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# THE JOHNS HOPKINS UNIVERSITY
## BLOOMBERG SCHOOL OF PUBLIC HEALTH
### 2016-17 ACADEMIC YEAR CALENDAR

<table>
<thead>
<tr>
<th>SUMMER INSTITUTES</th>
<th>Begin Week of May 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMORIAL DAY HOLIDAY</td>
<td>M May 30</td>
</tr>
<tr>
<td>REGULAR SUMMER TERM</td>
<td>T July 5 – F Aug 21 (39 class days)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for Summer Institute Terms</td>
<td>F Feb 12</td>
</tr>
<tr>
<td>Registration Begins for Regular Summer Term</td>
<td>T April 5</td>
</tr>
<tr>
<td>Internet-Based/Part-Time MPH New Student Orientation</td>
<td>Sun May 22</td>
</tr>
<tr>
<td>Summer Institutes Begin</td>
<td>Begin week of May 23</td>
</tr>
<tr>
<td>Regular Summer Term Registration Ends</td>
<td>F June 24</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION/REGISTRATION</td>
<td>Th June 30 – F July 1</td>
</tr>
<tr>
<td>INDEPENDENCE DAY HOLIDAY</td>
<td>M July 4</td>
</tr>
<tr>
<td>Instruction Begins for Summer Term</td>
<td>T July 5</td>
</tr>
<tr>
<td>Regular Summer Add/Drop Period</td>
<td>M July 4 – F July 15 (full term courses only)</td>
</tr>
<tr>
<td>Last Class Day of Summer Term</td>
<td>F Aug 26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1 (1st Term)</th>
<th>1ST TERM</th>
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<tbody>
<tr>
<td>Instruction Begins for 1st Term</td>
<td>M Mar 30</td>
</tr>
<tr>
<td>Registration Ends for Continuing and Special Students</td>
<td>F Aug 26</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION/REGISTRATION</td>
<td>M Aug 29 – W Aug 31</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>Th Sept 1</td>
</tr>
<tr>
<td>Last Class Day of 1st Term</td>
<td>W Oct 19</td>
</tr>
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<table>
<thead>
<tr>
<th>Term 2 (2nd Term)</th>
<th>2ND TERM</th>
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</thead>
<tbody>
<tr>
<td>Registration Begins for 2nd Term</td>
<td>M Mar 30</td>
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<tr>
<td>Instruction Begins for 2nd Term</td>
<td>F Feb 22</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>Th Oct 27</td>
</tr>
<tr>
<td>Last Class Day of 2nd Term</td>
<td>Th Nov 24 – Su Nov 27</td>
</tr>
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<table>
<thead>
<tr>
<th>Term 3 (3rd Term)</th>
<th>3RD TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 3rd Term</td>
<td>W Nov 16</td>
</tr>
<tr>
<td>Instruction Begins for 3rd Term</td>
<td>F Jan 13</td>
</tr>
<tr>
<td>Last Class Day of 3rd Term</td>
<td>M Jan 23 – F Feb 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4 (4th Term)</th>
<th>4TH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 4th Term</td>
<td>M Feb 6</td>
</tr>
<tr>
<td>Instruction Begins for 4th Term</td>
<td>F Mar 17</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Mar 27 – F Apr 7</td>
</tr>
<tr>
<td>PUBLIC HEALTH CONVOCATION</td>
<td>T May 23</td>
</tr>
<tr>
<td>UNIVERSITY COMMENCEMENT</td>
<td>Th May 25</td>
</tr>
<tr>
<td>RESIDENCY PROGRAM ENDS</td>
<td>F June 30</td>
</tr>
</tbody>
</table>

As of July 2014
MPH Executive Board

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Overview of the Program

Objectives

The overarching goal of the MPH Program is to provide students with a population perspective on health. The Hopkins MPH Program is designed to prepare students to tackle current and emerging global public health problems such as pandemic flu, AIDS, bioterrorism, obesity, diabetes, disparities in access to health care, and many other critical public health problems.

The Johns Hopkins MPH Program recognizes that in today’s world, a thorough and rigorous public health education must embrace multiple areas including: biostatistics, environmental health, epidemiology, health services administration, social and behavioral sciences, biological sciences, ethics, the role of information technology in health, health policy and law in health. The Johns Hopkins MPH Program is designed to provide students with critical multidisciplinary training to help solve global health problems.

In order to assure that all students have the core competencies in a number of critical areas, students are required to complete a core MPH curriculum that comprises approximately half the credits required for graduation. Students have flexibility to design the other half of their curriculum in order to customize the program to their area of interest and the appropriate balance between depth and breadth.

Competencies

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

Biostatistics and Epidemiology Competencies

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

1. Define the major environmental agents (i.e., environmental chemical, biological, and physical agents that cause adverse effects on human health) and their sources, natural and anthropomorphic.
2. Discuss the transport and fate of these agents in the environment, and identify the carriers or vectors (air, water, soil, and food) that promote the transfer of these agents from the environment to the human.
3. Describe the toxicokinetics of these agents in the body, including the effect of route of entry (inhalation, ingestion, absorption).
4. Describe the toxicodynamics of these agents, including biotransformation and the mechanisms by which they exert adverse health effects, and the use of models for prediction of the magnitude of adverse effects.
5. Identify and define the steps in the risk assessment process, including both exposure and dose-response assessment, and the sources and magnitude of uncertainty.
6. Describe various risk management approaches, including regulatory, engineering, and behavioral/risk communication options.
7. Describe specific genetic factors (including gender- and ethnicity-related factors), physiologic factors (including age- and health status-related factors), and psychosocial factors (including SES- and social/cultural-related factors) that influence the risk of exposure and/or the likelihood of developing adverse health outcomes from exposure to environmental agents.
8. Identify techniques for improving risk assessment and risk management strategies, including consideration of: (1) factors in the physical environment, (2) factors in the social environment, (3) community-based participation in both the assessment/management process and in basic environmental/public health research, and (4) issues of environmental justice/equity.

Public Health Biology Competencies

1. Describe the biological bases, e.g. molecular, cellular, and physiological, for the major determinants of human disease including infectious disease, nutritional deficiencies, and exposure to toxic environmental agents.
2. Describe the ecological principles that determine the distribution of infectious disease in human populations.
3. Apply principles of human immune system function to explain the rationale and mode of action of existing and potential methods of immunization.
4. Explain the role of genetic determinants in human disease and disease susceptibility caused by infectious agents, nutritional deficiencies and exposure to toxic agents, and in microbial virulence.
5. Apply biological principles to development of disease prevention, control, or management programs.
6. Apply biological principles to assessment of risk from potentially hazardous agents and behaviors.

Management Sciences Competencies

1. Describe the organization and structure of a health service system.
2. Evaluate basic models of health delivery systems.
3. Assess major approaches to managing and improving health services organizations, including approaches to process improvement, strategic planning, and organizational design.
4. Apply performance improvement concepts and tools in revising a specific process within an organizational setting.
5. Apply key concepts of human resource management to achieving the strategic objectives of health service organizations.
6. Prepare a basic budget.
Social & Behavioral Sciences Competencies

1. Describe the psychological and sociological conceptualizations of health, health behavior, and illness.
2. Describe and compare theories and principles of behavior change. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment.
3. Describe the concepts of stress, coping and social support, their inter-relationships and assess their impact on health, health behavior, and illness.
4. Analyze and predict the influence of major social structural divisions such as age, gender, socioeconomic status, and ethnicity on health, health behavior, and the treatment of illness.
5. Formulate behavioral, communication, educational, advocacy, health promotion, and community-based participatory strategies for improving the health of communities and individuals and preventing disease and injury.
6. Evaluate processes and outcomes of social and behavioral interventions on the health of communities, families, and individuals.
7. Demonstrate a cross-cultural awareness and sensitivity for the implementation and evaluation of health behavior change programs.

Health Policy & Ethics Competencies

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

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

- 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.
- All students must complete the MPH Practicum requirement, including course 300.615.81.
- 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.
- All students must maintain minimum academic standards and have satisfactory grades as detailed on the next page.
- 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 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 courses were completed not more than 5 years prior to the date of matriculation into the MPH Program.
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 advisor and the MPH Academic Coordinator (David Earle, dearle@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 are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 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 initial core requirements, Problem Solving in Public Health, the Goals Analysis plan, and the Epidemiology core requirement within the first twelve months of matriculation into the MPH program.

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

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

6. Students who are inactive (not enrolled in courses) for two terms or more without notifying the MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do not notify in writing (email communication is sufficient) the MPH Academic Coordinator (David Earle, dearle@jhu.edu) and faculty advisor of their circumstances may suspend enrollment, assuming that they otherwise have met academic standards as per items 1-5 above.
Academic and Research Ethics at JHSPH

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

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

All JHSPH students are required to complete this non-credit course near the start of the program. During the first full term enrolled in courses, students are automatically registered into the course (PH.550.860).

The JHSPH Policy and Procedure Memorandum for Students for Academic Ethics can be found at http://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/ppm-academicethics.pdf.

Student Handbook on Referencing The purpose of this handbook is to provide students with an overview of the school’s standards and expectations regarding referencing and citation. http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf
**MPH Core Curriculum**

The core curriculum of the MPH Program includes grounding in critical disciplines and competencies in public health including: biostatistics, epidemiology, social and behavioral determinants of health, management sciences, public health problem-solving, computer applications, demography, environmental health, biological sciences, ethics, and policy. The core curriculum also provides an opportunity to apply the skills and competencies acquired to practical public health problems through the MPH capstone experience.

The following courses are required of MPH students, and must be taken for letter grade:

- 180.601: *Environmental Health* (5 credits)
- 340.721: *Epidemiologic Inference I* OR 340.601: *Principles of Epidemiology* (5 credits)
- 550.608: *Problem Solving in Public Health* (4 credits)
- 300.615: *The Tools of Public Health Practice and Decision-Making* (1 credit)
- 380.755: *Population Dynamics and Public Health*
- At least one course with *Public Health Biology* component (see table starting next page)
- At least one course with *Management Sciences* component (see table starting next page)
- At least one course with *Social & Behavioral Sciences* component (see table starting next page)
- Any one of the following course series in *Biostatistics*:

<table>
<thead>
<tr>
<th>140.611-612</th>
<th>Statistical Reasoning I-II</th>
</tr>
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<tbody>
<tr>
<td>140.621-622-623</td>
<td>Statistical Methods I-II-III</td>
</tr>
<tr>
<td>140.651-140.652-140.653-140.654</td>
<td>Methods in Biostatistics I-II-III-IV</td>
</tr>
</tbody>
</table>

The following are required of MPH students, but are not formal courses:

- 550.860: *Academic & Research Ethics at JHSPH* (please see section “Academic and Research Ethics at JHSPH”)
- MPH Capstone Project requirement (please see section “MPH Capstone Project”)
- MPH Practicum Requirement (please section “Practicum Experience in Population-based Health”)

The table in the upcoming pages details the course options for meeting each MPH core requirement.
Listing of MPH Core Curriculum Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Onsite</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOSTATISTICS (choose one sequence)</strong></td>
<td><strong>No switching permitted between Biostatistics sequences.</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BIOSTATISTICS</td>
<td><strong>Provides conceptual understanding of statistical ideas and methods; limited calculations:</strong></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td><strong>Covers statistical concepts and calculations for data analysis; develops statistical computing skills:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.621-623</td>
<td>Statistical Methods in Public Health I-III</td>
<td>12</td>
<td>1st/2nd/3rd</td>
<td>No*</td>
</tr>
<tr>
<td></td>
<td><strong>Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>140.651-654</td>
<td>Methods in Biostatistics I-IV</td>
<td>16</td>
<td>1st/2nd/3rd/4th</td>
<td>No</td>
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<tr>
<td><strong>ENVIRONMENTAL HEALTH (180.601 required)</strong></td>
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<tr>
<td>180.601</td>
<td>Environmental Health</td>
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<td>Su, SI</td>
<td>3rd</td>
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<tr>
<td><strong>EPIDEMIOLOGY (choose only one)</strong></td>
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<td></td>
<td></td>
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<tr>
<td>340.601</td>
<td>Principles of Epidemiology</td>
<td>5</td>
<td>SI, Su</td>
<td>No</td>
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<tr>
<td>340.721</td>
<td>Epidemiologic Inference I</td>
<td>5</td>
<td>1st</td>
<td>3rd</td>
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<tr>
<td><strong>MANAGEMENT SCIENCES (choose at least one)</strong></td>
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<td>182.623</td>
<td>Occupational Safety and Health Management</td>
<td>3</td>
<td>3rd</td>
<td>2nd</td>
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<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>221.722</td>
<td>Quality Assurance Mgmt. Methods for Develop. Countries</td>
<td>4</td>
<td>1st</td>
<td>1st</td>
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<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
<td>2nd, 4th</td>
<td></td>
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<tr>
<td>312.601</td>
<td>Fund. of Mgmt. for Health Care Organizations</td>
<td>5</td>
<td>1st</td>
<td>No</td>
</tr>
<tr>
<td>380.681</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
<td>4</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>551.601</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>No</td>
<td>3rd</td>
</tr>
<tr>
<td>551.603</td>
<td>Fundamentals of Budgeting and Financial Mgmt.</td>
<td>3</td>
<td>SI</td>
<td>1st, 2nd, 3rd, 4th</td>
</tr>
<tr>
<td>551.607</td>
<td>Pharmaceuticals Mgmt. for Under-Served Populations</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>551.608</td>
<td>Managing NGOs in the Health Sector</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
</tbody>
</table>

*The biostatistics 140.611-612 sequence (Statistical Reasoning in Public Health I-II) can be supplemented by the Data Analysis Workshops I-II (140.613-614) and Advanced Data Analysis Workshop (140.620), which are offered in our intensive learning institutes. Taken sequentially, this biostatistics sequence (140.611-612) and data analysis workshops cover statistical concepts and calculations for data analysis and develop statistical computing skills.*
### Course Title | Credits | Onsite | Online
---|---|---|---
PROBLEM SOLVING/PRACTICE (both required)
550.608 Problem Solving in Public Health | 4 | SI, FI, WI | No
300.615 Tools of Public Health Practice | 1 | No | Su, 3rd
PUBLIC HEALTH BIOLOGY (choose at least one)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Onsite</th>
<th>Online</th>
</tr>
</thead>
</table>
183.631 Fundamentals of Human Physiology | 4 | 2nd | 4th |
260.636 Evolution of Infectious Disease | 3 | 1st | No |
550.630 Public Health Biology | 3 | 1st | Su, 4th |

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

**POPULATION DYNAMICS (380.775 required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Onsite</th>
<th>Online</th>
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<tbody>
<tr>
<td>380.755</td>
<td>Population Dynamics and Public Health</td>
<td>2</td>
<td>Su</td>
<td>1st</td>
</tr>
</tbody>
</table>

**Abbreviation Key**

SI = Offered in Summer Institute Term
Su = Offered in Summer Term
FI = Offered in Fall Institute in Barcelona, Spain
WI = Offered in Winter Intersession Term
No = Not offered in this format
Modifications of Core Course Requirements

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

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

- Epidemiology Course. Contact Ms. Susan Tonascia, stonasci1@jhu.edu
- Public Health Biology Area. Contact Dr. Gary Ketner, gketner1@jhu.edu
- Environmental Health Course. Contact Dr. Jackie Agnew, jagnew@jhu.edu
- Problem Solving in Public Health Course. Contact Dr. Andrea Ruff, aruff1@jhu.edu
- Management Sciences Area. Contact Mr. Jon Vernick, ivernic1@jhu.edu
- Biostatistics Area. Contact Dr. Marie Diener-West, mdiener@jhu.edu
- Social & Behavioral Sciences Area. Contact Dr. George Rebok, grebok1@jhu.edu
- Population Dynamics Area. Contact Dr. Donna Strobino, dstrobi1@jhu.edu
<table>
<thead>
<tr>
<th>Core Area</th>
<th>Summer Institutes (Onsite)</th>
<th>Summer Term Online</th>
<th>1st Term Online</th>
<th>2nd Term Online</th>
<th>Fall Inst. (Barcelona)</th>
<th>Winter Institute (Onsite)</th>
<th>3rd Term Online</th>
<th>4th Term Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Problem Solving 550.608</td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving 550.608</td>
<td>Problem Solving 550.608</td>
<td></td>
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</tr>
<tr>
<td>Environmental Health</td>
<td>Environmental Health 180.601</td>
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<td></td>
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<td>Environmental Health 180.601</td>
<td></td>
<td></td>
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<tr>
<td>Epidemiology</td>
<td>Principles of Epidemiology 340.601</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Epidemiologic Inference I 340.721</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biostatistics <em>(workshops optional)</em></td>
<td>Statistical Reasoning 140.611-612</td>
<td>Statistical Reasoning I 140.611</td>
<td>Statistical Reasoning II 140.612</td>
<td>Data Analysis Workshops* 140.613-614</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Epi Basis of TB Control 340.612</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Funds. of Malaria 260.656</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop. Dynamics</td>
<td>Pop. Dynamics 380.755</td>
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</tbody>
</table>
Goals Analysis and Portfolio

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

- Describe the goals and competencies which you aim to achieve during your program.
- Plan your MPH education early in your program with the support and guidance of your faculty academic advisor.
- 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 the following touchpoints:

- **Touchpoint 1- Self-Assessment:** Complete a self-assessment of your current skill levels for the MPH core 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 competencies that you wish to focus on and those that are particularly relevant to your professional future. Attach your CV/resume to this touchpoint. This touchpoint requires faculty advisor review and approval.

- **Touchpoint 2- 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. In your reflection, share how your curriculum plan is aligned with the goals you identified in touchpoint 1. 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 templates are available 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.
Planning Your Curriculum

Part-time/Online MPH students have considerable flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match online courses, intensive learning Institute courses, on-site courses at our East Baltimore campus, as well as Johns Hopkins courses at other sites (e.g., Barcelona).

Catalog and Academic Calendar
For students doing a primarily online approach, the curriculum will be built from a combination of the catalog of online courses and the intensive “institute” offerings. The definitive course catalog is [http://www.jhsph.edu/courses](http://www.jhsph.edu/courses) and the current year courses in this catalog should be used for planning. New students should familiarize themselves with the academic calendar for the term dates and registration periods.

Course load and time commitment
Each credit represents, on average, about a three to four hour time commitment during each week of the eight-week term. Most part-time students take approximately six credits per term. A course load of about eight credits per term is the maximum reasonable course load for someone who is working full-time during that term. Students who matriculated part-time are welcome to take a full-time load in any term when they do not have other significant time commitments. No student may exceed twenty-two credits in a single term.

Sequencing your curriculum
Required core area courses should be completed early in the program, and the epidemiology core course must be completed during the first year of study. If elective courses have prerequisites, these will be listed in the course description. Some course content, such as biostatistics, is delivered in a specific sequence of courses. Certificates or concentrations may have specific sequences that participants should follow. The capstone should be completed at or near the end of the program.

Choosing electives
Most of the MPH program credits will be in elective courses, and even some of the core courses can be chosen from among a variety of options. Here are some places to look for guidance in choosing electives:

- Your faculty advisor
- The course listings for the Summer, Fall and Winter Institutes (see next page)
- Searches in the course catalog, for search terms that pertain to your areas of interest
- The certificate programs offered by JHSPH (please see below)
Listing of certificates that can currently be done via online and institute courses

Clinical Trials  
Global Health  
Global Tobacco Control  
Environmental & Occupational Health  
Epidemiology for Public Health Professionals  
Health Finance & Management  
Health Communication  
Health Informatics  
Maternal and Child Health  
Pharmacoepidemiology  
Public Mental Health Research  
Quality, Patient Safety & Outcomes Research  

Formal concentrations

Part-time students in the Baltimore area, who are able to attend daytime on-campus activities year-round and wish to participate in one of the optional concentration areas, should contact the concentration directors. Detailed information about each concentration can be found on the MPH website and in the student manual for full-time students. Part-time/online students participating in a predominantly off-campus format will not be able to elect a formal concentration.

Informal focus areas

The formal certificates and concentrations do not comprise all of the curriculum areas available to MPH students. There are many content areas where a few or several related courses are offered online and/or in institutes, even if there is not currently a formal track accessible to part-time/online students. More detailed information can be found in the document library at the MPH Students’ my.jhsph team portal site. Some examples are listed below.

Advanced Data Analysis Skills  
Child & Adolescent Health  
Demography  
Evaluation and Quality Improvement  
Food and Nutrition  
Health Economics  
HIV  
Infectious Disease Epidemiology  
Risk Sciences
On-campus work in the intensive institutes

At least sixteen of the eighty MPH degree credits must be completed on campus. Most part-time students will do their on-campus work in the intensive institutes. The MPH program office will send an email reminder when each institute schedule is finalized and registration is open.

Summer Institutes in Baltimore
The Summer Institutes offer short intensive courses in the following areas:

- Health Behavior and Society
- Health Policy & Management
- Environmental Health
- Epidemiology and Biostatistics
- Injury Prevention
- Mental Health
- Tropical Medicine
- American Indian Health
- Health Emergencies in Large Populations

The course schedules for the various Summer Institutes are typically published online in February.

Global Tobacco Control Institute
Two weeks of intensive courses held in Baltimore in October, considered to be part of 1st Term. Offerings are for students pursuing the Global Tobacco Control Certificate.

Fall Institute in Barcelona
Fall Institute is comprised of a number of short courses given in November, and is considered to be part of 2nd Term. While the Institute is hosted by the Health Policy & Management Department, the courses offered are from multiple departments and the offerings vary from year to year. The schedule is available in late June. Courses are held at Universitat Pompeu Fabra in Barcelona and taught in English.

Winter Institute in Baltimore
A variety of one- and two-week course are offered in January. Typically the offerings include courses in Data Analysis, Tropical Medicine, Native American Health, Health Emergencies, Quality Improvement, and Health Communication, among others. Schedule is available in September.

Winter Institute in Washington, DC
All-day courses from one to four days long, pertaining to Health Policy, are offered in January. Courses are held at a Johns Hopkins satellite campus in the DuPont Circle area of Washington. Schedule is available in September.
Practicum Experience in Population-based Health

About the Practicum

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

Organizations or agencies that can serve as practicum sites may include local and state public health agencies, community-based organizations, international non-governmental agencies and organizations, data coordinating centers for clinical trials, and JHSPH Centers. In order to count as a practicum, the student must have some engagement in the larger public health practice implications of the work. This could be completed in a variety of ways, as appropriate to the individual projects. Some examples include, but are not limited to, 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 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).

Activities completed prior to matriculation to the MPH program do not count towards the MPH practicum requirement.

Helpful Links

Practicum Opportunity Site – https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx
General Criteria for MPH Practicum

The following criteria reflect the minimum practicum requirements. A practicum experience:

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

2) **Is 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. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain population-level practical experience at an established organization or agency. Students can not solely complete screenings, administer surveys, perform calculations, etc., but must be engaged in the larger public health practice context of the activities, as well as become familiar with the organization’s overall purpose and decision-making process. A literature review or data analysis project alone will not meet the practicum requirement. The student must obtain input from the partnering organization and/or from the stakeholders (e.g., 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. Students should also develop a deeper understanding of the organization’s mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.

3) **Is supervised.** The practicum preceptor must be qualified to evaluate the student’s professional competence and supervise the student throughout the project. The preceptor is directly engaged in the population-level focused practicum activities. Preceptors can be from an organization outside of Johns Hopkins (e.g. community-based organization, health department, private corporation, etc.), or a JHSPH faculty member if the faculty member is directly engaged with or is the lead on a project that meets the practicum criteria. The preceptor provides background information, guidance, and feedback with regards to student progress on well-defined learning objectives related to the student’s career growth and development. The student’s faculty academic advisor will be kept informed of the student’s practicum activities and progress and may provide additional assistance if warranted.

4) **Is a significant (minimum of 100 hours) experience.** The practicum requirement is administered and tracked by the School’s MPH Practicum Team. Students can meet practicum requirements in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team. Activities must be completed during the MPH year to be able to count towards the MPH practicum requirement.

5) **An evaluated experience.** Students are evaluated on the achievement of defined learning objectives and deliverables by the preceptors. As part of the practicum experience students reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of “C” must be earned in courses with a practicum component that are taken towards fulfilling the requirement. Students who register for practicum special studies credits are required to earn a "pass" in order for the experience to count towards the practicum requirement.
Competency-based Learning Objectives for MPH Practicum

Learning objectives for the practicum may include learning and application in 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 media
- 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
Steps to Completing the MPH practicum

1. Identify general learning objectives for the practicum, to fit your overall academic goals, during the Goals Analysis process. For each practicum experience, a student is recommended to identify one to three competencies to address (the competencies and related learning objectives are listed on p. 23).

2. Complete course 300.615.81 *THE TOOLS OF PUBLIC HEALTH PRACTICE* (1 credit).

3. Find a practicum opportunity, or set of opportunities, to suit your goals (please see p. 29 for more detail regarding the range of opportunities). For students completing the degree part-time, it is best to start identifying opportunities by around early in the second year in the program. For students studying full-time, it is best to begin identifying opportunities by around the start of 1st term of the MPH year.

4. If you chose a course-based practicum, register for the course. *For a course-based practicum, the instructor may give specific instructions that supersede some of the remaining steps [exception: all students must complete Final Report, step 8]*.

5. In conference with your prospective preceptor, develop a Practicum Learning Plan that outlines your academic goals for the experience and your role and responsibilities at the organization where the practicum will take place.

6. Submit your Practicum Learning Plan to your Practicum Coordinator and Academic Coordinator, via the web-based form. Within a few days, you will hear back from the practicum team regarding approval. Once that is received, you may begin to undertake your practicum.

7. If completing a practicum that is not course-based, register for the appropriate credits for the experience that you’re undertaking (please see Registering for Credit for MPH Practicum, p. 27).

8. At about the half-way point of your practicum experience, submit a Progress Report.

9. After you have completed your experience, report what you did and reflect on your experience via the Practicum Final Report.
Finding Practicum Opportunities

To meet the practicum requirement, the total practicum hours must be at least 100 hours; one may combine multiple experiences of less than 100 hours, in order to meet the total.

JHSPH approved courses with a practicum component

Some courses have a real-world practice component, connecting students to outside organizations/agencies. In some cases (Baltimore Community Practicum and PHASE Internship, for example), the course is centered on a fully developed practice experience that fulfills the practicum requirement for all students who complete the course. In other cases, the course instructor may be able to connect only some of the students in the course with practicum experience, and/or may provide more limited experience that meets only a part of the total required practicum hours. Students are expected to complete the didactic course as they engage in the practicum. A letter grade of “C” or better must be earned in each course in order for the practicum hours to count towards the practicum requirement. Students must submit a Practicum Learning Plan to document that they are taking the course to fulfill their practicum requirement. Please see p. 27 for a list of the courses include a practicum component.

Customized Practicum Experiences

Students may complete customized practicum experiences coordinated by a JHSPH faculty member or in partnership with an outside JHSPH preceptor. Projects with a JHSPH faculty member (e.g. in conjunction with a course, research study, grant, etc.) are developed and coordinated by the JHSPH faculty member who may or may not serve as the Preceptor. These might be ad hoc opportunities, or institutionalized ones that are offered annually. Some potential practicum projects with faculty may be established projects and are listed on the Practicum Opportunity Site. Students can also arrange other experiences with a faculty member.

Students may also identify customized practicum experiences with an outside JHSPH preceptor in other settings through their own connections, networks, prior work experience, etc. According to the CEPH accreditation document, “if the student can do a placement only in his or her regular place of employment, the assignment must extend beyond or be something other than his or her regular work duties and allow application of the knowledge and skills being learned”.1 Federal work-study (FWS) positions at JHSPH are not considered “employment”, but some FWS projects may fulfill the practicum requirement. All projects require review and approval of the Practicum Learning Plan.

Example customized projects include cost effectiveness analysis of a program, policy analysis and recommendations development with a local health department, budget impact analysis of the financial consequences of a country adopting a new vaccine, defining and analyzing the quality of primary care health services in an international setting, qualitative and quantitative data analysis of poor health outcomes for a specific population, and health curriculum planning and development of health education materials.

All projects require review and approval of the Practicum Learning Plan.

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Practicum Opportunity Site – Office of Public Health Practice and Training

https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx

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

Important Note: For practicum projects identified through the Practicum Opportunity Site, students must still complete a Practicum Learning Plan to have the practicum approved as meeting the MPH practicum requirement.

Student Outreach Resource Center (SOURCE)

http://www.jhsph.edu/source/

There are multiple ways to engage in a practicum experience through SOURCE supported activities. Not all SOURCE projects meet the practicum requirements. Subscribe to the SOURCE Weekly SCOOP to learn more about the latest community involvement opportunities in Baltimore City (http://www.jhsph.edu/offices-and-services/source/programs-and-events/service-scoop/).
Registering for Credit for an MPH Practicum

**JHSPH approved courses with a practicum component**

If connecting with a practicum experience through one of the approved courses, a student must register for the course but does not need to register for additional special studies. Courses that are expected to include a practicum component during 2016-2017 are listed below (please see MPH website for an updated list as the year progresses).

- 120.720: Applying Reproductive Biology Literacy through Service-Learning
- 180.605: Food System Sustainability Practicum
- 180.655: Baltimore Food System: A Case Study of Urban Food Environments
- 182.614: Industrial Hygiene Laboratory
- 221.640 (course) & 220.895: Children in Crisis Practicum
- 330.661 & 330.895: Etiology of Mental Disorders – Service-Learning Practicum
- 224.690-691: Qualitative Research I & II

**305.607: Public Health Practice (offered online)**

- 305.684: Health Impact Assessment
- 306.865: Johns Hopkins Clinic for Public Health Law & Policy
- 308.851: Public Health Application for Student Experience (PHASE)
- 318.621 & 318.622: Data Analysis Workshop in Public Policy I & II
- 330.628: Gaps and Opportunities in Public Mental Health: A Systems Approach
- 410.610: Health and Homelessness
- 410.620 (course) & 410.868: Program Planning for Health Behavior Change Practicum
- 410.651: Health Literacy: Challenges and Strategies for Effective Communication
- 410.677 & 410.678: Theory and Practice in Campaigning and Organizing for Public Health I & II
- 410.690: Ethnographic Fieldwork
- 550.601 & Special Studies: Implementation Research and Practice – Service Learning Practicum
- 550.864: Baltimore Community Practicum (BCP)
- BU 152.740 & BU 152.745 (interdivisional): CITYLAB Toolkit & Practicum

**Practicum with JHSPH faculty member**

If connecting with a practicum experience through a JHSPH faculty member, a student will register for the practicum special study course that corresponds to that faculty member’s departmental affiliation (as per the list below). One should register for one special study credit for each 32 hours of practicum work.

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

27
Other practicum

If connecting with a practicum that is not affiliated with a formal JHSPH course or a JHSPH faculty member, a student may register for special study course PH.550.895. One should register for one special study credit for each 32 hours of practicum work.

Part-time students who find their own customized practicum opportunities may opt to complete the practicum requirement without registering for credit, in order to use those tuition dollars for additional didactic course work. In that case, the student must still report how the practicum was completed (via the steps described on p. 24).

Key Contacts for Practicum

MPH Practicum Coordinator – Serves as main contact for general information and frequently asked questions regarding the MPH practicum experience (students, faculty, preceptors, etc.), and make referrals as necessary. Also assists and supports the development and implementation of practicum opportunities, including recruitment of partners and others in the School.
Paulani Mui
615 N. Wolfe St., W1504
Baltimore, MD 21205
(410) 502-8952
practice@jhu.edu

MPH Program Office – Serves as a practicum contact for the MPH program, leads coordination of tracking the student practicum experience, coordinates and assists with training and educational materials on practicum experience for students, preceptors, and faculty.
David Earle
615 N. Wolfe St., W1015
Baltimore, MD 21205
(410) 955-9348
dearle@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.
2017 E. Monument St.
Baltimore, MD 21205
source@jhu.edu
(410) 955-3880

Office of Career Services – Provides valuable resources to assist in career development and job search. Services include career counseling, preparing a public health resume, use of database of public health jobs and internships, providing information about employers, and access to growing network of public health professionals.
2017 E. Monument St.
Baltimore, MD 21205
(410) 955-3034
jhsp.h.careers@jhu.edu
MPH Capstone Project

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. 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://www.jhsphealth.edu/faculty/directory/. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

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

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

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

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

Oral Presentation:
Students are required to give a 10-minute oral presentation summarizing their capstone project. There will be a capstone symposium, held on the second Saturday in May, for these presentations. Part-time students also have the option of presenting over the Internet in August, December or May. 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.
Possible Forms that the Capstone Project May Take

The capstone project can take many forms including one of the designs below, an expansion of a course, or an internship or practicum opportunity. The overarching principle used to determine if a capstone project is suitable is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student and capstone advisor. Some examples of formats or designs for the capstone project include:

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

Program Plan
The capstone project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal, ethical and logistical issues.

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

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

Research Proposal
The capstone project would simulate a grant proposal or research plan. The project would include a clear statement of the research question, the specific aims of the proposal, review of literature, study design, methods of analysis, implications and significance of the work. The research question would be one that is encountered in professional work such as the evaluation of a public health intervention.

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

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

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

Some courses in the School of Public Health require projects that could serve as a basis for an MPH capstone project. Students may use their work from any project-oriented course as a starting basis for their capstone, but must build and expand on it for the final capstone project. Building on a project from a course may be helpful to some students because it provides additional structure and support. If a project from a course is used as a starting point for the capstone, the previous work must be placed in the list of references and the advisor will need a copy of the student's original paper. There are numerous courses in the School that are project oriented which could serve as a starting point for the capstone.

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 IRB Worksheet at http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCY6. This worksheet will indicate the additional steps (if any) required to properly document IRB approval of your project.

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

- **Navigating the IRB: A Primer for Students and Postdoctoral Fellows**
  http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects (click on the “Student Manual” link on this page). This online IRB Office publication is designed to provide additional information about the IRB process.
- IRB Worksheet at. 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 (jcar@jhsph.edu) and part-time students should contact David Earle (dearle@jhu.edu).
- Additional assistance is available from Thomas Bradsher at the IRB Office (bthomas25@jhu.edu). The IRB office is located in room E1100. Please make sure that you have completed the IRB Worksheet before contacting the IRB Office.
Steps for Getting Started and Completing the Capstone Project

Step 1: Identify a capstone advisor and project.
You should start by identifying a faculty member whose research interests and expertise are in the topic area and/or methodology that you wish to pursue, and is available to advise the project. Your faculty advisor may serve as your capstone advisor. Your faculty advisor is a good initial resource for discussing your areas of interests for your project and may refer you to other faculty members whose expertise better matches the type of project that you wish to pursue. Another helpful strategy is to inquire with several faculty members about any current work of theirs that may lend itself to a potential capstone project. Other resources for identifying a potential capstone advisor are the MPH office, the faculty directory (searchable by keyword), and Collexis.

Step 2: Determine with your capstone advisor whether the project involves “human subjects research” (HSR). Once you know where the project data will be coming from, 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. Please see the previous page for more details about the IRB process.

Step 3: Submit the online MPH Capstone Information Form.
Submission of this form is done 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, the aims of your project, and IRB status if applicable, etc. http://jhsph.co1.qualtrics.com/jfe/form/SV_6mcyztRnjH7cc97

Step 4: Register for the 2-credit capstone course, complete bulk of work on your project and submit first draft of paper
Discuss an overall timeline for completing the various sections of your paper with your capstone advisor in preparation for submission of a first draft for their review. The deadline for submitting the first draft to your capstone advisor is about five weeks before the final deadline for submission of the approved paper. This amount of time allows for revisions to occur in preparation for the final draft submission. Communicating with your capstone advisor about your progress is critical during this phase. This is the time to discuss any issues or concerns that you are encountering as you progress with your work.

Step 5: Submit final draft of paper to capstone advisor for approval.
This submission will be reviewed by your capstone advisor for any final edits and recommendations to be made for final approval and submission to the CoursePlus dropbox.

Step 6: Submit final approved paper to the CoursePlus drop box (if presenting online, also submit presentation slides).
Submit the final, approved paper to the drop box. Your capstone advisor will submit an online approval directly to the MPH office. Please note: Students may not participate in the oral presentation unless the final paper (and slides, if online presentation) are submitted on time.

Step 7: 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.

Step 8: 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 Timelines

## Timeline for online presentations, August session

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By early May</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By late May</td>
</tr>
<tr>
<td>Register for capstone course for Summer Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By 3rd week of June</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By 3rd week of July</td>
</tr>
<tr>
<td>Upload final paper and slides to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>August (see website for current year’s date)</td>
</tr>
</tbody>
</table>

## Timeline for online presentations, December sessions

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By late August</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By 3rd week of September</td>
</tr>
<tr>
<td>Register for capstone course for 2nd Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By 3rd week of October</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By mid-November</td>
</tr>
<tr>
<td>Upload final paper and slides to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>December (see website for current year’s dates)</td>
</tr>
</tbody>
</table>

## Timeline for online presentations, May sessions

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By early December</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By early February</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By mid-March</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By mid-April</td>
</tr>
<tr>
<td>Upload final paper and slides to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>May (see website for current year’s dates)</td>
</tr>
</tbody>
</table>

## Timeline for presentation at May Capstone Symposium

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By early December</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By early February</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By mid-March</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By mid-April</td>
</tr>
<tr>
<td>Upload final paper to drop box</td>
<td>By two weeks before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>May (see website for current year’s date)</td>
</tr>
</tbody>
</table>

## Timeline for presentation at alternate venue

Students presenting in an alternate venue must adhere to the schedules above, as per the time of year in which the project is completed. Deadlines for completion of the oral presentation and receipt of the oral requirement waiver are August online, December online, or May symposium date, depending on the period in which the student is graduating.
Registering for the MPH Capstone Course

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

The MPH capstone course numbers are xxx.800. The 3-digit prefix number is determined by the primary department of the faculty capstone advisor (see list of departments below). 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://www.jhsph.edu/faculty/directory/. 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 (2 credits required for MPH)

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

### Special Studies/Research course numbers (1-3 credits optional, must be approved by the 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>
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<tr>
<td>Biostatistics</td>
<td>PH.140.840</td>
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<td>Environmental Health</td>
<td>PH.180.840</td>
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<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
Teaching assistants will be available to consult on such issues as data analysis, content, and thinking through your project. The teaching assistants will have office hours during which students may meet with them or correspond with them by phone or email.

Librarians

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Hesson, MLS</td>
<td>Public Health Informationist</td>
<td>Welch Office 209</td>
<td><a href="mailto:dhesson@jhmi.edu">dhesson@jhmi.edu</a></td>
<td>410-955-3028</td>
</tr>
<tr>
<td>Lori Rosman, MLS</td>
<td>Public Health Informationist</td>
<td>Welch Office 211</td>
<td><a href="mailto:lrosman@jhmi.edu">lrosman@jhmi.edu</a></td>
<td>410-614-1286</td>
</tr>
<tr>
<td>Claire Twose, MLIS</td>
<td>Assoc. Director, Public Health &amp; Basic Science Informationist Services, Welch Office 105</td>
<td><a href="mailto:etwose1@jhmi.edu">etwose1@jhmi.edu</a></td>
<td>410-502-0490</td>
<td></td>
</tr>
<tr>
<td>Peggy Gross, MA, MLS</td>
<td>Public Health Informationist</td>
<td>Welch Office 214</td>
<td><a href="mailto:mgross21@jhmi.edu">mgross21@jhmi.edu</a></td>
<td>410-502-7574</td>
</tr>
</tbody>
</table>

Welch Library Online Tutorials
The 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/

Guide for writing and designing the oral presentation

Student Handbook on Referencing
The purpose of this handbook is to provide students with an overview of the school’s standards and expectations regarding referencing and citation. http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf

For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html), or the American Psychological Association Style Guide to Electronic References (http://www.apa.org/pubs/books/4210509.aspx).

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

Examples of Capstone 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/. The list is provided to show the breadth of possible topics and formats of the capstone project. In addition, binders with copies of capstone project papers completed by students from previous years are available at the MPH Program office (Room W1015, Wolfe Street Building). Archives of past online presentations can be found on the Distance Learning Web Events page http://ctlt.jhsph.edu/webevents/.

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Getting Advice, Mentoring, and Your Questions Answered

Each MPH student is assigned a faculty advisor. The role of the advisor is to discuss with you your academic program and progress including your choice of courses in light of your educational and professional goals. 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/.

Advising assignments are coordinated by the MPH Executive Board and the MPH Program Office. Part-time students are assigned an individual faculty advisor at the time that they enter the program. Full-time students participate in advising sessions with a Summer Group Faculty Advisor at the start of the program. Later in the summer, full-time students receive their individual advising assignments.

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.

You may have specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies. All students should consult the JHSPH Student Guidebook at http://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsp-h-guidebook/index.html.

Other non-academic issues may come up during your Program. If personal issues arise and you think you might benefit from some form of counseling, the Student Assistance Program is available. For more information, contact (410) 955-1220 or (410) 516-3800.
Website: http://jhsap.org/.

If there is a financial emergency, you may want to contact the Office of Financial Aid for guidance or suggestions at (410) 955-3004, finaid@jhsph.edu.

Finally, if an issue comes up and you just don’t know where to turn, please contact the MPH Program Office (jhsph.mphprog@jhu.edu, 410-955-1291, Room W1015, Wolfe Street building) and we can help triage it for you.