Master of Public Health
Program Manual
2018-2019
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## 1. 2018-2019 JHSPH & MPH Academic Calendar

### SUMMER

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Student Information Day</td>
<td>M June 25</td>
</tr>
<tr>
<td>New Full-time MPH Student Orientation</td>
<td>Th June 28 – F June 29</td>
</tr>
<tr>
<td>1st Day of Classes</td>
<td>M July 2</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M July 2 – F July 13</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>W July 4</td>
</tr>
<tr>
<td>MPH Core &amp; Concentration Areas</td>
<td>T July 10</td>
</tr>
<tr>
<td>MPH Customization/Concentration Election Form Due</td>
<td>Th July 19</td>
</tr>
<tr>
<td>Portfolio: Goals Analysis Part 1/Tools of PH Practice Assignment Touchpoint 2</td>
<td>Su Aug 5</td>
</tr>
<tr>
<td>MPH Capstone Information Session (1)</td>
<td>T Aug 14</td>
</tr>
<tr>
<td>1st Term Registration Deadline</td>
<td>F Aug 17</td>
</tr>
<tr>
<td>Last Class Day of Summer Term</td>
<td>F Aug 24</td>
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</tbody>
</table>

### 1st TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>Instruction Begins for 1st Term</td>
<td>T Sept 4</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Sept 3– F Sept 14</td>
</tr>
<tr>
<td>Labor Day Recess</td>
<td>M Sept 3</td>
</tr>
<tr>
<td>Portfolio: Goals Analysis Part 2 – Touchpoint 3</td>
<td>W Sept 19</td>
</tr>
<tr>
<td>2nd Term Registration Ends</td>
<td>F Oct 19</td>
</tr>
<tr>
<td>MPH Field Experience Fund Award Application Due</td>
<td>F Oct 26</td>
</tr>
<tr>
<td>Last Class Day of 1st Term</td>
<td>F Oct 26</td>
</tr>
</tbody>
</table>

### 2nd TERM

<table>
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<th>Event</th>
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<tbody>
<tr>
<td>Instruction Begins for 2nd Term</td>
<td>M Oct 29</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Oct 29 – Su Nov 11</td>
</tr>
<tr>
<td>APHA &amp; JHSPH Reception in San Diego</td>
<td>W Nov 9</td>
</tr>
<tr>
<td>MPH Capstone Information Session (2)</td>
<td>W Nov 9</td>
</tr>
<tr>
<td>Final Deadline for Changing Concentration Area</td>
<td>M Nov 5</td>
</tr>
<tr>
<td>3rd Term Registration Begins</td>
<td>W Nov 14</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Th Nov 22 - Su Nov 25</td>
</tr>
<tr>
<td>MPH Capstone Information Form Due</td>
<td>Th Nov 29</td>
</tr>
<tr>
<td>Institutional Review Board Application Submission Deadline</td>
<td>Th Nov 29</td>
</tr>
<tr>
<td>Last Class Day of 2nd Term</td>
<td>T Dec 21</td>
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### WINTER INSTITUTES AND INTERSESSION

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<th>Event</th>
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<tbody>
<tr>
<td>3rd Term Registration Ends</td>
<td>F Jan 11</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday Recess</td>
<td>M Jan 21</td>
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### 3rd TERM

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<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Instruction Begins for 3rd Term</td>
<td>T Jan 22</td>
</tr>
<tr>
<td>MPH Capstone TA Office Hours Begin</td>
<td></td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Jan 21 - F Feb 1</td>
</tr>
<tr>
<td>Registration Begins for 4th Term</td>
<td>W Feb 6</td>
</tr>
<tr>
<td>Submit Final Capstone Outline to Capstone Advisor</td>
<td>F Feb 8</td>
</tr>
<tr>
<td>Portfolio: Mid-Year Meeting w/Faculty Advisor – Touchpoint 4</td>
<td>M Feb 18</td>
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<tr>
<td>Last Class Day of 3rd Term</td>
<td>F Mar 15</td>
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<tr>
<td>4th Term Registration Ends</td>
<td>F Mar 15</td>
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<tr>
<td>Spring Recess</td>
<td>M Mar 18 - F Mar 22</td>
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### 4th TERM

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<th>Event</th>
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<tr>
<td>Instruction Begins for 4th Term</td>
<td>M Mar 25</td>
</tr>
<tr>
<td>MPH Capstone TA Office Hours Continue</td>
<td></td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Mar 25 - F Apr 6</td>
</tr>
<tr>
<td>Submit First Draft of Capstone Project to Capstone Advisor</td>
<td>F Mar 15</td>
</tr>
<tr>
<td>Global Health Day</td>
<td>Th Mar 28</td>
</tr>
<tr>
<td>MPH Alumni Reception in DC</td>
<td>TBA</td>
</tr>
<tr>
<td>Submit Final Draft of Capstone Project to Capstone Advisor</td>
<td>F Apr 12</td>
</tr>
<tr>
<td>Upload Approved Final Capstone Paper to Drop Box</td>
<td>M Apr 29</td>
</tr>
<tr>
<td>Deadline for Completion of Alternate Venue Capstone Presentation</td>
<td>Sa May 11</td>
</tr>
<tr>
<td>MPH Capstone Symposium</td>
<td>Sa May 11</td>
</tr>
<tr>
<td>Portfolio: End of Program Assessment – Touchpoint 5</td>
<td>F May 17</td>
</tr>
<tr>
<td>Last Class Day of 4th Term</td>
<td>F May 17</td>
</tr>
<tr>
<td>Delta Omega Induction Ceremony</td>
<td>M May 20</td>
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<tr>
<td>Public Health Convocation</td>
<td>T May 21</td>
</tr>
<tr>
<td>University Commencement</td>
<td>Th May 23</td>
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</table>
2.1. MPH Executive Board

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

Marie Diener-West  
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Professor, Health Policy & Management  
jvernec1@jhu.edu

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Professor, Environmental Health Sciences  
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2.2. MPH PROGRAM OFFICE

Johns Hopkins Bloomberg School of Public Health
615 N. Wolfe Street, Room W1015
Baltimore, MD 21205

410-955-1291 (phone); 888-548-6741 (toll free)
410-955-4749 (fax)

jhsp.mphprog@jhu.edu
http://www.jhsph.edu/MPH

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Program Coordinator
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2.3. JHSPH OFFICES AND CONTACT INFORMATION

**Office of Records & Registration**


Contact the Office of Records & Registration with questions about:

- Course registration
- Student Information System (SIS)
- Enrollment verification letters
- Interdivisional Registration
- Ordering transcripts
- Graduation and diplomas
- Student veteran benefits

**Office Hours:**
8:00 a.m. to 4:00 p.m., Monday through Friday

**Address:**
Johns Hopkins Bloomberg School of Public Health
Office of Records & Registration
615 N. Wolfe Street, Suite E1002
Baltimore, MD 21205

**Contact Information:**
Tel: 410-955-3552
Fax: 410-955-0464
Email: JHSPH.Registra@jhu.edu

**Financial Aid Office**


Contact the Financial Aid Office with questions about:

- Federal and private loans
- Federal Work-Study Program
- Loan forgiveness and repayment assistance

**Office Hours:**
8 a.m. to 4 p.m., Monday through Friday

**Address:**
Johns Hopkins Bloomberg School of Public Health
Financial Aid Office
615 N. Wolfe Street, Suite E1002
Baltimore, MD 21205

**Contact Information:**
Tel: 410-955-3004
Fax: 410-955-0464
Email: JHSPH.finaid@jhu.edu
Office of Student Accounts & Business Services
Contact the Office of Student Accounts & Business Services with questions about:

- Student financial accounts
- Tuition/Fee billing, payments and payment deadlines
- Third party billing (i.e. tuition remission, employer tuition arrangements)
- Payment refunds
- Student Tax Information
- Student Health Insurance Plan and Student Dental Plan

Office Hours
8:30 a.m. to 4:00 p.m., Monday through Friday

Address
Johns Hopkins Bloomberg School of Public Health
Student Accounts and Business Services
615 N. Wolfe Street, Suite W1101
Baltimore, MD 21205

Contact Information:
Student Accounts Tel: 410-955-5725
Continuing Education Services Tel: 410-502-8053
Fax: 410-614-8633
Email: jhsph.bursar@jhu.edu

Office of International Services
http://ois.jhu.edu/Contact_Us/Medical%20Institutions/index.html
Contact the Office of International Services (OIS) with questions about:

- Immigration and student visa issues (including I-20 forms)
- Travel signatures
- Optional Practical Training (OPT)

The OIS website also provides some information related to taxes, drivers licenses and social security numbers for international students.

Office Hours:
Monday-Thursday 8.30am-4:30pm
The OIS is closed to the public every Friday however, advisors are still accessible via email and phone.

Walk-In Advising Hours
Walk-in hours are for general F-1 and J-1 questions that can be addressed in five to ten minutes. If you have questions regarding other visa types, please contact OIS to discuss with the appropriate advisor.
Monday and Wednesday 1:00 p.m. to 4:00 p.m. (last sign-in at 3:45 p.m.)
Tuesday and Thursday 9:00 a.m. to 12:00 p.m. (last sign-in at 11:45 a.m.)

Address:
Johns Hopkins Bloomberg School of Public Health
Office of International Services
Reed Hall, Suite 405
1620 McElderry Street
Baltimore, Maryland 21205

Contact Information:
Tel: 667-208-7012
Fax: 410-955-0871
Email: internationalservices@jhmi.edu
Emergency Contact Information
Office of Student Life
Contact the Office of Student Life with questions about:

- Student personal advising assistance and well-being
- Minority student groups
- Connecting current students with prospective students

Office Hours
8 a.m. to 4:30 p.m., Monday through Friday

Address:
Johns Hopkins Bloomberg School of Public Health
Office of Student Life
615 N. Wolfe St, Suite W1600
Baltimore, Maryland 21205-2179

Contact Information:
Tel: 410-502-2487
Fax: 410-502-9809
Email: jhsph.diverse@jhu.edu

Office of Career Services
https://www.jhsph.edu/offices-and-services/career-services/
Contact the Office of Career Services with questions about:

- Career coaching for students and alumni
- Help in preparing a public health resume
- A robust database of public health jobs and internships
- Information about employers
- Access to a growing network of public health professionals

Office Hours:
Monday - Friday, 8:30 am - 5:00 pm

Address:
Johns Hopkins Bloomberg School of Public Health
Office of Career Services
615 N. Wolfe St, Suite W1600
Baltimore, MD 21205

Contact Information:
Tel: 410-955-3034
Fax: 410-502-9809
Email: JHSPH.careers@jhu.edu
Office of Disability Support Services
Contact the Office of Disability Support Services with questions about:

- Review of disability documentation
- Arranging accommodations

Address:
Johns Hopkins Bloomberg School of Public Health
Disability Support Services
615 N Wolfe St, Suite W1600
Baltimore, MD 21205

Contact Information:
Tel: (410) 955-3034
Fax: (410) 502-9809
Email: jhsph.dss@jhu.edu

Johns Hopkins Student Assistance Program (JHSAP)
http://www.jhsap.org/
Contact the Johns Hopkins Student Assistance Program with questions about:

- Short-term counseling
- Crisis response
- Healthy relationship support
- School-life coaching and adjustment
- Educational workshops

Address:
JHSAP
550 North Broadway, Suite 403
Baltimore, Maryland 21205

Contact Information:
Tel: 443-287-7000
Toll Free: 866-764-2317
Fax: 410-502-0404
Email: jhsap@jhu.edu

Center for Teaching and Learning (CTL)
https://www.jhsph.edu/offices-and-services/center-for-teaching-and-learning/
Contact the Center for Teaching and Learning for questions about:

- CoursePlus
- OpenCourseware and Coursera
- Introduction to Online Learning Module
- Computer and technology requirements for JHSPH eLearning sites

Contact Information:
http://ctl.jhsph.edu/help/
JHSPH Office of Information Technology
https://www.jhsph.edu/offices-and-services/information-technology/
Contact the JHSPH Office of Information Technology with questions about:

- JHSPH ID
- Laptop Recommendations
- On-Campus Printing
- Multimedia Studio
- MyJHSPH Portal System
- JHSPH Wireless Network

IT Help Desk Office Hours
Hours: Monday – Friday, 8:30am – 5:00pm (Walk in and Phone in)
Weekends Walk-In and Phone-In 11:00am – Noon.
Closed holidays and holiday weekends

Address:
Johns Hopkins Bloomberg School of Public Health
Office of Information Technology
615 N. Wolfe Street, Suite W3014
Baltimore, MD  21205

Contact Information:
Phone: 410-955-3781

Johns Hopkins University Information Technology Office
http://www.it.johnshopkins.edu/gettingstarted.html
Contact the JHU Information Technology Office with questions about:

- JHED ID
- JHU Email
- Purchasing computers and software
- Virus Protection
- University-wide wireless connection

Contact Information:
East Baltimore campus: 410-955-HELP (4357)
http://it.johnshopkins.edu/help/
# 3. SUMMER 2018 INFORMATION

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### 3.1 MPH SUMMER COURSE SCHEDULE – JULY 2018

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>2</td>
<td>CLASSES BEGIN</td>
<td>3</td>
<td>HOLIDAY – SCHOOL CLOSED</td>
<td>5</td>
</tr>
<tr>
<td>8:30-9:30am: Epidemiology</td>
<td>9:00-10:50am: Health Policy</td>
<td>9:00-10:50am: Health Policy</td>
<td>8:30-9:30am: Epidemiology (no lab)</td>
<td>10:00am-12:00pm: Intro. to MPH: RefWorks/ Database Searching</td>
</tr>
<tr>
<td>10:00-11:00am: Health Resources</td>
<td>11:00am-11:45am: Opioid Epidemic Awareness and Education</td>
<td>11:00am-11:45am: Intro to MPH: Ethics/Group Advising</td>
<td>10:00am-12:00pm: Intro. to MPH: Ethics/Group Advising</td>
<td>10:00am-12:00pm: Intro. to MPH: RefWorks/ Database Searching</td>
</tr>
<tr>
<td>11:00am-12:30pm: Student Activities Fair</td>
<td>1:30-3:20pm: Bioethics</td>
<td>1:30-2:50pm: Population Dynamics</td>
<td>12:00-1:20pm: Alumni Speaker Series</td>
<td>12:00-1:00pm Alumni Speaker Series</td>
</tr>
<tr>
<td>1:30-3:20pm: Environmental Health</td>
<td>3:30-4:20pm: Env. Health Q&amp;A</td>
<td>Bioethics Quiz #1 Due 11:59pm</td>
<td>1:30-2:50pm: Environmental Health</td>
<td>1:30-3:20pm: Population Dynamics</td>
</tr>
<tr>
<td>3:30-4:00pm: Env. Health Q&amp;A</td>
<td></td>
<td></td>
<td>3:30-4:00pm: Env. Health Q&amp;A</td>
<td>3:30-4:00pm: Env. Health Q&amp;A</td>
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<tr>
<td>9</td>
<td>8:30-9:30am: Epidemiology</td>
<td>10</td>
<td>9:00-10:50am: Health Policy</td>
<td>12</td>
</tr>
<tr>
<td>10:00am-12:00pm: Epi Lab</td>
<td>11:00am-11:45am: Intro to MPH: Core I</td>
<td>10:00am-12:00pm: Epi Lab</td>
<td>9:00-10:50am: Health Policy</td>
<td>8:30-9:30am: Epidemiology</td>
</tr>
<tr>
<td>3:30-4:00pm: Env. Health Q&amp;A</td>
<td>1:30-3:20pm: Bioethics</td>
<td>11:00am-11:45am: Intro to MPH CoursePlus Portfolio</td>
<td>11:00-12:00pm: - Alumni Speaker Series</td>
<td>10:00am-12:00pm: Epidemiology (no lab)</td>
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<tr>
<td></td>
<td>3:30-4:30pm: Core II</td>
<td>1:30-2:50pm: Pop Dynamics Lab</td>
<td>10:00am-12:00pm: Epidemiology</td>
<td>10:00am-12:00pm: Epidemiology</td>
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</table>
| | 4:30-5:30pm: Tools of PH Practice LiveTalk | 3:00-4:20pm: Pop Dynamics Lab | 1:30-2:50pm: Environmental Health | |}

### Pop Dynamic Pretest Due

| 10     | 8:30-9:30am: Epidemiology | 11     | 8:30-9:30am: Epidemiology | 12     |
| 10:00am-12:00pm: Epi Lab | 11:00am-12:30pm: Intro to MPH: Core I | 10:00am-12:00pm: Epi Lab | 9:00-10:50am: Health Policy | 8:30-9:30am: Epidemiology |
| 3:30-4:00pm: Env. Health Q&A | 1:30-3:20pm: Bioethics | 11:00am-11:45am: Intro to MPH CoursePlus Portfolio | 11:00-12:00pm: - Alumni Speaker Series | 10:00am-12:00pm: Epidemiology |
| | 3:30-4:30pm: Alumni Speaker Series | 1:30-2:50pm: Pop Dynamics Lab | 10:00am-12:00pm: Epidemiology | 10:00am-12:00pm: Epidemiology |
| | 5:30-6:30pm: Tools of PH Practice LiveTalk | 3:00-4:20pm: Pop Dynamics Lab | 1:30-2:50pm: Environmental Health | |}

### Pop Dyn Quiz #1 Due 11:59pm

| 16     | 8:30-9:30am: Epidemiology | 17     | 8:30-9:30am: Epidemiology | 18     |
| 10:00am-12:00pm: Epi Lab | 11:00am-12:30pm: Intro to MPH: Concentration/Customization Fair | 10:00am-12:00pm: Epidemiology | 9:00-10:50am: Health Policy | 8:30-9:30am: Epidemiology |
| 10:00am-12:00pm: Bus Tour | 1:30-3:20pm: Bioethics | 10:00am-12:00pm: Epi Lab | 11:00-11:45am: MPH Societies | 10:00am-12:00pm: Epidemiology |
| 3:30-4:00pm: Env. Health Q&A | 3:30-4:30pm: Core II | 10:00am-12:00pm: Bus Tour | 12-1:20pm: Intro. to MPH: Summer Group Advising Lunch | 10:00am-12:00pm: Epidemiology |
| Env Hlth Quiz #1 Due 11:59pm | 4:30-5:30pm: Tools of PH Practice LiveTalk | 1:30-3:20pm: Environmental Health | 1:30-2:50pm: Pop Dynamics Lab | 10:00am-12:00pm: Epidemiology |
| | | 3:30-4:00pm: Env. Health Q&A | 3:00-4:20pm: Pop Dynamics Lab | 1:30-3:20pm: Population Dynamics |
| | | Pop Dyn Quiz #1 Due 11:59pm | Bioethics Quiz #2 Due 11:59pm | Bioethics Quiz #3 & Health Policy Paper #1 Due 11:59pm |

### Pop Dynamics Quiz #2 & Env Hlth Quiz #2 Due 11:59pm

| 23     | 8:30-9:30am: Epidemiology | 24     | 8:30-9:30am: Epidemiology | 25     |
| 10:00am-12:00pm: Epi Lab | 11:00am-12:00pm: - Alumni Speaker Series: Doctoral Degree | 10:00am-12:00pm: Epidemiology | 9:00-10:50am: Health Policy | 8:30-9:30am: Epidemiology |
| 12:00-1:00pm: SOURCE Baltimore Community Panel Discussion | 1:30-3:20pm: Bioethics course | 10:00am-12:00pm: Epi Lab | 1:30-2:50pm: Pop Dynamics Lab | 10:00am-12:00pm: Epidemiology |
| 1:30-3:20pm: Environmental Health | 3:30-4:00pm: Env. Health Q&A | 1:30-3:20pm: Environmental Health | 3:00-4:20pm: Pop Dynamics Lab | 1:30-3:20pm: Population Dynamics |
| | | 3:30-4:00pm: Env. Health Q&A | 3:00-4:20pm: Pop Dynamics Lab | Bioethics Quiz #4 Due 11:59pm |
| | | | | |}

### Epi Quiz #1 Due 11:59pm

| 30     | 8:30-9:30am: Epi course | 31     | 9:00-10:50am: Health Policy | |
| 10:00am-12:00pm: Epi Lab | 10:00am-12:00pm: Epidemiology | | | |
| 3:30-4:00pm: Env. Health Q&A | 1:30-3:20pm: Environmental Health | | | |
| | | Epi Quiz #2 Due 11:59pm | | |

### Epi Quiz #2 Due 11:59pm

| 31     | 9:00-10:50am: Health Policy | | | |
| 10:00am-12:00pm: Epi Lab | | | | |
| 3:30-4:00pm: Env. Health Q&A | | | | |
| | | Epi Quiz #2 Due 11:59pm | | |
### 3.1 MPH SUMMER COURSE SCHEDULE – AUGUST 2018

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>6 8:30-9:30am: Epidemiology</td>
<td>7 9:00-10:50am: Health Policy</td>
<td>1 8:30-10:00am: EPI MIDTERM (No Epi Lab)</td>
<td>2 9:00-10:50am: Health Policy 11:00am-12:00pm: Intro to MPH: Practicum Info Session 1:30-2:50pm: Pop Dynamics Lab</td>
<td>3 8:30-9:30am: Epidemiology 10:00am-12:00pm: Epi Lab 1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A 4:30-6:30pm: Happy Hour/Campaign</td>
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<tr>
<td>10:00am-12:00pm: Epi Lab</td>
<td>11:00am-12:00pm: –Societies Talks 1:30-3:30pm: Certificate Fair/ Meet Faculty Directors 1:30-4:30pm – MPH MBA Students/ Harbor East</td>
<td>12:00-1:00pm: SOURCE Orient 1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>1:30-2:50pm: Pop Dynamics Lab</td>
<td>PH Practice Assgn Due &amp; Touchpoint 2 Due on Sun, Aug 5</td>
</tr>
<tr>
<td>3:30-4:00pm: Env. Health Q&amp;A</td>
<td>Pop Dyn Quiz #3 Due 11:59pm</td>
<td>Epi Quiz #3 Due 11:59pm</td>
<td>Health Policy Paper #2 Due 11:59pm</td>
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<tr>
<td>13 8:30-9:30am: Epidemiology</td>
<td>14 9:00-10:50am: Health Policy</td>
<td>8 8:30-9:30am: Epidemiology</td>
<td>9 9:00-10:50am: Health Policy</td>
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<tr>
<td>10:00am-12:00pm: Epi Lab</td>
<td>11:00am-12:00pm: Intro to MPH: Capstone Info Session 12:00pm-2:00pm – Sommer Scholars Summer Event 1:30-2:30pm: Seminar on Oral Presentations</td>
<td>10:00am-12:00pm: Epi Lab</td>
<td>12-1:20pm: Intro. to MPH: Summer Grp Advising Lunch</td>
<td>8:30-9:30am: Epidemiology</td>
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<tr>
<td>1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>1:30-2:50pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>1:30-2:50pm: Pop Dynamics Lab 3:00-4:20pm: Pop Dynamics Lab</td>
<td>10:00am-12:00pm: Epi Lab</td>
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<tr>
<td>Epi Quiz #3 Due 11:59pm</td>
<td>Pop Dyn Quiz #4 &amp; Env Hlth Quiz #3 Due 11:59pm</td>
<td>Pop Dyn Quiz #5 Due 11:59pm</td>
<td>Health Policy Quiz #2 Due 11:59pm</td>
<td>1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
</tr>
<tr>
<td>20 8:30-9:30am: Epidemiology</td>
<td>21 9:00-10:50am: Health Policy</td>
<td>15 8:30-9:30am: Epidemiology</td>
<td>16 9:00-10:50am: Health Policy</td>
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<tr>
<td>10:00am-12:00pm: Epi Lab</td>
<td>11:00am-12:00pm: – Careers in Global Health 1:30-2:30pm: Alumni Series: Panel for International Students</td>
<td>10:00am-12:00pm: Epi Lab</td>
<td>11:00am-12:00pm: Alumni/Career 1:30-2:50pm: Pop Dynamics Lab 3:00-4:20pm: Pop Dynamics Lab</td>
<td>10:00am-12:00pm: Epidemiology</td>
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<tr>
<td>1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>Pop Dynamic Quiz # 6 &amp; Env Epi Quiz #4 Due 11:59pm</td>
<td>1:30-2:30pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>Health Policy Quiz #2 Due 11:59pm</td>
<td>10:00am-12:00pm: Epi Lab</td>
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<tr>
<td>22 8:30-9:30am: Epidemiology</td>
<td>23 9:00-10:50am: Health Policy</td>
<td>Pop Dyn Final Quiz # 7 Due 11:59pm</td>
<td>Environmental Health Written Assignment Due 11:59pm</td>
<td>Deadline for 1st Term Registration</td>
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<tr>
<td>10:00am-12:00pm: Epi Lab</td>
<td>10:00am-12:00pm: Epi Lab</td>
<td>Pop Dyn Final Quiz # 7 Due 11:59pm</td>
<td>Environmental Health Written Assignment Due 11:59pm</td>
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<tr>
<td>1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>1:30-3:20pm: Environmental Health 3:30-4:00pm: Env. Health Q&amp;A</td>
<td>Health Policy Paper #3 Due 11:59pm</td>
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<td>24 LAST DAY OF SUMMER TERM</td>
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<td>24 LAST DAY OF SUMMER TERM</td>
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<td>8:30am-12:30pm: Epidemiology</td>
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<td>FINAL EXAM</td>
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<td>Health Policy Paper #3 Due 11:59pm</td>
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</table>
***Attendance required for activities in Bold***

Mon., June 25th: 9:00am-4:00pm: New Full-time MPH International Student Welcome & Information Day, Feinstone Hall

Thurs., June 28th: 8:00am-4:30pm – MPH Orientation (Day 1)
   12:00-2:00pm – Intro. to MPH Studies: Summer Group Advising Lunch Meetings (various locations)

Fri., June 29th: 8:30am-4:00pm MPH Orientation (Day 2)
   2:00-4:00pm Ice Cream Social, Gallery/Wall of Wonder

Mon., July 2nd: First day of classes: Epi and Environmental Health courses, Sommer Hall
   8:30-9:30am – Principles of Epidemiology course (no lab), Sommer Hall
   10:00-11:00am – Campus Monday Mile: Health Resources Tour
   11:00am-12:30pm – Student Activities & Information Fair, Feinstone Hall
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A

Tues., July 3rd: First day of class: Health Policy and Bioethics Sommer Hall
   9:00-10:50am – Health Policy Course, Sommer Hall
   11:00-11:45am – Opioid Epidemic Awareness and Education, Sommer Hall
   1:30-3:20pm – Bioethics Course, Sommer Hall
   3:30-4:20pm – Intro to MPH Studies: Library Orientation, Sommer Hall

Wed., July 4th: HOLIDAY – NO CLASSES

Thurs., July 5th: First day of class Population Dynamics, Sommer Hall
   9:00-10:50am – Health Policy Course, Sommer Hall
   11:00am-12:00pm – Intro to MPH Studies: Academic Ethics Overview: Jon Vernick, Office of Academic Integrity, Sommer Hall
   12:00-12:15pm – Lunch pick up in Feinstone Hall
   12:00-1:20pm – Intro to MPH Studies: Summer Group Advising Activity (various locations)
   1:30-2:50 - Population Dynamics course, Sommer Hall
   BIOETHICS QUIZ #1 DUE 11:59pm

Fri., July 6th: 8:30-9:30am – Principles of Epidemiology course (no lab), Sommer Hall
   10:00am-12:00pm – Intro to MPH Studies: RefWorks\Database Searching, Sommer Hall
   12:00-1:20pm – Alumni Speaker Series: Chuka Anude, Sommer Hall
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A

Mon., July 9th: 8:30-9:30am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:00pm-1:00pm – Tools for Public Health Practice TA Office Hours
   12:10-1:15pm – Epi TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A

Tues., July 10th: 9:00-10:50am – Health Policy Course, Sommer Hall
   11:00am-12:30pm – Intro. to MPH Studies: Core Q&A Sessions, Sommer Hall
   11:00-11:30am Core and Concentration Choices
   11:30-12:00pm Biostatistics
   12:00-12:30pm Social & Behavioral Sciences (continued on next page)
Tues., July 10th:  12:00-1:00pm – Policy TA Office Hours  
12:30-1:15pm – Bioethics TA Office Hours  
1:30-3:20pm – Bioethics course, Sommer Hall  
3:30-4:30pm – Intro. to MPH Studies: Core Q&A Sessions, Sommer Hall  
3:30-4:00pm Management Sciences  
4:00-4:30pm Public Health Biology  
4:30-5:30pm – Tools for Public Health Practice LiveTalk

Wed., July 11th:  8:30-9:30am – Principles of Epidemiology course, Sommer Hall  
10:00am-12:00pm – Epi Lab  
12:30-1:15pm – Population Dynamics TA Office Hours  
1:30-3:20pm – Environmental Health course, Sommer Hall  
3:30-4:00pm – Environmental Health Discussion/Q&A

Thurs., July 12th:  9:00-10:50am – Health Policy Course, Sommer Hall  
11:00-11:50am – Intro. to MPH Studies: CoursePlus Portfolio, Brian Klaas, Sommer Hall  
12:00-1:00pm – Policy TA Office Hours  
12:15-1:15pm – Epi TA Office Hours  
12:30-1:15pm – Bioethics TA Office Hours  
1:30-2:50pm – Population Dynamics Labs  
3:00-4:20pm – Population Dynamics Labs  
POPULATION DYNAMICS PRETEST DUE 11:59PM

Fri., July 13th:  8:30-9:30am – Principles of Epidemiology course, Sommer Hall  
10:00am-12:00pm – Epi Lab  
12:00-1:00pm – Policy TA Office Hours  
12:15-1:15pm – Epi TA Office Hours  
1:30-3:20pm – Environmental Health course, Sommer Hall  
3:30-4:00pm – Environmental Health Discussion/Q&A  
7:05pm – Orioles Game vs Texas (1st Come, 1st Serve) – Friday Fireworks & Music

Mon., July 16th:  8:30-9:30am – Principles of Epidemiology course, Sommer Hall  
10:00am-12:00pm – Epi Lab  
10:00am-12:00pm – SOURCE Bus Tour - Registration req’d at source@jhu.edu  
12:15-1:15pm – Epi TA Office Hours  
1:30-3:20pm – Environmental Health course, Sommer Hall  
3:30-4:00pm – Environmental Health Discussion/Q&A  
ENVIRONMENTAL HEALTH QUIZ #1 DUE 11:59PM

Tues., July 17th:  9:00-10:50am – Health Policy Course, Sommer Hall  
11:00-12:30 – Intro. to MPH Studies: Concentrations/Customization Fair, Gallery & Anna Baetjer (W1030)  
12:30-1:15pm – Policy TA Office Hours  
12:30-1:15pm – Bioethics & Epi TA Office Hours  
1:30-3:20pm – Bioethics course, Sommer Hall  
3:30-4:30pm – Alumni Speaker Series: Shelby Kemper, Sommer Hall  
5:30-6:30pm – Tools for Public Health Practice LiveTalk

Wed., July 18th:  8:30-9:30am – Principles of Epidemiology course, Sommer Hall  
10:00am-12:00pm – Epi Lab  
10:00am-12:00pm – SOURCE Bus Tour - Registration req’d at source@jhu.edu  
12:00-1:00pm – Policy TA Office Hours  
12:30-1:15pm – Population Dynamics TA Office Hours  
12:30-1:15pm – Bioethics TA Office Hours  
1:30-3:20pm – Environmental Health course, Sommer Hall  
3:30-4:00pm – Environmental Health Discussion/Q&A  
POPULATION DYNAMICS QUIZ #1 DUE 11:59PM
Thurs., July 19th: **CUSTOMIZATION & CONCENTRATION ELECTION FORMS DUE**
9:00-10:50am – Health Policy Course, Sommer Hall
11:00am-11:45am – MPH Student Societies Information Session, Sommer Hall - *Election Nomination Period July 19-25*
12:00-12:15pm – Lunch pick up in Feinstone Hall
12:15-1:30pm – Intro. to MPH Studies: Summer Group Advising Lunch Meetings (various locations)
1:30-2:50pm – Population Dynamics Labs
3:00-4:20pm – Population Dynamics Labs
**BIOETHICS QUIZ #3 DUE 11:59pm**
**HEALTH POLICY PAPER #1 DUE 11:59PM**

Fri., July 20th:
8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
10:00am-12:00pm – SOURCE Bus Tour - Registration req’d at source@jhu.edu
12:10-1:15pm – Epi TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:00pm – Environmental Health Discussion/Q&A
4:30-6:30pm – Student Assembly Meet & Greet Happy Hour – Opportunity to Network and Consider Nominations for Student Assembly & MPH Societies Officer Positions

Mon., July 23rd:
8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:00pm-1:00pm – “Community Involvement: Dispelling Myths, Providing Tips” SOURCE Panel Discussion, Sommer Hall
12:15-1:15pm – Epi TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:00pm – Environmental Health Discussion/Q&A

Tues., July 24th:
9:00-10:50am – **Health Policy Course, Sommer Hall**
11:00-12:00pm - Alumni Speaker Series: Pursuing a Doctoral Degree at Hopkins, W2030
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Bioethics & Epi TA Office Hours
1:30-3:20pm – **Bioethics course, Sommer Hall**

Wed., July 25th:
8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Population Dynamics TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:00pm – Environmental Health Discussion/Q&A
**POPULATION DYNAMICS QUIZ #2 DUE 11:59PM**
**ENVIRONMENTAL HEALTH QUIZ #2 DUE 11:59PM**
**PRINCIPLES OF EPIDEMIOLOGY QUIZ #1 DUE 11:59PM**

Thurs., July 26th:
9:00-10:50am – **Health Policy Course, Sommer Hall**
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Bioethics & Epi TA Office Hours
1:30-2:50pm – Population Dynamics Labs
3:00-4:20pm – Population Dynamics Labs
**BIOETHICS QUIZ #4 DUE 11:59pm**

Fri., July 27th:
8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
10:00am-12:00pm – Interprofessional Education: Values & Ethics - *(Email RSVP for those not having Epi Lab)*
Location TBD
12:15-1:15pm – Epi TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:00pm – Environmental Health Discussion/Q&A
Sat., July 28th:  SOURCE - MPH Day of Service

Mon., July 30th:  
8:30-9:30am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:15-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:00pm – Environmental Health Discussion/Q&A

Tues., July 31st:  
9:00-10:50am – Health Policy course, Sommer Hall
12:00-1:00pm – Policy TA Office Hours

Wed., Aug 1st:  
8:30-10:00am – Principles of Epidemiology course, Sommer Hall - MIDTERM
No Epi Lab
12:00-1:00pm – SOURCE Orientation, Room TBA
12:30-1:15pm – Population Dynamics TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:00pm – Environmental Health Discussion/Q&A

POPULATION DYNAMICS QUIZ #3 DUE 11:59PM

Thurs., Aug 2nd:  
9:00-10:50am – Health Policy Course, Sommer Hall
11:00am-12:00pm – Intro. to MPH Studies: Practicum Session, Sommer Hall
12:00-1:00pm – Policy TA Office Hours
12:15-1:15pm – Epi TA Office Hours
1:30-2:50pm – Population Dynamics Labs
3:00-4:20pm – Population Dynamics Labs

HEALTH POLICY PAPER #2 DUE 11:59PM

Fri., Aug. 3rd:  
8:30-9:30am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00pm-1:00pm – Tools for Public Health Practice TA Office Hours
12:15-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:00pm – Environmental Health Discussion/Q&A
4:00-5:30pm – Student Assembly Meet & Greet Happy Hour – Opportunity to Campaign for
Student Assembly & MPH Society Officer Positions

PRINCIPLES OF EPIDEMIOLOGY QUIZ #2 DUE 11:59PM

Sun., Aug. 5th:  
Tools of Public Health Practice Assignment
Portfolio Goals Analysis Self-Assessment: Touchpoint 2

Mon., Aug.6th:  
8:30-9:30am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:10-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:00pm – Environmental Health Q&A

Tues., Aug. 7th:  
9:00-10:50am – Health Policy Course, Sommer Hall
11:00am-12:00pm – MPH Student Societies Officers Election Talks, Sommer Hall –
(Voting Period Aug 7 – Aug 12)
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Epi TA Office Hours
1:30-3:30pm – Certificate Fair, Feinstone Hall
1:30-4:30pm – MPH MBA Students/ Harbor East
Wed., Aug. 8th: 8:30-9:30am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:30-1:15pm – Population Dynamics TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A
   POPULATION DYNAMICS QUIZ #4 DUE 11:59PM
   ENVIRONMENTAL HEALTH QUIZ #3 DUE 11:59PM

Thurs., Aug. 9th: 9:00-10:50am – Health Policy Course, Sommer Hall
   12:00-12:15pm – Lunch pick up in Feinstone Hall
   12:15-1:30pm – Introduction to MPH Studies: Summer Group Advising Lunch Meetings (various
   locations)
   12:15-1:15pm – Epi TA Office Hours
   1:30-2:50pm – Population Dynamics Labs
   3:00-4:20pm – Population Dynamics Labs

Fri., Aug. 10th: 8:30-9:30am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:00-1:00pm – Policy TA Office Hours
   12:15-1:15pm – Epi TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A

Mon., Aug. 13th: 8:30-9:30am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:00-1:00pm – Policy TA Office Hours
   12:15-1:15pm – Epi TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A

Tues., Aug. 14th: 9:00-10:50am – Health Policy Course, Sommer Hall
   11:00am-12:00pm – Intro to MPH Studies: Capstone Info. Session (1), Sommer Hall
   12:00pm-2:00pm – Sommer Scholars Summer Event
   12:00-1:00pm – Policy TA Office Hours
   12:15-1:15pm – Epi TA Office Hours
   1:30-2:30pm – Seminar on Oral Presentation**, Brian Klaas, W2030

Wed., Aug. 15th: 8:30-9:30am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:30-1:15pm – Population Dynamics TA Office Hours
   1:30-3:20pm – Environmental Health course, Sommer Hall
   3:30-4:00pm – Environmental Health Discussion/Q&A
   POPULATION DYNAMICS QUIZ #5 DUE 11:59PM
   PRINCIPLES OF EPIDEMIOLOGY QUIZ #3 DUE 11:59PM

Thurs., Aug. 16th: 9:00-10:50am – Health Policy Course, Sommer Hall
   11:00am-12:00pm – Hope is Not a Plan - Career Services/Alumni Mentors, Becton Dickinson (W1020)
   12:15-1:15pm – Epi TA Office Hours
   1:30-2:50pm – Population Dynamics Labs
   3:00-4:20pm – Population Dynamics Labs
   HEALTH POLICY QUIZ DUE 11:59PM

Fri., Aug. 17th:  Deadline for 1st Term Registration
   8:30-9:30am – Principles of Epidemiology course, Sommer Hall
   10:00am-12:00pm – Epi Lab
   12:15-1:15pm – Epi TA Office Hours
   1:30-3:20pm – Environmental Health course
   3:30-4:00pm – Environmental Health Discussion/Q&A
Mon., Aug. 20th:  8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**  
   10:00am-12:00pm – Epi Lab  
   12:10-1:15pm – Epi TA Office Hours  
   1:30-3:20pm – **Environmental Health course, Sommer Hall**  
   3:30-4:00pm – Environmental Health Discussion/Q&A  
**POPULATION DYNAMICS QUIZ #6 DUE 11:59PM**  

Tues., Aug. 21st:  9:00-10:50am – **Health Policy Course, Sommer Hall**  
   11:00am-12:00pm – Alumni Speaker Series: Careers in Global Health, Stefan Baral- Becton Dickinson (W1020)  
   12:00-1:00pm – Policy TA Office Hours  
   12:15-1:15pm – Epi TA Office Hours  
   1:00-2:00pm – Alumni Speaker Series: Panel for International Students, Becton Dickinson (W1020)  

Wed., Aug. 22nd:  8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**  
   10:00am-12:00pm – Epi Lab  
   1:30-3:20pm – **Environmental Health course, Sommer Hall**  
   3:30-4:00pm – Environmental Health Discussion/Q&A  
**POPULATION DYNAMICS FINAL DUE 11:59PM**  
**PRINCIPLES OF EPIDEMIOLOGY QUIZ #4 DUE 11:59PM**  

Thurs., Aug. 23rd:  9:00-10:50am – **Health Policy Course, Sommer Hall**  
12:00-1:00pm – Policy TA Office Hours  
**ENVIRONMENTAL HEALTH WRITTEN ASSIGNMENT DUE 11:59PM**  

Fri., Aug. 24th:  LAST DAY OF SUMMER TERM  
8:30-12:30pm – **Principles of Epidemiology course, Sommer Hall: FINAL EXAM (No Epi Lab)**  
**HEALTH POLICY PAPER #3 DUE 11:59PM**  

Please Note: Saturday, September 8th: MPH Leadership Retreat for the newly elected MPH officers
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 - Meghan Davis, John Groopman, Brian Schwartz, Jon Links** (5 credits)
Mondays, Wednesdays & Fridays: 1:30-3:20pm
Discussion periods: 3:30-4:00pm

**340.601: Principles of Epidemiology - Rosa Crum** (5 credits)
Mondays, Wednesdays, & Fridays: 8:30-9:30am / Lab M,W, F (labs twice a week): 10:00am-12:00pm

**300.610: Public Health Policy – Joshua Sharfstein** (4 credits) Tuesdays & Thursdays: 9:00-10:50am

**380.755: Population Dynamics and Public Health – M.E. Hughes, Henry Mosley, Li Liu, and Donna Strobino** (2 credits) Thursday July 5: 1:30-2:50pm; Thursdays July 12-August 16 Labs 1:30-2:50 OR 3:00-4:20pm. Blended Course (Lectures for all but first week are online.) Taking Introduction to Online Learning (0 credit, 0 cost) in May or June is highly recommended. Please see: https://courseplus.jhsph.edu/core/

**306.601: Introduction to Bioethics in Public Health Practice and Research - Holly Taylor** (1 credit)
Tuesdays (7/3/18-7/24/18) 1:30-3:20pm

**300.615: The Tools of Public Health Practice - Beth Resnick** (1 credit) Online Course - In order to take this course, you first must take Introduction to Online Learning (0 credit, 0 cost) in May or June. Please see: https://courseplus.jhsph.edu/core/

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

**550.867: Introduction to MPH Studies** (0 credit)
The course includes summer group advising sessions with faculty; discussion sessions and enrichment seminars, and core requirement and concentration information sessions. Students will complete the Portfolio/MPH Individualized Goals Analysis Self-Assessment and Course-by-Course Curriculum Plan.
3.4. OPTIONAL SUMMER COURSE ELECTIVES

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

- The 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 network 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**

- 180.607.81 Climate Change and Public Health (3 credits)
- 312.617.81 Fundamentals of Financial Accounting (3 credits)
- 221.606.81 Training Methods and Continuing Education for Health Workers (4 credits)
- 221.688.81 Social & Behavioral Foundations of Primary Health Care (4 credits)
- 410.672.81 Introduction to Campaigning & Organizing for Public Health (3 credits)
- 550.630.81 Public Health Biology (3 credits)

**Steps required to add a summer course:**

- Discuss the additional course selection with your Summer Group Advisor when you meet on June 29th and obtain their approval to add the course to your summer schedule.
- Add the course via ISIS online registration at https://sis.jhu.edu/sswf/ or by hard copy form during the summer add/drop period from July 2-13. Hard copy registration forms are available from the Registration Office in room E1002.

**Helpful Course Information Links:**

Introduction to Online Learning (IOL): https://courseplus.jhu.edu
Course Search Engine: https://www.jhsph.edu/courses (Web-based Course Catalog)
3.5. INTRODUCTION TO MPH STUDIES (0 CREDIT)

Course Faculty: Summer Group Advisors

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

Learning Objectives:
- Introduce students to the 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 Portfolio/Individualized Goals Analysis

Course Requirements: Students are required to:
1) Attend all Summer Group Advising meetings and the other Intro. to MPH Studies information sessions below.
2) Complete Touchpoint 1 by uploading your resume/CV into your portfolio by June 29th (pre-orientation activity – See CoursePlus)
3) Submit Customization/Concentration Election Form by July 19th.
4) Complete Touchpoint 2 of the Portfolio/MPH Individualized Goals Analysis Self-Assessment (Tools of PH Practice Assignment) by, Sunday, August 5th.
5) Complete Touchpoint 3 of the Portfolio/MPH Individualized Goals Analysis Course-by-Course Curriculum Plan by September 19th (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 Unless Otherwise Noted):
June 28: 12:00-2:00pm, Summer Group Advising Lunch Meetings (various locations)

July 5: 11:00am-12:00pm, Academic Ethics Overview: Jon Vernick, Sommer Hall;
12:00-1:20pm, Summer Group Advising Activity (various locations)

July 6: 10:00am-12:00pm, Library Orientation – Sommer Hall

July 10: 11:00am-12:30pm Core Information Sessions Q&A, Sommer Hall
11:00-11:30am Core and Concentration Choices
11:30-12:00pm Biostatistics
12:00-12:30pm Social & Behavioral Sciences
3:30-4:00pm Management Sciences
4:00-4:30pm Public Health Biology

July 12: 11:00-11:50am, CoursePlus Portfolio, Brian Klaas, Sommer Hall
July 17: 11:00am-12:30pm, Concentrations/Customization Fair, Gallery & Anna Baetjer (W1030)

July 19: 12:15-1:20pm, Summer Group Advising Lunch Meetings (various locations)

Aug. 2: 11:00am-12:00pm, Practicum Session, Sommer Hall

Aug. 9: 12:00-1:20pm, Summer Group Advising Lunch Meetings (various locations)

Aug. 14: 11:00am-12:00pm, Capstone Information Session (1), Sommer Hall

**Resources:** Informational materials and handouts will be posted on the Introduction to MPH Studies CoursePlus website.
3.6 HOPKINS AND THE BALTIMORE COMMUNITY

MPH students, as public health students, have an intention to serve the public. They are part of a community and can impact the community while in Baltimore. Learning about the community surrounding Baltimore, its history, the role of Hopkins in the community and the many opportunities for student involvement begins in the summer.

Working with the Baltimore community or community-based organizations on volunteer or practicum experiences can be facilitated through involvement with the Urban Health Institute (UHI) and the Student Outreach Resource Center (SOURCE). Students may participate in a summer SOURCE MPH Day of Service and also two Tri-School Days of Service during the year. Visits to the local Henderson Hopkins School afford the opportunity to share information with young Baltimore students regarding various careers and cultures. These are just a few of the many opportunities that can be discovered by attending the events listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 28</td>
<td>10:00am – 10:45am</td>
<td>Hopkins and the Baltimore Community – Sommer Hall</td>
</tr>
<tr>
<td>July 2</td>
<td>11:00 am – 12:30 pm</td>
<td>Activities Fair – Feinstone Hall</td>
</tr>
<tr>
<td>July 16, 18, &amp; 20</td>
<td>10:00am – 12:00 pm</td>
<td>SOURCE Bus Tours of Baltimore; Registration required at <a href="mailto:source@jhu.edu">source@jhu.edu</a></td>
</tr>
<tr>
<td>July 23</td>
<td>12:00 pm – 1:00 pm</td>
<td>SOURCE Panel Discussion on Community Involvement: Dispelling Myths, Providing Tips – Sommer Hall</td>
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<tr>
<td>July 28</td>
<td></td>
<td>MPH SOURCE Day of Service</td>
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</table>
3.7. INTERPROFESSIONAL EDUCATION ACTIVITIES AT HOPKINS

Interprofessional education (IPE), defined as learning about, from and with other learners, is a critical educational approach to preparing learners for health care today and a very rewarding experience. Hopkins JHSPH MPH students are invited to participate in IPE activities with the Hopkins School of Nursing (JHSON) and Hopkins School of Medicine (JHSOM) students, as well as Pharmacy students from Notre Dame of Maryland University. This is a wonderful opportunity to get to know students from another school while discussing an important health care topic. Students who have participated in previous events have said the following about the experience:

“I think this was a great opportunity to get to know other students in different healthcare programs. I thought it was important to hear different opinions on certain topics.”

“I enjoyed this experience and would like more opportunities to work in interdisciplinary groups. I am so glad I signed up to do this!”

“Health is so large and complex that no one can have all of the answers; events like these bring professionals together so that we can think about problems together so that we can develop better more collaborative solutions to difficult problems.”

Please look for future emails with information regarding signing up for these events.

I. Shared Values and Ethics: July 27, 2018 10:00 am – 12:00 pm (For those without Epi lab on Friday)
   1) Discuss common and unique reasons for why students have chosen their professional pathway.
   2) Actively listen and appreciate the different personal and professional perspectives of individuals from all professions in the discussion of an ethics case.

II. Shared Values and Ethics: October 9 or 11, 2018 (6-8 pm)
   1) Discuss educational requirements and programs of study for nursing, medicine and pharmacy.
   2) Review education, training, roles and responsibilities, and scope of practice for nurses, physicians and pharmacists.
   3) Relate an interprofessional team approach to a clinical case study.

III. Teams and Teamwork: November 12, 2018 3-5 pm or 5:30-7:30 pm (REQUIRED)
   1) Collaborate as a member of an interprofessional team to address an issue related to the opioid epidemic.
   2) Participate in de-briefing the dynamics of your role as well as effectiveness of your team in addressing the opioid epidemic.
   3) As a team, prepare a list of priority questions to be presented to an expert panel in order to further your knowledge and preparation as future health professionals related to the opioid epidemic.

IV. Communication and Conflict Resolution: January 22, 2019 3:30-5:30 pm
   1) Collaborate with other members of the healthcare team for enacting the delivery of safe and high quality care in a two-part role play activity
   2) Engage in a therapeutic conversation with members of the health care team and a patient and family caregiver about the diagnosis and treatment plan.
   3) Practice managing conflict within an interprofessional team.
   4) Apply clear professional communication skills to explain complex therapeutic care with a patient and family caregiver.
3.8. BOOKS ON THE READING LIST OF THE MPH EXECUTIVE BOARD***

10 Lessons in Public Health, by Alfred Sommer

Polio: An American Story, by David M. Oshinsky


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

Not in My Neighborhood, by Antero Pietila

Pale Rider: The Spanish Flu of 1918 and How It Changed the World, by Laura Spinney.

***Suggestions for optional reading for your leisure reading enjoyment
3.9. 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 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 July 5 from 11:00am-12:00pm and 12:00-1:20pm (both sessions are required)

The JHSPH Policy and Procedure Memorandum for Students for Academic Ethics and can be found at https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.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. The Handbook can be found in the MPH Student Portal.

### Key Dates

**July 5th – 11:00-12:00pm in Sommer Hall**

& 12:00-1:20pm (various rooms)

Intro. to MPH Studies:
Academic Ethics Overview Session &
Summer Group Advising Activity
3.10. CORE CURRICULUM, OPTIONAL MPH CONCENTRATIONS, AND CUSTOMIZED PROGRAM OF STUDY

The MPH core curriculum and associated choices are described in section 5 of this manual. MPH students may either elect an optional concentration area or customize their program of study. Students will make this selection by Thursday, July 19 by submitting the electronic Customizing/Concentration Election Form. Information about your interests and goals that you indicate on this form will assist in making your faculty academic advisor assignment.

The educational objectives, course of study, and capstone experience requirements for each concentration are described in the Customized/Concentrations Appendix A. Introductions to each concentration area are available to students via VoiceThreads which are posted under Introduction to MPH Studies in CoursePlus. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Concentrations/Customization Fair on July 17th. 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 in the Concentration Section of this manual.

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 are emailed to students before the program begins.

For the 2018-19 academic year, students are able to select one of the following areas:

- Customized Program of Study
- Aging in Public Health
- Child & Adolescent Health
- Epidemiologic & Biostatistical Methods for Public Health & Clinical Research
- Food, Nutrition, & Health
- Food Systems and Public 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

Customization/Concentration Fair:
Tues, July 17; 11:00am-12:30pm
Gallery & Anna Baetjer (W1030)

Key Deadlines:
July 19: Customizing/Concentration Election Form Due

November 11: Deadline for changing from certain concentration areas to another. Note: Students may switch 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 Janet Carn and the Concentration Directors.
3.11. 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 inf., see http://www.jhsph.edu/academics/certificate-programs/ and contact the faculty sponsors of the certificate programs listed on the website.

There will be a “Certificate Fair” on Aug 7 from 1:30-3:30pm where faculty will be available to discuss specific certificates and other areas of interest. **This is an excellent way to network with faculty.** Please see certificate options below:

- Adolescent Health**
- Anesthesiology, Critical Care and Pain*
- Bioethics and Public Health Policy
- Clinical Trials**
- Community-Based Public Health (CBPH)
- Demographic Methods
- Environmental and Occupational Health**
- Epidemiology for Public Hlth Professionals
- Evaluation: International Health Programs
- Food System, Environment & Public Health
- Gerontology
- Global Health**
- Global Tobacco Control
- Health and Human Rights
- Healthcare Epidemiology & Infection
- Prevention & Control
- Health Communication
- Health Disparities and Health Inequality
- Health Education
- Health Finance & Management** *(see note)*
- Humane Sciences and Toxicology
- Humanitarian Health
- Injury and Violence Prevention
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Public Health
- Maternal and Child Health
- Mental Health Policy, Economics & Services
- Ophthalmology*
- Pharmacoepidemiology and Drug Safety
- Population and Health
- Public Health Advocacy
- Public Health Economics
- Public Health Informatics**
- Public Health Preparedness
- Public Health Training for American Indian Health Professionals
- Public Mental Health Research
- Quality, Patient Safety and Outcomes Research**
- Risk Sciences and Public Policy
- Surgery*
- Tropical Medicine
- Vaccine Science and Policy

* MPH Interest Group (not a certificate)
** Can be completed completely online

*Note - Not available to students in the MPH Health Leadership & Mgmt. Concentration*
3.12 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://www.jhsph.edu/faculty/directory/list](http://www.jhsph.edu/faculty/directory/list).

The MPH Executive Board and the MPH Program Office coordinate advising assignments. Students participate in advising sessions with a Summer Group Faculty Advisor at the start of the program. Students will receive their individual faculty academic advisor assignments in 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 curriculum planning.

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/offices-and-services/student-affairs/records-and-registration/for-current-students.html](http://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/for-current-students.html)

Other non-academic issues may come up during your program. If personal issues arise and you think you may benefit from some form of counseling, the Student Assistance Program is available. For more information, contact (443) 287-7000. Website: [http://jhsap.org](http://jhsap.org)

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@jhu.edu, 410-955-1291, Room W1015, Wolfe Street building) and we can help triage it for you.
3.13 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.

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 Mentors: Dr. Courtland Robinson and Dr. Nino Paichadze

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.

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<tr>
<th>Key Dates</th>
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<tr>
<td><strong>Information Session: Student Assembly MPH Co-Officers, J.B. Grant Society and Anna Baetjer Society</strong></td>
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<tr>
<td>Thursday, July 19: 11:00am-12:00pm, Sommer Hall</td>
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<tr>
<th>Candidate Election Speeches for JBG &amp; ABS Societies and SA Co-Officers</th>
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<tr>
<td>Tuesday, August 7: 11:00am-12:00pm, Sommer Hall</td>
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3.14 LIBRARY, INFORMATION SERVICES, AND RESOURCES

YOUR MPH LIAISON LIBRARIAN – Donna Hesson

Donna Hesson is 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. Her email address is: dhesson@jhmi.edu

ACCESS TO ELECTRONIC RESOURCES

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

Welch library offers easy access to PubMed, Global Health, GIDEON, EMBASE, PsycINFO, Web of Knowledge, and Lexis-Nexis, as well as over 400 additional databases, over 7,000 full-text journals, and over 11,000 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.

An excellent place to start is the Public Health LibGuide: http://browse.welch.jhmi.edu/public_health

OFF CAMPUS ACCESS

Access to Welch licensed electronic resources while off-campus is available using the Off-Campus Logon (aka EZ Proxy). It does require a JHED ID and password.

Off-Campus Login is the method for remote access and uses EZ Proxy 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.

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.

ELECTRONIC RESERVES

For many of your classes, readings have been placed on Electronic Reserves. Your main access will be through CoursePlus (http://courseplus.jhsph.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. You can also access the reserves through the Welch Library’s website, http://welch.jhmi.edu/welchone/Course-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.
INFORMATION MANAGEMENT: NEW REFWORKS – https://refworks.proquest.com/
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. Please use the following URL to access the NEW Refworks: https://refworks.proquest.com/

CLASSES & LECTURES
http://welch.jhmi.edu/welchone/welchcourses
The library offers free classes and lectures during the year to members of the Hopkins community. Classes are held in the 2024 Building’s training room and require advance registration. Topics include: using the library, searching online databases, and information management. Visit the web site for the current listing of classes and lectures.

ADMISSION TO WELCH LIBRARY BUILDING
The Welch Medical Library building is open and available to all students for studying and an excellent place for groups to meet. For admission to the library, patrons must swipe their JHMI Hopkins ID in the access reader at the main entrance.

LIBRARY SITES & HOURS
http://welch.jhmi.edu/welchone/Library-Hours-and-Locations
General Information & Circulation Issues:
Contact the Welch Service Center - 410-955-3410
3.15 TUITION & FEES SCHEDULE AND PAYMENT INFORMATION

Student Accounts Office – Located in W1101 (8:30AM – 4:00PM Monday-Friday)
Website: http://www.jhsph.edu/offices-and-services/student-accounts-and-business-services/e-bill-and-payment-system/ Email: jhsph.bursar@jhu.edu

Tuition
- Full-time (12 or more credits) $13,536
- Part-time per credit $1,128
- Matriculation Fee (one-time fee) $500
- Activity Fee (one-time fee) $40

Health Insurance (monthly rates)
- Individual $326
- Two-party $804
- Family $1,074
- Health Clinic Fee (All students) $550 annually ($137.50 quarterly)

All full-time and international students are required to purchase health insurance (JHU coverage or outside coverage). 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 $550 Health Clinic Fee regardless of participation in the JHSPH Student Health Plan.

Dental Insurance (monthly rates)  
- DHMO
  - Individual $17.73
  - Individual and spouse $35.47
  - Individual plus children $35.47
  - Family $50.99

- Access
  - Individual $13.30
  - Individual and spouse $23.28
  - Individual plus children $29.94
  - Family $44.34

Transportation* (monthly rates)
- Church Home Parking Garage $55
- MTA Pass** $52
  **(May be purchased at Student Accounts Office W1101)

*For more information, see http://www.jhsph.edu/student-life/transportation/parking.html.

Billing Information:
Your summer account statement will be available online on July 12, 2018. However, you may view your current account activity at any time by logging onto https://sis.jhu.edu with your JHED ID and password.

Payment due dates:
- Summer – July 21, 2018 (includes July/Aug Insurance)
- 1st term – September 22, 2018 (includes Sept/Oct Insurance)
- 2nd term - November 17, 2018 (includes Nov/Dec Insurance)
- 3rd term – February 23, 2019 (includes Jan/Feb/March Insurance)
- 4th term – April 20, 2019 (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 confirm all scholarships, loans, and 3rd party payments are reflected correctly on their account by the payment due date.

Method of Payment:
Web Payment: Students should logon to https://sis.jhu.edu to make a payment by credit card (MasterCard Visa, American Express or Discover) or electronic check using their Johns Hopkins Enterprise Directory Logon ID (JHED LID) and password. Once payment has been made, receipts can be printed for their 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://sis.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
Student Accounts & Business Services
615 N. Wolfe Street, W1101
Baltimore, MD 21205

Western Union for International Payments: This payment option allows students to pay the university their student account balance in the currency of your choice and provides a simple and secure method for initiating payments electronically. We encourage all international students to choose this cost effective and efficient method of payment to the Johns Hopkins University.

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 via BankMobile. See link below for details:


Scholarships/Grants: Students who have received a scholarship or grant must check their account to confirm 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.
### 3.16 JHED and JHSPH ACCOUNTS

In order to function effectively as an MPH student, you will need to set up both of the following user accounts:

**JHED (Johns Hopkins Enterprise Directory) ID**
This login allows you to access:
- SIS (Student Information System); for course registration, billing, and to update contact info
- The ‘my.jhu’ university-wide web portal and directory
- Your @jhu.edu email account, through your ‘Office 365’ mailbox
- CoursePlus (please make sure that JHED ID is listed in your account info)
- Web-based library resources (MyWelch, online journals)
- Career Services e-recruiting site

*Several weeks prior to orientation, you will receive an email with JHED setup instructions. For help with JHED login, please contact [JHSPH.Registra@jhu.edu](mailto:JHSPH.Registra@jhu.edu).*

**JHSPH User Account**
This login allows you to access:
- JHSPH-specific web portal (my.jhsph), including the team site for MPH students
- JHSPH secure wi-fi (‘jshpwpa’ network)
- Printers and copiers on campus

*You will receive a JHSPH user name and temporary password after you set up your JHED account and create your JHU email. If you need help with this password or related services, please contact the Information Systems Help office at: [JHSPH.Help@jhu.edu](mailto:JHSPH.Help@jhu.edu).*
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. Apply basic demographic methods and 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.
2. Critique 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 and appropriately interpret the findings.
3. Identify, access, and display in tables or graphs data relevant to disciplines of public health.

Environmental Health Sciences Competencies
1. Define the major environmental agents (i.e., environmental chemical, biological, and physical agents that cause or exacerbate adverse human health effects).
2. Recognize the sources (natural and anthropomorphic) of environmental agents and discuss the carriers or vectors (air, water, soil, and food) that promote the transfer of these agents (exposure to dose) from the environment to the human.
3. Describe specific host and 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.

4. Practice 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. Apply the biological and ecological principles that determine the distribution of infectious disease in human populations to programs that prevent or manage disease.

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

Management Sciences Competencies
1. Evaluate the organization and structure of a health service system and basic models of health delivery systems.

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

3. Apply key performance improvement concepts and tools including human resource and financial management principles to achieving the strategic objectives of health service organizations.

Social & Behavioral Sciences Competencies
1. Describe and compare psychological and sociological theories, conceptualizations, and frameworks of health, health behavior, illness, and behavior change and analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment.

2. Identify the characteristics and assets of communities and systems in order to formulate conceptual, behavioral, communication, educational, advocacy, health promotion, or community-based participatory strategies for improving the health of communities and individuals and preventing disease and injury.

3. Evaluate plans or processes for translation and dissemination of the outcomes of social and behavioral interventions on the health of communities, families, and individuals.

4. Use a cross-cultural awareness perspective and sensitivity in implementing and evaluating health behavior change programs or conceptual frameworks.

Health Policy & Ethics Competencies
1. Recognize the institutional and political actors central to the formation and implementation of health policy.

2. Analyze and evaluate the process of public policy-making and how it affects the design, implementation and performance of health policies.

3. Collect, analyze, and synthesize information about the legal, ethical, practical, and political constraints of policy formulation and implementation.
4.3 **Summary of Graduation Requirements**

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

- A total of 80 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 completed 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.

- All students are required to complete an individualized MPH Goals Analysis (see section 7).

- All students must complete the MPH Practicum requirement, including course PH300.615. (see section 8).

- All students must 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).

- Students are required to complete 550.860 Academic and Research Ethics at JHSPH 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, MPH/MBA, 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 total 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 2.75. Students with a GPA falling below 2.75 will be placed on academic warning and will have one term, or 12 additional credits of coursework, to raise the GPA to 2.75 or above. Students not meeting the 2.75 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, jcarn1@jhu.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 2.75 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 2.75 cumulative GPA after the summer term are not eligible to enroll in the Biostatistics 621-624 course series or the Epidemiology 751-754 course series].

2. 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).

3. Students must complete the Goals Analysis plan within the first 2 terms of the program. The Epidemiology core requirement must be completed within the first twelve months of matriculation into the MPH program.

4. Students must progress toward degree completion in four 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, jcarn1@jhu.edu) to request an extension beyond the four-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 four-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 not notify in writing (email communication is sufficient) the MPH Academic Coordinator (Janet Carn, jcarn1@jhu.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 and associated components of the MPH Program includes grounding in critical
disciplines and competencies in public health including: biostatistics, epidemiology, social and behavioral
determinants of health, management sciences, public health problem-solving, computer applications,
demography, environmental health, biological sciences, ethics and public health policy.

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

5.1 Required Courses

The following courses are required of all full-time MPH students:

180.601: Environmental Health (5 credits)
340.601: Principles of Epidemiology (5 credits)  
            OR 340.721: Epidemiologic Inference in Public Health I (5 credits)
300.610: Public Health Policy (4 credits)
300.615: The Tools of Public Health Practice (1 credit) [Must be completed before starting practicum]
306.601: Introduction to Bioethics in Public Health Practice and Research (1 credit)
380.755: Population Dynamics and Public Health (2 credits)
550.867: Introduction to MPH Studies (0 credit)
550.860: Academic & Research Ethics at JHSPH (0 credit)

*MPH Individualized Goals Analysis requirement* (see Section 7 for more information)  
[Must be completed within 2 terms of matriculation, by September 19, 2018.]

*MPH Capstone Project requirement* (2 credits) (see Section 9 for more information)

*MPH Practicum Requirement* (minimum of 100 hours; see Section 8 for more information)

In addition to the above courses, 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. *Introductions to the choices available for these core areas are available to students via Voice Threads which are posted under Incoming MPH Student Orientation in CoursePlus.*

Please see the tables on the following pages for a listing of courses that satisfy each of the core curriculum areas and when they are offered.

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](http://www.jhsph.edu/courses)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>On-site</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<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>
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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>180.601</td>
<td>Environmental Health</td>
<td>5</td>
<td>SI/ Summer</td>
<td>3rd</td>
</tr>
<tr>
<td>340.601</td>
<td>Principles of Epidemiology</td>
<td>5</td>
<td>SI/ Summer</td>
<td>No</td>
</tr>
<tr>
<td>340.721</td>
<td>Epidemiologic Inference in Public Health I</td>
<td>5</td>
<td>1st</td>
<td>SI, 3rd</td>
</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>
</tr>
<tr>
<td>221.608</td>
<td>Managing NGOs in the Health Sector</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>221.610</td>
<td>Pharmaceuticals Mgmt. for Under-Served Populations</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<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</td>
<td>4th</td>
</tr>
<tr>
<td>312.600</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>No</td>
<td>3rd</td>
</tr>
<tr>
<td>312.601</td>
<td>Fundamentals of Mgmt. for Health Care Organizations</td>
<td>3</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>312.603</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</td>
<td>SI</td>
<td>1st/2nd/3rd/4th</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>
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</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>On-site</td>
<td>Online</td>
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<td><strong>PH PRACTICE/POLICY</strong></td>
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<tr>
<td>300.615</td>
<td>The Tools of Public Health Practice</td>
<td>1</td>
<td>No</td>
<td>Summer/ 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>300.610</td>
<td>Public Health Policy</td>
<td>4</td>
<td>Summer</td>
<td>No</td>
</tr>
<tr>
<td><strong>POPULATION DYNAMICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380.755</td>
<td>Population Dynamics and Public Health</td>
<td>2</td>
<td>Su</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>PUBLIC HEALTH BIOLOGY (choose at least one)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for all students. Provides a broad introduction to public health biology:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>260.636</td>
<td>Evolution of Infectious Disease</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>550.630</td>
<td>Public Health Biology</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Summer/ 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120.603</td>
<td>Molecular Biology of Pandemic Influenza</td>
<td>3</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>120.620</td>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>120.627</td>
<td>Stem Cells &amp; the Biology of Aging &amp; Disease</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
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<tr>
<td>182.640</td>
<td>Food- and Water- Borne Diseases</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
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<tr>
<td>187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>222.641</td>
<td>Principles of Human Nutrition in Public Health</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>No</td>
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<td>223.689</td>
<td>Biologic Basis of Vaccine Development</td>
<td>3</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No</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>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
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<tr>
<td>260.635</td>
<td>Biology of Parasitism</td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
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<tr>
<td>260.650</td>
<td>Vector Biology &amp; Vector-borne Diseases</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>260.656</td>
<td>Malariaology</td>
<td>4</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>340.612</td>
<td>Epidemiologic Basis for Tuberculosis Control</td>
<td>2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>SI, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>340.646</td>
<td>Epidemiology &amp; Public Health Impact of HIV &amp; AIDS</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>340.654</td>
<td>Epidemiology &amp; Natural History of Human Viral Infections</td>
<td>6</td>
<td><em>No</em></td>
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<tr>
<td>340.744</td>
<td>Adv. Topics on Control &amp; Prevention of HIV/AIDS</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td>380.761</td>
<td>STI’s in Public Health Practice</td>
<td>4</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
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</tbody>
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### SOCIAL AND BEHAVIORAL SCIENCES (choose at least one)

<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>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>
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<tr>
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<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders</td>
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<tr>
<td>380.604</td>
<td>Life Course Perspectives on Health</td>
<td>4</td>
<td>1st</td>
<td>2nd</td>
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<tr>
<td>410.600</td>
<td>Fundamentals of Health, Behavior and Society</td>
<td>4</td>
<td>1st</td>
<td>No</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>410.620</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 and Family Development Through the Lifespan</td>
<td></td>
<td>SON</td>
<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] (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:

- **Biostatistics Area:** Contact Marie Diener-West, mdiener@jhu.edu
- **Environmental Health Course:** Contact Jackie Agnew, jagnew@jhu.edu
- **Epidemiology Course:** Contact David Dowdy, ddowdy@jhu.edu
- **Management Sciences Area:** Contact Jon Vernick, jvernic1@jhu.edu
- **Population Dynamics Course:** Contact Donna Strobino, dstrobi1@jhu.edu
- **Public Health Biology Area:** Contact Gary Ketner, gketner1@jhu.edu
- **Social & Behavioral Sciences Area:** Contact George Rebok, grebok1@jhu.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 eleven 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 12 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 are available to students via VoiceThread. Students should listen to these presentations prior to the Q&A sessions in July to aid in their decision making. Specific questions concerning each concentration should be directed to the concentration faculty directors at the Concentration and Customization Fair on July 17th.

Answers to some frequently asked questions are:

- Students may elect only one MPH area concentration area.
- 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 jcarn1@jhu.edu) and the Concentration Directors by Monday, November 5th.
- Students are always free to change from a concentration to a customized course of study at any time during the academic year. When changing from a concentration to a customized course of study, students must notify the MPH Academic Coordinator (Janet Carn at jcarn1@jhu.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 and LEARNING PORTFOLIO

7.1. MPH Goals Analysis

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.

The Goals Analysis will be completed in the MPH Learning Portfolio and consists of two parts with the following touchpoints:

- **Touchpoint 1- Resume/CV**: This Touchpoint is included in the Pre-Orientation activities and requires you to upload your resume/CV to your Portfolio within CoursePlus.

- **Touchpoint 2- Self-Assessment**: Includes the Tools of PH Practice course assignment: Complete a self-assessment of your current skill levels for the MPH core competencies and Public Health Practice competencies. In your reflection, briefly explain what knowledge, skills and experiences you bring to the program. Identify your goals for the MPH by explaining what you hope to gain in terms of knowledge, skills, professional and personal contacts, and any additional experiences. Identify the core and PH Practice competencies that you wish to focus on and those that are particularly relevant to your professional future. Completion of the Tools of PH Practice course assignment is included in this touchpoint.

- **Touchpoint 3- Curriculum Planning**: Identify what required courses, electives and special studies you intend to take and when you plan to complete your courses. Develop a term-by-term tentative course plan for your entire MPH program. (MSN/MPH and MPH/MBA students should include required and elective courses for both degrees in their curriculum plan). In your reflection, share how your curriculum plan is aligned with the goals you identified in Touchpoint 2. List your possible plans for a practicum experience and the specific skills you hope to develop through the practicum. Also briefly describe one or more capstone topics of interest and possible capstone faculty mentors. Attach your curriculum plan to this touchpoint. Excel planning templates are available on the MPH student portal or students can develop their own excel spreadsheet for their course plan. This touchpoint requires faculty advisor review and approval.

The Goals Analysis is intended to be a living document, one which you and your advisor review and update as you make changes in focus and direction throughout the MPH program.

**Goals Analysis Key Dates:**

Touchpoint 1 MPH Orientation Course Assignment Due: Friday, June 29, 2018
Touchpoint 2 Due: Sunday, August 5, 2018
Touchpoint 3 Due: Wednesday, September 19, 2018
Touchpoint 4 Due: Monday, February 18, 2019
Touchpoint 5 Due: May 17, 2019
7.2. Learning Portfolio

The MPH Learning Portfolio is a tool which allows students to reflect on their knowledge, skills and competencies throughout the MPH program. It provides a platform by which students can assess and evaluate their progress towards competency attainment in an ongoing manner. As goals and competency levels change over time, students can link evidence such as course assignments and papers to document one’s growth in these areas. Reflections and evidence can be shared with faculty advisors, program administrators, and if desired, prospective employers and others.

The portfolio is organized around five touchpoints. The first touchpoint aids in familiarizing students with the portfolio by requiring them to upload their resume/CV prior to starting the program. The other four required touchpoints for the MPH are targeted towards Goals Analysis self-assessment and curricular planning (Touchpoints 2 & 3), a mid-year progress update meeting with the faculty advisor (Touchpoint 4) and a year-end re-assessment of competencies and program evaluation (Touchpoint 5).

Touchpoints are made up of three key components: reflections, which allow you to reflect in writing about a specific event or milestone in the program; competencies, which show what specific skills you can now demonstrate based on the activities you discuss in your reflection; and evidence, which are files, links, or other documents which concretely demonstrate that you’ve achieved the competencies you say you have achieved. Some touchpoints are designated as requiring review and approval by your faculty advisor. When you complete work on such a touchpoint, your advisor and/or course faculty will review what you’ve done and offer commentary and feedback.

Touchpoints are designated by the program but students are also able to add their own touchpoints for significant events such as a practicum experience or internship not covered by other touchpoints. Since the portfolio allows students to track their level of achievement for specific core competencies, there are two ways of looking at which competencies you’ve achieved at any given point in the program. The timeline view lets you page through all touchpoints in your portfolio and see what specific competencies you achieved (and at what specific level) at that point in time, along with your reflections and evidence for a particular touchpoint. The dashboard view shows you all competencies in the program and the most current level that you have selected for those competencies.

The Evidence Library is where you can store files or web links that are provided as evidence towards the achievement of specific competencies as discussed in your reflections. There are tools throughout CoursePlus that make it easy for you to send files from a Drop Box, wiki page, discussion forum post, or peer evaluation to your portfolio.

Finally, you have the option to create publishing views for anyone to see. Publishing views would largely be targeted towards future employers, giving them an opportunity to see an officially-branded JHSPH page which lists the skills you gained while a student in the program and the evidence which shows that you can actually perform those skills. You have full control over publishing views. You decide what goes on each view, and you decide who can see each view.

You will have access to your portfolio and the publishing views therein for five years after you graduate.
8. PRACTICUM EXPERIENCE IN POPULATION-BASED HEALTH

For more detailed information about the practicum (including helpful forms, examples, practicum opportunity search site, etc.): http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/

8.1 Introduction to MPH Practicum Experience

The MPH practicum requirement engages students in the application of public health concepts and critical thinking to real world public health problems. It is suggested that students seek out practicum activities aligned with their career goals to develop their skills and advance their career growth and development.

8.2 MPH Practicum Requirements

A practicum experience must be:

1) An application of public health skills and competencies
2) Framed and carried out within a public health practice context with an established organization or agency
3) Supervised by a qualified preceptor
4) An evaluated experience
5) A significant experience (minimum 100 hours)

Below is a more detailed description of the requirements:

1) Application of public health skills and competencies. Students apply public health skills and competencies in concert with knowledge gained from their coursework. It is highly recommended that students focus on developing public health skills and competencies relevant to their area of interest to further their career development.

2) Framed and carried out within a public health practice context with an established organization or agency. The practicum is a population-level focused project conducted in a practice context. The practicum may include some activities at an individual (patient) level, but the primary purpose must be a population-level practical experience at an established organization or agency. Students can not solely complete screenings, administer surveys, perform calculations, etc., but must also be engaged in the larger public health practice context of the activities. A literature review or data analysis project alone will not meet the practicum requirement; the student must be engaged in the larger public health practice context, such as collaboration with others (e.g., end users, data collectors, etc.) to provide/prepare for data analysis and interpretation, partnerships with other public health organizations (e.g., state health department, community-based organizations) related to study design or implementation; and obtaining input on the work from stakeholders (population impacted by project, other professionals/researchers completing similar work). There must be a clear link to how the practicum project makes an impact on the targeted population. Additionally, students should develop an understanding of the organization’s mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired public health goals.
3) **Supervised by a qualified preceptor.** The practicum preceptor must be qualified to evaluate the student’s professional competence and supervise the student throughout the project. Preceptors can be from organizations such as, health departments, community-based organizations, private corporation, etc. A JHSPH faculty member can serve as a preceptor if they are directly engaged with a project that meets the practicum criteria. The preceptor works with the student to develop project learning objectives and deliverables and guides and monitors the student’s progress and achievement. The student’s faculty academic advisor is kept informed of the student’s practicum activities and progress and may provide additional assistance if warranted.

4) **An evaluated experience.** Preceptors will evaluate students on their achievement of defined learning objectives and deliverables. Additionally, students are required to reflect on and evaluate their practicum experience, particularly as they relate to their career goals. A pass or a grade of “C” or better must be earned to counts towards the practicum requirement.

5) **A significant experience (minimum of 100 hours).** The School’s practicum team administers and monitors students’ completion of the practicum requirement. Students must have their proposed practicum projects approved prior to initiating their experience. 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. Activities completed **prior to matriculation** to the MPH program cannot be used to meet the MPH practicum requirement.

8.3 **Ways to Complete the Practicum Requirement**

Students can complete the practicum under the guidance of a preceptor (a public health professional outside of JHSPH or a JHSPH faculty member working with an outside organization) and/or take a course(s) with a practicum component. For students completing a residency or dual degree program, please see section 8.5 Practicum Requirement for Specific Programs and Dual Degrees.

**All practicum experiences require review and approval of the Practicum Learning Plan.**

The following are example ways to complete the practicum requirement:

**Customized Practicum Experience**

Students may identify their own practicum experiences with an outside public health practitioner or a faculty member involved in a practice-based project. According to the CEPH accreditation guidelines, “Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.”. ¹ Federal work-study (FWS) positions at JHSPH are not considered “employment”, and some FWS projects **may** fulfill the practicum requirement. Examples of customized practicum projects can be found on the practicum website:


Students may utilize the resources below to identify practicum experiences:

**Practicum Opportunity Site–Office of Public Health Practice and Training**
https://my.jhsph.edu/Resources/SearchTools/pos

The Practicum Opportunity Site lists various types of potential practicum opportunities (including projects with outside organizations, with JHSPH faculty, and practicum courses) that have been identified and vetted by the School’s practicum team. 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)**
http://source.jhu.edu

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://source.jhu.edu/programs-and-events/service-scoop/).

SOURCE supported activities that may meet the practicum requirements

- SOURCE Service Scholars: http://source.jhu.edu/get-involved/community-engaged-scholarship/service-scholars-program.html
- The Connection Community Consultants Program: http://source.jhu.edu/programs-and-events/the-connection/index.html
- Other SOURCE organized Group and Individual Projects

**JHSPH course with an approved practicum component**

There are several JHSPH courses with a significant real-world practicum component, connecting students to outside organizations/agencies. For courses that do not have enough practicum hours to fulfill the entire 100 hour practicum requirement, students must combine experiences to complete the 100 hour practicum requirement. A letter grade of “C” or better must be earned to count towards the practicum requirement. Course descriptions and related information for each can be found on the Practicum Opportunity Site listings or on the online course catalog. Courses are open to all JHSPH graduate students, even if the course is not taken for the practicum requirement. Below are examples of some of the currently-offered JHSPH courses with an approved practicum component.

**Please note:** the following list is subject to change, and may not reflect the most current listing of available practicum courses. For the most current list of courses with an approved practicum component, see here: http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html. This list will be continually updated as the year progresses, so please check the above link regularly to see if a course is being offered.
The following are just examples of approved courses with a practicum component – this is not a comprehensive list. See here for full list of offered courses: [http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html](http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html).

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<tr>
<th>Course #</th>
<th>Practicum Courses</th>
<th>Credits</th>
<th>Practicum Hours</th>
<th>Term(s) Offered</th>
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<td><strong>Fully meets the 100-hour practicum requirement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU 152.740 &amp;  BU 152.745</td>
<td>CITYLAB Toolkit &amp; Practicum: Introduction to Urban Social Enterprise (interdivisional)</td>
<td>6 credits</td>
<td>108</td>
<td>1st - 2nd</td>
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<tr>
<td>550.864</td>
<td>Baltimore Community Practicum (Application process during 1st term)</td>
<td>4-6 credits</td>
<td>124-220</td>
<td>2nd - 3rd</td>
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<tr>
<td>308.851</td>
<td>PHASE Internship (Application process during 1st term)</td>
<td>6-9 credits</td>
<td>120-230</td>
<td>2nd - 4th</td>
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<tr>
<td>305.607</td>
<td>Public Health Practice (Must enroll by first day of class)</td>
<td>4 credits</td>
<td>90</td>
<td>2nd (campus) or 4th (online)</td>
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<tr>
<td>224.697, 224.698, &amp; 224.699</td>
<td>Qualitative Research Practicum I, II, and III (Must be concurrently enrolled in or have previously completed 224.690 and 224.691 in 3rd and 4th terms)</td>
<td>12 credits</td>
<td>100</td>
<td>2nd – 4th</td>
</tr>
<tr>
<td>380.640 &amp; 380.840</td>
<td>Children in Crisis Practicum (Must take 380.640 in 3rd term, and concurrently enroll in Special Studies (380.840) for both 3rd and 4th terms)</td>
<td>7 credits</td>
<td>120</td>
<td>3rd - 4th</td>
</tr>
<tr>
<td>410.677 &amp; 410.678</td>
<td>Theory &amp; Practice in Campaigning &amp; Organizing for Public Health I &amp; II</td>
<td>8 credits</td>
<td>150</td>
<td>3rd - 4th</td>
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<tr>
<td><strong>Partially meets the 100-hour practicum requirement</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120.720</td>
<td>Applying Reproductive Biology Literacy Through Service-Learning</td>
<td>3 credits</td>
<td>70</td>
<td>2nd</td>
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<tr>
<td>300.712</td>
<td>Formulating Policy: Strategies &amp; Systems of Policymaking in the 21st Century</td>
<td>3 credits</td>
<td>35</td>
<td>2nd</td>
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<tr>
<td>305.684</td>
<td>Health Impact Assessment</td>
<td>3 credits</td>
<td>25</td>
<td>3rd</td>
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<td>410.610</td>
<td>Health and Homelessness</td>
<td>3 credits</td>
<td>35</td>
<td>3rd</td>
</tr>
<tr>
<td>180.605</td>
<td>Food System Sustainability Practicum</td>
<td>3 credits</td>
<td>55</td>
<td>4th</td>
</tr>
</tbody>
</table>
**Special Note on Certificate Programs**
There are certificate programs that include their own practicum requirement in the curriculum. The certificate practicum may fulfill the MPH practicum requirement, upon approval from the practicum team. Examples of such certificate programs include: Community-based Public Health, and Quality, Patient Safety, and Outcomes Research.

**8.4 The Practicum Process**

**8.4.1 Practicum Planning**
Prior to selecting their practicum experiences, students must complete the following steps that will aid in identifying goals, strengths and competencies that align with the students’ career goals. For each practicum experience, students will need to identify five competencies to address. Students can familiarize themselves with available practicum opportunities by exploring resources such as the Practicum Opportunity Site [https://my.jhsph.edu/Resources/SearchTools/pos](https://my.jhsph.edu/Resources/SearchTools/pos) and SOURCE listings ([source.jhu.edu](http://source.jhu.edu)).

1. Complete 300.615.81: Tools of Public Health Practice course (includes a pre-assessment of current perceived strengths and opportunities for further development).
2. Complete practicum section of the MPH Goals Analysis. See pages 46-47 for more details about the Goals Analysis and further information.

**8.4.2 Steps for Completing the Practicum Experience**
Students must submit and have a Practicum Learning Plan approved prior to initiating a practicum experience.

*Steps to completing a Practicum Experience*

1. Identify a practicum opportunity either through personal discussions, individual networks, or by searching the Practicum Opportunity Site listings.
2. If you choose a course with a practicum component, register for the course and submit a Practicum Learning Plan to the practicum team. Students in courses can then skip to Complete and Submit a Final Report (step 10).
3. Share the **MPH Practicum Information for Preceptors** document with potential preceptor.
4. Complete the Practicum Learning Plan with your Preceptor. The Practicum Learning 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. Submit the Practicum Learning Plan.
6. Receive approval of the practicum opportunity. **Approval must be received prior to the student beginning the experience and prior to registration for practicum credits.**
7. Register for credits. See registration information on page 54 for more details.
8. Begin practicum experience.
9. Complete and submit a Progress Report at the mid-point of the practicum experience (both student and preceptor complete a Progress Report).
10. Complete and submit a Final Report (both student and preceptor complete a Final Report). Final reports are due 2 weeks after completion of the practicum experience. **Note: If the practicum experience ends during 4th term, the Final Report is due no later than May 1, 2019.**


* All forms and reports are accessible at the Practice Office website: http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/forms-and-documents.html

8.4.3 Registering for Practicum Credits
Students are required to register a minimum of 3 credits for their practicum experience. The registration process will vary depending on the practicum experience.

**JHSPH course with an approved practicum component**

1. Register for the course through searching for the course in SIS. You do not need to register for any additional credits. Practicum hours are pre-determined. You can review the approved practicum courses and corresponding practicum hours on page 54.
2. You will be graded by the course faculty after the completion of the course.

**Customized Practicum with Outside JHSPH preceptor**

1. Receive approval for your practicum learning plan.
2. Register for practicum credits in SIS using code PH.550.895.
   (PH.551.895 if completing practicum with a SOURCE partner)
3. Register for credits depending on how many hours per week you will work on the practicum in one term. For further clarification about credits, see “8.4.4 Calculating Credits for Customized Practicum Experiences”.

**Customized Practicum with JHSPH faculty preceptor**

1. Receive approval for your practicum learning plan.
2. Search for the faculty preceptor’s department number in SIS. The list of department numbers is listed below.
3. Select the 6-digit code only (and not the additional “.000, .001, etc.”).
4. Find your faculty preceptor in the list of names.
5. Register for credits depending on how many hours per week you will work on the practicum in one term. For further clarification about credits, see “8.4.4 Calculating Practicum Credits for Customized Practicum Experiences”.
List of Departmental Special Study Numbers (PH.xxx.895) with JHSPH faculty member

<table>
<thead>
<tr>
<th>Practicum Supervisor’s Department</th>
<th>MPH Practicum Special Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>120.895</td>
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<td>Biostatistics</td>
<td>140.895</td>
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<tr>
<td>Environmental Health &amp; Engineering</td>
<td>186.895</td>
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<td>Epidemiology</td>
<td>340.895</td>
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<tr>
<td>Health, Behavior &amp; Society</td>
<td>410.895</td>
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<tr>
<td>Health Policy &amp; Management</td>
<td>300.895</td>
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<tr>
<td>International Health</td>
<td>220.895</td>
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<tr>
<td>Mental Health</td>
<td>330.895</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.895</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>380.895</td>
</tr>
</tbody>
</table>

8.4.4 Calculating Credits for Customized Practicum Experiences

As a general rule, you will register for 1 credit per term for every 4 hours per week of practicum work. For example, if your practicum project takes about 8 hours per week for one term, then you will register for 2 credits for that term. Another way to think about this is to register for one credit for each 32 hours of total practicum work. Students are required to register a minimum of 3 credits for their practicum experience.

In other words, for one term:

- 32 practicum hours (4 hours per week) = 1 credit
- 64 practicum hours (8 hours per week) = 2 credits
- 96 practicum hours (12 hours per week) = 3 credits*

*Tools of Public Health Practice course will earn students 10 practicum hours.

8.5 Practicum Requirement for Specific Programs and Dual Degrees

General Preventive Medicine and the Occupational Medicine residents must complete a practicum separate from their clinical rotations and residency training activities. Students can elect to complete a practicum during their MPH program year, or apply rotation activities completed during the second year of the GPMR/OMR residency, assuming they meet all practicum requirements. All GPMR/OMR students must submit a practicum learning plan and receive approval by the MPH practicum team before starting their practicum, and must adhere to the same practicum requirements as all other MPH students. All students must complete the Practicum Final Report upon completion of their practicum. If reporting on activities during the MPH program, **Final Reports are due May 1, 2019.** If reporting on activities during the second year of the GPMR/OMR program, **Final Reports are due May 1, 2020.**
MSN/MPH students fulfill the practicum requirement by completing NR.500.602 Public Health Nursing Theory and Practice. All MSN/MPH students will need to submit a practicum learning plan prior to beginning the course, indicating that they will be utilizing this to fulfill their MPH practicum requirement. Upon completing the course, MSN/MPH students must complete the Practicum Final Report to summarize their activities. If the student ends his/her program in December, Final Reports are due December 1, 2019. If the student ends his/her program in August, Final Reports are due August 1, 2020.

MBA/MPH students pursue a summer internship during the first summer of their program. The summer internship experience may fulfill the MPH practicum requirement, upon approval from the practicum team. MBA/MPH students do not need to register for practicum credit for summer internships. MBA/MPH students may also choose to follow the same process as all other MPH students. Final Reports are due March 1, 2020.

MSW/MPH students are required to complete an extensive supervised field experience as part of the dual degree program. This experience may fulfill the MPH practicum requirement, upon approval from the practicum team. Activities completed prior to matriculation to the MPH program do not count towards the MPH practicum requirement (i.e. only activities during the MPH program or during the second year of the MSW program may fulfill the MPH practicum requirement, upon approval from the practicum team). 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 same process as all other MPH students. If reporting on activities during the MPH program, Final Reports are due May 1, 2019. If reporting on activities during the second year of the MSW program, Final Reports are due May 1, 2020.

JD/MPH students must complete the MPH practicum during the 11-month MPH program and must follow the same process as all other MPH students. Final Reports are due May 1, 2019.

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 and the practicum is an applied public health experience. However, the two requirements can be linked. The practicum experience may include group projects while the capstone must be an individual effort. Students are encouraged to link the practicum and capstone requirements when appropriate. If a student is interested in linking the requirements, the student should discuss this as early as possible with their Faculty Academic Advisor, Capstone Advisor, and the MPH Practicum Coordinator to ensure that a linkage is appropriate and that the two requirements are distinct. For more information and examples of capstone and practicum linkages, please visit: http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-linked-to-capstone.html.
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. Leads coordination of tracking the student practicum experience. Also assists and supports the development and implementation of practicum opportunities, including recruitment of partners and others in the School.

Paulani Mui, Practicum Coordinator, Office of Public Health Practice  
615 North Wolfe Street, W1504, Baltimore, MD 21205, (410) 502-8952; practice@jhu.edu

**MPH Academic Coordinators** – Serve as main contacts for the MPH program. Also serve as additional contacts for the MPH practicum, and coordinate and assist with training and educational materials on practicum experience for students, preceptors, and faculty.

Janet Carn, MPH Academic Coordinator for Full-Time Students  
Katie Cruit, MPH Academic Coordinator for Part-Time Students  
615 North Wolfe Street, W1015, Baltimore, MD 21205, (410) 955-1291; JHSPH.mphprog@jhu.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.  
615 North Wolfe Street, W1600, Baltimore, MD 21205, (410) 955-3880; source@jhu.edu; source.jhu.edu

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/)
- **SOURCE Working with the Community Online Modules**. Series of online training modules that prepare students for community engagement. Topics focus on ways to form equitable partnerships with community-based organizations (CBOs), the history between Baltimore and JHU, and working with diverse communities.  
PRACTICUM APPENDIX A

Example Timelines:
**Please note these are just examples, and there are many possible timelines for your practicum. Some opportunities involve an application process during 1st term (e.g. Baltimore Community Practicum and PHASE Internship).**

Example 1: Customized practicum
- September – October: Search for potential practicum opportunity with a local organization
- October 15 – November 15: Begin conversation with local non-profit, provide non-profit with MPH Practicum Information for Preceptors, discuss potential projects
- November 20: Complete the Practicum Learning Plan with non-profit. Submit completed Practicum Learning Plan online for approval.
- November 27: Receive approval for the customized practicum project
- November 27: Register for practicum
- December 2 – April 15: Complete project
  - February 1: Submit Progress Report (both student and preceptor)
  - April 15: Submit Practicum Final Report (both student and preceptor)
  
  Total Practicum Hours = 100

Example 2: JHSPH course with an approved practicum component
- September – October: Search for JHSPH courses with an approved practicum component
- October 18: Register for 2nd term course: Public Health Practice, PH.305.607
- October 29: Complete and submit online Practicum Learning Plan
- October 29 – December 21: Complete course requirements and evaluations
- December 21: Complete and submit Practicum Final Report
  
  Total Practicum Hours = 90 (Note: with the 10 hours from the Tools for Public Health Practice course, this student will meet the MPH practicum requirement)

Example 3: Combination of Options
Students can combine options to meet the 100 hours requirement. An example timeline for combining options is described below:
- August - September: Search for potential practicum opportunities. Decide to complete 3rd term course Health Impact Assessment and an intensive winter break practicum.
- September - October: Search and apply for international experiences through networking with faculty and colleagues and searching the Practicum Opportunity Site.
- October - November: Accepted for an international experience. Complete Practicum Learning Plan with organization. Submit completed online Practicum Learning Plan
- November: Receive approval for the intensive winter break practicum
- January 2 – January 18: Complete intensive winter break practicum overseas
- January 11: Register for 3rd term course: Health Impact Assessment
- January 22: Complete and submit Practicum Learning Plan for HIA course
- January 22 – March 15: Complete HIA course requirements and evaluations
- January 30: Submit Practicum Final Report (both student and preceptor) for the intensive winter break experience
- March 15: Submit Practicum Final Report for the HIA course
  
  Total Practicum Hours = 105 (Winter Experience = 80 hours, Course = 25)
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 project is done under the direction of a faculty member, the MPH capstone advisor. After identifying their capstone advisor and capstone topic in December, students are expected to communicate regularly with their capstone advisor about their progress. The iterative process between a student and capstone advisor is an important component in the development and completion of the written project. Please see the capstone completion timeline for specific deadlines. 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. The capstone advisor must have a primary or joint appointment in the School of Public Health. Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at https://www.jhsph.edu/faculty/directory/list/. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

Capstone Paper
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
- It is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages) not including references, tables and figures.

For additional support for Capstone Projects, please see page 64.

Students who elect an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration. The concentration faculty and guidelines will provide detailed instructions (see the Customized/Concentrations Appendix A).

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 11, 2019 for these presentations 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. Please note that presentations at alternate venues must be prior to May 11, 2019. Also note that the oral capstone presentation cannot be a poster presentation at a professional meeting.
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. Students also are encouraged to link the practicum and capstone requirements when appropriate. 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. *(continued on next page)*
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_1GrF6WBUCNFZCV6. This worksheet will indicate the additional steps (if any) required to properly document IRB approval of your project.

The IRB submission deadline is Thursday, November 29, 2018. For students doing field experiences in January 2019, the IRB submission deadline is Friday, November 9, 2018.

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/offices-and-services/institutional-review-board/student-projects/ (click “Student IRB Manual” at this link). This online IRB Office publication is your first step in learning more about the IRB process.
- IRB Worksheet at http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUCNFZCV6

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 (jcarn1@jhu.edu) and part-time students should contact Katie Cruit (kcruit@jhu.edu).

• Additional assistance is available from Thomas Bradsher at the IRB Office (tbradsher@jhu.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 14, 2018** and **October 31, 2018**.

**Step 2: Determine with your capstone advisor whether the project involves “human subjects research” (HSR).** If your capstone will involve project data, you should complete the online ‘IRB Worksheet’ ([http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBuGcNFZCV6](http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBuGcNFZCV6)) 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 type of project you are doing (i.e. literature review, program evaluation, etc). The due date is **November 29, 2018**. ([http://jhsph.co1.qualtrics.com/jfe/form/SV_9QagYWsO42CU08R](http://jhsph.co1.qualtrics.com/jfe/form/SV_9QagYWsO42CU08R))

**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 8, 2019**.

**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 15, 2019**.
**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 drop box two weeks later. The final draft due date is **April 12, 2019**.

**Step 7: Submit final approved paper to the CoursePlus drop box.**
Submit the final, approved paper to the drop box. Your capstone advisor will submit an online approval directly to the MPH office. The due date is **April 29, 2019**.
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 11, 2019**.

**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.

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**Capstone Project Information Sessions**

**Tuesday, August 14, 2018:** Intro. to MPH Studies: Capstone Information Session (1)
11:00-12:00 pm, Sommer Hall

**Wednesday, October 31, 2018:** Intro. to MPH Studies: Capstone Information Session (2)
12:00-1:20pm, Sommer Hall

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**Capstone Project Timeline**

<table>
<thead>
<tr>
<th>Step</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Capstone Information Form</td>
<td>By November 29, 2018</td>
</tr>
<tr>
<td>Submit final capstone outline to capstone advisor</td>
<td>By February 8, 2019</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>By March 15, 2019</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By March 15, 2019</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By April 12, 2019</td>
</tr>
<tr>
<td>Upload approved final paper to drop box</td>
<td>By April 29, 2019</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>Saturday, May 11, 2019</td>
</tr>
<tr>
<td>Alternate venue presentation (Must be approved by your capstone advisor to present in an alternate venue)</td>
<td>May 11, 2019 – Deadline for completion of the oral presentation and submission of the Alternate Venue Approval Form by capstone advisor.</td>
</tr>
</tbody>
</table>
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.

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://www.jhsphs.edu/faculty/directory/list/](http://www.jhsphs.edu/faculty/directory/list/). 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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<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.800</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.800</td>
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<tr>
<td>Environmental Health &amp; Engineering</td>
<td>PH.186.800</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.800</td>
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<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.800</td>
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<td>Health Policy &amp; Management</td>
<td>PH.300.800</td>
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<td>PH.330.800</td>
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<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>
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</tbody>
</table>

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 project completion, the student should register for these as special studies research credits (typically totaling 1-3 credits in the term that the work is completed) with your capstone advisor after obtaining his or her approval.

### Special Studies/Research course numbers (Optional for Terms 1-3)

(1-3 credits optional, must be approved by your capstone advisor)

<table>
<thead>
<tr>
<th>Capstone advisor’s department</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.840</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.840</td>
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<td>Environmental Health &amp; Engineering</td>
<td>PH.188.840</td>
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<td>Epidemiology</td>
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<td>Health, Behavior &amp; Society</td>
<td>PH.410.840</td>
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<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.840</td>
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<tr>
<td>International Health, Health Systems</td>
<td>PH.221.840</td>
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<td>International Health, Human Nutrition</td>
<td>PH.222.840</td>
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<tr>
<td>International Health, Disease Control</td>
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<td>International Health, Social &amp; Behavioral</td>
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<td>Molecular Microbiology &amp; Immunology</td>
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<td>Population, Family &amp; Reproductive Health</td>
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</table>
Resources/Support for Capstone Projects

**Capstone Teaching Assistants**

<table>
<thead>
<tr>
<th>Available 3rd and 4th terms</th>
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<tbody>
<tr>
<td>• In the areas of: biostatistics, epidemiology, ethics, health policy and social &amp; behavioral sciences</td>
</tr>
<tr>
<td>• Provide Assistance with items such as data analysis, content, and thinking through your project</td>
</tr>
<tr>
<td>• Office hours available for in-person or Skype appointments</td>
</tr>
</tbody>
</table>

*Informationist – Welch Medical Library (please see Section 3.14 of the blue pages for more information)*
Donna Hesson, MLS
Public Health Informationist
Welch Office 209
dhesson@jhmi.edu
410-955-3028

*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/](http://welch.jhmi.edu/welchone/).

*Guide for Writing and Designing the Oral Presentation*
This guide can be found at [https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html](https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html) (Located under Step 6: Give an oral presentation of your project).

*JHSPH 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. [https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html](https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html) (Located under Step 5: Work on the project and paper)

For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style ([http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)), or the American Psychological Association Style Guide to Electronic References ([http://www.apa.org/pubs/books/4210512.aspx](http://www.apa.org/pubs/books/4210512.aspx)).

*Examples of Capstone Experience Projects from Previous Years*
Examples of projects from previous years are available online at [https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/#capstone](https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/#capstone). 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:*

*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.
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 Winter 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 $2,000/international awards) or group field experiences involving multiple students ($6,000 per group project/$2,000 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 each submit a 2-page written summary of their experiences and also present a poster at the 10th Annual Global Health Day on Thursday, March 28, 2019.

<table>
<thead>
<tr>
<th>Key Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday, September 10, 2018:</strong> 4:00pm: MPH Field Experience Fund Award Information Session</td>
</tr>
<tr>
<td><strong>Friday, October 12, 2018:</strong> MPH Field Experience Fund Award Applications Due</td>
</tr>
<tr>
<td><strong>Friday, November 9, 2018:</strong> Deadline for IRB submission for field experiences taking place during the January intersession and requiring IRB approval</td>
</tr>
<tr>
<td><strong>Thursday, March 28, 2019:</strong> Global Health Day at JHSPH</td>
</tr>
</tbody>
</table>
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.jhsphe.edu/courses

A.1. MPH Customized Program of Study ................................................................. 2-3
A.2. Aging in Public Health .................................................................................. 4-6
A.3. Child & Adolescent Health ........................................................................ 7-9
A.5. Food, Nutrition, & Health .......................................................................... 12-13
A.7. Global Environmental Sustainability & Health ......................................... 16-17
A.8. Humanitarian Health .................................................................................. 18-20
A.11. Infectious Diseases .................................................................................... 26-27
A.13. Women’s & Reproductive Health ............................................................... 30-31
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. In addition to working with their advisor, 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 School of Public Health faculty, Department, or Center 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 or Tuesday 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 capstone-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 capstone-in-progress format provides the opportunity for students to network with each other, 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; stonasc1@jhu.edu
John McGready, PhD, Associate Scientist, Biostatistics, x 4-9405; jmcgrea1@jhu.edu
Marie Diener-West, PhD, Professor, Biostatistics, x2-6894, mdiener@jhu.edu
A.2. MPH CONCENTRATION
AGING & PUBLIC HEALTH (APH)

**Educational Objectives:**
We now recognize that risk factors and precursors to chronic diseases of aging begin in mid-life, years before they are observed, and often co-occur leading to multi-morbidities. The MPH concentration in Aging and Public Health (APH) is designed for students seeking training in quantitative research methods who would like exposure to a multi-systems approach to the study of aging. Students are offered perspectives and methods of studying the aging individual (brain systems, body, & mind), the environments in which they age (home, work, neighborhoods, health care), and interventions that target these systems to delay and treat the progression of chronic diseases, including but not limited to dementias, disability, frailty, and cardiovascular disease. The research methodologies covered by this training are translatable to the study of specific chronic diseases that affect older adults disproportionally. The goal of this concentration is to help students integrate coursework with direct participation in practicum experiences and in the design, conduct and/or analysis of existing, ongoing, or new observational, clinic, and intervention studies of aging.

To enhance interdisciplinary training and practice, this concentration will augment MPH core course work with opportunities for study group meetings, journal clubs, seminars, and works in progress meetings in which to present research hypotheses, plans for data analyses, and preliminary results in preparation for the Capstone and for manuscript development. Faculty supporting the APH Concentration span the Departments of Biostatistics, Epidemiology, Health, Behavior & Society, Health Policy & Management, Mental Health, Population, Family, and Reproductive Health, the Center on Aging and Health (COAH) and the Center for Innovative Care in Aging in the School of Nursing. In addition, this concentration is coordinated in collaboration with the Certificate in Gerontology and is distinguished by the inclusion of a concentration seminar course, broader array of course offerings and specialized foci, and the incorporation of opportunities for practica, as required by the MPH program. Student may be enrolled in both the Concentration and the Gerontology Certificate program.

**Course of Study:**
Students in this concentration will take at least 19 credits that include a research in aging seminar, 5 core courses and additional elective courses, below, that allow the students to focus their interests in aging and public health. The Research and Translation in Aging Seminars will provide students with general research skill development, promote critical thinking, oral communication skills, and knowledge of issues integral to interdisciplinary aging research and progress to Research in Progress (RIP) meetings as a forum for students to share their developing Capstone paper ideas, learn about available data sets and studies, discuss quantitative methods, offer and receive feedback, and network.

Students can elect to target subspecialties offered by core faculty that integrate biologic, epidemiologic and clinical sciences and quantitative assessment methods related to observing and intervening on age-related changes in:

1. cognitive and physical functions
2. auditory, visual, and vestibular systems
3. health care and policy
4. health disparities
5. women’s health
6. aging in the workplace
In order to complete the concentration requirements, students must earn a grade of C or higher in each course.

Students are required to complete the following course*:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>380.604.01</td>
<td>Life Course Perspectives on Health <em>(on-site or online)</em> (Hughes)</td>
<td>4</td>
<td>1st term</td>
</tr>
<tr>
<td>309.605.01</td>
<td>Health Issues for Aging Populations</td>
<td>3</td>
<td>1st term</td>
</tr>
<tr>
<td>OR</td>
<td>309.607.01 Innovations in Health Care for Aging Population</td>
<td>3</td>
<td>2nd term</td>
</tr>
<tr>
<td>410.615.01</td>
<td>Research Design in the Social and Behavioral Sciences</td>
<td>3</td>
<td>2nd term</td>
</tr>
<tr>
<td>AND</td>
<td>340.616.01 Epidemiology of Aging</td>
<td>3</td>
<td>4th term</td>
</tr>
<tr>
<td>330.623.01</td>
<td>Brain and Behavior</td>
<td>3</td>
<td>4th term</td>
</tr>
</tbody>
</table>

Students are encouraged to elect to take any of the following courses to focus their concentration*:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>380.603</td>
<td>Demographic Methods for Public Health <em>(onsite or online)</em></td>
<td>4</td>
<td>2nd term on site 3rd term online</td>
</tr>
<tr>
<td>120.627.01</td>
<td>Stem Cells and the Biology of Aging and Disease</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>140.682.01</td>
<td>Principles and Methods of Functional Neuroimaging I</td>
<td>4</td>
<td>3rd term</td>
</tr>
<tr>
<td>260.665.01</td>
<td>Biological Basis of Aging</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>340.730.01</td>
<td>Assessment of Clinical Cardiovascular Disease</td>
<td>2</td>
<td>3rd term</td>
</tr>
<tr>
<td>380.666.01</td>
<td>Women's Health</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>330.607</td>
<td>Prevention of Mental Disorders: Public Health Interventions <em>(onsite or online)</em></td>
<td>3</td>
<td>3rd term on site 4th term online</td>
</tr>
<tr>
<td>340.699</td>
<td>Epidemiology of Sensory Loss in Aging</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>330.618.01</td>
<td>Mental Health in Later Life <em>(biennially offered)</em></td>
<td>3</td>
<td>4th term</td>
</tr>
<tr>
<td>330.639.01</td>
<td>Intersection of Mental and Physical Health</td>
<td>3</td>
<td>4th term</td>
</tr>
</tbody>
</table>

**Competencies:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate how the biology of aging influences late-life vulnerability.</td>
<td>330.623.01 Brain &amp; Behavior in Mental Disorders</td>
</tr>
<tr>
<td>2. Identify life course [and interdisciplinary] perspectives for studying aging systems.</td>
<td>380.604.01 Life Course Perspectives On Health</td>
</tr>
<tr>
<td>3. Determine appropriate research methods that account for the complexities associated with the study of aging adults.</td>
<td>340.616.01 Epidemiology of Aging AND 410.615.01 Research Design in the Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>4. Assess interventions and policy to improve the health of diverse aging populations.</td>
<td>309.607.01 Innovations in Health Care for Aging Populations OR 309.605.01 Health Issues for Aging Populations</td>
</tr>
<tr>
<td>5. Develop communication skills to support the translation of research for practice and policies for the health of diverse aging populations.</td>
<td>Research and Translation in Aging Seminar [currently listed as Special Studies]</td>
</tr>
</tbody>
</table>
Capstone Experience

The MPH capstone experience in Aging and Public Health is designed to give students an opportunity to apply and integrate coursework with practicum and research. Preparation for the Capstone experience will start near the end of the 1st term and be integrated throughout the year. In the 2nd, 3rd and 4th terms, the Research and Translation in Aging Seminar is required for informal discussions of issues relevant to public health research and research in progress sessions. The final product will be a written paper based on one of the two approaches, listed below. **Capstone Option 2 requires that students take the 621-623 (or higher) Biostatistics.** Students may also take relevant research methods or mixed methods courses, as appropriate.

Students may choose a Capstone project that addresses an important question in aging and that is approved by the student's advisor and the concentration directors. Options include:

1. Comprehensive literature review. The student will prepare a comprehensive review of the literature on a specific topic in aging research using systematic methods for searching, screening, and inclusion of articles.

2. Research Report. The student will use an available data set to conduct analyses to examine a specific question relevant to aging.

**MPH Advising Credits:**

Capstone Special Studies Credits: A total of 3 credits of research special studies (XXX.840 - one each in 2nd, 3rd and 4th terms) will be allotted to this activity under the direction of the student’s Capstone advisor.

In the 4th term, students are required to register for the 2-credit MPH Capstone Course (XXX.800) and will present the work in a short oral presentation in a special MPH Capstone symposium in May.

**Concentration Faculty Advisors**

Michelle C. Carlson, PhD, Professor, Department of Mental Health, mcarlo2@jhu.edu; 410-614-4887
Qian-Li Xue, PhD, Associate Professor, Departments of Medicine, Biostatistics, Epidemiology, qxue1@jhu.edu; 410-502-7808
A.3. MPH CONCENTRATION
CHILD & ADOLESCENT HEALTH

Educational Objectives:
The MPH concentration in Child & Adolescent Health (CAH) focuses on understanding 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 families. Students participating in the CAH concentration will be assigned an academic advisor with similar interests and will be assisted in developing an understanding in these critical areas based on their coursework, their capstone, and the required concentration seminars:

1) The concept of child/adolescent health, and the determinants of child and adolescent health status, 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 child survival strategies, primary health care, and health promotion and disease prevention efforts.

Students are required to complete a total of 6 courses for the CAH concentration. The minimum number of academic units 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:

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>A.</td>
<td>Determinants of Child and Adolescent Health and Development: <strong>one</strong> course from the following</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>PFRH</td>
<td>380.604 (81)</td>
<td>Life Course Perspectives on Health</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.744.81</td>
<td>Nutrition and Growth in Maternal and Child Health</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.642.81</td>
<td>Child Health and Development</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.623.81</td>
<td>Adolescent Health and Development</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.725.01</td>
<td>The Social Context of Adolescent Health and Development</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.742.01</td>
<td>Family-Health, Public Health, and Policy</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>B.</td>
<td>Specific Health Problems of Children and Adolescents: <strong>one</strong> course from the following</td>
<td></td>
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<tr>
<td>IH</td>
<td>223.663.01</td>
<td>Infectious Diseases and Child Survival</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>IH</td>
<td>380.640.01</td>
<td>Children in Crisis</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>IH</td>
<td>223.680.01</td>
<td>Global Disease Control Programs &amp; Policies <em>(Be aware of prerequisites)</em></td>
<td>4</td>
<td>C, I</td>
</tr>
<tr>
<td>IH</td>
<td>223.680.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IH</td>
<td>221.627.01</td>
<td>Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.765.81</td>
<td>Preventing Infant Mortality and Promoting the Health of Women, Infants and Children</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>C.</td>
<td>Special Studies in Child Health in 2nd and 3rd Terms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Choose department of academic advisor*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IH</td>
<td>223.840.01</td>
<td>Special studies and Research IH, Disease Control (Terms 1 - 4)</td>
<td>1 (2nd and 3rd terms)</td>
<td>C</td>
</tr>
<tr>
<td>PFRH</td>
<td>380.840.01</td>
<td>Special studies and Research PFRH (Terms 1 -4)</td>
<td>1 (2nd and 3rd terms)</td>
<td>C, C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>
D. Additional Child and Adolescent Health Concentration Courses: at least two of the following

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td><strong>IH 222.641.60</strong></td>
<td>Principles of Human Nutrition* (conflicts with Life Course, 1st term)</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>1st Term</td>
<td><strong>IH 222.657.01</strong></td>
<td>Food and Nutrition Policy</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>1st Term</td>
<td><strong>HPM 305.610.01</strong></td>
<td>Issues in Injury and Violence Prevention</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>1st Term</td>
<td><strong>HBS 410.656.01</strong></td>
<td>Entertainment Education for Behavior Change and Development</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>IH 222.642.01</strong></td>
<td>Assessment of Nutritional Status ((Prerequisite previous biology or nutrition course or IH 222.641)</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>PFRH 380.624.81</strong></td>
<td>Child Health and Development</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>PFRH 380.662.01</strong></td>
<td>Critiquing the Research Literature in Maternal, Neonatal &amp; Reproductive Health</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>PFRH 380.720.01</strong></td>
<td>Masculinity, Sexual Behavior &amp; Health: Adolescence &amp; Beyond</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>PFRH 380.740.81</strong></td>
<td>Nutrition Programs, Policy and Politics in the US: The Impact on Maternal, Child and Family Health</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>IH 223.662.01</strong></td>
<td>Vaccine development and assessment</td>
<td>4</td>
<td>C, I</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>IH 221.645.01</strong></td>
<td>Large Scale Effectiveness Eval of Health Programs</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>2nd Term</td>
<td><strong>PFRH 301.627.01</strong></td>
<td>Understanding and Preventing Violence</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>HBS 410.654.01</strong></td>
<td>Health Communication Programs II: Implementation &amp; Evaluation (multiterm 3rd [410.654] and 4th)</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>IH 222.655.01</strong></td>
<td>Nutrition and Life Stages</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>PFRH 380.611.01</strong></td>
<td>Fundamentals of Program Evaluation</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>PFRH 380.625.01</strong></td>
<td>Attitudes, Programs, &amp; Policies for Children w/ Special Health Care Needs</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>IH 222.647.01</strong></td>
<td>Nutrition Epidemiology</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>IH 223.687.01</strong></td>
<td>Vaccine Policy Issues</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>EHE 180.655.01</strong></td>
<td>Baltimore Food Systems: a Case Study of Urban Food Environments</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>MH 330.674.01</strong></td>
<td>Suicide As a Public Health Problem</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>3rd Term</td>
<td><strong>HBS 410.752.01</strong></td>
<td>Children, Media and Health</td>
<td>3</td>
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<tr>
<td>3rd Term</td>
<td><strong>HBS 410.655.01</strong></td>
<td>Health Communication Programs II: Implementation &amp; Evaluation (multiterm 3rd [410.654] and 4th)</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>4th Term</td>
<td><strong>IH 221.645.81</strong></td>
<td>Large Scale Effectiveness Eval of Health Programs</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>4th Term</td>
<td><strong>IH 222.649.01</strong></td>
<td>International Nutrition</td>
<td>3</td>
<td>C, I</td>
</tr>
<tr>
<td>4th Term</td>
<td><strong>PFRH 380.721.01</strong></td>
<td>Schools and Health</td>
<td>3</td>
<td>C</td>
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<tr>
<td>4th Term</td>
<td><strong>PFRH 380.747.81</strong></td>
<td>International Adolescent Health</td>
<td>3</td>
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<tr>
<td>4th Term</td>
<td><strong>PFRH 380.749.01</strong></td>
<td>Adolescent Sexual and Reproductive Health</td>
<td>3</td>
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<tr>
<td>4th Term</td>
<td><strong>PFRH 380.762.81</strong></td>
<td>HIV Infection in Women, Children and Adolescents</td>
<td>4</td>
<td>I</td>
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<tr>
<td>4th Term</td>
<td><strong>MH 330.640.01</strong></td>
<td>Childhood Victimization: A Public Health Perspective</td>
<td>3</td>
<td>C</td>
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<tr>
<td>4th Term</td>
<td><strong>IH 222.654.01</strong></td>
<td>Food Culture and Nutrition</td>
<td>4</td>
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<tr>
<td>4th Term</td>
<td><strong>HBS 410.682.01</strong></td>
<td>Integrating Children’s Mental Health and Primary Care: A Social and Behavioral Science Perspective</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>4th Term</td>
<td><strong>MH 330.674.81</strong></td>
<td>Suicide As a Public Health Problem</td>
<td>3</td>
<td>I</td>
</tr>
</tbody>
</table>
*Concentration Seminar Lectures will occur throughout all four terms and a calendar will be given to students at the beginning of each term. However special studies course registration will only be for the second and third terms.

**Capstone Experience:** The MPH capstone in CAH involves application of 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. It has both a written and oral-presentation component and several options are available to complete this requirement. During the CAH noon seminars, we will periodically focus on capstone progress and students are required to register for the 2-credit MPH Capstone Course (xxx.800) in the 4th term.

**Faculty Concentration Directors:**
Andrea Ruff, MD, Associate Professor, International Health, x 5-1633; aruff1@jhu.edu
Susan Gross, PhD, MPH, Assistant Scientist, Population, Family & Reproductive Health, x 4-5066; sgross@jhu.edu
A.4. 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 must obtain a grade of B or better in Principles of Epidemiology during the summer term in order to elect the
concentration. All students are required to complete and obtain a passing grade (minimum of C) in the subsequent four-term
sequence in biostatistics and three terms of epidemiology.

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
340.753 Epidemiologic Methods III (5 credits) – 3rd term

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
140.623 Statistical Methods in Public Health III (4 credits)* – 3rd term
140.624 Statistical Methods in Public Health IV (4 credits) - 4th term (Prerequisite: 140.621, 140.622 and 140.623 OR 140.611, 140.612,
140.613, 140.614, AND 140.620)

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):

- 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)
- 340.643 Introduction to Clinical Trials (3 credits) – 2nd term [Internet – 1st] (Prereq: 340.601 or 340.751)
- 340.717 Health Survey Research Methods (4 credits) – 2nd term (Prerequisite: 340.601 or 340.751; 140.621 or 40.651)
- 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)
- 340.715 Problems in the Design of Epidemiologic Studies (5 credits) - 4th term (Prerequisites: 340.751-753, 340.863)
- 340.680 Environmental & Occupational Epidemiology (4 credits) - 4th term
- 380.603 Demographic Methods for Public Health (4 credits) - 2nd term [Internet – 3rd term]
- 380.650 Fundamentals of Life Tables (4 credits) - 3rd term (Prereqs: 380.603 and 380.600 recommended)
- 380.651 Methods and Measures in Population Studies (4 credits) - 4th term (Prereqs: 380.650, 380.600 recommended)
- 340.600 Stata Programming (2 credits) - 4th term (Prerequisites: 340.751-752; 140.621-622 or 140.651-632)

**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 student must register for a total of 3 credits of research special studies (xxx.840) (1 credit each in the 1st, 2nd and 3rd terms) under the direction of the student’s academic advisor, capstone advisor or other concentration-affiliated faculty.** There will be required group seminars for informal discussion of issues relevant to public health research and capstone research in progress sessions. The final product will be a written paper based on a student’s research question of interest and corresponding multivariable data analysis. The student’s capstone 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 12:15-1:20 pm** 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:**
Rosa M. Crum, MD, Professor, Epidemiology, x4-2411; rcrum1@jhu.edu
Marie Diener-West, PhD, Professor, Biostatistics, x2-6894; mdiener@jhu.edu
A.5. 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, implementation and evaluation 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).

* If a student has significant prior background in nutrition, they should speak with Drs. Caulfield or Guallar about building a specific plan to meet the requirements.

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)

Students are required to complete two of the following “core” courses:
222.641 Principles of Human Nutrition* (4 credits) – 1st term (Prereq: basic background in bio/medical sciences)
222.642 Assessment of Nutritional Status (3 credits) – 2nd term (Prereq: 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
222.644 Cellular Biochemistry of Nutrition (3 credits) – 2nd term
222.651 Nutrients of Biological Systems (2 credits) – 3rd term (Prerequisite: Previous coursework in biochemistry and/or 222.644)
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 Waterborne Diseases* (3 credits) – 3rd term
182.649 International Nutrition (3 credits) – 4th term [Internet-4th term]
222.654 Food, Culture, and Nutrition (4 credits) – 4th term (Consent required for all students)
222.661 Designing Healthy Diets (2 credits) – 4th term (Prerequisite: 222.641 and either 222.642 or 222.647)
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)
380.744 Nutrition & Growth in Maternal & Child Health (3 credits) – 1st term, Online only
380.740 Nutrition Programs, Policies and Politics in the United States: Impact on Maternal, Child and Family Health (3 credits) – 2nd term, Online only
180.622 Seafood and public health: from production to consumption (2 credits) – 1st term
180.620 Food systems and public health (4 credits) – 2nd term, Online only
180.655 Baltimore Food System: A case study in urban food environment (4 credits) – 3rd term
222.630 Nutrition, Infection and Immunity (3 credits) – [Internet– 4th term]

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 3 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) – 1st term (*Prereq: basic background in bio/medical sciences*)
- 222.657 Food and Nutrition Policy (2 credits) – 1st term
- 222.642 Assessment of Nutritional Status (3 credits) – 2nd term (*Prerequisite: nutrition or biology course*)
- 222.655 Nutrition and Life Stages (3 credits) – 3rd term (*Consent required for all students*)
- 221.611 Food Security and Nutrition in Humanitarian Emergencies (2 credits) – 4th term (*Prerequisite: 222.613*)
- 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*)
- 222.630.81 Nutrition, Infection and Immunity (3 credits) – [Internet-- 4th term]

**Nutrition Epidemiology**

- 222.642 Assessment of Nutritional Status (3 credits) – 2nd term (*Prerequisite: nutrition or biology course*)
- 222.653 Food Technology and Health (3 credits) – 4th term (*Consent required for all students*)
- 222.647 Nutrition Epidemiology (3 credits) – 3rd term
- 222.655 Nutrition and Life Stages (3 credits) – 3rd term (*Consent required for all students*)
- 340.644 Epidemiology of Diabetes and Obesity (2 credits) – 4th term (*Prerequisite: 340.601 or equivalent*)
- 222.661 Designing Healthy Diets (2 credits) – 4th term (*Prerequisite: 222.641 and either 222.642 or 222.647*)
- 222.652 Nutrition in Disease Treatment and Prevention (3 credits) – 4th term, Online only (*Prerequisite: undergraduate level courses on nutrition, metabolism and physiology*)

**Food and Nutrition Policy**

- 222.641 Principles of Human Nutrition* (4 credits) – 1st term (*Prereq: basic background in bio/medical sciences*)
- 222.657 Food and Nutrition Policy (2 credits) – 1st term
- 222.642 Assessment of Nutritional Status (3 credits) – 2nd term (*Prerequisite: nutrition or biology course*)
- 222.653 Food Technology and Health (3 credits) – 4th term (*Consent required for all students*)
- 182.640 Food- and Water- borne Diseases* (3 credits) – 3rd term
- 222.647 Nutrition Epidemiology (3 credits) – 3rd term
- 222.654 Food, Culture, and Nutrition (4 credits) – 4th term (*Consent required for all students*)
- 222.661 Designing Healthy Diets (2 credits) – 4th term (*Prerequisite: 222.641 and either 222.642 or 222.647*)
- 180.622 Seafood and Public health: from production to consumption (2 credits) – 1st term
- 180.620 Food systems and public health (4 credits) – 2nd term, Online only
- 180.655 Baltimore Food System: A case study in urban food environment (4 credits) – 3rd term
- 380.740 Nutrition Programs, Policies and Politics in the United States: Impact on Maternal, Child and Family Health (3 credits) – 2nd term, Online only

**Capstone Experience:**

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

Through meetings with their advisor, and concentration meetings (to be held quarterly), students will explore their interests and options for a capstone experience. During the 3rd term, students will register for 2 credits of research special studies (xxx.840) for the capstone experience under the direction of their capstone advisor. In 4th term, students are required to register for the 2 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 x5-2786; lcaulfi1@jhu.edu

Eliseo Guallar, MD, DrPH, MPH, Professor, Departments of Epidemiology and International Health, x4-0574, eguallar@jhu.edu
**A.6. MPH CONCENTRATION**
**FOOD SYSTEMS**

**Educational Objectives:**

The MPH concentration in Food Systems and Public Health provides students with the knowledge and understanding of the relevance of the food system to public health and apply communication and/or public health policy analysis and advocacy skills to study and address the public health implications of food systems.

**Course of Study**

Students in this concentration will complete a total of at least **18 credits**.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Name</th>
<th>on-site</th>
<th>online</th>
<th>Credit units</th>
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<tbody>
<tr>
<td>180.620</td>
<td>Food Systems and Public Health</td>
<td></td>
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<tr>
<td></td>
<td><strong>All students must take the following core course:</strong></td>
<td></td>
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<tr>
<td>180.605</td>
<td>Food System Sustainability Practicum</td>
<td>4th</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>180.606</td>
<td>Case Studies in Food Production and Public Health</td>
<td>4th</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>180.655</td>
<td>Baltimore Food Systems: A Case Study of Urban Food Environments</td>
<td>3rd</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Students elect at least two courses from Group A.</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>180.611</td>
<td>The Global Environment and Public Health</td>
<td>1st</td>
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<td>4</td>
</tr>
<tr>
<td>180.622</td>
<td>Seafood and Public Health: From Production to Consumption</td>
<td>1st</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>222.657</td>
<td>Food and Nutrition Policy</td>
<td>1st</td>
<td></td>
<td>2</td>
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<td>182.640</td>
<td>Food and Water Borne Diseases</td>
<td>3rd</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>222.653</td>
<td>Food Technology and Health</td>
<td>4th</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Students elect at least one course from Group B.</strong></td>
<td></td>
<td></td>
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<tr>
<td>221.654</td>
<td>Systems Thinking in Public Health: Applications of Key Methods and Approaches</td>
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<tr>
<td>317.600</td>
<td>Intro to the Risk Sciences and Public Policy</td>
<td>1st</td>
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<td>410.620</td>
<td>Program Planning for Health Behavior Change</td>
<td>1st, WI</td>
<td>4th</td>
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<tr>
<td>317.610</td>
<td>Risk Policy, Management and Communication</td>
<td>2nd</td>
<td>4th</td>
<td>3</td>
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<tr>
<td>410.650</td>
<td>Intro to Persuasive Communications: Theories and Practice</td>
<td>WI, 2nd</td>
<td></td>
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</tr>
<tr>
<td>180.625</td>
<td>Environmental Justice: Concepts, Methods and Practice</td>
<td>3rd</td>
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Group C (con’t):

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<th>Term</th>
<th>Credits</th>
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<tr>
<td>222.654</td>
<td>Food, Culture and Nutrition</td>
<td>4th</td>
<td>4</td>
</tr>
<tr>
<td>410.663</td>
<td>Media Advocacy and Public Health: Theory and Practice</td>
<td>4th</td>
<td>3</td>
</tr>
<tr>
<td>185.600</td>
<td>One Health Tools to Promote and Evaluate Health and Sustainable Communities</td>
<td>4th</td>
<td>3</td>
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</table>

Competencies:

<table>
<thead>
<tr>
<th>Food Systems and Public Health MPH Concentration Competencies</th>
<th>Course Meeting Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Define food systems and describe inter-relationships within the food system that impact public health</td>
<td>180.620 Food Systems and Public Health</td>
</tr>
<tr>
<td>2: Characterize political, social and economic influences on food systems</td>
<td>180.620 Food Systems and Public Health</td>
</tr>
<tr>
<td>3: Evaluate opportunities to advance food system change through a public health lens</td>
<td>180.620 Food Systems and Public Health</td>
</tr>
<tr>
<td>4. Use a systems perspective to analyze and apply critical thinking to inter-relationships within the food system</td>
<td>180.655 Baltimore Food Systems: A Case Study of Urban Food Environments --OR— 180.606 Case Studies in Food Production and Public Health --OR— 180.605 Food System Sustainability Practicum</td>
</tr>
</tbody>
</table>

Capstone

The MPH Capstone experience involves applying the skills and competencies acquired during the MPH coursework to a particular food systems-related problem or to the analysis of policies and/or programs at the intersection of food, the environment and public health. Through meetings with their advisor and monthly concentration meetings, students will explore their interests and options for a capstone experience. The capstone experience may be completed in partnership with a community organization or agency, at the discretion of the student and the advisor. A list of research and project ideas for students will be provided by concentration faculty sponsors, many of which tie into projects currently underway by faculty and staff at the Johns Hopkins Center for a Livable Future, or may serve as inspiration for project ideas that align with the students’ interests and goals. In 4th 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
Keeve Nachman, PhD, MHS, Assistant Professor, Environmental Health and Engineering; 410-223-1811; knachma1@jhu.edu
Roni Neff, PhD, ScM, Assistant Professor, Environmental Health and Engineering; 410-223-1811; rneff1@jhu.edu
A.7. MPH CONCENTRATION
GLOBAL ENVIRONMENTAL SUSTAINABILITY & HEALTH

Educational Objectives:
Challenges to environmental sustainability are among the most difficult that humanity has ever faced; they 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, species extinctions and biodiversity losses, and how these, in turn, threaten human health on local, regional, and global scales.

This concentration provides students with knowledge about the drivers of global environmental change and consequences for health. In addition, students will gain skills necessary to develop appropriate responses to these challenges through qualitative research methods and behavioral change interventions. The objectives of the concentration include:

1. Acquire key knowledge of the drivers of global environmental change.
   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.

2. Evaluate possible responses to global environmental change at the local, regional, and global levels.
   a. 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.
   b. 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.

3. Develop a set of intervention skills to change behavior based on the science.
   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.
   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, Climate Change, & Public Health (4 credits) – 1st term
224.689.01 Health Behavior Change at Individual, Household and Community Levels** (4 credits) – 2nd term
188.688.01 Global Environmental Sustainability & Health Seminar (1 credit) – 2nd term (Prereq: 180.611)
188.688.01 Global Environmental Sustainability & Health Seminar (1 credit) – 4th term (Prereq: 180.611)

Students are required to take one of the following courses:
180.620.81 Food Systems and Public Health (4 credits) – 2nd term, Internet Only
180.655.01 Baltimore Food Systems: A Case Study of Urban Food Environments (4 credits) – 3rd term
180.606.81 Case studies in Food Production and Public Health—(4 credits) – 4th term, Internet
222.654.01 Food, Culture, and Nutrition (4 credits) – 4th term
Students are required to take one of the following courses:

180.651.01 Energy, Environment and Public Health (2 credits) – 3rd term
180.625.01 Environmental Justice: Concepts, Methods, and Practice (3 credits) – 3rd term
188.682.81 A Built Environment for a Healthy and Sustainable Future (3 credits), 4th term, Internet
180.653.81 Climate Change: Avoiding Conflict & Improving Public Health (3 credits), 4th term, Internet
185.600.81 One Health Tools to Promote and Evaluate Healthy and Sustainable Communities (3 credits), 4th term, Internet

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 (3 credits) – 3rd term (Prerequisite: 224.689)
221.624.81 Urban Health in Developing Countries (3 credits) – 4th term, Internet only
221.611.01 Food Security and Nutrition 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 Data Analysis (3 credits) – 4th term (Prereqs: 224.689 and 224.690)
305.684.01 Health Impact Assessment (3 credits) – 3rd 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**

This 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. The capstone can also involve participating in faculty research related to the global environment and sustainability, working with a center or research group (Center for a Livable Future, Johns Hopkins Center for Global NCD Research), working with an initiative with an environmental component (Bloomberg American Health Initiative, Alliance for a Healthier World), or collaborating with local organizations engaged in action to address these issues (SOURCE maintains a list of such organizations). 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**

Cindy Parker, MD, MPH, Assistant Scientist, Environmental Health and Engineering, (443) 287-6734, CindyParker@jhu.edu
Peter Winch, MD, MPH, Professor, International Health, (410) 955-9854, pwinch@jhu.edu
A.8. MPH CONCENTRATION
HUMANITARIAN HEALTH

Educational Objectives:

Students will have adequate knowledge and skills to be able to work effectively in the humanitarian health field—including in disasters and emergencies—whether in the context of research, program implementation, and/or policy response. Specific learning objectives are:

1. **Ethics and Human Rights:** Students will be able to demonstrate working knowledge of core humanitarian and human rights principles, treaty instruments, and codes of ethical conduct in humanitarian settings.

2. **Humanitarian Architecture:** Students will be able to demonstrate working knowledge of humanitarian architecture, including key organizations, international and UN systems, and sectors, including health, WASH, shelter, nutrition, food security, and protection.

3. **Methods and Measurement:** Students will be able to demonstrate skills in assessment, monitoring and evaluation and research relevant to humanitarian contexts—including qualitative, quantitative and mixed methods—and describe how to apply evidence generated from these approaches to inform decision making in humanitarian settings.

4. **Project Planning and Implementation:** Students will be able to demonstrate basic skills in humanitarian health project design, planning and implementation, including awareness of appropriate interventions and how to contextualize them in operational settings.

5. **Operationalization:** Students will be able to demonstrate how to critically assess and synthesize information, prioritize decisions and actions, and communicate these decisions and actions effectively.

6. **Management and Leadership:** Students will be able to demonstrate key management and leadership skills needed to function in humanitarian contexts, including developing and maintaining collaborative relationships, operating safely and effectively in humanitarian contexts, adapting and coping, maintaining professionalism, and critical judgement.

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

Course of Study:

**Required Courses, totaling eight (8) credits:**

- 221.613 Introduction to Humanitarian Emergencies (3 credits) – 1st term
- 221.639 Health Care in Humanitarian Emergencies (3 credits) – 2nd term [Internet-2nd term]
- 221.695 Seminar in Humanitarian Health (2 credits, terms 1-4)\(^1\)

**Core Electives, totaling at least four (4) credits:**

- 221.641 Measurement Methods in Humanitarian Emergencies (2 credits) – 2nd term
- 221.611 Food Security and Nutrition in Humanitarian Emergencies (2 credits) – 4th term
- 180.670 Introduction to Public Health Emergency Preparedness (3 credits) – 4th term

Remaining concentration credits may be obtained from the following elective courses:

**Health**

- 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4 credits) – 2nd term
- 221.643 Armed Conflict and Health (2 credits) – 3rd term
- 380.750 Migration and Health: Concepts, Rates and Relationships (3 credits) – 3rd term
- 221.661 Project Development for Primary Health Care in Developing Countries (4 credits) – 4th term
- 380.765 Preventing Infant Mortality and Promoting the Health of Women and Infants and Children (3 credits) – 4th term

**Mental Health**

- 330.620 Issues in Mental Health Research in Developing Countries (3 credits) – 2nd term [Internet-3rd term]
- 221.634 Stress Management for Relief Workers (2 credits)—3rd term
- 224.694 Mental Health Intervention Programming in Low and Middle Income Countries (3 credits) – 3rd term
- 221.642 Mental Health Aspects of Disasters: Public Health Preparedness and Response (2 credits) – 4th term
- 330.680 Promoting Mental and Preventing Mental Disorders in Low and Middle Income Countries (3 credits) – 4th term [Internet- 4th term]

\(^1\) Bi-weekly seminar. Students must register for all terms but will receive credit in two of the four terms.
**Nutrition**

180.620  Food Systems and Public Health (4 credits) – [Internet-2nd term]
222.649  International Nutrition (3 credits) – 4th term [Internet-4th term]

**Water and Sanitation**

182.626  Issues for Water and Sanitation in Tropical Environmental Health (2 credits) – 3rd term
182.640  Food and Water Borne Diseases (3 credits) – 3rd term

**Climate Change and Preparedness**

180.611  The Global Environment, Climate Change and Public Health (4 credits) – 1st term
180.607  Climate Change and Public Health (3 credits) – 3rd term
180.623  Infectious Disease Threats and Global Public Health Security (3 credits) – 3rd term

**Human Rights**

340.683  Human Rights in Public Health Practice (2 credits) – 3rd term
380.663  Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3 credits) – 3rd term
340.639  Assessing Epidemiologic Impact of Human Rights Violations (2 credits) – 4th term

**Management and Leadership**

221.602  Applications in Managing Health Organization in Low and Middle Income Countries (3 credits) – 1st term
221.608  Managing Non-Governmental Organizations in the Health Sector (3 credits) – 3rd term
221.614  International Political Science for Public Health Practitioners (2 credits) – 2nd term
312.610  Foundations Organizational Leadership (3 credits) – 2nd and 3rd term
380.681  Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries (4 credits) – 2nd term

**Qualitative Methods**

224.690  Qualitative Research Theory and Methods (3 credits) – 3rd term
410.631  Introduction to Community-Based Participatory Research: Principles and Methods (3 credits) – 2nd term
410.710  Concepts in Qualitative Research for Social and Behavioral Sciences (3 credits) – 2nd term
410.712  Theory and Practice in Qualitative Data Analysis and Interpretation for the Social and Behavioral Sciences (3 credits) – 3rd term

**Quantitative Methods**

140.640  Statistical Methods for Sample Surveys (3 credits) – 3rd term
223.664  Design and Conduct of Community Trials (4 credits) – 3rd term
340.717  Health Survey Research Methods (4 credits) – 2nd term
340.765  Professional Epidemiologic Methods: Epidemiologic Intelligence and Population Health Assessments (2 credits) – Summer Institute
340.770  Public Health Surveillance (3 credits) – 2nd term

**Monitoring and Evaluation**

380.611  Fundamentals of Program Evaluation (4 credits) – 3rd term
380.612  Applications in Program Monitoring and Evaluation (4 credits) – 4th term

**Spatial Analysis**

340.696  Spatial Analysis I: ArcGis (3 credits) – 1st term
340.697  Spatial Analysis II: Spatial Data Technologies (2 credits) – 2nd term

**Required for International Field Placements**

220.600  International Travel Preparation, Safety and Wellness (1 credit) – [Internet-2nd, 3rd and 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 advice 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.

Faculty Concentration Directors:

Courtland Robinson, PhD, Associate Professor, International Health, x5-3892, court.robinson@jhu.edu
Shannon Doocy, PhD, Associate Professor, International Health, x2-2628, doocy1@jhu.edu
A.9. MPH CONCENTRATION
HEALTH LEADERSHIP AND MANAGEMENT

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

Students will gain a fundamental understanding of leading and managing health 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
- Health care economics
- 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.

Course of Study:
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 eight courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.722</td>
<td>Quality Assurance Mgt Methods for Developing Countries</td>
<td>4</td>
<td>1st term (Internet - 1st term)</td>
</tr>
<tr>
<td>312.601</td>
<td>Funds. of Mng’t for Health Care Orgs. [USA Focus]</td>
<td>3</td>
<td>2nd term (Prerequisite: 300.651)</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 term (Instructor consent required)</td>
</tr>
<tr>
<td>312.600</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>3rd term (Internet only)</td>
</tr>
<tr>
<td>312.603</td>
<td>Fundamentals of Budgeting &amp; Financial Mgt</td>
<td>3</td>
<td>1st, 2nd, 3rd, 4th term, SI</td>
</tr>
<tr>
<td>312.610</td>
<td>Foundations of Organizational Leadership</td>
<td>3</td>
<td>3rd term and SI (2nd term only for MHA Students)</td>
</tr>
<tr>
<td>221.602</td>
<td>Applications in Managing Health Organizations in LMIC</td>
<td>3</td>
<td>1st term (Instructor consent required)</td>
</tr>
<tr>
<td>318.625</td>
<td>Management of Non-Profit Organizations</td>
<td>3</td>
<td>4th term</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
<th>Credits</th>
<th>Term</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>
</tr>
<tr>
<td>221.604</td>
<td>Case Studies in Management Decision-making</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>312.621</td>
<td>Strategic Planning</td>
<td>3</td>
<td>3rd term (Prereq: 312.600 or 312.603) (4th term only for MHA Students)</td>
</tr>
<tr>
<td>312.633</td>
<td>Health Management Information Systems</td>
<td>3</td>
<td>3rd and 4th terms, Internet only</td>
</tr>
<tr>
<td>315.703</td>
<td>Leading Change through Health IT</td>
<td>3</td>
<td>4th term, Internet only</td>
</tr>
<tr>
<td>312.660</td>
<td>Marketing in Health Care Organizations</td>
<td>3</td>
<td>4th term (3rd term only for MHA Students)</td>
</tr>
<tr>
<td>313.620</td>
<td>Intro. To Behavioral Economics: Theory and Practice</td>
<td>3</td>
<td>3rd term (prerequisite 313.639, 313.603 or equivalent)</td>
</tr>
</tbody>
</table>
C. Technical/Operations Management Skills: Students must choose at least one of the following courses:

- 309.620 Managed Care and Health Insurance (3 credits) - 3rd term (Prereq: Basic knowledge of US health care system. 300.651 or similar course or consent of instructor)
- 311.615 Quality of Medical Care (3 credits) – 1st term, Internet only
- 309.600 Evaluating Quality Improvement and Patient Safety Programs (3 credits) - 1st term, Internet only
- 312.630 Healthcare Financial Management (3 credits) - 3rd term [Internet – 1st term]
- 317.605 Methods in Quantitative Risk Assessment (4 credits) 1st term, Internet only
- 317.600 Introduction to Risk Sciences and Public Policy – (4 credits) 1st term [Internet-3rd term]
- 312.678 Intro. to Healthcare Quality & Patient Safety: A Mng’t Persp. (2 credits) 3rd term (Instructor consent)
- 312.604 Quant. Tools for Managers (3 credits)– 3rd term and SI (Prereq: Intermed. level of Excel skill), instructor consent) (2nd term only for MHA Students)
- 221.610 Pharmaceuticals Management for Under-served Populations* (3 credits) – 3rd term (Prerequisite: Evaluative health services experience; Either 220.601, 221.646, 221.602, 550.608 or equivalent course or work experience qualifies).

Elective 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.

- 221.620 Applying Summary Measures of Pop. Health to Improve Health Systems (4 credits) – 4th term and SI [Internet – 4th term]
- 221.639 Health Care In Humanitarian Emergencies (3 credits) – 2nd term [Internet – 2nd term]
- 312.617 Fundamentals of Financial Accounting (3 credits) – [Internet - 1st term, Summer]
- 313.641 Introduction to Health Economics (3 credits)– 3rd term, Internet only - (Instructor consent)
- 312.655 Organizational Behavior & Management (2 credits) – 4th term
- 312.670 Negotiation in Health Care Settings (3 credits) – 4th term and SI
- 313.610 Health Economics for Managers (3 credits), 2nd term (Prereq: 313.639 or other course in Microeconomics)
- 313.790 Introduction to Economic Evaluation (3 credits) – 4th term, Internet only
- 221.635 Advances in Community-Oriented Primary Health Care (4 credits) – 3rd term [Internet – 3rd term] (Prerequisite: 220.601)
- 221.608 Managing Non-governmental Organizations in the Health Sector* (3 credits) – 3rd term
- 185.600 One Health Tools to Promote and Evaluate Healthy and Sustainable Communities – [3 credits] 4th term, online

Concentration Meetings:
The Health Leadership and Management Concentration meets one time per month and all HLM Concentrators are expected to attend ALL meetings.

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.

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, aedward1@jhu.edu
Mark Bittle, DrPH, MBA, FACHE, Associate Scientist, Health Policy & Management, x2-0460, mbittle1@jhu.edu
**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. We have detailed the US or international focus of the courses recommended. Classes that do not have a geographic descriptor are meant to apply to both contexts. Students are strongly encouraged to review full course descriptions before selecting them, and may benefit from a class even if it is not in their main geographic focus.

**Courses of Study:**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Crs #</th>
<th>Course Name</th>
<th>US</th>
<th>Intl</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Health Systems; one of:</strong></td>
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<tr>
<td>HPM</td>
<td>300.651</td>
<td>Introduction to the U.S. Healthcare System</td>
<td>US</td>
<td></td>
<td>4</td>
<td>C</td>
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<tr>
<td>IH</td>
<td>221.646</td>
<td>Health Systems in LMIC <em>(Consent required)</em></td>
<td>Intl</td>
<td></td>
<td>3</td>
<td>C, I</td>
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<tr>
<td>HPM</td>
<td>309.670</td>
<td>Comparative Health Insurance</td>
<td>Intl</td>
<td></td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>HPM</td>
<td>309.620</td>
<td>Managed Care and Health Insurance</td>
<td>US</td>
<td></td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>IH</td>
<td>221.652</td>
<td>Health Financing in LMIC <em>(Prereq: 140.611/612 or 140.621/622 or 140.651/652, 313.639 or 313.641 are recommended)</em></td>
<td>Intl</td>
<td></td>
<td>3</td>
<td>C</td>
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<tr>
<td>B. <strong>Health Policy Analysis; one of:</strong></td>
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<tr>
<td>HPM</td>
<td>305.607</td>
<td>Public Health Practice <em>(Prerequisite: 300.603 Tools Public Health Practice and Decision Making)</em></td>
<td>US</td>
<td></td>
<td>4</td>
<td>C</td>
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<tr>
<td>IH</td>
<td>221.614</td>
<td>International Political Science for PH Practitioners</td>
<td>Intl</td>
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<tr>
<td>HPM</td>
<td>306.650</td>
<td>Public Health and the Law</td>
<td>US</td>
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<td>3</td>
<td>C</td>
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<td>HPM</td>
<td>300.652</td>
<td>Politics of Health Policy</td>
<td>Intl</td>
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<td>2</td>
<td>C</td>
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<tr>
<td>IH</td>
<td>221.650</td>
<td>Health Pol. Analysis in LMIC <em>(Prereq: 220.601 Intro to IH)</em></td>
<td>Intl</td>
<td></td>
<td>3</td>
<td>C</td>
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<tr>
<td>HPM</td>
<td>301.645</td>
<td>Health Advocacy</td>
<td>US</td>
<td></td>
<td>3</td>
<td>C</td>
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<td>C. <strong>Econometrics/Evaluation; two of:</strong></td>
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<tr>
<td>HPM</td>
<td>313.601</td>
<td>Economic Evaluation I</td>
<td></td>
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<td>3</td>
<td>C</td>
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<tr>
<td>HPM</td>
<td>313.602</td>
<td>Economic Eval. II <em>(Prereq: 313.601)</em></td>
<td></td>
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<td>3</td>
<td>C</td>
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<tr>
<td>HPM</td>
<td>313.603</td>
<td>Economic Evaluation III <em>(Prerequisite: 313.601 &amp; 313.602 or permission)</em></td>
<td></td>
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<td>3</td>
<td>C</td>
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<tr>
<td>HPM</td>
<td>313.643</td>
<td>Health Economics I</td>
<td></td>
<td></td>
<td>3</td>
<td>C</td>
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<tr>
<td>HPM</td>
<td>313.644</td>
<td>Health Economics II <em>(Preq: 313.643)</em></td>
<td></td>
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<td>C</td>
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<td>HPM</td>
<td>313.641</td>
<td>Introduction to Health Economics</td>
<td></td>
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<td>3</td>
<td>C, I</td>
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<tr>
<td>HPM</td>
<td>313.790</td>
<td>Introduction to Economic Evaluation</td>
<td></td>
<td></td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td>IH</td>
<td>221.651</td>
<td>Econometrics I <em>(Prereq: 140.623 Stat Methods in Public Health or 140.653 Methods in Biostatistics are recommended)</em></td>
<td></td>
<td></td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>IH</td>
<td>221.644</td>
<td>Econometric Methods for Evaluation of Health Programs <em>(Prerequisites: 140.623 or 140.653)</em></td>
<td></td>
<td></td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>IH</td>
<td>221.617</td>
<td>Behavioral Economics in Health Decisions</td>
<td></td>
<td></td>
<td>2</td>
<td>C, SI</td>
</tr>
<tr>
<td>HPM</td>
<td>312.693</td>
<td>Introduction to Comparative Effectiveness and Outcomes Research</td>
<td>US</td>
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<td>3</td>
<td>C</td>
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<tr>
<td>HBS</td>
<td>410.733</td>
<td>Communication Network Analysis in Public Health Programs</td>
<td>US</td>
<td></td>
<td>4</td>
<td>C</td>
</tr>
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*Dept = Department, Crs # = Course Number, Course Name = Course Title, US = United States, Intl = International, C = Classroom, I = Internet, Cre = Credits*
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>HBS 410.643</td>
<td>Introduction to Qualitative Methods in Tobacco Control</td>
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<td>HBS 410.690</td>
<td>Ethnographic Fieldwork</td>
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<tr>
<td>HPM 300.713</td>
<td>Research &amp; Evaluation Methods for Health Policy I</td>
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<tr>
<td>PFRH 380.611</td>
<td>Fundamentals of Program Evaluation</td>
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<tr>
<td>IH 221.638</td>
<td>Health Systems Research &amp; Evaluation in Developing Countries</td>
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<td>IH 221.654</td>
<td>Systems Thinking in Public Health</td>
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<td>HPM 300.713</td>
<td>Research and Evaluation Methods for Health Policy I</td>
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<td>HPM 309.616</td>
<td>Introduction to Methods for Health Services Research &amp; Eval I</td>
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<td>HPM 309.617</td>
<td>Introduction to Methods for Health Services Research &amp; Eval II</td>
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<td>HPM 305.684</td>
<td>Health Impact Assessment (Prereq: 300.712)</td>
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<td>IH 221.645</td>
<td>Large-Scale Effectiveness Evaluation of Health Programs</td>
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<tr>
<td>IH 221.620</td>
<td>Using Summary Measures of Pop. Health to Improve Health Systems</td>
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### Additional Recommended Courses (not required)

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<tr>
<th>Course Code</th>
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<tr>
<td>IH 220.601</td>
<td>Introduction to International Health</td>
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<tr>
<td>IH 222.657</td>
<td>Food and Nutrition Policy</td>
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<tr>
<td>HPM 300.600</td>
<td>Introduction to Health Policy</td>
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<tr>
<td>HPM 317.600</td>
<td>Introduction to the Risk Sciences and Public Policy</td>
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<tr>
<td>HPM 300.650</td>
<td>Crisis and Response in Public Health Policy and Practice</td>
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<tr>
<td>HPM 301.627</td>
<td>Understanding and Preventing Violence</td>
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<tr>
<td>PFRH 380.768</td>
<td>Selected Topics in Women’s Health and Policy</td>
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<tr>
<td>HBS 410.668</td>
<td>Policy Interventions for Health Behaviour Change</td>
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<tr>
<td>HBS 410.611</td>
<td>Under Pressure: Health, Wealth &amp; Poverty</td>
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<tr>
<td>PFRH 380.624</td>
<td>Maternal and Child Health Legislation and Programs</td>
</tr>
<tr>
<td>MH 330.628</td>
<td>Gaps and Opportunities in Public Mental Health: Systems Approach</td>
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<tr>
<td>HPM 308.610</td>
<td>The Political Economy of Social Inequalities</td>
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<tr>
<td>EHE 180.629</td>
<td>Environmental and Occupational Health Law and Policy</td>
</tr>
<tr>
<td>IH 223.687</td>
<td>Vaccine Policy Issues (Prerequisite: 223.622)</td>
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<tr>
<td>HPM 306.650</td>
<td>Public Health and the Law</td>
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<td>HPM 309.620</td>
<td>Managed Care and Health Insurance</td>
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<tr>
<td>HPM 309.730</td>
<td>Patient Safety and Medical Errors</td>
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<tr>
<td>PFRH 380.665</td>
<td>Family Planning Policies and Programs</td>
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<tr>
<td>PFRH 380.761</td>
<td>STI in Public Health Practice (Prerequisite: 550.630 or equivalent)</td>
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<tr>
<td>HPM 410.672</td>
<td>Introduction to Campaigning &amp; Organizing for Public Health</td>
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<tr>
<td>HBS 410.721</td>
<td>Translating Research into Public Health Programs I</td>
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<tr>
<td>HBS 410.722</td>
<td>Translating Research into Public Health Programs II (Prereq: 410.721)</td>
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<tr>
<td>HBS 410.663</td>
<td>Media Advocacy and Public Health: Theory and Practice</td>
</tr>
<tr>
<td>HPM 306.865</td>
<td>Clinic for Public Health Law and Policy</td>
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<tr>
<td>HPM 306.662</td>
<td>Public Health Agencies: Law, Policy and Practice (Prereq: 306.650)</td>
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<tr>
<td>HPM 306.660</td>
<td>Legal and Public Health Issues in the Regulation of Intimacy</td>
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<tr>
<td>IH 223.680</td>
<td>Global Disease Control Programs and Policies (Prerequisites: 340.601 or 340.751 or 550.694.81 or 550.695.81)</td>
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<tr>
<td>PFRH 380.667</td>
<td>Women’s Health Policy</td>
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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 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 Frataroli PhD, Associate Professor, Health Policy & Management, sfratta1@jhu.edu
Shivam Gupta, PhD, Assistant Scientist, Health System Program, International Health, X2-3238, sgupta23@jhu.edu
A.11. MPH CONCENTRATION
INFECTIOUS DISEASES

Educational Objectives:
The MPH concentration in Infectious Diseases is designed for students who wish to focus on the development of new competencies or the enhancement of existing competencies in multiple disciplines needed to be an effective infectious diseases public health practitioner in various settings in the public and private sectors. The MPH Infectious Diseases concentration enhances and augments other MPH core course work to consolidate skills and knowledge in epidemiology, immunology, microbiology, parasitology, disease transmission pathogenesis and prevention and control of infectious diseases --- in both domestic and international settings.

The goal of this concentration is to help students integrate coursework through the direct participation in related practical experience (practicum) and in infectious disease-related research-related activities. Students who successfully complete the concentration will have gained a level of expertise needed for careers within state and local health departments, federal agencies; or the private sector, including the biotechnology and pharmaceutical industries, conducting infectious disease-related research.

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. Courses fulfilling the concentration requirements cannot be taken pass/fail (a letter grade is required).

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

**Epidemiology:**
340.722: Epidemiologic Inference in Public Health II (4 credits) 2nd term – [Internet – 4th term] *(Prerequisites: 340.601OR 340.751; 140.612 or equivalent)*
380.761: STI in Public Health Practice* (4 credits) - 3rd term [Internet– 4th term] *(Prerequisite: 550.630 or equivalent)*
340.651: Emerging Infections (2 credits) - 4th term
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: Concepts of 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) - 3rd term
340.654: Epi & Natural History\Human Viral Infections* (6 credits) - 3rd term [Internet–1st term]
260.624: Advanced Virology (4 credits) - 4th term. *(Prerequisite: 260.623 or consent of instructor)*
223.689: Biological Basis of Vaccine Development* (3 credits) - 4th term *(Prerequisite: 260.611-12)*

**Parasitology/Tropical Diseases:**
260.635: Biology of Parasitism* (5 credits) - 2nd term
260.650: Vector Biology and Vector-borne Diseases* (3 credits) - 3rd term
223.682: Clinical and Epidemiologic Aspects of Tropical Diseases (4 credits) – 4th term [Internet – 4th term] *(Prerequisite: basic biomedical concepts and terminology)*
260.656: Malariology* (4 credits) – 4th term [Note: Internet offering is NOT an option for the Infectious Diseases concentration.]
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)

340.612: Epidemiologic Basis for Tuberculosis Control* (2 credits) - 1st term, Summer Institute [Internet – 3rd term]

223.680: Global Disease Control Programs & Policies (4 credits) – 4th term [Internet – 4th term] (Prerequisite: 340.601 or 340.751 or 550.694.81 and 550.695.81)

223.689: Biologic Basis of Vaccine Development* (3 credits) - 4th term (Prerequisite: 260.611-12)

Immunology:
For students with minimal or no prior background in immunology

550.603: Fundamentals of Immunology (3 credits) – 1st term (this course is Internet-based)

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

*Also fulfills MPH core requirement

For students with some background in immunology

260.611: Principles of Immunology I (4 credits) – 1st term (Prerequisite: an advanced biology course)

260.601: Vector Borne Disease Control (3 credits) – 4th term

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 credit 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.

Some recent MPH ID Concentration Capstone Titles:

**Emerging Infections**
- The emergence of endemic (zoonotic) leprosy in Mississippi

**Vaccine Preventable Diseases**
- Vaccine refusal: the past as prologue in addressing current issues

**Laboratory-based Studies**
- Micro-RNA as a biomarker of infection and treatment response in a mouse model of tuberculosis infection

**HIV and STIs**
- I Want the Kit (IWTK): Acceptability of and characteristics of users of an Internet-based program for at-home self-testing for HIV

**Tropical Diseases**
- Diagnosis of chronic Chagas disease

Faculty Concentration Directors:
Clive Shiff, PhD, Professor, Molecular Microbiology & Immunology, x5-1263; cshiff1@jhu.edu
Noreen A Hynes, MD, MPH, Associate Professor of International Health; PFRH, x4-7196; nhynes1@jhu.edu
Kawsar Talaat, MD, Assistant Professor, International Health, x2-9627; ktalaat@jhu.edu
A.12. 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 following topic areas with associated specific competencies:

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:
410.600 Fundamentals of Health, Behavior and Society* (4 credits) – 1st term
221.688 Social & Behavioral Foundations of Primary Health Care* (4 credits) – Internet – 3rd & Summer term
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:
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 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) – 2nd term *(Prereq: One term biostatistics or consent of instructor. Social or behavioral sciences recommended)
224.690 Qualitative Research: Theory & Methods (3 credits) – 3rd term

(continued on next page)
224.691 Qualitative Research: Data Analysis (3 credits) – 4th term (Prerequisite: 224.690 Qualitative Research: Theory and Methods)
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 (Instructor consent required for all students.)
330.612 Intro. to Behav. & Psychiatric Genetics (3 credits) – 4th term (Instructor consent)
410.652 Interpersonal Influence in Medical Care (2 credits) – 4th term
410.657 Communication Strategies for Sexual Risk Reduction (3 credits) – 4th term (Prereq: 140.621-2 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
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) – 2nd term [Internet – 4th term] (Prereq: knowledge of basic biostat & epi)
305.613 Evaluation-informed Program Development and Implementation (4 credits) – 3rd term
410.631 Introduction to Community-Based Participatory Research: Principles and Methods (3 credits) – 2nd term
550.601 Implementation Research and Practice (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 are strongly advised to take 2 credits of special studies research (xxx.840) in 3rd term with 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; jbowie2@jhu.edu
Julie Denison, PhD, MHS, Assistant Professor, International Health, x7-2704; jdenison@jhu.edu
A.13. MPH CONCENTRATION
WOMEN’S AND REPRODUCTIVE HEALTH

Educational Objectives:

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

1) Assess the principal health concerns for women or mothers and newborns, the associated population-based risk factors, and the relative impact of each risk factor;
2) Apply a life course framework to understanding the determinants a woman’s or reproductive health concern and population strategies to address the health concern;
3) Evaluate strategies to promote population health, including the policies and programs that address health concerns and behavior for women or mothers and newborns;
4) Critique health services and systems delivery strategies used to address women and reproductive health concerns; and
5) Evaluate research approaches to understanding woman’s or reproductive health concerns and the implications of the research

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

Course of Study:

Students are also required to complete one course from each of the five areas listed below; some course meet more than one competency:

Assess Principal Health Concerns:
380.666 Women’s Health (3 credits) – 3rd term
380.664 Reproductive and Perinatal Epidemiology (4 credits) – 4th term (Prerequisite: 340.601 or equivalent)
380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (4 credits) – [Internet - 4th term]

Apply a Life Course Framework:
380.604 Life Course Perspectives on Health (4 credits) – 1st term [Internet – 2nd term]; if this course is used as the Behavioral and Social Science requirement for the MPH, it does not count toward the 5 course concentration requirement

Evaluate Strategies to Promote Population Health:
380.624 Maternal & Child Health Legislation and Programs (4 credits) – 2nd term [Internet – 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 Selected Topics in Women’s Health and Health Policy (4 credits) – 1st term Internet only
380.771 Understanding and Changing International Reproductive Health Policy (3 credits) -4th term

Critique Health Services and Systems Delivery Strategies:
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4 credits) – 2nd term
380.661 Clinical Aspects of Maternal and Newborn Health (3 credits) – 3rd term
380.760 Clinical Aspects of Reproductive Health (3 credits) – 3rd term

Evaluate Research Approaches:
380.662 Critiquing the Research Literature in Maternal, Neonatal and Reproductive Health (4 credits) – 2nd term
380.664 Reproductive and Perinatal Epidemiology (4 credits) – 4th term (Prerequisite: 340.601 or equivalent)
380.761 STI in Public Health Practice* (4 credits) – 3rd term [Internet–4th term] (Prerequisite: 550.630 or equivalent)

Students are recommended to take the following course to meet their MPH biology requirement:
120.620 Fundamentals of Reproductive Biology (3 credits) – 1st term or [Internet – 2nd term]
Students must also select one or two additional courses if less than five courses are taken from the above list or if 380.604 is taken as the Behavioral and Social Science requirement for the MPH. A course from the above list that is not used to fulfill the five concentration core requirements may also be selected as well as 120.620 to meet the fifth course requirement. These courses are also electives for students in the concentration.

380.744 Nutrition and Growth in Maternal and Child Health (3 credits) – 1st term Internet only
380.749 Adolescent Sexual and Reproductive Health (3 credits) – 4th term
380.762 HIV Infection in Women, Children and Adolescents (4 credits) – 4th term Internet only
380.663 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3 Credits) - 3rd Term

**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 and a formal presentation are 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. Students who present at the WRH concentration session are not required to present at the Saturday Capstone Symposium, but they must attend the 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:**

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Saifuddin Ahmed, PhD, Professor, Population, Family & Reproductive Health x4-4952; sahmed@jhu.edu