproductive Health (3 credits) – 3rd term
380.761 STI in Public Health Practice* (4 credits) – 3rd term [Internet-4th term]
   (Prerequisite: 550.630 or equivalent)
380.661 Clinical Aspects of Maternal and Newborn Health (3 credits) – 3rd term

Students are recommended to take the following course to meet their biology requirement:
120.620 Fundamentals of Reproductive Biology* (3 credits) – 1st term [Internet – 2nd term]

Students must also select two additional courses. A course from the above list that is not used to fulfill the three concentration course requirements may also be selected:
380.749 Adolescent Sexual and Reproductive Health (3 credits) – 4th term
380.767 Couples and Reproductive Health (3 credits) – 1st term (Prerequisite: 380.600 or 380.755. Consent of instructor required if prerequisite has not been taken.)
380.765 Prevent. Infant Mort. & Promot. the Health of Women, Infants & Children (3 credits)–4th term, Internet only
380.662 Critiquing the Research Literature in Maternal, Neonatal and Reproductive Health (4 credits) – 2nd term
380.762 HIV Infection in Women, Children and Adolescents (4 credits) – 4th term [Internet – 4th term]

* May not be used as one of the concentration electives if it is used to fulfill an MPH core requirement.

Capstone Experience:

The MPH capstone experience in Women’s and Reproductive Health is an opportunity for students to apply the competencies and skills acquired through coursework and other related educational activities (e.g. practicum). Most students fulfill the capstone by undertaking independent investigation with a concentration-affiliated faculty. 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 credit MPH Capstone Course (xxx.800) in the 4th term. Students may also take an additional 1 to 4 credits 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 to complete the certificate.

Faculty Concentration Directors:

Donna Strobino, PhD, Professor, Population, Family & Reproductive Health
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Michelle Hindin, PhD, Associate Professor, Population, Family & Reproductive Health
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RECYCLING AND COMPOSTING

APPENDIX B:

RECYCLING AND COMPOSTING GUIDELINES
FROM THE GREEN STUDENT GROUP
Saving Lives One Planet at a Time: Recycling and Composting at JHSPH

Located throughout the school are numerous sets of three bins for all types of waste:
- Red = Trash
- Yellow = Compost
- Green = Recycling

These bins can be found near the North and South elevators as well as the West wing corridor of each floor in the Wolfe St. building. Bins in Hampton House are located in the cafe.
Want to get involved with environmental sustainability? Contact the Green Student Group at greenjhsph@gmail.com

FURTHER INFORMATION:

Need to recycle batteries? Special recycling bins for batteries are located in: (a) the Wolfe St. building on the 1st floor to the right of the Admissions Office (next to the Fedex box), and (b) Hampton House lobby across from the bathrooms.


For more information about recycling and composting at Johns Hopkins University and JHSPH, visit: JHU Office of Sustainability at [http://www.sustainability.jhu.edu/](http://www.sustainability.jhu.edu/)
JHSPH Environmental Stewardship Committee website at [http://www.jhsph.edu/about/sustainability/index.html](http://www.jhsph.edu/about/sustainability/index.html)

**Baltimore City** has its own recycling program. For information on what can/cannot be recycled, your trash and recycling pick-up days, recycling centers, and other information for the city, visit their website at: [http://baltimorecity.gov/Government/AgenciesDepartments/PublicWorks/SingleStreamRecycling.aspx](http://baltimorecity.gov/Government/AgenciesDepartments/PublicWorks/SingleStreamRecycling.aspx)