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## SUMMER

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<tbody>
<tr>
<td>International Student Information Day</td>
<td>M June 26</td>
</tr>
<tr>
<td>New Full-time MPH Student Orientation</td>
<td>Th June 29 – F June 30</td>
</tr>
<tr>
<td>1st Day of Classes</td>
<td>M July 3</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M July 3 – F July 14</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>T July 4</td>
</tr>
<tr>
<td>MPH Core &amp; Concentration Areas</td>
<td>T July 11</td>
</tr>
<tr>
<td>MPH Customization/Concentration Election Form Due</td>
<td>Th July 20</td>
</tr>
<tr>
<td>Portfolio: Goals Analysis Part 1/Tools of PH Practice Assignment Touchpoint 2</td>
<td>Su Aug 6</td>
</tr>
<tr>
<td>MPH Capstone Information Session (1)</td>
<td>T Aug 8</td>
</tr>
<tr>
<td>1st Term Registration Deadline</td>
<td>F Aug 18</td>
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## 1st TERM

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<tr>
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<tbody>
<tr>
<td>Instruction Begins for 1st Term</td>
<td>M Aug 28</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Aug 28 – F Sept 8</td>
</tr>
<tr>
<td>Labor Day Recess</td>
<td>M Sept 4</td>
</tr>
<tr>
<td>Alumni Day</td>
<td>F Sept 15</td>
</tr>
<tr>
<td>Portfolio: Goals Analysis Part 2–Touchpoint 3</td>
<td>W Sept 18</td>
</tr>
<tr>
<td>2nd Term Registration Ends</td>
<td>W Oct 18</td>
</tr>
<tr>
<td>MPH Field Experience Fund Award Application Due</td>
<td>F Oct 13</td>
</tr>
<tr>
<td>Last Class Day of 1st Term</td>
<td>F Oct 20</td>
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## 2nd TERM

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Instruction Begins for 2nd Term</td>
<td>M Oct 23</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Oct 23 – F Nov 3</td>
</tr>
<tr>
<td>APHA &amp; JHSPH Reception in Denver</td>
<td>W Nov 1</td>
</tr>
<tr>
<td>MPH Capstone Information Session (2)</td>
<td>T Oct 31</td>
</tr>
<tr>
<td>Final Deadline for Changing Concentration Area</td>
<td>M Nov 6</td>
</tr>
<tr>
<td>3rd Term Registration Begins</td>
<td>W Nov 15</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Th Nov 23 - Su Nov 26</td>
</tr>
<tr>
<td>MPH Capstone Information Form Due</td>
<td>Th Nov 30</td>
</tr>
<tr>
<td>Institutional Review Board Application Submission Deadline.</td>
<td>Th Nov 30</td>
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<tr>
<td>Last Class Day of 2nd Term</td>
<td>T Dec 19</td>
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## WINTER INSTITUTES AND INTERSESSION

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<tr>
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<tr>
<td>3rd Term Registration Ends</td>
<td>F Jan 12</td>
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<tr>
<td>Martin Luther King, Jr. Holiday Recess</td>
<td>M Jan 15</td>
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## 3rd TERM

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<tr>
<td>Instruction Begins for 3rd Term</td>
<td>M Jan 22</td>
</tr>
<tr>
<td>MPH Capstone TA Office Hours Begin</td>
<td>M Jan 22 - F Feb 2</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Feb 5</td>
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<tr>
<td>Registration Begins for 4th Term</td>
<td>F Feb 9</td>
</tr>
<tr>
<td>Submit Final Capstone Outline to Capstone Advisor</td>
<td>F Mar 16</td>
</tr>
<tr>
<td>Portfolio: Mid-Year Meeting w/Faculty Advisor – Touchpoint 4</td>
<td>F Mar 16</td>
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<tr>
<td>Last Class Day of 3rd Term</td>
<td>F Mar 16</td>
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<tr>
<td>Spring Recess</td>
<td>M Mar 19 - F Mar 23</td>
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## 4th TERM

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<tr>
<td>Instruction Begins for 4th Term</td>
<td>M Mar 26</td>
</tr>
<tr>
<td>MPH Capstone TA Office Hours Continue</td>
<td>M Mar 26– F Apr 6</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Mar 26 – F Apr 6</td>
</tr>
<tr>
<td>Submit First Draft of Capstone Project to Capstone Advisor</td>
<td>F Mar 16</td>
</tr>
<tr>
<td>Global Health Day</td>
<td>Th April 7</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 13</td>
</tr>
<tr>
<td>Upload Approved Final Capstone Paper to Drop Box</td>
<td>M April 30</td>
</tr>
<tr>
<td>Deadline for Completion of Alternate Venue Capstone Presentation</td>
<td>Sa May 12</td>
</tr>
<tr>
<td>MPH Capstone Symposium</td>
<td>Sa May 12</td>
</tr>
<tr>
<td>Portfolio: End of Program Assessment – Touchpoint 5</td>
<td>F May 18</td>
</tr>
<tr>
<td>Last Class Day of 4th Term</td>
<td>F May 18</td>
</tr>
<tr>
<td>Delta Omega Induction Ceremony</td>
<td>M May 21</td>
</tr>
<tr>
<td>Public Health Convocation</td>
<td>T May 22</td>
</tr>
<tr>
<td>University Commencement</td>
<td>W May 23</td>
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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.

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410-955-4749 (fax)
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SUMMER 2017 INFORMATION
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<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>CLASSES BEGIN 8:30-9:20am: Epidemiology 11:00am-12:30pm: Student Activities Fair 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>HOLIDAY – SCHOOL CLOSED</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:30-1:30pm: Intro to MPH: Library Orientation 1:30-3:20pm: Environmental Hlth 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy 11:00am-1:20pm: Intro to MPH: Ethics/Group Advising 1:30-2:20pm: Population Dynamics 2:30-3:20pm: Pop Dynamics Lab 3:30-4:20pm: Pop Dynamics Lab</td>
<td>8:30-9:20am: Epidemiology (no lab) 10:00am-12:00pm: Intro. to MPH: RefWorks/ Database Searching 12:00-1:00pm Alumni Speaker Series 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
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<td><strong>12</strong></td>
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<tr>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:00-1:15pm: Speaker Series: Professor Tom Burke/Former EPA Science Advisor 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy 11:00am-1:20pm: Intro. to MPH: Library Orientation 1:30-3:20pm: Environmental Hlth 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:00-1:15pm: Speaker Series: Professor Tom Burke/Former EPA Science Advisor 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy 11:00am-1:15pm: Intro to MPH: Core Q&amp;A 1:30-2:20pm: Population Dynamics 2:30-3:20pm: Pop Dynamics Lab 3:30-4:20pm: Pop Dynamics Lab</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
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<tr>
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<td><strong>18</strong></td>
<td><strong>19</strong></td>
<td><strong>20</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 10:00am-12:00pm: Bus Tour 12:00-1:20pm: Baltimore’s History 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>Health Policy 11:00am-1:15pm: Intro to MPH: Core &amp; Concentration 1:30-3:20pm: Bioethics 3:30-5:30pm: MPH Societies 4:30-5:30pm: Tools of PH Practice LiveTalk</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:00am-12:50pm: Intro to MPH CoursePlus Portfolio 1:30-3:20pm: Environmental Hlth 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>CONC/CUST FORMS DUE 9:00-10:50am: Health Policy – Written Assignment Due 12:1-2pm: Intro. to MPH: Summer Group Advising Lunch 1:30-2:20pm: Population Dynamics 2:30-3:20pm: Pop Dynamics Lab 3:30-4:20pm: Pop Dynamics Lab</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 10:00am-12:00pm: Bus Tour</td>
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<tr>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:00-1:00pm: SOURCE Baltimore Community Panel Discussion 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy 1:30-3:20pm: Bioethics course</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:15-1:15pm: DrPH Inf Session 1:30-3:20pm: Environmental Hlth 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy Written Assignment Due 1:30-2:20pm: Population Dynamics 2:30-3:20pm: Pop Dynamics Lab 3:30-4:20pm: Pop Dynamics Lab</td>
<td>8:30-9:20am: Epi MIDTERM EXAM (No Epi Lab)</td>
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<td><strong>31</strong></td>
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<tr>
<td>8:30-9:20am: Epi course 10:00am-12:00pm: Epi Lab 12:30-1:15: Election Talks 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy 1:30-3:20pm: Bioethics course</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 12:30-1:30pm: Env. Health Q&amp;A</td>
<td>9:00-10:50am: Health Policy Written Assignment Due 1:30-2:20pm: Population Dynamics 2:30-3:20pm: Pop Dynamics Lab 3:30-4:20pm: Pop Dynamics Lab</td>
<td>8:30-9:20am: Epidemiology 10:00am-12:00pm: Epi Lab 10:00am-12:00pm: Bus Tour 1:30-3:20pm: Environmental Health 3:30-4:20pm: Env. Health Q&amp;A</td>
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| 1      | 9:00-10:50am: Health Policy  
12:00-1:15pm: Alumni Panel – Pursuing Doctoral Degree at JHU  
1:30-3:20pm: Bioethics course | 2      | 9:00-10:50am: Health Policy  
10:00am-12:00pm: Epi Lab  
1:30-3:20pm: Environmental Hlth  
3:30-4:20pm: Env. Health Q&A  
Pop Dynamics Quiz #4 Due | 3      | 9:00-10:50am: Health Policy  
11:00am-12:00pm: Intro to MPH: Practicum Info Session  
1:30-2:20pm: Population Dynamics  
2:30-3:20pm: Pop Dynamics Lab  
3:30-4:20pm: Alumni Panel  
3:30-4:20pm: Pop Dynamics Lab  
Bioethics Quiz #4 Due | 4      | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
1:30-3:20pm: Environmental Health  
3:30-4:20pm: Env. Health Q&A  
Hlth Policy Written Assignment Due  
MPH Day of Service (on Sat, Aug 5)  
Tools of PH Practice Assignment Due (on Sun, Aug 6) |
| 7      | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
1:30-3:20pm: Environmental Hlth  
3:30-4:20pm: Env. Health Q&A  
Env Hlth Quiz #3 Due | 8      | 9:00-10:50am: Health Policy  
11:00am-12:00pm: Intro to MPH: Capstone Info Session  
1:00-2:30pm: Certificate Fair/ Meet Faculty Directors | 9      | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
12:00-1:00pm: Oral Presentations  
1:30-3:20pm: Environmental Hlth  
3:30-4:20pm: Env. Health Q&A  
Pop Dynamic Quiz #5 Online | 10     | 9:00-10:50am: Health Policy  
12-1:20pm: Intro. to MPH: Summer Grp Advising Lunch  
1:30-2:20pm: Pop. Dynamics  
2:30-3:20pm: Pop Dynamics Lab  
3:30-4:20pm: Pop Dynamics Lab | 11     | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
12:00-1:20pm: David Oshinsky  
1:30-3:20pm: Environmental Health  
3:30-4:20pm: Env. Health Q&A |
| 14     | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
12-1:15pm: Careers in Global Hlth  
1:30-3:20pm: Environmental Hlth  
3:30-4:20pm: Env. Health Q&A  
Env Hlth Quiz #4 Due | 15     | 9:00-10:50am: Health Policy  
1:00-2:30pm: – Alumni Speaker Series – Careers/Networking Panel | 16     | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
1:30-3:20pm: Environmental Hlth  
3:30-4:20pm: Env. Health Q&A  
Pop Dynamic Quiz #6 Online | 17     | 9:00-10:50am: Health Policy  
Optional Quiz Due  
1:30-2:20pm: Pop. Dynamics  
2:30-3:20pm: Pop Dynamics Lab  
3:30-4:20pm: Pop Dynamics Lab | 18     | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
1:30-3:20pm: Environmental Health  
3:30-4:20pm: Env. Health Q&A  
Deadline for 1st Term Registration |
| 21     | 8:30-9:20am: Epidemiology  
10:00am-12:00pm: Epi Lab  
1:30-3:20pm: Environmental Hlth - Last Lecture  
3:30-4:20pm: Env. Health Q&A | 22     | 9:00-10:50am: Health Policy  
Last Lecture | 23     | 8:30am-12:30pm: Epidemiology FINAL EXAM  
New Student Orientation (other masters & doctoral students) | 24     | 1:30-2:20pm: Pop. Dynamics – Last Lecture/No Labs  
Environmental Health Written Assignment Due  
New Student Orientation (other masters & doctoral students) | 25     | LAST DAY OF SUMMER TERM  
Pop Dynamics FINAL EXAM Due  
Health Policy Written Assignment Due on Sun, Aug 27  
New Student Orientation (other masters & doctoral students) |
| 28     | **First Day of 1st Term** | 29     | 30     | 31     |
***Attendance required for activities in Bold***

Mon., June 26th: 9:00am-4:00pm: New Full-time MPH International Student Welcome & Information Day, Feinstone Hall

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

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

Tues., July 4th: University Closed for Holiday

Wed., July 5th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:30pm – Intro to MPH Studies: Library Orientation, Sommer Hall
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A

Thurs., July 6th: First day of class: Health Policy and 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
12:00-1:15pm – Intro to MPH Studies: Summer Group Advising Activity (various locations)
1:30-2:20 - Population Dynamics course, Sommer Hall
2:30-3:20pm – Population Dynamics Labs
3:30-4:20pm – Population Dynamics Labs

Fri., July 7th: 8:30-9:20am – Principles of Epidemiology course (no lab), Sommer Hall
10:00am-12:00pm – Intro to MPH Studies: RefWorks/Database Searching, Sommer Hall
12:00-1:00pm – Alumni Speaker Series: Chuka Anude, Sommer Hall
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A

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

Tues., July 11th: First day of class: Bioethics course
9:00-10:50am – Health Policy Course, Sommer Hall
11:00am-1:15pm – Intro. to MPH Studies: Core & Concentration Areas, Sommer Hall
11:00-11:30am Core and Concentration Choices
11:30-12:00pm Biostatistics
12:00-12:30pm Management Sciences
Tues., July 11th: 12:30-1:15pm – Bioethics & Epi TA Office Hours
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – Bioethics course, Sommer Hall
3:30-4:15pm – MPH Student Societies Information Session, Sommer Hall - Election Nomination Period July 11 – 17
4:30-5:30pm – Tools for Public Health Practice LiveTalk

Wed., July 12th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Intro to MPH Studies: CoursePlus Portfolio, Brian Klaas, Sommer Hall
12:30-1:15pm – Population Dynamics & Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A
Population Dynamics Quiz #1 Due

Thurs., July 13th: 9:00-10:50am – Health Policy Course, Sommer Hall
11:00am-12:00pm – Intro to MPH: Core Q&A Sessions, Sommer Hall
  11:00-11:30am Social & Behavioral Sciences
  11:30-12:00pm Public Health Biology
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Bioethics & Epi TA Office Hours
1:30-2:20 – Population Dynamics course, Sommer Hall
2:30-3:20pm – Population Dynamics Labs
3:30-4:20pm – Population Dynamics Labs
Bioethics Quiz #1 Due

Fri., July 14th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Intro to MPH: Core Q&A Sessions, Sommer Hall
11:00-11:30am Social & Behavioral Sciences
11:30-12:00pm Public Health Biology
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Bioethics & Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – 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
7:05pm – Baseball Game Outing - Baltimore Orioles Game against the Chicago Cubs
Environmental Health Quiz #1 Due

Mon., July 17th: 8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Intro to MPH: Core Q&A Sessions, Sommer Hall
12:00-1:20pm – The Urban Health Institute: MPH Seminar on Baltimore’s History and Promise, Sommer Hall
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A

Tues., July 18th: 9:00-10:50am – Health Policy Course, Sommer Hall
Intro. to MPH Studies: Concentrations/Customization Q&A Sessions
11:00-11:45am
Child & Adolescent Health, W5008
Epidemiology & Biostatistical Methods, Room W5030
Food, Nutrition & Health, W2015
Global Environmental Sustainability & Health, Room W4013
Health Leadership & Management, Room W2017
Social & Behavioral Sciences, W3030
11:45am-12:30pm
  Customized Program of Study, W3008
  Aging in Public Health, W4013
  Food Systems, Room W2017
  Health in Crisis & Humanitarian Assistance, W2015
  Health Systems & Policy, W5008
  Infectious Diseases, W4030
  Women’s & Reproductive Health, W3030
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
5:30-6:30pm – Tools of Public Health Practice LiveTalk

Wed., July 19th:
  8:30-9:20am – 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
  12:15-1:20pm – MPH Session on Epidemiology Elective Courses, Sommer Hall
  12:30-1:15pm – Population Dynamics & Epi TA Office Hours
  1:30-3:20pm – Environmental Health course, Sommer Hall
  3:30-4:20pm – Environmental Health Discussion/Q&A
  Population Dynamics Quiz #2 Due

Thurs., July 20th:
  9:00-10:50am – Health Policy Course, Sommer Hall - Written Assignment Due
  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)
  12:30-1:15pm – Bioethics & Epi TA Office Hours
  1:30-2:20 – Population Dynamics course, Sommer Hall
  2:30-3:20pm – Population Dynamics Labs
  3:30-4:20pm – Population Dynamics Labs
  Bioethics Quiz #2 Due

Fri., July 21st:
  8:30-9:20am – 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
  10:00am-12:00pm – Interprofessional Education: Values & Ethics - (RSVP required at tadams18@jhu.edu)
  12:00-1:00pm – Policy TA Office Hours
  12:30-1:15pm – Epi TA Office Hours
  1:30-3:20pm – Environmental Health course, Sommer Hall
  3:30-4:20pm – Environmental Health Discussion/Q&A
  3:30-5:30pm - Student Assembly Meet & Greet Happy Hour – Opportunity to Campaign for Student Assembly & MPH Society Officer Positions

Mon., July 24th:
  8:30-9:20am – 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
  12:30-1:15pm – Epi TA Office Hours
  1:30-3:20pm – Environmental Health course, Sommer Hall
  3:30-4:20pm – Environmental Health Discussion/Q&A
  Environmental Health Quiz #2 Due

Tues., July 25th:
  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
  1:30-3:20pm – Bioethics course, Sommer Hall
Wed., July 26th:  
8:30-9:20am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Population Dynamics & Epi TA Office Hours
12:15-1:15pm – DrPH Program Info. Session, Dr. Sara Bennett, W4030
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:20pm – Environmental Health Discussion/Q&A

**Population Dynamics Quiz #3 Due**

Thurs., July 27th:  
9:00-10:50am – **Health Policy Course, Sommer Hall - Written Assignment Due**
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Bioethics & Epi TA Office Hours
1:30-2:20 - **Population Dynamics course, Sommer Hall**
2:30-3:20pm – **Population Dynamics Labs**
3:30-4:20pm – **Population Dynamics Labs**

**Bioethics Quiz #3 Due**

Fri., July 28th:  
8:30-9:20am – **Principles of Epidemiology course, Sommer Hall** – MIDTERM EXAM
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:20pm – Environmental Health Discussion/Q&A

Mon., July 31st:  
8:30-9:30am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Epi TA Office Hours
12:30-1:15pm: MPH Student Societies Officers Election Talks, Sommer Hall - Officer Voting Period July 31 – Aug 3
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:20pm – Environmental Health Discussion/Q&A

Tues., Aug 1st:  
9:00-10:50am – **Health Policy course, Sommer Hall**
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – MPH Alumni Panel: Pursuing a Doctoral Degree at Hopkins, W2030
1:30-3:20pm – Bioethics course, Sommer Hall

Wed., Aug 2nd:  
8:30-10:00am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Epi TA Office Hours
12:30-1:15pm: MPH Student Societies Officers Election Talks, Sommer Hall - Officer Voting Period July 31 – Aug 3
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:20pm – Environmental Health Discussion/Q&A

**Population Dynamics Quiz #4 Due**

Thurs., Aug 3rd:  
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
12:30-1:15pm – Epi TA Office Hours
12:30-1:15pm – Bioethics & Epi TA Office Hours
1:30-2:20 - **Population Dynamics course, Sommer Hall**
2:30-3:20pm – **Population Dynamics Labs**
2:30-3:20pm – Alumni Speaker Series: Alumni Panel (Class of 2012), Becton Dickinson (W1020)
3:30-4:20pm – **Population Dynamics Labs**
3:30-4:20pm – Alumni Speaker Series: Alumni Panel (Class of 2012), Becton Dickinson (W1020)

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

Sat., Aug. 5th:  SOURCE- MPH Day of Service

Sun., Aug. 6th:  Tools of Public Health Practice Assignment
Portfolio Goals Analysis Self-Assessment: Touchpoint 2

Mon., Aug. 7th:  8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
Environmental Health Quiz #3 Due

Tues., Aug. 8th:  9:00-10:50am – Health Policy Course, Sommer Hall
11:00am-12:00pm – Intro to MPH Studies: Capstone Info. Session (1), Sommer Hall
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Epi TA Office Hours
1:00-2:30pm – Certificate Fair, Anna Baetjer Room (W1030) and Wall of Wonder (1st Floor)
Opportunity to meet senior faculty who are Certificate Directors

Wed., Aug. 9th:  8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:00pm – Seminar on Oral Presentation**, Brian Klaas, W2030
12:30-1:15pm – Population Dynamics & Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A
Population Dynamics Quiz #5 Due

Thurs., Aug. 10th:  9:00-10:50am – Health Policy Course, Sommer Hall
12:00-12:15pm – Lunch pick up in Anna Baetjer (W1030)
12:15-1:30pm – Introduction to MPH Studies: Summer Group Advising Lunch Meetings (various locations)
12:30-1:15pm – Epi TA Office Hours
1:30-2:20 – Population Dynamics course, Sommer Hall
2:30-3:20pm – Population Dynamics Labs
3:30-4:20pm – Population Dynamics Labs
Student Assembly/Societies Voting Results Announced

Fri., Aug. 11th:  8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:20pm – Speaker Series: Professor David Oshinsky, Polio: An American Story, Sommer Hall
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A

Mon., Aug. 14th:  8:30-9:20am – Principles of Epidemiology course, Sommer Hall
10:00am-12:00pm – Epi Lab
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – Environmental Health course, Sommer Hall
3:30-4:20pm – Environmental Health Discussion/Q&A
Environmental Health Quiz #4 Due
Tues., Aug. 15th: 9:00-10:50am – **Health Policy Course, Sommer Hall**
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Epi TA Office Hours
1:00-2:30pm – Alumni Speaker Series: Careers/Networking Panel, BD Hall (W1020)

Wed., Aug. 16th: 8:30-9:20am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Population Dynamics & Epi TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall**
3:30-4:20pm – Environmental Health Discussion/Q&A
**Population Dynamics Quiz #6 Due**

Thurs., Aug. 17th: 9:00-10:50am – **Health Policy Course, Sommer Hall – Optional Quiz**
12:00-1:00pm – Policy TA Office Hours
12:00-1:15pm – Careers in Global Health, W2030
12:30-1:15pm – Epi TA Office Hours
1:30-2:20pm – **Population Dynamics course, Sommer Hall**
2:30-3:20pm – **Population Dynamics Labs**
3:30-4:20pm – **Population Dynamics Labs**

Fri., Aug. 18th:  Deadline for 1st Term Registration
8:30-9:20am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – **Environmental Health course**
3:30-4:20pm – Environmental Health Discussion/Q&A

Mon., Aug. 21st: 8:30-9:20am – **Principles of Epidemiology course, Sommer Hall**
10:00am-12:00pm – Epi Lab
12:30-1:15pm – Epi TA Office Hours
1:30-3:20pm – **Environmental Health course, Sommer Hall – Last Lecture**
3:30-4:20pm – Environmental Health Discussion/Q&A

Tues., Aug. 22nd: 9:00-10:50am – **Health Policy Course, Sommer Hall – Last Lecture**
12:00-1:00pm – Policy TA Office Hours
12:30-1:15pm – Epi TA Office Hours

Wed., Aug. 23rd: 8:30-12:30am – **Principles of Epidemiology course, Sommer Hall – FINAL EXAM**
No Epi Lab
12:30-1:15pm – Population Dynamics & Epi TA Office Hours

Thurs., Aug. 24th: 1:30-2:20pm – **Population Dynamics course, Sommer Hall – Last Lecture**
2:30-3:20pm – **No Population Dynamics Labs**
3:30-4:20pm – **No Population Dynamics Labs**
**Environmental Health Written Assignment Due**

Fri., Aug. 25th:  LAST DAY OF SUMMER TERM
**Population Dynamics Final Exam Due**

Sun., Aug. 27th:  **Health Policy Written Assignment Due**

Please Note: Saturday, September 9th:  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** - John Groopman, Meghan Davis, Brian Schwartz (5 credits)
  Mondays, Wednesdays & Fridays: 1:30-3:20pm
  Discussion periods: 3:30-4:30pm

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

- **300.610: Public Health Policy** - Gerard Anderson (4 credits) Tuesdays & Thursdays: 9:00-10:50am

- **380.755: Population Dynamics and Public Health** - Henry Mosley, Li Liu, and Donna Strobino (2 credits)
  Thursdays: 1:30-2:20pm; Labs Th 2:30-3:20 OR 3:30-4:20pm

- **306.601: Introduction to Bioethics in Public Health Practice and Research** -
  Nancy Kass, Holly Taylor and Jeff Kahn (1 credit)
  Tuesdays (7/11/17-8/1/17) 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/](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)
- 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 30th 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/](https://sis.jhu.edu/sswf/) or by hard copy form during the summer add/drop period from July 3-14. 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](https://courseplus.jhu.edu)
Course Search Engine: [https://www.jhsph.edu/courses](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) Submit Customization/Concentration Election Form by July 20th.
3) Complete Part 1 of the Portfolio/MPH Individualized Goals Analysis Self-Assessment (Tools of PH Practice Assignment) by, Sunday, August 6th.
4) Complete Part 2 of the Portfolio/MPH Individualized Goals Analysis Course-by-Course Curriculum Plan by September 18th (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 29: 12:00-2:00pm, Summer Group Advising Lunch Meetings (various locations)

July 5: 12:30-1:30pm, Library Orientation – Sommer Hall

July 6: 11:00am-12:00pm, Academic Ethics Overview: Jon Vernick, Sommer Hall;
      12:00-1:20pm, Summer Group Advising Activity (various locations)

July 7: 10:00am-12:00pm- Library Skills: RefWorks & Database Searching, Sommer Hall

July 11: 11:00am-12:30pm Core Information Sessions Q&A, Sommer Hall
      11:00-11:30 am Core and Concentration Choices
      11:30-12:00pm Biostatistics
      12:00-12:30pm Management Sciences

July 12: 12:00-12:50pm, CoursePlus Portfolio, Brian Klaas, Sommer Hall

July 13: 11:00am-12:00pm, Core and Concentration Areas, Sommer Hall
      11:00-11:30 am Social & Behavioral Sciences
      11:30-12:00pm Public Health Biology
July 18: Concentrations/Customization Q&A Information Sessions, (Attendance Optional)
   11:00-11:45am
   Child & Adolescent Health, W5008
   Epidemiology & Biostatistical Methods, W5030
   Food, Nutrition & Health, W2015
   Global Environmental Sustainability & Health, W4013
   Health Leadership & Management, W2017
   Social & Behavioral Sciences, W3030
   11:45am-12:30pm
   Customized Program of Study, W3008
   Aging in Public Health, W4013
   Food Systems, W2017
   Health in Crisis & Humanitarian Assistance, W2015
   Health Systems & Policy, W2030
   Infectious Diseases, W4030
   Women’s & Reproductive Health, W3030

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

Aug. 3: 11:00am-12:00pm, Practicum Session, Sommer Hall

Aug. 8: 11:00am-12:00pm, Capstone Information Session (1), Sommer Hall

Aug. 10: 12:00-1:20pm, Summer Group Advising Lunch Meetings (various locations)

**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.

**KEY DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 29:</strong></td>
<td>10:00am – 10:45 am</td>
<td>The Baltimore Community– Sommer Hall</td>
</tr>
<tr>
<td><strong>July 3:</strong></td>
<td>11:00 am – 12:30 pm</td>
<td>Activities Fair – Feinestone Hall</td>
</tr>
<tr>
<td><strong>July 17, 19, &amp; 21:</strong></td>
<td>10:00am – 12:00 pm</td>
<td>SOURCE Bus Tours of Baltimore (sign up at <a href="mailto:source@jhu.edu">source@jhu.edu</a>)</td>
</tr>
<tr>
<td><strong>July 17:</strong></td>
<td>12:00 pm- 1:20 pm</td>
<td>Urban Health Institute MPH Seminar Series on Baltimore’s History and Promise – Sommer Hall</td>
</tr>
<tr>
<td><strong>July 24:</strong></td>
<td>12:00 pm – 1:00 pm</td>
<td>SOURCE Panel Discussion on Community Involvement: Dispelling Myths, Providing Tips– Sommer Hall</td>
</tr>
<tr>
<td><strong>August 5:</strong></td>
<td></td>
<td>MPH SOURCE Day of Service</td>
</tr>
</tbody>
</table>
3.7. 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

by Steven Johnson

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

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

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

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

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

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

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

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

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

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

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

The Immortal Life of Henrietta Lacks
by Rebecca Skloot

Not in My Neighborhood
By Antero Pietila

*For your leisure reading enjoyment
3.8. 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 6 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.

<table>
<thead>
<tr>
<th>Key Dates</th>
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<tbody>
<tr>
<td><strong>July 6th</strong> – 11:00-12:00pm in Sommer Hall &amp; 12:00-1:20pm (various rooms)</td>
</tr>
<tr>
<td>Intro. to MPH Studies: Academic Ethics Overview Session &amp; Summer Group Advising Activity</td>
</tr>
</tbody>
</table>
3.9. 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 20th 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 Q&A sessions on July 18th. Students who customize their program of study complete the core MPH requirements and choose elective courses for the remaining credits to complete their degree. More information about the concentrations and customizing your program of study can be found 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 2017-18 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

<table>
<thead>
<tr>
<th>Core Area Requirements Q&amp;A Sessions</th>
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<tbody>
<tr>
<td><strong>Tues, July 11 – 11:00am-12:30pm Sommer Hall</strong></td>
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<tr>
<td>11:00-11:30am Core and Concentration Choices</td>
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<tr>
<td>11:30-12:00pm Biostatistics</td>
</tr>
<tr>
<td>12:00-12:00pm Management Sciences</td>
</tr>
<tr>
<td><strong>Thurs, July 13 - 11:00am-12:00pm, Sommer Hall</strong></td>
</tr>
<tr>
<td>11:00-11:30am Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>11:30-12:00pm Public Health Biology</td>
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**Customization/Concentration Areas Q&A Sessions:**

**Tues, July 18 Optional**
11:00-11:45am: Child & Adolescent Health W5008 \ Epi & Biostat Methods W5030 \ Food, Nutrition & Health W2015 \ Global Env. Sustainability & Health W4013 \ Health Leadership & Mgmt W2017 \ Social&Behavioral Sciences W3030
11:45am-12:30pm: Customized Program of Study W3008 \ Aging in Public Health W4013 \ Food Systems W2017 \ Health in Crisis W2015 \ Health Systems & Policy W2030 \ Infectious Diseases W4030 \ Women’s & Reproductive Health W3030

**Key Deadlines:**
**July 20:** Customizing/Concentration Election Form Due
**November 6:** 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.
3.10. 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/](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 8 from 1-2:30pm 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 Health Professionals
- Food System, Environment and Public Health
- Gerontology/Aging
- 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** (*and see note*)
- Humane Sciences and Toxicology
- Humanitarian Assistance
- Injury and Violence Prevention
- Maternal and Child Health
- Mental Health Policy, Economics and Services
- Ophthalmology Special Interest**
- 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 - MPH Interest Group (not a certificate)
- 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
3.11 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, which is due on Fri., September 7th (see Section 7).

Occasionally, students or faculty may feel that the advising match is not optimal and a change in advisors is appropriate. If you ever find yourself in this situation, please contact the MPH Program Office to discuss, and if appropriate, we can help facilitate a change of advisor.

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

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

<table>
<thead>
<tr>
<th><strong>Key Dates</strong></th>
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<tbody>
<tr>
<td><strong>Information Session: Student Assembly MPH Co-Officers, J.B. Grant Society and Anna Baetjer Society</strong></td>
</tr>
<tr>
<td><strong>Tuesday, July 11: 3:20-3:50pm, Sommer Hall</strong></td>
</tr>
<tr>
<td><strong>Candidate Election Speeches for JBG &amp; ABS Societies and SA Co-Officers</strong></td>
</tr>
<tr>
<td><strong>Monday, July 31: 12:30-1:15pm, Sommer Hall</strong></td>
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</tbody>
</table>
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 either JHPulse or Off-Campus Logon (aka EZ Proxy). Both require a JHED ID and password.

- **JHPulse**: JHPulse is a virtual private network system that allows Hopkins community members to access Hopkins computer resources from remote locations. To use JHPulse you will need to download and install a small program onto your laptop or home computer in advance:
  
  https://my.johnshopkins.edu Log into MyJHU with your JHED ID and password. On the left side, scroll down to the Technology icon that is on the left, scroll over and click on the JHPulse icon. Follow the instructions from there.

- **Off-Campus Login**: Off-Campus Login is another 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: REFWORKS
RefWorks is an online bibliographic management tool that allows you to create your own personal database of references to help organize citation information and easily produce bibliographies. The Johns Hopkins Institutions has a site license to RefWorks allowing all staff, students and faculty to use the services for free. Your account is already created and just needs to be initialized by logging in with your JHED ID and password. To access RefWorks go to the library’s web site and on the left side of the web site, under “Quick Tools”, click on ‘RefWorks’.

CLASSES & LECTURES
http://welch.jhmi.edu/welchone/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, writing a grant or journal abstract, 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
3.14 TUITION & FEES SCHEDULE AND PAYMENT INFORMATION

Student Accounts Office – Located in W1101
Website: http://www.jhsphs.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) $13,092
- Part-time per credit $1,091
- Matriculation Fee (one-time fee) $500
- Activity Fee (one-time fee) $40

Health Insurance (monthly rates)
- Individual $314
- Two-party $773
- Family $1,032
- Health Clinic Fee (All students) $475 annually ($118.75 quarterly)

All full-time and international students are required to purchase health insurance offered by the Johns Hopkins Bloomberg School of Public Health. This requirement will ONLY be waived with proof of comparable coverage and submission of a signed waiver during Orientation activities. Comparable coverage would need to provide a minimum of $250,000 USD in coverage for all medical costs and allow the student to use the insurance in the State of Maryland.

Please note: All full-time JHSPH students are billed the non-refundable $475 Health Clinic Fee regardless of whether they have purchased the JHSPH Student Health Plan.

Dental Insurance (monthly rates)
- DHMO
  - Individual $17.73 $13.30
  - Individual and spouse $35.47 $23.28
  - Individual plus child $29.94 $29.94
  - Individual plus children $35.47 $29.94
  - Family $50.99 $44.34

- Access
  - Individual
  - Individual and spouse
  - Individual plus child
  - Individual plus children
  - Family

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.jhsphs.edu/student-life/transportation/parking.html.

Billing Information:
Your summer account statement will be available online on July 13, 2017. 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 22, 2017 (includes July/Aug Insurance)
- 1st term – September 23, 2017 (includes Sept/Oct Insurance)
- 2nd term - November 18, 2017 (includes Nov/Dec Insurance)
- 3rd term – February 17, 2018 (includes Jan/Feb/March Insurance)
- 4th term – April 21, 2018 (includes April/May/June Insurance)
**IMPORTANT:** You must check your statement monthly to avoid a $100 late payment fee. It is the student’s responsibility to make sure all scholarships, loans, and 3rd party payments have been reflected correctly on their account by the payment due date.

**Method of Payment:**

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

**Check Payments:** Students who wish to mail a check instead of paying online may print a copy of their statement from the website, [https://sis.jhu.edu](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. It is extremely important that you update your local address at [https://sis.jhu.edu/sswf/](https://sis.jhu.edu/sswf/) in order to receive your refund. See link below for details:


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

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

**3rd Party Contract:** Students must submit a purchase order or contract from his/her employer permitting the school to bill the company for tuition and any associated fees. If the contract does not cover the entire cost of tuition and fees, a student is required to pay the remaining balance by the payment due date. Students who receive payments directly from their employer are required to pay their tuition in full by the payment due date and then seek reimbursement from their employer.
3.15 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 should have received an email with JHED setup instructions. For help with JHED login, please contact 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 (‘jhsphwpa’ network)
- Printers and copiers on campus

You will receive a JHSPH user name and temporary password by email. If you need help with this password or related services, please go to the Information Systems Help office (W3014) or contact 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 completely in formal coursework that is not special studies, i.e. independent studies.

- At least 16 of the 80 credits required for graduation must be completed in a traditional face-to-face format as opposed to being completed over the Internet.

- All courses that are part of the core curriculum (except for the MPH Goals Analysis Project and the MPH Capstone Project) must be taken for a letter grade, if the course is offered for a letter grade.

- 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 Tools of Public Health Practice course, the Goals Analysis plan, and the Epidemiology core requirement within the first twelve months of matriculation into the MPH program.

4. Students must progress toward degree completion in three years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student’s responsibility to contact in writing (email communication is sufficient) the faculty academic advisor and the MPH Academic Coordinator (Janet Carn, jcarn1@jhu.edu) to request an extension beyond the three year limit. An extension request should be submitted to the faculty academic advisor and the MPH Academic Coordinator at least one term prior to the end of the 3-year limit.

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

6. Students who are inactive (not enrolled in courses) for two terms or more without notifying the MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do notify in writing (email communication is sufficient) the MPH Academic Coordinator (Janet Carn, 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 18, 2017.]

*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>
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<td><strong>BIOSTATISTICS</strong> (choose one sequence):</td>
<td>No switching permitted between Biostatistics sequences.</td>
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<tr>
<td>140.611-612</td>
<td>Statistical Reasoning in Public Health I-II</td>
<td>6</td>
<td>SI/ 1st/ 2nd</td>
<td>1st/ 2nd</td>
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<tr>
<td>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><strong>ENVIRONMENTAL HEALTH</strong></td>
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<td></td>
<td></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><strong>EPIDEMIOLOGY</strong> (choose one)</td>
<td></td>
<td></td>
<td></td>
<td></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><strong>MANAGEMENT SCIENCES</strong> (choose at least one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>182.623</td>
<td>Occupational Safety and Health Management</td>
<td>3</td>
<td>3rd</td>
<td>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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### MPH Summer Manual 2017-2018

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<th>Course</th>
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<tr>
<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>
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<td>Summer</td>
<td>No</td>
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<tr>
<td><strong>POPULATION DYNAMICS</strong></td>
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<td></td>
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<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>
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<td><strong>PUBLIC HEALTH BIOLOGY (choose at least one)</strong></td>
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<td>Appropriate for all students. Provides a broad introduction to public health biology:</td>
<td></td>
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<tr>
<td>183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
<td>SI, 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
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<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>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>On-site</th>
<th>Online</th>
</tr>
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<tbody>
<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>
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<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>
</tr>
<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>
</tr>
<tr>
<td>222.641</td>
<td>Principles of Human Nutrition</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>No</td>
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<tr>
<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>
</tr>
<tr>
<td>260.606</td>
<td>Major Global Infectious Diseases: Prospects for Control</td>
<td>2</td>
<td>WI</td>
<td>No</td>
</tr>
<tr>
<td>260.631</td>
<td>Immunology, Infection, &amp; Disease</td>
<td>3</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
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<td>260.635</td>
<td>Biology of Parasitism</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</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>
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<tr>
<td>260.656</td>
<td>Malariology</td>
<td>4</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&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>
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<tr>
<td>340.646</td>
<td>Epidemiology &amp; Public Health Impact of HIV &amp; AIDS</td>
<td>4</td>
<td>1&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>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</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>NO</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>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
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### Table: Core Curriculum Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>On-site</th>
<th>Online</th>
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<tr>
<td>221.688</td>
<td>Social and Behavioral Foundations of Primary Health Care</td>
<td>4</td>
<td>No</td>
<td>Su/ 3rd</td>
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<td>224.689</td>
<td>Health Behavior Change at the Individual, Household, and Community Levels</td>
<td>4</td>
<td>2nd</td>
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<td>330.661</td>
<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
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<td>380.604</td>
<td>Life Course Perspectives on Health</td>
<td>4</td>
<td>1st</td>
<td>1st</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>
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<tr>
<td>410.613</td>
<td>Psychosocial Factors in Health and Illness</td>
<td>3</td>
<td>3rd</td>
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<tr>
<td>410.614</td>
<td>A New View: Improving Public Health through Innovative Social and Behavioral Tools and Approaches</td>
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<tr>
<td>410.616</td>
<td>Social &amp; Behavioral Aspects of Public Health</td>
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<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>
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<tr>
<td>410.651</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td>3</td>
<td>3rd</td>
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<tr>
<td>NR110.589</td>
<td>Human Development Across the Lifespan (for MSN/MPH students only)</td>
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<td>SON</td>
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</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 Susan Tonascia, stonasci1@jhu.edu
- **Management Sciences Area:** Contact Jon Vernick, jvern1@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 Q&A sessions on July 18th.

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 6th.
- 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 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**: 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: Thursday, June 29, 2017**
- **Touchpoint 2 Due: Sunday, August 6, 2017**
- **Touchpoint 3 Due: Wednesday, September 18, 2017**
- **Touchpoint 4 Due: Friday, February 9, 2018**
- **Touchpoint 5 Due: May 18, 2018**
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/](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: [http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/about-mph-](http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/about-mph-)

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 hours practicum requirement, students must combine experiences to complete the 100 hours 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).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Practicum Courses</th>
<th>Credits</th>
<th>Practicum Hours</th>
<th>Term(s) Offered</th>
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</thead>
<tbody>
<tr>
<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</td>
<td>108</td>
<td>1st - 2nd</td>
</tr>
<tr>
<td>550.864</td>
<td>Baltimore Community Practicum (Application process during 1st term)</td>
<td>4-6</td>
<td>124-220</td>
<td>2nd - 3rd</td>
</tr>
<tr>
<td>308.851</td>
<td>PHASE Internship (Application process during 1st term)</td>
<td>6-9</td>
<td>120-230</td>
<td>2nd - 4th</td>
</tr>
<tr>
<td>305.607</td>
<td>Public Health Practice (Must enroll by first day of class)</td>
<td>4</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</td>
<td>100</td>
<td>2nd - 4th</td>
</tr>
<tr>
<td>306.865</td>
<td>Johns Hopkins Clinic for Public Health Law &amp; Policy</td>
<td>4</td>
<td>100</td>
<td>3rd</td>
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<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</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</td>
<td>150</td>
<td>3rd - 4th</td>
</tr>
<tr>
<td><strong>Partially meets the 100-hour practicum requirement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410.620 &amp; 410.868 (TENTATIVE)</td>
<td>Program Planning for Health Behavior Change Practicum - TENTATIVE</td>
<td>5</td>
<td>40</td>
<td>1st</td>
</tr>
<tr>
<td>120.720</td>
<td>Applying Reproductive Biology Literacy Through Service-Learning</td>
<td>3</td>
<td>70</td>
<td>2nd</td>
</tr>
<tr>
<td>300.712</td>
<td>Formulating Policy: Strategies &amp; Systems of Policymaking in the 21st Century</td>
<td>3</td>
<td>35</td>
<td>2nd</td>
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<tr>
<td>550.601 &amp; Special Studies</td>
<td>Implementation Research and Practice</td>
<td>3</td>
<td>50</td>
<td>2nd</td>
</tr>
<tr>
<td>305.684</td>
<td>Health Impact Assessment</td>
<td>3</td>
<td>25</td>
<td>3rd</td>
</tr>
<tr>
<td>410.610</td>
<td>Health and Homelessness</td>
<td>3</td>
<td>35</td>
<td>3rd</td>
</tr>
<tr>
<td>318.621 - 318.622</td>
<td>Data Analysis in Public Policy I &amp; II (Must complete specific prerequisite and concurrent enrollment requirements for this course series.)</td>
<td>6</td>
<td>65</td>
<td>3rd - 4th</td>
</tr>
<tr>
<td>180.605</td>
<td>Food System Sustainability Practicum</td>
<td>3</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: Public Health Informatics, 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, it is recommended that students identify one to three competencies to be addressed (the competencies and related learning objectives are listed in the Practicum Appendix A on pages 51-52). Students can familiarize themselves with available practicum opportunity by exploring resources such as the Practicum Opportunity Site (https://my.jhsph.edu/Resources/SearchTools/pos) and SOURCE listings (source.jhu.edu).

1. Complete 300.615.81: Tools of Public Health Practice and Decision Making course (includes identifying competencies to focus on for the practicum as well as taking a pre-assessment of current perceived strengths and opportunities for further development).
2. Complete practicum section of the MPH Goals Analysis plan. See pages 40-41 for more details about the Goals Analysis Worksheet 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 47 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 2, 2018.
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 ISIS. 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 48.
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 ISIS 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 ISIS. 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”.

*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*
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>
</tr>
<tr>
<td>Biostatistics</td>
<td>140.895</td>
</tr>
<tr>
<td>Environmental Health &amp; Engineering</td>
<td>186.895</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>340.895</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>410.895</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>300.895</td>
</tr>
<tr>
<td>International Health</td>
<td>220.895</td>
</tr>
<tr>
<td>Mental Health</td>
<td>330.895</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.895</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>380.895</td>
</tr>
</tbody>
</table>

### 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 and Decision Making course will earn students 10 practicum hours.
8.5 Practicum Requirement for Specific Programs and Dual Degrees

The General Preventive Medicine and the Occupational Medicine residents fulfill the practicum requirement by completing the practice-based activities that are part of their residency training program. Residents must complete the Practicum Final Report to summarize these activities. Final Reports are due May 2, 2018.

MSN/MPH students fulfill the practicum requirement by completing NR.500.602 Public Health Nursing Theory and Practice and NR.500.604 Population Based Nursing Interventions. MSN/MPH students must complete the Practicum Final Report to summarize these activities. If the MSN/MPH student ends his/her program in December, Final Reports are due December 1, 2018. If the MSN/MPH student ends his/her program in August, Final Reports are due August 1, 2019.

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, 2019.

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 2, 2018. If reporting on activities during the second year of the MSW program, Final Reports are due May 1, 2019.

JD/MPH students must complete the MPH practicum experience during the 11-month MPH program. JD/MPH students should follow the same process as all other MPH students. Final Reports are due May 2, 2018.

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 Paulani Mui (the School 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 here: 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

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

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

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

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

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

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

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

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

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

Example 1: Customized practicum

September – October: Search for potential practicum opportunity with Baltimore City community-based organization
October 15 – November 15: Begin conversation with local Baltimore City non-profit, provide non-profit with MPH Practicum Information for Preceptors, discuss potential projects
November 20: Complete the Practicum Learning Plan with non-profit. Submit completed Practicum Learning Plan
November 27: Receive approval for the customized practicum project
November 27: Register for practicum
December 2 – March 31: 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 1 – October 18: Search for potential JHSPH courses with an approved practicum component
October 18: Register for 2nd term course: Public Health Practice, PH.305.607
October 19: Complete and submit Practicum Learning Plan
October 23 – December 19: Complete course requirements and evaluations
December 19: 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:

September 1 – October 15: Search for potential practicum opportunities. Decide to complete 3rd term course Health Impact Assessment and an intensive winter break practicum.
October 15 – November 15: Search and apply for international experiences through searching the Practicum Opportunity Site and networking with faculty and colleagues.
November 15 – November 30: Accepted for an international experience. Complete Practicum Learning Plan with organization. Submit completed Practicum Learning Plan.
December 7: Receive approval for the intensive winter break practicum
January 5 – January 16: Complete intensive winter break practicum overseas
January 12: Register for 3rd term course: Health Impact Assessment
January 22: Complete and submit Practicum Learning Plan for HIA course
January 22 – March 16: Complete course requirements and evaluations
January 30: Submit Practicum Final Report (both student and preceptor) for the intensive winter break experience
March 16: Submit Practicum Final Report for the 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 http://faculty.jhsph.edu. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

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 60.

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 12, 2018 for these presentations. Students participating in MPH concentrations sometimes present in an alternate venue that is designated by the concentration directors. Students may, with prior permission of their faculty capstone advisors, be permitted to present at an alternate venue such as a scientific meeting or academic conference.
9.2 Possible Forms that the Capstone Project May Take

The capstone project can take many forms including one of the designs below or as an expansion of a course, an internship or a practicum opportunity. The overarching principle used to determine if a capstone project is suitable is whether it provides a student with the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student and capstone advisor. There may be additional specific concentration area requirements. 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.
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 30, 2017. For students doing field experiences in January 2018, the IRB submission deadline is Friday, November 10, 2017.

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.jhsp.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 (kcrui@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 8, 2017 and October 31, 2017.

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_1GrF6WBUcNFZCV6) to determine what additional steps (if any) are needed in regard to securing IRB approval for your project or documenting the existing approval. Students must submit the online IRB Worksheet with the assistance of their capstone advisor.

Step 3: Submit the online MPH Capstone Information Form. Submission of this form is done at least two terms prior to the completion of the project. You will need to indicate such information as the name of your capstone advisor, a working title and the type of project you are doing (i.e. literature review, program evaluation, etc). The due date is November 30, 2017. http://jhsph.co1.qualtrics.com/jfe/form/SV_6mcyztRnjH7cc97

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 9, 2018.

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 16, 2018.
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 13, 2018.

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 30, 2018. Please note: Students may not participate in the oral presentation unless the final paper is submitted on time.

Step 8: Give an oral presentation of your project. After the final paper and capstone advisor’s approval are submitted, you will complete the oral component of the capstone project by giving a 10-minute presentation of your project. The MPH Capstone Symposium will be held on May 12, 2018.

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

Capstone Project Information Sessions

**Tuesday, August 8, 2017**: Intro. to MPH Studies: Capstone Information Session (1)
11:00-12:00 pm, Sommer Hall

**Tuesday, October 31, 2017**: Intro. to MPH Studies: Capstone Information Session (2)
12:00-1:20pm, Sommer Hall

Capstone Project Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Capstone Information Form</td>
<td>By November 30, 2017</td>
</tr>
<tr>
<td>Submit final capstone outline to capstone advisor</td>
<td>By February 9, 2018</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>By March 16, 2018</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By March 16, 2018</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By April 13, 2018</td>
</tr>
<tr>
<td>Upload approved final paper to drop box</td>
<td>By April 30, 2018</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>Saturday, May 12, 2018</td>
</tr>
<tr>
<td>Alternate venue presentation (Must be approved by your capstone advisor to present in an alternate venue)</td>
<td>May 12, 2018 – 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.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.

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

<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.120.800</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.800</td>
</tr>
<tr>
<td>Environmental Health &amp; Engineering</td>
<td>PH.186.800</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.800</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.800</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.800</td>
</tr>
<tr>
<td>International Health</td>
<td>PH.220.800</td>
</tr>
<tr>
<td>Mental Health</td>
<td>PH.330.800</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>PH.260.800</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>PH.380.800</td>
</tr>
</tbody>
</table>

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>
</tr>
<tr>
<td>Environmental Health &amp; Engineering</td>
<td>PH.188.840</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.840</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.840</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.840</td>
</tr>
<tr>
<td>International Health, Health Systems</td>
<td>PH.221.840</td>
</tr>
<tr>
<td>International Health, Human Nutrition</td>
<td>PH.222.840</td>
</tr>
<tr>
<td>International Health, Disease Control</td>
<td>PH.223.840</td>
</tr>
<tr>
<td>International Health, Social &amp; Behavioral</td>
<td>PH.224.840</td>
</tr>
<tr>
<td>Mental Health</td>
<td>PH.330.840</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>PH.260.840</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>PH.380.840</td>
</tr>
</tbody>
</table>
Resources/Support for Capstone Projects

**Capstone Teaching Assistants**

<table>
<thead>
<tr>
<th>Available 3rd and 4th terms</th>
</tr>
</thead>
<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**

**JHSPH Student Handbook on Referencing**

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 [http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html](http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html) (located under Step 1). The list is provided to show you the breadth of possible topics and formats. In addition, binders with copies of capstone project papers completed by students from previous years are available in the MPH Program office (Room W1015, Wolfe Street Building).

**Examples of published papers, funded grants, program initiatives, etc., that have emanated from MPH students' capstone projects:** [http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html](http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html) (located under Step 5).

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

The MPH Field Experience award recipients will share their experiences at the 9th Annual Global Health Day on Thursday, April 7, 2018.

Key Dates

Monday, September 11, 2017: MPH Field Experience Fund Award Information Session

Friday, October 13, 2017: MPH Field Experience Fund Award Applications Due

Friday, November 10, 2017: Deadline for IRB submission for field experiences taking place during the January intersession and requiring IRB approval.

Thursday, April 7, 2018: Global Health Day at JHSPH
CUSTOMIZED/CONCENTRATIONS APPENDIX A:
MPH CUSTOMIZED PROGRAM AND
ELECTIVE CONCENTRATIONS

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

http://www.jhsph.edu/courses

A.1. MPH Customized Program of Study .................................................. 2-3
A.2. Aging in Public Health ................................................................. 4-5
A.3. Child & Adolescent Health .............................................................. 6-7
A.5. Food, Nutrition, & Health ............................................................. 10-11
A.7. Global Environmental Sustainability & Health ................................. 14-15
A.8. Health in Crisis & Humanitarian Assistance ...................................... 16-17
A.11. Infectious Diseases ........................................................................ 22-23
A.12. Social & Behavioral Sciences in Public Health ................................. 24-25
A.13. Women’s & Reproductive Health ................................................. 26-27
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, Associate Scientist, Biostatistics, x4-9405; jmcgrea1@jhu.edu
The MPH concentration in Aging and Public Health (APH) is designed for students seeking training in quantitative research methods who wish to pursue a multi-systems approach to the study of aging from the perspectives of 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. The goal of this concentration is to help students integrate coursework with direct participation in practicum 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.

**COMPETENCIES GAINED**

- Relate the biology of the aging brain, body, and senses with chronic disease risk, late-life vulnerability, and prevention
- Identify the methods for studying aging systems, the impact of environment and the use and interpretation of data
- Learn the design, implementation, and evaluation of interventions and policy to improve the health of diverse aging populations

**COURSE OF STUDY**

Students in this concentration will take at least 18 credits that include a research in aging seminar, 4 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 Seminar topics may include: conceptualizing a research project, developing study hypotheses, conducting a literature review, identifying available data sets or ongoing studies, developing an analysis plan, outlining a research paper. In the 3rd and 4th terms, students are expected to formally report on the progress to date of their Capstone projects.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>330.XXX</td>
<td>Research and Translation in Aging Seminar [proposed course pending approval of concentration]</td>
<td>3 credits/1 per term</td>
<td>2nd through 4th terms</td>
</tr>
<tr>
<td>309.605.81</td>
<td>Health Issues for Aging Populations (Wolff &amp; Leff)</td>
<td>3 credits</td>
<td>3rd term (online)</td>
</tr>
<tr>
<td>380.604.01</td>
<td>Life Course Perspectives on Health (on-site or online) (Blum &amp; Hughes)</td>
<td>4 credits</td>
<td>1st term (online)</td>
</tr>
<tr>
<td>309.607.81</td>
<td>Innovations in Health Care for Aging Populations (Willink)</td>
<td>3 credits</td>
<td>2nd term (online)</td>
</tr>
<tr>
<td>330.623.01</td>
<td>Brain and Behavior (Carlson)</td>
<td>3 credits</td>
<td>4th term</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Term(s)</td>
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</tr>
<tr>
<td>340.616.01</td>
<td>Epidemiology of Aging (Schrack)</td>
<td>3</td>
<td>4th term</td>
</tr>
<tr>
<td>380.603.01</td>
<td>Demographic Methods for Public Health (onsite or online) (Hughes)</td>
<td>4</td>
<td>2nd term &amp; 3rd term (online)</td>
</tr>
<tr>
<td>120.627.01</td>
<td>Stem Cells and the Biology of Aging and Disease (Drummond-Barbosa)</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>140.682.01</td>
<td>Principles and Methods of Functional Neuroimaging I (Lindquist)</td>
<td>4</td>
<td>3rd term</td>
</tr>
<tr>
<td>410.615.01</td>
<td>Research Design in the Social and Behavioral Sciences (Thorpe &amp; Maulsby)</td>
<td>3</td>
<td>2nd term</td>
</tr>
<tr>
<td>340.699.01</td>
<td>Epidemiology of Sensory Loss in Aging (Ramulu &amp; Lin)</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>330.802.01</td>
<td>Seminar on Aging, Cognition &amp; Neurodegenerative Disorders (Rebok &amp; Carson &amp; Zandi)</td>
<td>2</td>
<td>1st-4th terms (offered biennially)</td>
</tr>
<tr>
<td>380.666.01</td>
<td>Women's Health (Decker)</td>
<td>3</td>
<td>3rd term</td>
</tr>
<tr>
<td>330.607.01</td>
<td>Prevention of Mental Disorders: Public Health Interventions (Ialongo &amp; Rebok)</td>
<td>3</td>
<td>4th term &amp; 3rd term</td>
</tr>
<tr>
<td>330.639.01</td>
<td>Intersection of Mental and Physical Health (Gallo &amp; Daumit)</td>
<td>3</td>
<td>4th term</td>
</tr>
</tbody>
</table>

* See Appendix for a description of faculty teaching each course

**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 Advisor 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.

**Faculty Concentration Co-Directors:**

Michelle C. Carlson, PhD, Associate Professor, Department of Mental Health, Core Faculty, Center on Aging and Health, mcarlso2@jhu.edu; 410-614-4887

Qian-Li Xue, PhD, Associate Professor, Departments of Medicine, Biostatistics, Epidemiology, Core Faculty, Center on Aging and Health, 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 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 in industrialized and resource-limited settings, including socio-economic, demographic, developmental, behavioral, cultural, political, and environmental determinants.

2) Current basic understanding of specific health problems of children and adolescents, including obesity and other nutritional issues, injury, infectious diseases and HIV, chronic and disabling conditions, adolescent health concerns, and others.

3) The design, development, implementation and evaluation of public health programs to improve the health and well-being of children, including immunization programs, child survival strategies, primary health care, health promotion and disease prevention efforts, including those that target HIV/AIDS, and injury prevention.

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).

Courses 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>
<td></td>
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<td>4</td>
</tr>
</tbody>
</table>

A. Determinants of Child and Adolescent Health and Development: one course from the following

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFRH</td>
<td>380.604 (81)</td>
<td>Life Course Perspectives on Health</td>
<td>4</td>
<td>C, I</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>
</tbody>
</table>

B. Specific Health Problems of Children and Adolescents: one course from the following

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<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>221.640.01</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 (Be aware of prerequisites)</td>
<td>4</td>
<td>C, I</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>380.765.01</td>
<td>Preventing Infant Mortality and Promoting the Health of Women, Infants and Children</td>
<td>3</td>
<td>I</td>
</tr>
</tbody>
</table>

C. Special Studies in Child Health in 2nd and 3rd Terms choose department of academic advisor*

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH</td>
<td>223.840.01</td>
<td>Special studies and Research IH, Disease Control (Terms 1 - 4)</td>
<td>Variable credits</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>Variable credits</td>
<td>C</td>
</tr>
</tbody>
</table>

D. Additional Child and Adolescent Health Concentration Courses: at least two of the following

1st Term

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH</td>
<td>222.641.60</td>
<td>Principles of Human Nutrition* (conflicts with Life Course, 1st term)</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>IH</td>
<td>222.657.01</td>
<td>Food and Nutrition Policy</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>HPM</td>
<td>305.610.01</td>
<td>Issues in Injury and Violence Prevention</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>HBS</td>
<td>410.656.01</td>
<td>Entertainment Education for Behavior Change and Development</td>
<td>4</td>
<td>C</td>
</tr>
</tbody>
</table>

In this course list, courses marked with an asterisk (*) indicate that they may conflict with other required courses.
<table>
<thead>
<tr>
<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IH</strong> 222.642.01</td>
<td><strong>IH</strong> 222.655.01</td>
<td><strong>HBS</strong> 410.655.01</td>
</tr>
<tr>
<td>Assessment of Nutritional Status ((Prerequisite previous biology or nutrition course or IH 222.641))</td>
<td>Nutrition and Life Stages</td>
<td>Health Communication Programs II: Implementation &amp; Evaluation (multiterm 3rd [410.654] and 4th)</td>
</tr>
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<tr>
<td><strong>PFRH</strong> 380.624.01</td>
<td><strong>PFRH</strong> 380.625.01</td>
<td><strong>IH</strong> 221.611.01</td>
</tr>
<tr>
<td>Maternal and Child Health Legislation and Programs</td>
<td>Attitudes, Programs, &amp; Policies for Children w/ Special Health Care Needs</td>
<td>Food/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) (Prerequisite 221.613)</td>
</tr>
<tr>
<td><strong>PFRH</strong> 380.662.01</td>
<td></td>
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</tr>
<tr>
<td>Critiquing the Research Literature in Maternal, Neonatal &amp; Reproductive Health</td>
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<tr>
<td><strong>PFRH</strong> 380.720.01</td>
<td></td>
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<tr>
<td>Masculinity, Sexual Behavior &amp; Health: Adolescence &amp; Beyond</td>
<td></td>
<td><strong>IH</strong> 222.649.01</td>
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<tr>
<td></td>
<td></td>
<td>International Nutrition</td>
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<tr>
<td><strong>PFRH</strong> 380.740.81</td>
<td></td>
<td><strong>PFRH</strong> 380.721.01</td>
</tr>
<tr>
<td>Nutrition Programs, Policy and Politics in the US: The Impact on Maternal, Child and Family Health</td>
<td></td>
<td>Schools and Health</td>
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<tr>
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</tr>
<tr>
<td><strong>IH</strong> 223.662.01</td>
<td></td>
<td><strong>PFRH</strong> 380.749.01</td>
</tr>
<tr>
<td>Vaccine development and assessment</td>
<td></td>
<td>Adolescent Sexual and Reproductive Health</td>
</tr>
<tr>
<td><strong>IH</strong> 221.645.01</td>
<td></td>
<td><strong>PFRH</strong> 380.762.81</td>
</tr>
<tr>
<td>Large Scale Effectiveness Eval of Health Programs</td>
<td></td>
<td>HIV Infection in Women, Children and Adolescents</td>
</tr>
<tr>
<td><strong>HPM</strong> 301.627.01</td>
<td></td>
<td><strong>PFRH</strong> 380.845.01</td>
</tr>
<tr>
<td>Understanding and Preventing Violence</td>
<td></td>
<td>Seminar in Adolescent Health</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>PFRH</strong> 380.742.01</td>
<td><strong>PFRH</strong> 380.696.01</td>
<td><strong>HBS</strong> 410.682.01</td>
</tr>
<tr>
<td>HIV Infection in Women, Children and Adolescents</td>
<td></td>
<td>Integrating Children’s Mental Health and Primary Care: A Social and Behavioral Science Perspective</td>
</tr>
<tr>
<td><strong>PFRH</strong> 380.624.81</td>
<td></td>
<td><strong>PFRH</strong> 380.742.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Health, Public Health and Policy</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>PFRH</strong> 380.641</td>
<td></td>
<td><strong>PFRH</strong> 380.696.01</td>
</tr>
<tr>
<td>(Prerequisite previous biology or nutrition course or IH 222.641)</td>
<td></td>
<td>Health and Wellbeing of the Urban Poor: Parents, Families, and the Urban Context</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 1st Term however special studies course registration will be in second and term.

**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)*

340.600 Principles of Clinical Epidemiology (2 credits) - 2nd term *(Prerequisite: 340.751)*

340.700 Advanced Stata Programming (1 credit) - 4th term *(Prerequisite: Concurrent enrollment in 340.600 and at least 1.5 years' experience with Stata, or familiarity with Stata and knowledge of another programming language)*

340.645 Introduction to Clinical Trials (3 credits) – 2nd term [Internet – 1st] *(Prereg: 340.601 or 340.751)*

340.606 Systematic Reviews and Meta-Analysis (6 credits) - 3rd term *(Prereq: 340.601 or 340.751 and 140.622)*

340.717 Health Survey Research Methods (4 credits) – 2nd term *(Prerequisite: 340.601 or 340.751; 140.621 or 40.651)*

380.650 Fundamentals of Life Tables (4 credits) - 3rd term *(Prerequisite: 380.603 and 380.600 recommended)*

380.715 Problems in the Design of Epidemiologic Studies (5 credits) - 4th term *(Prerequisites: 340.751-753, 340.863)*

380.603 Demographic Methods for Public Health (4 credits) - 2nd term [Internet – 3rd term]

380.651 Methods and Measures in Population Studies (4 credits) - 4th term *(Prereqs: 380.650, 380.600 recommended)*

**Capstone Experience:**
The MPH capstone experience in Epidemiologic and Biostatistical Methods involves the application of skills and competencies acquired to problems in epidemiology and data analysis. Preparation for the capstone experience will start during the 1st term and be integrated throughout the year. **A 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
222.651 Advanced Nutrient Metabolism (3 credits) – 1st term (Prerequisite: Previous coursework in biochemistry and/or the course on nutritional biochemistry)
222.653 Food Technology and Health (3 credits) – 4th term (Consent required for all students)
222.655 Nutrition and Life Stages (3 credits) – 3rd term (Consent required for all students)
182.640 Food- and Water-borne Diseases* (3 credits) – 3rd term
182.611 Food/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4th term (Prerequisite: 221.613)
222.649 International Nutrition (3 credits) – 4th term [Internet – 4th term]
222.654 Food, Culture, and Nutrition (4 credits) – 4th term (Consent required for all students)
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
180.620 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
Note: if the student takes all three “core” courses, one can be counted towards this requirement.

Other Nutrition-related Course:
222.658 Critical Thinking in Nutrition (1 credit) – 1st term (Consent required for all students)
This course may not be used to fulfill the course requirements for the concentration but may be of interest to students in the concentration.
Focusing In On Your Interests:
The concentration options allow the students to focus their interests in foods and nutrition. To illustrate, we provide options for choosing amongst the courses to suit common interests of students in the concentration.

**International Nutrition**

- 222.641 Principles of Human Nutrition* (4 credits) – 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/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4th term (Prerequisite: 221.613)
- 222.649 International Nutrition (3 credits) – 4th term [Internet – 4th term]
- 222.654 Food, Culture, and Nutrition (4 credits) – 4th term (Consent required for all students)

**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)
- 222.840 Obesity in public health (3 credits) – 2nd term (consent required for all students)

**Special Studies and Research**

- Human Nutrition (variable credits Terms 1-4)
- 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
- 222.840 Obesity: A public health perspective (3 credits) – 3rd term (consent required for all students)

**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:**

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

Educational Objectives:
The food system is fundamental to health, justice, and sustainability for future generations. Our food system encompasses the activities, infrastructure, and people involved in feeding our population (e.g., growing, processing, distributing, consuming, and disposing of foods) and is at the nexus of many of the today's most significant public health and environmental challenges. Students in the MPH Concentration in Food Systems and Public Health (FSPH) concentration will gain specialized expertise regarding the interconnectedness of the food system and public health and apply communication and/or public health policy analysis and advocacy skills to advance change. The FSPH concentration includes monthly group mentoring meetings with concentration faculty plus optional enrichment activities throughout the year; and a capstone experience.

1) Define and describe the food system, including identification of points in the food production and distribution processes that create risks and benefits for workers, communities, consumers, the ecosystem, and food community and also potential opportunities for intervention.
2) Describe the history and evolution of food systems and food production practices and characterize the impacts of such practices on the public's health.
3) Use a systems perspective to analyze and apply critical thinking to inter-relationships within the food system, specifically among diet, food production, the environment and public health.
4) Analyze strengths and weaknesses of political, social, and economic policies and other interventions to address food system issues including food production, consumption, and the fulfillment of the right to adequate food.
5) Apply selected skills (i.e., risk assessment, advocacy, communication, program planning and evaluation, qualitative research methodology,) to promote a healthy and sustainable food system.

Students are required to complete a total of at least 18 credits for the FSPH concentration. The concentration includes a minimum of 5 required and elective courses, some based on field trips and practica.

Courses of Study:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Name</th>
<th>on-campus</th>
<th>online</th>
<th>Credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.620</td>
<td>Food Systems and Public Health</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses: Students must complete a minimum of TWO courses from Group A, one course from Group B and one course from Group C for a total of at least 14 credits.

Group A: Examine impacts of the food system on public health and engage with the food system through field trips and service learning opportunities
Select a minimum of TWO courses from the following:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Name</th>
<th>on-campus</th>
<th>online</th>
<th>Credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.655</td>
<td>Baltimore Food Systems: A Case Study of Urban Food Environments</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>180.606</td>
<td>Case Studies in Food Production and Public Health</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>180.605</td>
<td>Food System Sustainability Practicum</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Group B: Explore food systems within the broader context of public health
Select a minimum of ONE course from the following:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Name</th>
<th>on-campus</th>
<th>online</th>
<th>Credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.611</td>
<td>The Global Environment and Public Health</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>222.657</td>
<td>Food and Nutrition Policy</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>182.640</td>
<td>Food and Water Borne Diseases</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>222.653</td>
<td>Food Technology and Health</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Group C: Apply selected skills to address food system challenges and improve public health
Select a minimum of ONE course from the following:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Name</th>
<th>on-campus</th>
<th>online</th>
<th>Credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.654</td>
<td>Systems Thinking in Public Health: Applications of Key Methods and Approaches</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>317.600</td>
<td>Intro to the Risk Sciences and Public Policy</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>4</td>
</tr>
</tbody>
</table>
Capstone Experience
Typically, the 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 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. A list of research and project ideas for students will be provided, 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 student’s 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:
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Roni Neff, PhD, ScM, Assistant Professor, Environmental Health and Engineering, x 2-7578; 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)
- 180.651.01 Energy, Environment and Public Health (2 credits) – 3rd term

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 Only
- 222.654.01 Food, Culture, and Nutrition (4 credits) – 4th term
The following courses are recommended but not required. These courses do not fulfill credit requirements of the concentration but do contain relevant content or skills:

- 188.682.81 A Built Environment for a Healthy and Sustainable Future (3 credits), 4th term (Internet)
- 185.600.81 One Health Tools to Promote and Evaluate Healthy and Sustainable Communities (3 credits), 4th term (Number pending) Climate Change: Avoiding Conflict & Improving Public Health (3 credits), 4th term
- 180.625.01 Environmental Justice: Concepts, Methods, and Practice (3 credits) – 3rd term
- 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/Nutrition and Livelihood in Humanitarian Emergencies (2 credits) – 4th term (Prereq: 221.613)
- 410.655.01 Health Communication Programs II: Implementation & Eval. (4 credits) – 4th term (Prereq: 410.654)
- 224.691.01 Qualitative Data Analysis (3 credits) – 4th term (Prereqs: 224.689 and 224.690)
- 305.684.01 Health Impact Assessment (3 credits) – 4th term (Prereq: 300.712 or similar graduate course in
  health policy and instructor permission)

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

**Capstone Experience**

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 the Center for a Livable Future or the Center for Water and Health, or collaborating with local organizations engaged in action to address these issues. The resulting paper from the capstone experience will satisfy MPH capstone requirements and will be of publishable quality. The capstone projects will be presented at a specially-scheduled concentration capstone symposium, depending on number of students.

**Faculty Concentration Directors**

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
HEALTH IN CRISIS AND HUMANITARIAN ASSISTANCE

Educational Objectives:

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

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

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:

All concentration students are required to complete the following two 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.XXX Seminar in Humanitarian Health (2 credits, terms 1-4)\(^1\)

Concentrators are required to take at least four (4) credits from the following courses:

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

Remaining concentration credits may be obtained from the following courses:

- 221.614 International Political Science for Public Health Practitioners (2 credits) – 2nd term
- 221.608 Managing Non-Governmental Organizations in the Health Sector (3 credits) – 3rd term
- 221.661 Project Development for Primary Health Care in Developing Countries (4 credits) – 4th term
- 221.616 Ethics of Public Health Practice in Developing Countries (2 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.
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

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

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

- Understanding the healthcare environment
- Leadership and management development
- Organizational structure and design
- Strategic management and planning
- Governance
- Organizational stakeholders
- 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.

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

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

A. Concentration Core Courses: Students are required to select three of the following six courses:
221.722 Quality Assurance Mgt Methods for Developing Countries (4 credits) – 1st term [Internet - 1st term]
312.601 Funds. of Mng’t for Health Care Orgs. [USA Focus] (3 credits) – 2nd term (Prerequisite: 300.651)
380.681 Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries
(4 credits) 2nd term (Instructor consent required)
312.600 Managing Health Services Organizations (4 credits) 3rd term [Internet only]
312.603 Fundamentals of Budgeting & Financial Mgt (3 credits) [Internet 1st, 2nd, 3rd, 4th], SI
312.610 Foundations of Organizational Leadership (3 credits) – 3rd term and SI (2nd term only for MHA Students)
221.602 Applications in Managing Health Organizations in LMIC – [3 credits] 1st term (Instructor consent required)

B. Management Practice Skills: Students must choose at least one of the following courses:
221.661 Project Develop. for PHC in Devel. Countries (4 credits)– 4th term
221.604 Case Studies in Management Decision-making (3 credits) – 3rd term
312.621 Strategic Planning (3 credits) – 3rd term (Prereq: 312.600 or 312.603) (4th term only for MHA Students)
312.633 Health Management Information Systems (3 credits) – 3rd and 4th terms, Internet only
312.660 Marketing in Health Care Organizations (3 credits) – 4th term (3rd term only for MHA Students)
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)

311.615.81 Quality of Medical Care (3 credits) – 1st term, Internet only

309.600.81 Evaluating Quality Improvement and Patient Safety Programs (3 credits)- 1st Term, Internet only

312.630.81 Healthcare Financial Management (3 credits)- 1st Term, Internet only

317.605.81 Methods in Quantitative Risk Assessment (4 credits) 1st Term, Internet only

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 [Class and Internet] and SI.

221.639 Health Care In Humanitarian Emergencies (3 credits) – 1st term (Internet) and 2nd term

312.617 Fundamentals of Financial Accounting (3 credits) – 1st term and 2nd term Internet (Instructor consent required)

313.641 Introduction to Health Economics (3 credits)– 3rd term Internet only - (Prereq: Introduction to Online Learning; instructor consent)

312.623 Financial Mng’t in Health Care I (3 credits) – 2nd term (Prereq: 312.617, 312.603)
   (Instructor consent)

312.624 Financial Management in Health Care II (3 credits) – 4th term (Prerequisite 312.617, 312.623 & 551.603)

312.655 Organizational Behavior & Management (2 credits) – 4th term [Fri & Sat]

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 - (Prereq: Introduction to Online Learning)

313.631 Economic Evaluation II (3 credits) – 3rd term (Prerequisites: 313.630)

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

221.652.01 Health Financing in Low and Middle Income Countries (3 credits), 3rd Term

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

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

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

Faculty Concentration Directors:
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Eric Ford, PhD, MPH, Research Scientist, Health Policy & Management, ewford@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:

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<th>Dept</th>
<th>Crs #</th>
<th>Course Name</th>
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<td>HPM</td>
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<td>Introduction to the U.S. Healthcare System</td>
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<td>IH</td>
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<td>Health Financing in LMIC (Prereq: 140.611/612 or 140.621/622 or 140.651/652. 313.639 or 313.641 are recommended)</td>
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<td>Public Health Practice (Prerequisite: 300.603 Tools Public Health Practice and Decision Making)</td>
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<td>Heath Pol. Analysis in LMIC (Prereq: 220.601 Intro to IH)</td>
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<td>HPM</td>
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<td>Health Impact Assessment (Prereq: 300.712 or)</td>
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Developing appropriate policies and regulations for public health priority programs – such as road traffic injuries, HIV/AIDS, obesity, and tobacco control.

Use of information and incentives to effect changes in the behavior of health care providers and/or patients.

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.

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 Frattaroli PhD, Associate Professor, Health Policy & Management, x5-8022  sfratta1@jhu.edu
Shivam Gupta, PhD, Assistant Scientist, Health System Program, International Health, X2-3238, sgupta23@jhu.edu
Educational Objectives:

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

Course of Study:

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

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

Epidemiology:
340.722: 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] (Prerequisite: 260.623 or consent of instructor)
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)
Prevention & Control of Infectious Diseases:
550.630: Public Health Biology* (3 credits) - 1st term [Summer & Internet – 4th term] (Prerequisite: college level course in biology)
223.662: Vaccine Development and Application (4 credits) - 2nd term
260.636: Evolution of Infectious Disease (3 credits) - 1st Term
223.663: Infectious Diseases and Child Survival (3 credits) – 3rd term
223.687: Vaccine Policy Issues (3 credits) - 3rd term (Prerequisite: 223.662)
380.761: STI in Public Health Practice* (4 credits) - 3rd term [Internet – 4th term] (Prerequisite: 550.630 or equivalent)
340.612: Epidemiologic Basis for Tuberculosis Control* (2 credits) - 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)

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: Malarialogy* (4 credits) - 3rd term [Note: Internet offering is NOT an option for the Infectious Diseases concentration.]

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

For students with some background in immunology
260.611: Principles of Immunology I (4 credits) – 1st term (Prerequisite: an advanced biology course)

*Also fulfills MPH core requirement

Capstone Experience:
The MPH capstone experience in Infectious Diseases is an opportunity for students to apply what they have learned to an infectious disease public health problem. Students are required to register for the 2 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.

Faculty Concentration Directors:
Clive Shiff, PhD, Associate Professor, Molecular Microbiology & Immunology
x5-1263; cshiff1@jhu.edu
Kenrad Nelson, MD, Professor, Epidemiology, x5-1296; knelson3@jhu.edu
Neal Halsey, MD, Professor, International Health, x5-6964; nhalsey1@jhu.edu
Noreen A Hynes, MD, MPH, Associate Professor, International Health, x4-7196; nhynes1@jhu.edu
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
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
410.685 Data Analysis and Presentation in Social and Behavioral Science Research (3 credits) – 4th 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

**Additional courses in Intervention Design and Implementation:**
410.630 Implementation & Sustainability of Community-Based Health Programs (3 credits) – 4th term
221.661 Project Development for Primary Health Care in Developing Countries (4 credits) – 3rd 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
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 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) The scope and magnitude of health problems for women with regard to their general as well as reproductive health, with a focus across the life course, including infectious, chronic diseases and disabling conditions;

2) The determinants of women’s and reproductive health, including socioeconomic, cultural, behavioral, environmental, political and others;

3) Analytic skills in the core MPH courses as they are applied to women’s and reproductive health as well as other methodological skills including demographic, sociological, and epidemiologic methods, and intervention/program evaluation; and

4) Development and implementation of public health programs and clinical interventions to improve the reproductive health and well-being of women, including programs related to family planning services, safe motherhood, or health during the reproductive years.

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

Course of Study:

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

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

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

Epidemiology and Health:
380.666 Women’s Health (3 credits) – 3rd term
380.664 Reproductive and Perinatal Epidemiology (4 credits) – 4th term (Prerequisite: 340.601 or equivalent)

Policies and Programs:
380.624 Maternal & Child Health Legislation and Programs (4 credits) – 2nd term [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 380.768.81 Selected Topics in Women’s Health and Health Policy (4 credits) – 1st term Internet only

Clinical Aspects:
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
380.761 STI in Public Health Practice* (4 credits) – 3rd term or [Internet–4th term] (Prerequisite: 550.630 or equivalent)

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

Students must also select two additional courses. A course from the above listed course that is not used to fulfill the three concentration core requirements may also be selected or 120.620.

380.662 Critiquing the Research Literature in Maternal, Neonatal and Reproductive Health (4 credits) – 2nd term
380.744.81 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
380.765 Preventing Infant Mortality & Promoting the Health of Women, Infants & Children (3 credits) – 4th term, Internet only
380.767 Couples and Reproductive Health (3 credits) – 1st term (Prerequisite: 380.600 or 380.755. Consent of instructor required if prerequisite has not been taken.)
380.771 Understanding International Reproductive Health Policy (3 Credits) – 4th term

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

**Capstone Experience:**

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

**Capstone Presentation:**

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

**Maternal and Child Health Certificate:**

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

**Faculty Concentration Directors:**

Donna Strobino, PhD, Professor, Population, Family & Reproductive Health x2-5451; dstrobi1@jhu.edu
Saifuddin Ahmed, PhD, Associate Professor, Population, Family & Reproductive Health x4-4952; sahmed@jhu.edu
RECYCLING AND COMPOSTING
APPENDIX B:

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

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

These bins can be found near the North and South elevators as well as the West wing corridor of each floor in the Wolfe St. building. Bins in Hampton House are located in the cafe.

- Soiled paper products
- All food
- Coffee cups and stirrers
- Biodegradable utensils and containers
- Paper packets
Want to get involved with environmental sustainability? Contact the Green Student Group at greenjhsph@gmail.com

FURTHER INFORMATION:

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

Need to recycle **electronic waste**? Visit the JHSPH Environmental Stewardship Committee website for instructions: [http://www.jhsph.edu/about/sustainability/electronic-hardware-recycling/index.html](http://www.jhsph.edu/about/sustainability/electronic-hardware-recycling/index.html)

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

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