



**JOHNS HOPKINS**

BLOOMBERG SCHOOL  
*of* PUBLIC HEALTH

**Department of International Health**

**ACADEMIC GUIDE 2015-2016**  
**Doctor of Public Health (DrPH)**



**Contains Information for Students Entering  
In Academic Year 2015-2016**

The Department reserves the right to change existing rules at any time.  
Students will be notified of any changes.



## Preface

Welcome to the Doctor of Public Health (DrPH) program in the Department of International Health. We are delighted that you have chosen to study with us at the Johns Hopkins Bloomberg School of Public Health. This booklet is intended to guide you during your studies here. Please feel free to seek advice or ask further questions from your advisor, from staff in the DrPH academic office or from me.

**Sara Bennett**  
Director, International Health DrPH Program

July, 2015  
Baltimore, USA

*Protecting Health, Saving Lives—Millions at a Time*

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**Cover Photo Credit:** © 2012 Kusnadi Kusnadi, Courtesy of Photoshare  
**Caption:** Farmers sort and bind young rice leaves in Bandung, Indonesia.

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## GENERAL INFORMATION

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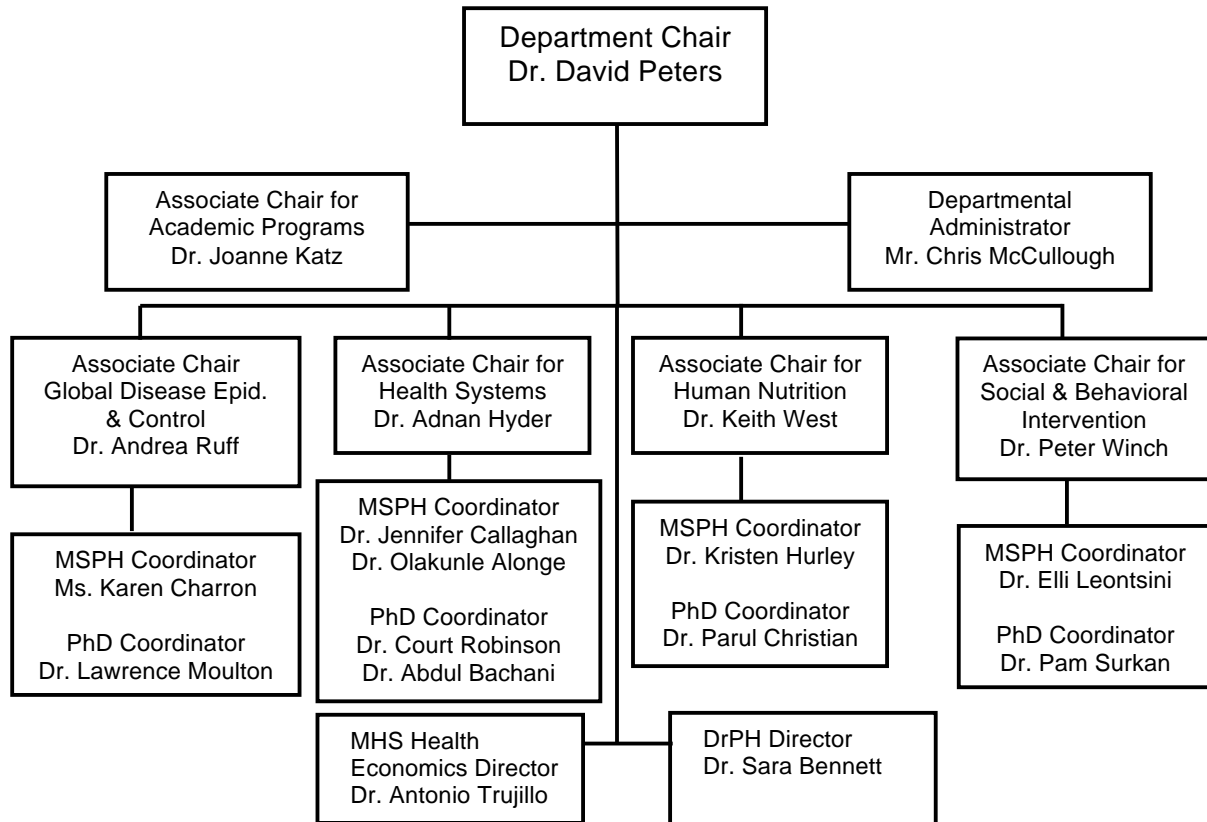
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### Departmental Organization

The Department of International Health is one of ten departments in the Bloomberg School of Public Health. The departments of the School reflect both disciplinary and topical orientation. International Health is a topically based department and its faculty reflects a variety of disciplines including anthropology, biostatistics, clinical medicine, communications, demography, economics, epidemiology, immunology, infectious disease, management, nutrition, and sociology. The Department is organized around the academic programs with an Associate Chair heading each program area. In addition, the Associate Chair for Academic Programs coordinates all the academic programs and chairs the admissions and curriculum and credentials committees. Faculty have a primary home in one program area, but many faculty cross-advise students in other program areas within the department as well.

## Department Organizational Chart



### Academic Program Staff

Several administrative staff and faculty members within the Department help oversee and facilitate the academic programs. These individuals are available to help you navigate the program and the department. The following information is being provided to help you understand the roles of each of these individuals.

**Joanne Katz** (Associate Chair for Academic Programs): Dr. Katz is responsible for the management and oversight of all academic programs. In this role, he is also chair of the Curriculum & Credentials Committee, which sets and implements policies and procedures for department academic programs and monitors student progress.

**Sara Bennett** (Director DrPH, International Health): Dr. Bennett is responsible for the overall coordination and direction of the DrPH program within the Department of International Health. In this role she oversees changes in the DrPH program, tracks the progress of DrPH students within the department, leads the DrPH admissions process and is an additional resource for DrPH students seeking advice or guidance. Dr. Bennett is also the Director of the School-wide DrPH program.

**Cristina Salazar** (Academic Program Manager): Cristina oversees the operations of the academic programs in the department and works as the liaison between students, faculty, and administrative offices of both the department and the School. She is also responsible for managing the departmental admissions process, student recruitment activities, coordination of orientation and visitor programs, departmental course support (TAs and administrative budgets), academic publications and web materials, course waivers, and staffing the departmental academic committees.

**Karla McCarthy** (Academic Program Administrator): Karla assists students with all academic issues related to registration, tracking of academic progress and meeting departmental requirements, departmental

courses, departmental exams (such as comprehensive exams and thesis defenses), internship checklists, and graduation.

**Financial Managers and Payroll Coordinators** – the Department has a central payroll office that is staffed by Tanya Falls and Allison Quarles. They handle the General Funds budget as well as any central departmental payroll/awards for students. In addition, each program area has its own financial manager who is responsible for the oversight of their area’s budget and payroll activities. Students who plan to work within the department should see one of these individuals to fill out the appropriate paperwork and verify their eligibility for employment prior to their start date. If you are at all uncertain as to who you should see about these issues, contact either Tanya Falls or Cristina Salazar for clarification.

## **Academic Committees**

The Academic Program in the Department of International Health is governed by several committees designed to set policies and procedures relevant to the program(s) and ensure that these are fairly and clearly administered and enforced to protect the interests of students and the overall integrity of the program(s). These committees and their members are as follows:

### **CURRICULUM AND CREDENTIALS COMMITTEE**

Joanne Katz, Chair  
Cristina Salazar, Staff

Sara Bennett  
Jennifer Callaghan-Koru  
Parul Christian  
Karen Charron  
Kristen Hurley

Elli Leontsini  
Larry Moulton  
Court Robinson  
Antonio Trujillo  
Steve Harvey

### **HONORS, AWARDS AND SCHOLARSHIPS COMMITTEE**

Laura Caulfield, Chair  
Karla McCarthy, Staff

Kavi Bhalla  
Laura Caulfield  
Julie Denison  
Shannon Doocy  
Christine George  
Jessica Jones-Smith

Elli Leontsini  
Larry Moulton  
Dan Salmon  
Kerry Schulze  
Pamela Surkan

# DOCTOR OF PUBLIC HEALTH PROGRAM REQUIREMENTS

## General Information

The Doctor of Public Health (DrPH) Program in International Health is designed to train mid- to senior-level professionals who intend to pursue a leadership career in international public health. This makes it different from other doctoral programs in the department that follow a specific academic track. The DrPH program provides a comprehensive public health approach that draws on a variety of academic disciplines and their application to health problems. The goal of the DrPH program is to provide students with an understanding of the application of public health sciences, as well as current state-of-the-art knowledge regarding biomedical, population, social and management sciences as relevant to health problems in international settings. Graduates of the program are expected to be public health practitioners who can comprehend and integrate knowledge across traditional academic disciplines; provide sound recommendations and advice to national and international agencies in public health; and communicate effectively with governments, academia, non-governmental organizations and the public. Components of the program include the acquisition of core knowledge through course work, structured seminars, special studies; the development of a non-dissertation portfolio of practice projects and the drafting of a doctoral dissertation relevant to the practice of public health in an international context.

The DrPH program of the Department of International Health pursues the application of knowledge consistent with the mission of the Bloomberg School of Public Health. The program is part of the overall Doctor of Public Health program at the school.

## Admission Requirements

In order to be accepted into the DrPH program an individual must meet the admission requirements of the Bloomberg School of Public Health, in addition to those of the Department of International Health. To be considered for acceptance for the Doctor of Public Health degree, the student must have an M.P.H. degree or equivalent preparation (such as another Masters degree) from this or another accredited institution. Any deficiencies in fulfilling MPH core requirements will have to be completed during the first year of the program.

Admission is based on evaluation of the applicant's educational and work experience, past performance, and potential to provide leadership in public health practice. Admission requirements include the following:

1. A minimum of three years full-time work experience in the health or allied sector relevant to international health.
2. Evidence of quantitative or evaluative skills and ability, which may be provided in the form of evidence from graduate-level course work or standardized test scores.
3. Evidence of having taken at least one college course in each of the following:
  - mathematics,
  - health-related science or other biology
  - chemistry or physics.
4. Recent scores (within past 5 years) of GRE are required for admission. In some cases the MCAT, LSAT, or other standardized graduate admissions test scores may be substituted.
5. Applicants from non-English speaking countries must submit the results of the Test of English as a Foreign Language (TOEFL).
6. Evidence of excellence in prior educational and professional performance.
7. Letters of recommendation from academic and professional references.

Please refer to the School Department Guide for further/additional details and requirements for admission to the Bloomberg School of Public Health ([www.jhsph.edu/Admissions/index.html](http://www.jhsph.edu/Admissions/index.html)).

## Program Course Requirements

### School-wide DrPH requirements

The following sections describe the school-wide course requirements. The course requirements are structured around the primary competency domains of the DrPH, namely (1) Public Health Analysis (2) Ethics (3) Policy Analysis, Development and Implementation (4) Management (5) Leadership and (6) Communication. A seventh competency domain (Community and Cultural orientation) is currently optional. As noted below, all students should complete an individual goals analysis and discuss this with their advisor, or the Departmental DrPH Director before the end of the second term of their first year, and this should help guide their course selection.

DrPH students are also responsible for meeting the MPH core requirements in environmental health, public health biology, management sciences, and the social and behavioral sciences (see below).

Other courses may be substituted to meet the requirements below with approval from the DrPH Executive Committee. Students are strongly encouraged to identify existing courses or design doctoral-level special studies courses that provide them with the opportunity to develop higher level DrPH competencies. These courses may involve experiential learning and can be designed independently or in conjunction with other students. Students should confer with their advisor and/or the departmental DrPH director if they are interested in substituting requirements. Requests for substitutions should be approved by both the advisor and the departmental DrPH director before being forwarded to Dr. Bennett in her capacity as Director of the School wide DrPH program.

### **DOMAIN 1: PUBLIC HEALTH ANALYSIS**

**Definition:** The ability to identify, synthesize and apply evidence-based public health research and theory from a broad range of disciplines and health-related data sources for problem-solving and to advance programs, policies, and systems promoting population health.

In the domain of Public Health Analysis students must take one of the epidemiology options listed below and one of the biostatistics options listed below.

**I Epidemiology -- DrPH students must take all courses listed under Option IA or Option IB or Option IC below:**

#### **I A. Epidemiology**

<b>Course No.</b>	<b>Credits</b>	<b>Course Title (credits)</b>	<b>COMMENTS</b>
340.721.60/.81	5	Epidemiologic Inference in Public Health I w/lab 340.921	
340.722.60/.81	4	Epidemiologic Inference in Public Health II	
<b>In addition to either 340.721 and 340.722 students must take at least one additional course in Epidemiology that is a minimum of 2 credits.</b>			

#### **I B. Epidemiology continued- students must take all three of the following courses**

<b>Course No.</b>	<b>Credits</b>	<b>Course Title (credits)</b>	<b>COMMENTS</b>
340.751	5	Epidemiologic Methods 1	
340.752	5	Epidemiologic Methods 2	



340.753	5	Epidemiologic Methods 3	
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**I C. Epidemiology continued-students must take all three of the following courses\***

Course No.	Credits	Course Title (credits)	COMMENTS
340.721.60/.81 (plus lab 340.921)	5	Epidemiologic Inference in Public Health I	
340.722.60/.81	4	Epidemiologic Inference in Public Health II	
340.769.01	4	Professional Epidemiology Methods	

Some students may wish to take Epidemiological methods 1 and 2 (340.751, 340.752) followed by Professional Epidemiology methods (340.763). This is acceptable to meet DrPH course requirements.

**II Biostatistics--DrPH students must take all four of the following courses OR all listed in II B.**

**II A. Biostatistics – students must take all four of the following courses**

Course No.	Credits	Course Title (credits)	COMMENTS
140.621**	4	Statistical Methods in Public Health I	
140.622**	4	Statistical Methods in Public Health II	
140.623**	4	Statistical Methods in Public Health III	
140.624	4	Statistical Methods in Public Health IV	

**\*\*The Biostatistics series 140.651 – 654 may be used as a substitute.**

**II B. Biostatistics continued - students must take all six of the following courses**

Course No.	Credits	Course Title (credits)	COMMENTS
140.611.01	3	Statistical Reasoning in Public Health I	
140.612_81	3	Statistical Reasoning in Public Health II	
140.613.11/.13	2	Data Analysis Workshops I	
140.614.11/.13	2	Data Analysis Workshops II	
140.620.11	2	Advanced Data Analysis Workshop	
140.624.01	4	Statistical Methods in Public Health IV	

**DOMAIN 2: ETHICS**

**Definition:** The ability to identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice.

**All new students must take the online course “Academic and research ethics at JHSPH” (550.860.82). DrPH students must also take the online IRB training course. In addition to these two required, non-credit courses, DrPH students must take at least 2 credits of practice/management/policy ethics from the following courses.**

**DrPH students who receive NIH funding are additionally required to take either 550.600 or 306.665 as part of their ethics requirement.**

Course No.	Credits	Course Title	COMMENTS
221.616.01/.81	2	Ethics of Public Health Practice in Developing Countries	
306.655.01	3	Ethical Issues in Public Health	
306.663.01	3	Legal and Ethical Issues in Health Services Management	
306.625.01	3	Ethical Issues in Health Policy: Public Health and Health Care	
Course requirements for students receiving NIH funding			
550.600 <b>OR</b>	1	Responsible Conduct of Research	
306.665	3	Research Ethics and Integrity: US and International Issues	

In addition to the ethics courses described above students may benefit from taking one or more of the following recommended (but not required) courses on human rights.

**Human Rights** – The following human rights course options are suggested (but not required) as a complement to the ethics courses listed above.

Course No.	Credits	Course Title (credits)	COMMENTS
180.636.01	3	Human Rights and Health Seminar	
340.639.01	2	Assessing Epidemiologic Impact of Human Rights Violations	
340.683.01	2	Human Rights in Public Health Practice	
180.600.13	2	Special Topics in Health and Human Rights: Public Health Implications of Health as a Human Right	

### **DOMAIN 3: POLICY ANALYSIS, DEVELOPMENT AND IMPLEMENTATION**

**Definition:** The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication and consensus building.

**Health Policy--DrPH students must take at least one policy course from the following:**

Course No.	Credits	Course Title (credits)	COMMENTS
300.600.81	4	Introduction to Health Policy (internet)	
180.628.81	4	Introduction to Environmental and Occupational Health Law	
180.629.01	4	Environmental and Occupational Health Law and Policy	
221.650.01	3	Health Policy Analysis in LMIC	
300.652.01	4	Politics of Health Policy	
306.650.01	3	Public Health and the Law	
308.602.01	3	Role of Government in Health Policy	
180.631.01	3	Environmental and occupational health policy seminar	

380.624.01/.81	4	Maternal and Child Health Legislation and Programs	
380.665.01	4	Family Planning Policies and Programs	
380.740.81	3	Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	

#### DOMAIN 4: MANAGEMENT

**Definition:** The ability to provide fiscally responsible, strategic, and operational guidance within both public and private health organizations, for achieving individual and community health and wellness.

**DrPH students must take three credits from the following courses in addition to the MPH Management requirement:**

Course No.	Credits	Course Title (credits)	COMMENTS
221.602.60	3	Applications in Managing Health Organizations in Low and Middle income countries	
312.600.81	4	Managing Health Services Organizations	
312.601.01	5	Fundamentals of Management for health care organizations	
221.608.01	3	Managing Non-Governmental Organizations in the Health Sector	
221.722.01/.81	4	Quality Assurance Management Methods for Developing Countries	
312.603.81/.11	3	Fundamentals of Budgeting and Financial Management	
221.604.01	3	Case Studies in Management Decision Making	
221.610.01	3	Pharmaceutical management for under-served populations	
317.610.01/81*	3	Risk Policy, Management and Communication	

\* Students may take this course to fulfill either their Management requirement or their Communication requirement, but the same single course cannot fulfill both requirements.

#### DOMAIN 5: LEADERSHIP

**Definition:** The ability to enable organizations and communities to create, communicate and apply shared visions, missions and values; inspire trust and motivate others; build capacity; improve performance, enhance the quality of the working environment; and use evidence-based strategies to enhance essential public health services.

**DrPH Students must take one of the following courses in Leadership OR they may take one of classes listed below under Communication**

Course No.	Credits	Course Title (credits)	COMMENTS
312.610.01/.11	3	Foundations of Organizational Leadership A Leadership Survey Course	
380.681.01	4	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	

## DOMAIN 6: COMMUNICATION

**Definition:** The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions in order to promote the health of the public.

**DrPH Students must take one of the following courses in Communication OR they may wish to choose one of classes listed above under Leadership**

Course No.	Credits	Course Title (credits)	COMMENTS
410.654.01	4	Health Communication Programs I: Planning and Strategic Design	
410.655.01	4	Health Communication Programs II: Implementation and Evaluation	
410.755.81	4	Health Communication Programs	
410.650.01/.13	4	Introduction to Persuasive Communications: Theories and Practice	
410.663.01	3	Media Advocacy and Public Health: Theory and Practice	
301.645.01	3	Health Advocacy	
312.670.01	3	Negotiation in Health Care Settings	
317.610.01/81*	3	Risk Policy, Management and Communication	

\* Students may take this course to fulfill either their Management requirement or their Communication requirement, but the same single course cannot fulfill both requirements.

**7. Individual Goals Analysis:** before the end of the second term of their first year, all DrPH students are required to complete an Individual Goals Analysis and discuss this with their academic advisor and/or Departmental DrPH Director. There is no credit associated with this requirement, but completion of the individual goals analysis will be documented by each department.

**8. DrPH Practicum:** DrPH students are required to complete a practicum that further develops their public health skills and competencies. This should be carried out in a public health context, and properly supervised and evaluated. There is no minimum number of hours required, but the typical DrPH student will spend 100-300 hours on their practicum. Students are not required to register for credit for their practicum but can register for special studies credits related to their practicum if they wish. All students must complete a practicum proposal form before they start their practicum, and a practicum completion form upon completion (see annex at the end of this guide). These forms should be submitted to the Departmental Academic Administrator who will ensure that this is appropriately reflected in their records. **For students in the International Health Department, the two non-dissertation projects that students undertake, typically count towards their practicum requirements.**

**Additional MPH Core Curriculum Requirements:** Students who completed an MPH degree in the U.S. are assumed to have fulfilled all MPH Core Curriculum requirements. Other students (who studied overseas, or completed a degree other than an MPH) must document that they have fulfilled these requirements either as part of their previous master's program or by completing one of the course options approved by the JHSPH MPH program. Please see the MPH student handbook at [http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/\\_documents/FT-MPH-program-manual\\_2014-2015\\_Final.pdf](http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/_documents/FT-MPH-program-manual_2014-2015_Final.pdf)

### I. Environmental Health:

Course Number	Credits	Course Title
180.601.01/.61/.81	5	Environmental Health

**II. Public Health Biology: Please indicate how the requirement was fulfilled.**

Course Number	Credits	Course Title

**III. Management Sciences: Please indicate how the requirement was fulfilled.**

Course Number	Credits	Course Title

**IV. Social and Behavioral Sciences: Please indicate how the requirement was fulfilled.**

Course Number	Credits	Course Title

**Recommended Courses**

In addition to the required courses listed above, DrPH students may find it useful to take a course from the domain of community and cultural orientation, which is often viewed to be a core domain in public health. Possible courses are described below.

**DOMAIN Optional: Community/Cultural Orientation:** The ability to communicate and interact with people across diverse communities and cultures for the development of programs, policies and research to advance population health.

**The following courses options are suggested but are not required.**

Course No.	Credits	Course Title (credits)	COMMENTS
380.611.01	4	Fundamentals of Program Evaluation	
410.610.01	3	Health and Homelessness	
410.620.01	3	Program Planning for Health Behavior Change	
410.630.01	3	Implementation and Sustainability of Community-based Health Programs	
410.631.01	3	Introduction to Community-Based Participatory Research: Principles and Methods	
410.733.01	4	Communication Network Analysis in Public Health Programs	
224.689.01	4	Health Behavior change at the Individual, Household and Community levels	
221.688.81	4	Social and behavioral foundations of Primary Health Care	

## International Health Department DrPH Requirements

DrPH students in the International Health Department are required to complete all of the school-wide requirements and in addition must complete the requirements below:

### 1. Studies in International Health

Course No.	Credits	Course Title	How fulfilled or waiver
220.605.01 and 220.606.01	3/term	Doctoral seminar in International Health I & II (Must take both Terms 1 and 2)	
220.840	1	Special Studies and Research DrPH Program International Health	

2. In addition to the school-wide requirements, and the Doctoral Seminar in International Health listed above, DrPH students must **take at least SIX credits** from any course listed in International Health

3. All DrPH students matriculating in the International Health Department **must take a minimum of 36 taught course credits during their DRPH studies** (even if they have taken many of the basic DrPH requirements during prior studies at the School).

In addition to the requirements listed above the Department of International Health encourages DrPH students to take a class in evaluation methods, such as the following course:

Course No.	Credits	Course Title	Comments
221.645.01/.81	3	Large-Scale Effectiveness Evaluations of Health Programs	Provides a solid grounding in evaluation theory

DrPH students in their first year are also strongly encouraged to participate in the first year doctoral students' seminar series run by their host program, this will provide a broad grounding and introduction to life as a doctoral student, as well as guidance on development of their dissertation proposal.

## Departmental Registration Requirement

All students are expected to be registered full-time continuously for the duration of their doctoral program. The department defines full-time as registered for 16 credits each term.

Please note that students must be continuously registered until all requirements for the degree program have been satisfied. This includes time for coursework, portfolio development, fieldwork, and final defense. Failure to register for a quarter results in automatic withdrawal. A withdrawn student must be formally readmitted before resuming a program of study. Upon readmission, a student must be registered for a minimum of two consecutive terms prior to completing degree requirements.

At times students who are in good standing are forced to request a leave of absence for various reasons; e.g., military service, financial need, or personal reasons. Leaves of absence are limited to four academic terms except for military service. During this approved break in study the academic clock is stopped. Leaves of absence cannot be used by students to work on a thesis. Upon return from a leave of absence, a student must register for a minimum of two successive terms before completion of the degree program.

## Tuition Scholarship

The Department of International Health awards tuition scholarships for most doctoral students. The scholarship pays for 100% of tuition on each student's first year, and 50% of tuition on their second through

fifth year. This scholarship is given provided that all students are enrolled fulltime, for a minimum of 16 credits each term, and are in good academic status. Registration below 16 credits is not allowed and violates the terms of the tuition scholarship. Students who have not completed their degree by the fifth year will be responsible for 100% of their tuition. Leaves of absence are not counted in the five-year plan.

Tuition scholarship awards will be made only for a specific academic year subject to renewal based upon evidence of progress as reflected in the annual report of the student and advisor. Provision will be made for awards only if satisfactory progress toward completion of requirements is registered

### Standards of Academic Performance

Students must receive satisfactory grades in each course and maintain a cumulative Grade Point Average (GPA) of at least 3.0 in order to remain a doctoral candidate in good standing. Any student who receives a “D” or “F” in a course will be required to repeat the course. Anyone not meeting these standards will be placed in probationary status pending action by the Department DrPH and Curriculum & Credentials Committees. Those Committees will either recommend immediate termination from the degree program or will establish the minimum conditions necessary to be fulfilled in order to return to “good standing” status and avoid termination. In the latter case, the Committee will also specify the maximum time allowed for satisfaction of the conditions.

Consistent academic probation status (defined as two or more terms) will result in a reconsideration of tuition and stipend support.

If students receive Federal Loans administered through the [Financial Aid Office](#), there are other academic standards that students must abide by in order to comply with Federal Loan requirements. Please check with the Financial Aid office or email them at [finaid@jhsph.edu](mailto:finaid@jhsph.edu) to request more information.

### Teaching Experience Requirement

As part of the doctoral academic training, students are required to gain teaching experience by assisting instructors in at least twelve (12) credits over the first three years of their doctoral program. These courses must be in the Department of International Health only. Doctoral students must coordinate with Cristina Salazar the courses they will assist prior to the start of the term. Exceptions to this requirement must have prior approval by the Associate Chair for Academic Programs.

All TA's must take the TA training course designed to guide students in their roles and responsibilities as TA's. The training can be done fully online at <https://sites.google.com/site/ctlteachingtoolkit/teaching-assistants>.

### DrPH Comprehensive Examination

Satisfactory performance is required on the DrPH written comprehensive examination. This is a three-day, open book, take-home examination offered at the end of the academic year. Administered by the department, it focuses on the application of analytic skills, the core DrPH competency domains, and knowledge of international health issues. The examination is designed to test students' ability to synthesize across competency domains, and apply concepts and skills studied to practical, real world problems. A minimum overall passing grade of 75% is required; those scoring below this level must re-take the examination at its next offering. **The summer 2016 examination dates will be announced by October 31<sup>st</sup>, 2015.**

Students should plan on taking this examination when course work is essentially complete, since questions will cover both the required courses and those representing the elected field of emphasis.

Only one re-examination is permitted. Students failing twice are terminated from the doctoral program. Students must pass the written exams prior to taking the departmental and University preliminary oral examinations.

### Departmental Oral Examination

The objectives of the departmental oral examination are: (1) to determine whether the student possesses adequate knowledge and skills for advanced comprehensive problem solving in a public health environment; and (2) to simulate the School Preliminary Oral Exam, so that the student is made comfortable with its style and format.

Specific procedures for the examination are as follows

- The student, in consultation with the advisor, identifies at least three members of the preliminary oral committee. Two of these must be professorial track Departmental faculty, in addition to the advisor. The fourth member may be non-professorial track faculty or an adjunct faculty member. In addition, one alternate member must be identified to replace any of the three members (not advisor) in the event of a last minute emergency.
- Copies of a research proposal are to be circulated to all participating faculty **at least 2 weeks** in advance of the exam. The student should also arrange for a meeting room and multimedia equipment.
- One of the committee members, typically the non-professorial track faculty member or adjunct faculty, should act as the “practitioner” member, and their focus should particularly be on the practical implications of the work.
- Departmental Orals must be taken **at least one month** before the University Preliminary Oral Exam.
- The most senior faculty member other than the advisor will act as Chair of the examining committee. The Chair is responsible for maintaining an atmosphere of constructive criticism, ensuring that each faculty member has adequate opportunity to question the student, and limiting the total duration of the exam to approximately two hours.
- The exam will produce one of three results: (1) Unconditional Pass; proceed with the Preliminary Oral as scheduled; (2) Conditional Pass, before proceeding, the student must strengthen his/her competence in certain identified areas of weakness; this may involve additional coursework or practical experience in specific topics or work with specific organizations as deemed necessary; or (3) Failure.

Only one re-examination is permitted. Anyone failing the departmental oral examination twice will be terminated from the doctoral program.

### University Preliminary Oral Examination

The school-wide preliminary oral examination represents a review of the student by the school and is administered according to school policy. It must be taken and passed no later than the end of the student's third year in residence. Ideally, the examination should be taken as soon as possible after: (1) passing the Departmental and School Comprehensive Examinations; (2) passing the Departmental Oral Examination; and (3) establishing a specific topic of interest for the doctoral dissertation.

The examining committee consists of five members, including the student's advisor, At least two members



must be at the rank of Associate Professor or higher and with an appointment outside of the student's department. At least two other departments must be represented on the committee. The senior faculty member from outside the department chairs the committee. The fourth member may be on the scientist or lecturer track, visiting faculty or adjunct faculty.

The fifth member of the committee must have professional practice experience related to the question addressed by the student. They need not necessarily be a faculty member of Johns Hopkins. If they are neither a faculty member nor an adjunct faculty member, then their CV must be approved in advance by the program director.

The possible results of this examination are (1) Unconditional Pass, (2) Conditional Pass, or (3) Failure. If the student fails the preliminary oral examination, he/she must be reexamined within one year. Only one re-examination is permitted, and a student failing twice will be terminated from the program.

For both the Departmental and University oral examinations, the student may need to begin polling faculty for dates/times that will be available a couple months in advance, as many faculty members have fixed teaching and travel commitments. **Paperwork for the school wide oral must be submitted one month prior to the date of the exam.** To complete the paperwork, students should meet with Karla McCarthy.

<b>Advising and Exam Committee Composition by Faculty Rank</b>
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	<b>Professor Track</b>	<b>Scientist/Lecturer Track</b>	<b>Adjunct</b>	<b>Other Part-Time Appt.</b>	<b>Associate</b>	<b>Non-faculty Practitioners</b>
<b>Advising Doctoral Students</b>	Yes	No	*	No	No	No
<b>Co-Advising Doctoral students</b>	Yes	Yes**	Yes**	Yes**	Yes**	Yes
<b>Serving on Preliminary/Final Exams</b>	Yes	Yes***	Yes***	Yes***	Non-voting member	Non-voting member

- \* Adjunct faculty may continue as a student's advisor if the initial assignment as advisor occurred during his/her full-time faculty appointment. Adjunct faculty may not serve as newly appointed advisor
- \*\* Serving as co-advisor is permissible with Professor Track faculty as other co-advisor.
- \*\*\* Both Scientist track faculty and adjunct faculty may serve on a DrPH preliminary oral exam and final defense, so long as there are at least two faculty on the exam committee who are Associate Professors and higher, and at least one of these is outside of the student's own department. No more than one scientist/lecturer, adjunct or other part-time appointment may serve as a voting member on an exam committee.

Other Notes:

An advisor must have an active primary or joint appointment in the student's department. Emeriti Professors may serve as doctoral advisors or as Chair of the exam committee. Although visiting faculty have full-time appointments, they may not serve as doctoral advisors. Sr. Research associates and research associates, Instructors, and non-faculty practitioners cannot be doctoral advisors, or co-advisors. Associates and non-faculty practitioners can only serve on exam committees in the capacity of practitioner.

<b>DrPH Project Portfolio/Practicum Requirements</b>
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DrPH students are required to prepare a portfolio comprising three practice-based projects, one of which serves as a dissertation (see section on DrPH dissertation below). In addition DrPH students must also develop a communications portfolio, comprising both oral and written communications, which is based on their project portfolio. The IH DrPH practice portfolio, and particularly the non-dissertation projects, serve to meet the school-wide DrPH practicum requirements.

Prior to starting a non-dissertation project students should discuss and agree the nature of the project with their advisor and their preceptor. These agreements should be formalized in a non-dissertation project approval form. Upon completing the non-dissertation project, students should debrief with their advisor and preceptor and a further (non-dissertation project completion) form should be filled in.

### **Project Portfolio:**

Three projects, including a dissertation, should be selected from the types of practice-based projects outlined below. Each project should belong to a different category, and they should be broadly related to the mission of the Department of International Health – to address the health needs of underserved populations, with a focus on low- and middle-income countries. The projects can be based on work performed within one organization, or they may involve analysis of separate organizations or programs. The types of projects include:

1. **Health Situation Analysis** analyses the situation regarding health status in a distinct geographical area (could be a district, a province or state, or a whole country). It typically maps the burden of disease, and may relate this to social determinants, the health policy framework and/or available health services. The analysis identifies priority problems and needs, and as such is often a precursor to a proposal for a new program.
2. **Organizational Assessment** of an entire organization, large department, program, or system within an organization. This should use a systematic framework (e.g. Baldrige framework, Balanced Scorecard approach), and is expected to examine the mission or purpose of the organization, its stakeholders, its internal processes, and its performance.
3. **Proposal for a New Program or Service** to address a public health need. The proposal must include a needs assessment, review of relevant literature, program design, implementation plan, evaluation plan and proposed budget with detailed justification.
4. **Analysis of Implementation** of a health program, project or service. The analysis should systematically assess how implementation is designed to work, how it actually occurs, the factors influencing implementation, and the data used to assess implementation and influence management of the health program, project, or service. A process evaluation may fit in this category.
5. **Economic Evaluation** of a policy, program, service, or technology that may include a cost-benefit analysis, cost effectiveness analysis, equity analysis, return on investment analysis, or other type of cost-consequence analysis, with implications for program management and/or health policy.
6. **Program or Policy Evaluation** that includes a policy or program description, rationale for how the policy/program should have an impact (the “program logic”), review of relevant literature, evaluation design (e.g., before/after with comparison group), measurement of process and outcome indicators, data analysis, discussion of possible threats to the reliability and validity of evaluation results, and implications for program management and/or policy. Qualitative, quantitative, or mixed methodologies may be used.
7. **Stakeholder analysis** – systematic analysis of the attitude of stakeholders to a policy or programmatic change. Such an analysis might also combine an examination of the power of different stakeholders over the policy, their relative interest in the policy and perhaps also an actor management plan to facilitate engagement of stakeholders in a way that will allow the program or policy to move forward.
8. **Strategic planning** – working with an existing organization (such as an NGO, project, board) develop a strategic plan that identifies the organization’s vision, mission, values and strategic objectives. Such an analysis may include a “strength, weaknesses, opportunities, and threats” (SWOT) analysis or any other widely accepted strategic planning tools.

9. **Development of curricula, tools, or guidelines for project or program implementation** – development of plans for the execution and implementation of a new project or program. This could consist of developing detailed implementation guidelines, or training curricula.

The written component of two non-dissertation projects is expected to be between 2000-8000 words (plus tables, figures, references, and appendices). The written component may be relatively brief, and for example, constitute primarily a reflection on what was learnt through completion of the project. Each project is expected to take approximately 160 hours to design, implement and write up. The projects may be based on work done in a course taken at the school, but are generally expected to be executed at a more sophisticated and comprehensive level than a course project. The third project would form a dissertation. It is expected that at least one of the projects will involve primary collection of data (e.g. through interviews, surveys, surveillance data systems or other health information systems).

#### **Communications Portfolio:**

1. One of the projects must result in presentation to an audience that includes professional practitioners and other stakeholders. Speaker's notes, PowerPoint slides, or a recording of the presentation should form part of the portfolio.
2. One of the projects must result in a presentation either made in person in front of a live audience, via mass media (e.g. internet webcast, website posting, podcast, television, radio), or to a newspaper or non-professional magazine (e.g. opinion editorial, letter to the editor). The presentation should be accompanied by a brief rationale for the communications strategy chosen (250-1000 words).
3. At least one manuscript should be submitted for publication to a professional or scientific journal.
4. One policy brief should be prepared based on one of the projects (must fit on less than 2 pages).

#### **Portfolio Advisors**

In addition to the student's primary advisor a portfolio project advisor (or preceptor) should be sought to support student work on non-dissertation portfolio projects. Typically this additional advisor would be either a suitably qualified individual based within the organization or program that the student is studying, or another faculty member who possesses specific skills in the type of analysis being conducted. If the preceptor is not a faculty or adjunct faculty member, then their CV should be submitted for approval at the same time as the non-dissertation project proposal form.

The role of the two portfolio advisors is (i) to approve the concept of the portfolio project in advance of its implementation (ii) support the student through the implementation of the project (iii) approve the final write up of the project and (iv) assist the student to identify suitable venues for disseminating their work, as part of their communications portfolio.

#### **Completion of portfolio projects**

All portfolio projects, including those in the communications portfolio must be finalized prior to the student's final oral defense and seminar. These projects should be documented in the student's file and the Committee of Readers should be able to review and verify the completion of all portfolio projects.

#### **DrPH Dissertation**

The doctoral dissertation must be a piece of original, independent work focusing on a selected topic of importance for public health practice. This will usually concern management, program evaluation, health policy or practice issues relevant to international, disadvantaged or underserved populations. It must be of publishable quality and make a substantive contribution to the application of knowledge and provide an assessment of current approaches to an important public health problem.

A three-paper option is also available for the DrPH dissertation. Each paper should stand on its own merit, and in addition, the papers together should embody a recognizable unifying theme. An integrating

document (separate from the individual papers) should be prepared to present and critically review the unifying theme. Although no required page length has been specified, it is understood that, taken together, the papers should contain as much substantive information as is usually expected in a dissertation. As a result, the length of the papers may exceed the guidelines followed by some journals or, alternatively, some of the material may be presented in annexes.

### **Doctoral Dissertation Committee:**

In order to undertake the development of a DrPH dissertation, the student must prepare a dissertation protocol acceptable to a DrPH Dissertation Committee (DDC). The DDC is expected to:

- Counsel the student in protocol preparation,
- Determine its acceptability as a basis for actually carrying out the work on the doctoral dissertation,
- Provide guidance during the development and the writing of the dissertation.

The DDC should be formed as soon as the student has selected a dissertation topic. This will normally be by the time that coursework has been completed and the Departmental Written Comprehensive Examination has been taken. The DDC will have at least three members: the advisor and two qualified faculty members from the department. Adjunct faculty may serve on the DDC. The proposed members must be approved by the DrPH Committee and the Department of International Health DrPH Dissertation Committee Form must be submitted to the Academic Coordinator (See Forms section at the end of the book for a copy of the Dissertation Committee Form).

Ideally, the student will be in regular contact with the committee for the purpose of receiving evaluative feedback on the proposed study. The members will provide continuing guidance in the protocol development. When they are satisfied that the protocol is of acceptable quality, they will indicate this on the Dissertation Protocol Approval Form.

### **Doctoral Dissertation Guidelines:**

At least one of the portfolio projects can be used for a dissertation. The DrPH dissertation aims at applying advanced techniques to understanding and solving practical problems in health. The DrPH dissertation demonstrates the student's capacity for public health problem-solving. Its specific content is to be developed by the student in consultation with the advisor and dissertation committee. The DrPH dissertation should deal with a real-life problem that a community or public health agency is trying to manage. These usually involve one or more aspects that constitute the areas of competencies guiding the DrPH program.

- Identification and Assessment of the Public Health Problem
- Determination of Factors Contributing to the Public Health Problem
- Development of Intervention Strategies
- Implementation of Intervention Strategies
- Monitoring and Evaluation of a Program

The dissertation should provide new applied information to enable policy makers to make an informed decision to address the public health problem. This may take a variety of forms such as collecting new data, compiling and analyzing existing data, pilot testing a proposed intervention strategy or assessing previous policies, efforts, and/or regulations to deal with the problem. Based on the new information generated by the dissertation, and taking into consideration community characteristics such as political, economic, and social factors, the student should make a recommendation as to what decisions should be made.

Most DrPH dissertations will include the following general content:

- A statement of the health problem to be addressed
- A critical review of the scientific literature relevant to that problem

- An analysis of the social, economic, political, and/or cultural context for the problem
- A description of the analytic methods and data sources used in making recommendations for the solution of the problem
- The analytic results and their implications for the problem under study
- A strategy for implementing and evaluating the recommendations

The doctoral dissertation must be a piece of original, independent work focusing on a selected topic of importance for public health practice. This will usually concern management, program evaluation, health policy or practice issues relevant to international, disadvantaged or underserved populations. It must be of publishable quality and make a substantive contribution to the application of knowledge and provide an assessment of current approaches to an important public health problem.

A three-paper option is also available for the DrPH dissertation. Each paper should stand on its own merit, and in addition, the papers together should embody a recognizable unifying theme. An integrating document (separate from the individual papers) should be prepared to present and critically review the unifying theme. Although no required page length has been specified, it is understood that, taken together, the papers should contain as much substantive information as is usually expected in a dissertation. As a result, the length of the papers may exceed the guidelines followed by some journals or, alternatively, some of the material may be presented in annexes.

### **Final Oral Defense and Seminar**

The completed dissertation must be defended orally before a Committee of Readers which includes the advisor, one other DIH faculty member, two members with primary appointments in departments other than International Health, and a fifth member, either from International Health or an outside department. There must also be two alternate names, one from IH and one from outside. Three departments of the University must be represented on the committee. The senior faculty member from an outside department will serve as chair and must hold the rank of Full/Associate Professor.

The public seminar and dissertation defense are typically held on the same day with the seminar being conducted first, followed immediately by the defense. Dissertation readers should have at least one month to read and suggest revisions of the dissertation prior to the Final Oral Defense. The Committee of Readers must accept the dissertation as satisfactory and, in addition, the Committee Chair and the Advisor must write a letter of acceptance to the Associate Dean for Academic Affairs.

After the student has passed this examination, a final thesis with all corrections must be submitted electronically to the Eisenhower Library and to the Department of International Health. Latest guidelines for doctoral dissertation formatting and production must be obtained from the Office of Records and Registration or can be found here <http://guides.library.jhu.edu/etd>

### **Stipend**

All doctoral students will receive a stipend award of \$2200 at the beginning of their first, second, and third years. Students can choose to receive this money to cover their tuition, health insurance, fees, or receive a one-time check. Students must communicate with Cristina Salazar on how they want this money disbursed. This stipend is only for doctoral students in good academic standing, and registered for a minimum of 16 credits each term

### **Bi-Annual Review**

Near the end of each academic year a review of past progress and future expectations will be carried out in four stages.

1. The student will ensure that the Tracking Form of satisfactory completion of courses and other requirements maintained by the Student Administrator is current and correct
2. The student will prepare a Student Narrative Progress Report of accomplishments to date and objectives for the upcoming year. The narrative should describe the current state of preparation of the dissertation proposal, conduct of the data collection and analysis, or writing of the dissertation, along with specific objectives and plans in these regards for the next academic year.
3. The student and advisor will meet (or exchange correspondence if the student is overseas) to review the Checklist and Student Narrative Progress Report.
4. The faculty advisor will summarize the understanding reached with the student in a brief Advisor Report.
5. The Curriculum and Credentials Committee will review the students' program and supporting documentation. Continued enrollment in the doctoral program is contingent upon a satisfactory review by the Committee.

In addition, the advisor will write a brief report of student progress mid-way through the academic year. These reports will be presented and discussed at a Curriculum and Credentials Committee meeting and students not making adequate progress may receive letters of warning or requests for plans to move ahead with their programs. The Tracking Record, Student Narrative Progress Report and Advisor Reports will become part of the official student record maintained by the Academic Administrator.

Tracking forms – students will be required to fill out and update their curriculum tracking forms electronically twice per year. These forms will be tracked and maintained by the Academic Administrator (Karla McCarthy) for their student record. The completion of these forms will be done through an online CoursePlus tracking course. Each student will be given access to the course when they begin the program and will be required to update their sheets twice per year.

### **Part-Time DrPH**

At this time, the Department of International Health does not offer a part-time DrPH program. In practice, many students work part-time, particularly after completing the first six quarters of course requirements.

## STUDENT INFORMATION

### Academic Ethics

The faculty and students of the School of Public Health have the joint responsibility for maintaining the academic integrity and guaranteeing the high standard of conduct of this institution.

An ethical code is based upon the support of both faculty and students who must accept the responsibility to live honorably and to take action when necessary to safeguard the academic integrity of this University.

Students enrolled in the School assume an obligation to conduct themselves in a manner appropriate to The Johns Hopkins University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to, cheating, plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic records; falsification, forgery, alteration, destruction or misuse of official University documents or seal; violation of the rights and welfare of human subjects in research; violation of the welfare of animal subjects in research, falsification of research results; misconduct as a member of either School or University committees or recognized groups or organizations.

All members of the academic community are responsible for the academic integrity of the university. Students and faculty alike must work together to minimize the possibility of violations of academic integrity.

The faculty is responsible for the conduct of examinations, for announcing the ground rules for all work in a course at the beginning of the term in which the course is offered, and for the security of examination papers and teaching laboratories. Proctoring is at the discretion of the instructor.

A student with knowledge of any violation of academic integrity governed by the School of Public Health constitution has an obligation to report such violation, including the identity of the alleged violator(s) to the appropriate faculty member, one of the deans or to the Academic Ethics Board.

All members of the Johns Hopkins community are responsible for immediately informing the Academic Ethics Board of the School of Public Health of any suspected violations of its Constitution. The Ethics Board, composed of six students and four faculty members, is responsible for implementing its Constitution according to the procedures set forth therein. This includes formal hearings of suspected violations. Students and faculty should become familiar with the Constitution, copies of which can be obtained in the office of one of the deans responsible for student affairs.

To be approved for graduation, the student must have all outstanding charges of misconduct and violations of academic ethics resolved.

- The Code in its entirety can be found in the School-wide Student Handbook under [Policy and Procedure Memorandum Students 1](#)

**All students in the Department need to read and follow this code. Failure to adhere to the academic ethics code may result in dismissal from program, department and/or school.**

### Disability Support Services

The Johns Hopkins University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin, age, disability, marital status, or veteran status in any student program or activity administered by the University or with regard to admissions or employment. The University provides appropriate, necessary, and reasonable accommodation to qualified students, faculty, and staff who are disabled.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University provides appropriate, necessary, and reasonable accommodation to qualified students who are disabled. When generally accessible facilities do not adequately accommodate a specific disability, the University makes program and/or facility adjustments as are reasonably necessary to assure individual access.

For individual-specific accommodations, individuals are required to provide from an appropriate professional diagnostician a comprehensive evaluation of their specific disability and recommended accommodations based upon their current level of functioning in an academic or employment setting. This documentation regarding students should be forwarded directly to the school's disability coordinator immediately after the school's offer of admission or as soon as student is enrolled. The University reserves the right to request additional information from an individual's health care provider, or a health care provider that it designates, to verify appropriate accommodations.

Costs for personal attendants, personally prescribed devices, and services for personal use or study are the responsibility of the disabled student, faculty, or staff member.

Questions regarding this policy should be referred to Betty Addison, the school's disability services director, who may be reached at 410-955-3034; fax 410-955-0464; email [dss@jhsp.h.edu](mailto:dss@jhsp.h.edu). The Office for Disability Services at the Bloomberg School of Public Health is located at 2017 East Monument St. Additionally, the University Affirmative Action Office is located on the Homewood Campus: 205 Garland Hall, 410-516-8075.

## **IH Student Group**

The Department of International Health has a very active and organized student group. This group was formed to facilitate stronger communication and interaction between the Department (faculty and administrators) and the students, and works each year to plan and develop different opportunities aimed at achieving this goal. Participation by all IH students is welcomed and encouraged. For more information on the activities and functions of this group and to learn more about getting involved, please contact the Academic Program Administrator, Cristina Salazar ([csalazar@jhu.edu](mailto:csalazar@jhu.edu)).

## **Student Space**

Each program area within the Department has a limited number of offices allocated for student use. The program areas can assign these to students at their discretion. Please contact the faculty coordinator for your specific program area to inquire about the availability of space and how it is allocated to determine if you are eligible.

In addition, the Department maintains a student office on the 8<sup>th</sup> floor, room E8038. This room is available for use by all currently enrolled International Health students. The room is card accessible by way of your JHU ID badge. The room is equipped with several computers, a printer, a scanner, a microwave, a refrigerator, and desk space. We encourage students to utilize this space as needed. Please help us in making it enjoyable for everyone by keeping it tidy and clean.

## **Course Waivers**

Waivers of requirements may be granted for credits earned in equivalent courses taken in this or another school. The waiver request must be based on coursework already taken which is similar in content, and documentation (i.e., a transcript and course syllabus) must be provided. In addition, the waiver request must be submitted at least one month prior to the beginning of the quarter in which the course is offered. **Requests for waivers for any course offered in the first quarter must be submitted no later than the**



**end of the first day of classes.** No requests for first quarter waivers will be considered after this time. In no case can more than half of the required program-specific credits be waived.

**WAIVER PROCESS:** Waiver requests should be addressed to the DrPH Director and the advisor at least one month prior to the beginning of the term in which the course takes place in order to give the Committee ample time to consider the request. Requests should include a short letter of explanation, which includes the name of the course the student is requesting to waive out of, as well as the name, description, course syllabus, and transcript showing the grade earned in the course, which is being substituted. Once the DrPH Director has approved the request he/she will forward the email to the Chair of the Curriculum and Credentials Committee (Dr. Joanne Katz) and copy Cristina Salazar.

Once a waiver request is approved, a record of its approval will be noted in the students file on their tracking form. Please note that **approval of a waiver request does not reduce the number of credits** a student is required to earn in their degree program but does allow students to take other courses for credit on topics they have not yet covered in their education. If a course is waived, the student still has the responsibility of having mastery of the course content and may be questioned on such content in the written and/or oral examination.

### **Leave of Absence**

A Leave of Absence is an officially recognized inactive student status. This is an option available to students who are forced to take a temporary break from their program of study due to reasons beyond their control. There are specific criteria for determining if you are eligible for a LOA and it may have an impact on international student visa status, financial aid, and student employment. International students who are on LOA and are out of the United States for more than three months will have their I-20/DS2019 cancelled, and will have to request a new visa in order to come to the US again. It is important to review the LOA policy for information on the process to request a Leave of Absence.

Students requesting a LOA cannot be employed in a position where their work is related to their thesis.

Any requests for a change in status must be made in writing to the Department through the Academic Program Manager (Cristina Salazar). Once a written request for a change in status (i.e., leave of absence) is received, the student will be given a requisite form, which must then be signed by the student's advisor and other applicable persons, and must be approved by the Curriculum and Credentials (C&C) Committee. The C&C committee will review it and may ask for more information about the request. If approved, the Academic Program Manager will submit the Leave of Absence Requisite form to the Registrar's Office for final approval. When approved, students will pay \$50 per term for each term on leave.

### **Parental Leave of Absence**

Graduate students and postdoctoral fellows at the Johns Hopkins Bloomberg School of Public Health may request parental leave following the adoption or birth of a child. Parental leave applies to either parent. If both parents are graduate students and/or postdoctoral fellows in the School, both may request simultaneous parental leave.

This policy covers wages to graduate students and postdoctoral fellows who at the time of request for the leave are receiving stipend support from a training grant, departmental funds, Sommer Scholarship or other School scholarship. The policy also applies to wages for work that is directly related to their dissertation/thesis; postdoctoral fellows receiving either stipends or wages for work that is directly related to their research training are also covered by this policy. Wages for other types of employment or federal work-study are not covered under this policy. Students and fellows who receive such wages may take unsupported leave.

### **Provisions**

Parental leave shall include sixty calendar days of stipend/salary support\* and health insurance coverage. Tuition provided shall be according to the type of scholarship. Stipend and health insurance support during parental leave will not be granted to those individuals who do not have such support provided to them at the time of the request for leave. Graduate students and postdoctoral fellows who receive loans must comply with his/her loan payback requirements.

Any leave requested longer than one term or sixty calendar days must be approved by the graduate student's or postdoctoral fellow's department, but shall be considered unsupported leave\*\*. Insurance premiums during unsupported leave will be the responsibility of the graduate student or postdoctoral fellow. However, the department, at its discretion, may continue to support the student or fellow, including providing for insurance premiums, if other funds are available.

The leave begins on the day the graduate student or postdoctoral fellow is no longer fully engaged in their professional and academic activities and, to the extent possible, should be requested in advance of a birth or adoption. Retroactive requests will be considered on a case-by-case basis.

### **Procedures**

1. A graduate student or postdoctoral fellow should notify the department at the earliest date possible of the intent to utilize the parental leave policy. The department is responsible for updating the payroll and tuition payment systems.
2. If the leave begins mid-term, the graduate student or postdoctoral fellow shall receive the grade of "Incomplete" for all courses and academic credits taken during the then current term; the graduate student or postdoctoral fellow will then be on leave of absence for the following term and is expected to officially change her/his registration status to "Leave of Absence." The graduate student or postdoctoral fellow is responsible for making arrangements with each instructor to resolve a grade of incomplete; an incomplete grade, if unresolved, will become "F" after 120 days unless an extension of this time has been approved by the instructor and the registrar notified.
3. Any leave of absence exceeding 60 days shall be considered personal leave. In any event, only 60 calendar days of stipend/wages will be provided, whether the leave crosses two terms or covers only one term.

\* This policy is based on the NIH Grants Policy Statement "Subpart B: Terms and Conditions for Specific Types of Grants, Grantees and Activities" pertaining to the parental leave policy for National Research Service Awards (NRSA) awardees.

\*\* Students and Postdoctoral Fellows supported on NIH Training Grants must adhere to the NIH Policy on Unpaid leave, which states, "Individuals requiring extended periods of time away from their research training experience, that is, more than 15 calendar days of sick leave or more than 60 calendar days of parental leave, must seek approval for an unpaid leave of absence. Approval for a leave of absence must be requested in advance from the NIH awarding office. Fellows must provide a letter of support from the sponsor, countersigned by an AOO, and must advise the NIH awarding office of the dates of the leave of absence. Upon approval of the request, the NIH awarding office will issue a revised NRFA extending the ending date of the current budget period by the appropriate number of days or months of unpaid leave time. Recipients are precluded from spending award funds during the leave of absence."

### **Guidelines for Student Employment**

All the procedures and forms are posted online <https://my.jhsph.edu/sites/IH/student/default.aspx>

### **Hours of Work and Overtime**

Full-time students who work for Johns Hopkins University School of Public Health may work a maximum of 19 hours per week during periods of enrollment.

During periods of non-enrollment, (i.e., summer, spring break, etc.), student employees may work up to 40 hours per week. Students that work over 40 hours per week are required by the FLSA to receive overtime pay (time and a half pay).

For FICA TAX purposes, "**summer**" begins on June 1st. At that time, students may work up to 40 hours per week.

### Direct Deposit

- *Semi-monthly Pay*  
Student employees on semi-monthly payroll may elect direct deposit to any financial institution in the continental United States participating in the Automated Clearing House. Deposit takes a minimum of three pay periods to begin and must be for the full amount of net pay. Direct deposit information can be completed online on the [Employee Self Service \(ESS\)](#) site.
- *Weekly Pay*  
Student employees on the weekly payroll may elect direct deposit with accounts at M&T Bank or Johns Hopkins Federal Credit Union.

### Work-Study

Students employed under the Federal Work-Study (FWS) program during the 2007-2008 academic year may also be employed as Teaching Assistants during the same period of FWS employment. The Teaching Assistant employment status is the exception to the restricted crossover status related to FWS employment. If an employer wants to hire a student as a Teaching Assistant and the designated individual is also employed as a FWS student, then both the employer and the student should coordinate the crossover employment period with Caroline Bright (Associate Director) in Financial Aid.

For additional information or specific inquiries, please contact Allison Quarles (443-287-2192; [aquarles@jhu.edu](mailto:aquarles@jhu.edu)) or Tanya Falls (410-614-6259; [tfalls@jhu.edu](mailto:tfalls@jhu.edu)) in the Department of International Health's Human Resources & Payroll Office.

### Teaching Assistantships

These are voluntary work agreements beyond the Teaching requirements (page 10). Students can start TA'ing for a wage but need instructor AND Department's approvals prior to starting work. For more information students must talk to the instructor and Cristina Salazar to fill out necessary forms.

### Academic Advising

The DrPH degree program in the Department of International Health is a mixture of didactic coursework, independent reading, research/practice experience and the preparation of a culminating document. As the program progresses, there are many decisions to be made regarding which courses and experience will address a student's educational objectives. To assist with navigating this process, each student is assigned an academic faculty advisor who has the responsibility of serving as a guide and mentor. While these programs seem to be tightly scripted by the Department and School, it is the Department's view that graduate degree programs must be owned by the student with the faculty acting as guides in the student's own development as a scholar and practitioner. This section is intended to guide the student and the faculty member in making the advisor-advisee relationship as successful as possible.

This section has three goals:

- Describe the Department's advising philosophy;
- Provide answers to frequently asked questions;
- Provide guidance on how the student and advisor can interact most effectively.

The suggestions in this section are derived from the experience of faculty who have worked with students for many years and from students who themselves have been guided by these faculty members. The document is dynamic and needs input from students and advisors as they use it. Please submit comments and concerns to the Academic Coordinator.

### **Advising Philosophy, Department of International Health**

The primary purpose of the academic advising process is to assist students in the development and implementation of a meaningful and appropriate plan for their graduate education and future career. This purpose is driven by a set of core values:

1. Advisors are responsible to the students they advise.
  - Advising is an integral part of the educational process with both students and advisors benefiting from the relationship.
  - Regular student-advisor communication allows advisors to maximize the student's ability to develop life-long learning skills and for the advisor to act as an advocate for the student.
  - Advisors must recognize the diversity of student backgrounds and the opportunities provided by this diversity for maximizing educational achievement.
  - Advisors are responsible for connecting students with others in the academic community who can, when appropriate, assist in the advising process.
2. Advisors are responsible to the institution.
  - As faculty, advisors are responsible for maintaining the academic standards and reputation of the Department, School, and University. This implies a focus on academic excellence for the students they advise.
  - Advisors must comply with the policies and procedures established by the Department, School and University for the didactic, exploratory, and research portions of a graduate student's educational experience.
3. Advisors are responsible to the community of higher education.
  - Advisors must uphold the values of academic and intellectual freedom that characterize the university environment in the United States.
  - As faculty, advisors are responsible for the training of the next generation of academic leaders in education, research, practice, and service.
4. Advisors are responsible to the public health community.
  - As faculty in a School of Public Health, advisors are committed to improving the health and well being of populations everywhere in the world through education, research, practice and service.

### **The Advisor-Advisee Relationship**

All students in the Department are assigned a faculty advisor who is a full-time member of the advising faculty in their program area. In addition, **the DrPH Department Director, Dr. Bennett, also serves as a back-up advisor to students.** The advisor has the responsibility of assisting the student in designing an academic program that meets the student's goals within the requirements of the University, School and Department. Additionally, the advisor serves to direct the student to appropriate resources and research opportunities. The advisor should be the first point of contact in resolving academic problems. Advising students is an integral part of every faculty member's responsibilities. Thus, the student should not feel that he/she is imposing by asking for advice. Faculty members expect to be available to students, although the students should be respectful of the faculty's time by scheduling and respecting appointments. This is especially true in our department where research and practice responsibilities of the faculty require them to travel a significant portion of their time. **The responsibility for arranging meetings with their advisor lies with the student. Students should not expect advisors to seek them out for required appointments.** The student bears the responsibility of consulting the advisor when necessary and arranging periodic appointments, even if there are no specific problems. In general, advisors and advisees should communicate at least once per term, preferably more often. All course registrations must be approved by the student's advisor. The student is required to schedule a meeting in order to assure that the

advisor has reviewed the student's schedule and to plan any special studies projects or thesis research as needed with the advisor before the registration period deadline. If due to travel or scheduling difficulties, such communication cannot be conducted before the registration period deadline, students should receive approval for course registration from the DrPH Director, Dr. Bennett.

### **Responsibilities: Advisor**

- To assist in determining the advisee's educational goals and needs at the start of the program.
- To serve as an educational and/or professional mentor for the student.
- To maintain awareness of and sensitivity to the level of compatibility between the student advisee and him/herself in terms of academic, professional, and personal interests.
- To facilitate a change of advisor if deemed appropriate to the student.
- To monitor the advisee's overall academic program and be sensitive to signs of academic difficulty.
- To be sensitive to cultural, medical, legal, housing, visa, language, financial, or other personal problems experienced by the advisee and to be understanding, and supportive. The Department has a sizable portion of foreign students coming from diverse pre-professional and professional educational backgrounds. As such, they have diverse needs and experience in managing a US-based graduate education program.
- To meet regularly with the student and to identify a mechanism for advising while traveling either through email/skype or by identifying a back-up advisor for periods of extended travel.

### **Responsibilities: Advisee**

- To arrange to meet with the advisor at least once each term.
- To comply with registration and administrative deadlines.
- To identify and develop professional career goals and interests.
- To understand administrative policies and procedures and be familiar with the requirements for their program as described in the *Academic Guide*.
- To maintain the academic checklist and review it at meetings with the advisor.

### **Change of Advisor**

For a variety of reasons, most often related to participation in faculty research for thesis work, a student or a faculty member may wish to have the student change advisors. Faculty wishing to initiate a change should discuss this with the Chair of the Curriculum and Credentials Committee. Faculty will need to submit a report of the student's progress at the time of this request. Student initiated changes of advisor are made without penalty and are a common occurrence. Students should write a letter of request to the Chair of the Curriculum and Credentials Committee to change from one faculty member to another. Both faculty members must agree.

### **Students may expect the following from their Advisors:**

- Advisor's review and advise on course registrations, course changes, pass/fail agreements, waiver requests, and on all petitions to the Curriculum and Credentials Committee.
- At least one meeting per term with the advisor.
- Oversight of the student's overall academic program and sensitivity to any academic difficulties.
- Knowledge of and interest in the student's career objectives.
- Review of required and recommended courses for the program area. Assistance in designing a plan for the fulfillment of required courses and assistance with planning the course schedule for the year.

### **Student Feedback on Advisor Performance**

The Department Chair reviews all faculty performance on an annual basis. This review assesses the career track of each faculty member as a part of the faculty mentoring role played by the Chair. In order to provide the most accurate information on faculty performance, the Chair needs information on all aspects of the faculties' roles including student advising. As a part of this process, we have initiated a formal advisor evaluation process that includes input from students. The provision of honest information is required of all students twice per year and these advisor ratings are handled with complete anonymity. At the completion

of the 2<sup>nd</sup> and 4<sup>th</sup> terms each year, all students will complete an Academic Advisor Evaluation Form and submit it to the departmental Academic Program Manager (Cristina Salazar).

## Information for Students Traveling Abroad

### Most important steps for all students:

1. Fill out the International Travel Checklist <http://goo.gl/Wsjcbc>
2. Fill out the Travel to Countries with Travel Warnings Form (if necessary) <http://goo.gl/Wsjcbc>
3. Register travel on the International Travel Registry at <https://travelregistry.johnshopkins.edu/Travel>

As you prepare to take an overseas assignment you should take into account a few administrative, health, and safety issues before you leave the country. Keep in mind that when working overseas, even in the short-term, you need to be prepared before leaving the US in order to have a productive experience and avoid unnecessary health and safety risks. The Department of International Health has developed a mandatory Travel Course that will assist in answering several administrative, health and safety questions for students traveling abroad. The department also has a checklist for you to complete prior to leaving the country to assist you in preparing for your assignment. **It is the responsibility of each student to complete and submit the completed checklist no later than THREE WEEKS prior to your departure for all overseas assignments. Students traveling to countries with Travel Warnings issued by the U.S. State Department must follow the procedure described in section B. Safety (2).** Copies of the checklist may be obtained from the Departmental Academic Administrator or online at <http://goo.gl/Wsjcbc>. Here are instructions for you when traveling overseas:

### A. Administrative:

(1) TRAVEL COURSE REQUIREMENT – All students must take the online CoursePlus International Travel Course during their first year. Students must complete all lectures, take the quiz, and participate in a LiveTalk session during the year. This course is mandatory and will be 1 credit pass/fail when completed. The course will provide information on University and departmental travel approvals and procedures, safety, health and will help answer questions students have about traveling abroad. Students in the Human Nutrition program can request a waiver for this course only if they will be doing domestic research. Contact the departmental Academic Program Administrator (Karla McCarthy) to complete this request.

(2) UNIVERSITY APPROVALS – Be sure that you have the requisite approvals from the University to initiate any overseas research. These include submission of the attached checklist, approval from your thesis committee for dissertation research (must be signed before collecting data) and approval from the IRB for collecting human subjects data for research projects. Remember that for student research your advisor is the Principal Investigator, and she/he must approve the research and sign the forms. The IRB committee meets weekly, but it can take several months to get all of the IRB approvals finalized, especially if you need local IRB approval in addition to JHSPH, so plan ahead accordingly. You may also need to have approval from the NIH to conduct your research overseas. The Office of Protection of Research Risks (OPRR) is the agency that grants such approvals. There is a special form that must be signed by dissertation committees for approval of thesis research. Post-hoc submission of these forms is not acceptable, and you run the risk of your research being deemed invalid, so you should take these precautions seriously. Conducting research on human subjects without IRB approval is a serious breach of ethical conduct.

(3) DEPARTMENTAL APPROVALS – All students must submit the International Health Travel Checklist prior to traveling. If a student is traveling to a country with a Travel Warning he/she must submit the Traveling to Countries with Travel Warning form at least three weeks prior to departure, to get approval from the Steering Committee (for more information see section B.2). Student must also include an evacuation plan if traveling with an outside organization or with faculty. Students cannot travel without this approval. All

forms can be found here <http://goo.gl/Wsjcbc> and must be submitted to the Academic Programs Manager Cristina Salazar.

(4) REGISTERING TRAVEL – Once your travel plans are finalized and the plane tickets are purchased, the University requires that you register all your travel details online here <https://travelregistry.johnshopkins.edu/Travel>. Please make sure you add the emergency contact information and fill out the dates of your itinerary. If your itinerary changes throughout your trip, make sure you update your information online.

(5) TRAVEL DOCUMENTATION – You should assure that your travel documents are current and appropriate. Visas, if necessary, should be obtained well in advance of your travel. You can find out if a visa is required for the country you will be visiting by calling the embassy of that country (most are in Washington), or by checking the web sites of most embassies. If you have a problem with getting a visa you will often fare better if you then go yourself to the embassy to have the visa processed. This is especially true if you hold a non-US passport. Remember that you may need a visa for transit through some countries. Also, a tourist visa is often all you will need, but a business visa may give you extra time in-country and help you avoid additional fees if multiple visits are required. Your advisor can help you obtain a letter to submit with your visa application if that is required. You should also be sure that your passport will be valid for the full time that you will be away. Most countries require that your passport be valid for 6 months from the date of departure. Finally, be sure that you have return airline tickets well in advance of your trip. Do not travel with a one-way ticket, as you may be restricted from entering the country upon arrival, and you may have difficulty securing airline tickets while away.

(6) HOST COUNTRY APPROVALS – Be sure that you have the necessary approvals from the host country to travel and conduct research. Many host country governments have agencies that must approve all foreign research projects. To check on this you should consult with your advisor, as well as with your host country collaborators. These approvals often take considerable time, so be sure to plan ahead. You should also be sure that the host-country collaborating agency has granted you approval. It is good to get this in writing. Be sure that they know the scope of your work in-country, your travel dates, where you will stay while there, and who they can contact if a problem develops. Take care to set your travel dates to accommodate your collaborators. If you are not sensitive to their schedules you run the risk of getting a low level of support while you are on travel status.

(7) TERRORISM AND CIVIL CONFLICT – Check before you leave the country with the State Department ([http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) ) to see about safety in the country you are traveling to. If you are traveling for a school related activity (including research experience or work with an organization or a faculty member, or for your doctoral thesis research), to a country that has a Travel Warning from the US. State Department, you must follow the following procedure:

1. Complete the International Travel Checklist
2. Complete the Countries with Travel Warnings Checklist
3. Obtain an evacuation plan or a safety plan from the organization or faculty member you will be working for in said country.
4. Make a photocopy of your passport, health insurance card, and student ID card

Submit all the paperwork to Cristina Salazar (E8518) at least THREE WEEKS in advance. This material will be reviewed by the Steering Committee and will have to be approved by the International Health Department Chair, Dr. David Peters, before you commence travel.

Register with the US embassy and/or your home embassy if you are a 3<sup>rd</sup> country national (if working on a US sponsored project 3<sup>rd</sup> country nationals should register with the US embassy) when you arrive. If you have any problems you should contact the embassy. This includes problems with health, safety, or civil conflict. You should also contact your advisor and family if you have any problems. Use common sense in your dealings, and avoid association with persons who may place you at risk, or cause you to be a target for terrorism or police harassment.

(8) CONTACT INFORMATION – it is important that you leave your contact information with your family and your advisor. Also, be sure to leave your family’s contact information with your advisor, and vice versa. If you are out of town while away be sure to let your advisor and family know. It is quite common for students to leave town for trips and people at home are unable to reach them, generating significant worry and concern among your family and colleagues. You should also leave behind the name and contact information of your colleagues you are working with, and let them know how to contact you when you are in-country in the event of an emergency.

## **B. Health**

(1) INSURANCE – you should check to be sure that your health insurance will cover you when you are overseas. You should also consider getting travel insurance (similar to International SOS which has an inexpensive student policy). This type of insurance will assist you in seeking quality medical care, and in evacuating you should a serious problem arise.

(2) DENTAL – if you will be overseas for an extended time be sure to have a dental check up prior to leaving. You should avoid dental care in many developing countries.

(3) MEDICATIONS – be sure to carry an adequate supply of required medicines with you. You may not be able to get them while traveling.

## **Final Note**

Please take these common sense precautions seriously. With a little care and planning you can have a safe and enjoyable experience overseas. Realize that each country is unique and has special issues that should be attended to. Your advisor, and others who have traveled regularly to the country you are visiting, can help you plan for your trip accordingly. Note also that this list of recommendations is cursory and will not cover all events that may occur. Plan ahead, be careful, follow the advice of colleagues, and do not be shy about advocating for your health and safety. It can also be helpful to contact students who have worked in that country or with the organization you will be working with as they may have additional advice and useful tips for you. They can also help you budget by giving you cost of living information.

## **Internet Resources for Traveling Abroad:**

[http://travel.state.gov/travel/cis\\_pa\\_tw/safety/safety\\_2836.html](http://travel.state.gov/travel/cis_pa_tw/safety/safety_2836.html) – US State Department Travel Information

<http://www.cdc.gov/travel/default.aspx> – CDC’s “Traveler’s Health” site. Useful information on health issues, and warnings by country.

<https://phirst.jhsph.edu> - JHU Institutional Review Board. Includes forms for applying for approval.

<http://www.internationalsos.com/> – Low cost travel evacuation insurance company offered by JHU.

[http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) US State Department Current Travel Warnings

<http://www.travelhealthresource.com/clinics/MARYLAND.asp> List of most travel clinics in Maryland



**DEPARTMENTAL THESIS COMMITTEE**

TO BE COMPLETED BY STUDENT:

Name: \_\_\_\_\_

Program Area: \_\_\_\_\_

Proposed Committee Members:

Thesis Advisor: \_\_\_\_\_

Member from Pgm. Area: \_\_\_\_\_

Third Member: \_\_\_\_\_

(selected from another Program Area or Department)

Committee Membership Approved

Thesis Advisor: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Program Coordinator: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Assoc. Chair, Acad. Prog: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

After obtaining signatures, please return form to Room E8516.

## THESIS PROPOSAL APPROVAL FORM

Student's Name: \_\_\_\_\_

Program Area: \_\_\_\_\_

Departmental Thesis Committee:

Thesis Advisor: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Second Member: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

Third Member: \_\_\_\_\_ (signature)\* \_\_\_\_\_ (date)

\*Signature denotes approval of proposal

Thesis topic:

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### Academic Advisor Evaluation Form

This form is to be completed and turned into the Departmental Academic Coordinator twice per year, at the end of 2<sup>nd</sup> and 4<sup>th</sup> terms. Honest evaluations of advisor performance are an integral part of faculty annual performance evaluation by the Department Chair. Under no circumstances will individual student responses to this evaluation be identified to the faculty member.

Circle one

**Program Area:** GDEC HN HS SBI DPH **Degree:** MHS PhD DrPH **Term:** 2<sup>nd</sup> 4<sup>th</sup>

Advisor: \_\_\_\_\_

**1. Over the past two terms, how satisfied are you with the advice from the following people?**

	<u>Advisor</u>	<u>Faculty Program Coordinator</u>
Very Satisfied	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat Satisfied	<input type="checkbox"/>	<input type="checkbox"/>
Neutral	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat Dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>
Very Dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>

**2. Do you feel the following people are concerned with your progress?**

	<u>Advisor</u>	<u>Faculty Program Coordinator</u>
Yes, Definitely	<input type="checkbox"/>	<input type="checkbox"/>
Yes, Probably	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>
Probably Not	<input type="checkbox"/>	<input type="checkbox"/>
Definitely Not	<input type="checkbox"/>	<input type="checkbox"/>

**3. On average in the past 2 terms, how often did you meet in person with the following people each term?**

Advisor: \_\_\_\_\_ per term      Program Coordinator: \_\_\_\_\_ per term

**4. Over the past two terms, how often have you just dropped in for a discussion with:**

Advisor: \_\_\_\_\_ per term      Program Coordinator: \_\_\_\_\_ per term

**5. Over the past two terms, have you had trouble meeting with either of the following people? For example, have they broken appointments or been unresponsive in scheduling a meeting?**

	<u>Advisor</u>	<u>Faculty Program Coordinator</u>
Yes, Problem	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>
No Problem	<input type="checkbox"/>	<input type="checkbox"/>

**6. Over the past two terms, have you and each of the following people established a satisfactory method for advising by email when the faculty member is traveling?**

	<u>Advisor</u>	<u>Faculty Program Coordinator</u>
Yes, Satisfactory	<input type="checkbox"/>	<input type="checkbox"/>
Unsure	<input type="checkbox"/>	<input type="checkbox"/>
No, Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>

**7. Do you feel that you and your advisor share common areas of interest?**

Yes, Similar Interests	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
No, Dissimilar Interests	<input type="checkbox"/>

**8. Do you feel you would be better served by a different advisor?**

Yes	<input type="checkbox"/>	If yes, please explain: _____
Unsure	<input type="checkbox"/>	_____
No	<input type="checkbox"/>	_____

## DrPH Practicum Proposal Form

The purpose of the DrPH practicum is to further the development of higher level competencies, and in particular applied competencies and critical thinking relevant to the student's area of specialization. All DrPH students are required to complete a practicum.

**This form should be completed in advance of undertaking the practicum.** It should be discussed and signed by the student, their advisor and the preceptor, before being reviewed and approved by the DrPH Departmental Director. If the preceptor is not a faculty or adjunct faculty member then their CV should be attached to this form.

1. Student Name:
2. Faculty Advisor Name:
3. Preceptor Name, job title and organizational affiliation:

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- a. Preceptor email: \_\_\_\_\_
- b. Preceptor phone: \_\_\_\_\_
- c. Preceptor is faculty or adjunct faculty: Yes/No
- d. If no, then please attach a copy of the Preceptors CV.

4. Practicum Title: \_\_\_\_\_

5. Type of analysis (please check the relevant one):

- Health situation analysis
- Organizational assessment
- Proposal for new program or service
- Analysis of implementation
- Economic evaluation
- Program or policy evaluation
- Stakeholder analysis
- Strategic planning
- Development of curriculum, tools, organizational guidelines for project or program implementation

6. Please provide a paragraph or two outlining the nature of the work to be conducted and how this relates to your individual goals

7. Which organization will you be working with?

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8. In what city, state, country will the work be conducted?

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9. What will be the main product of this work? *Please note that practicum projects do not need to lead to a written report, while some practica may result in an evaluation or a strategic plan, others may have very limited written outputs. All students will be required to complete a short “practicum completion form” that describes what they learnt from the practicum.*

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10. When will this work start and finish? Start date: \_\_\_\_\_  
End Date: \_\_\_\_\_

11. Number of credits to be assigned for the work (note one credit is roughly equivalent to 24 hours work): \_\_\_\_\_

By signing below I agree to the terms outlined in this DrPH Practicum Proposal Form. Should there be any changes to or problems with the terms outlined above I will notify all other signatories to this document. I understand that the practicum cannot officially begin until all relevant parties have signed this form.

Reviewed and approved by Student: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and approved by Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and approved by Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and approved by DrPH Departmental Director: \_\_\_\_\_ Date: \_\_\_\_\_

***Please forward this form to your department's academic administrator so that it can be filed in the student's record.***

## DrPH Practicum Completion Form

The purpose of the DrPH practicum is to further the development of higher level competencies, and in particular applied competencies and critical thinking relevant to the student's area of specialization. All DrPH students are required to complete a practicum.

**This form should be completed at the end of the student practicum.** It should be discussed and signed by the student, their advisor and the preceptor, before being reviewed and approved by the DrPH Departmental Director.

1. Student Name:
2. Academic Advisor Name:
3. Preceptor Name, job title and organizational affiliation:

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4. Practicum Title: \_\_\_\_\_

5. When did this work start and finish? Start date: \_\_\_\_\_  
End Date: \_\_\_\_\_

6. Number of credits to be assigned for the work (note one credit is roughly equivalent to 24 hours work): \_\_\_\_\_  
*(note if this has changed since the original proposal then please explain why).*

7. What final products have been produced from this work? Please attach copies of any relevant documents.

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### **8. To be completed by the Student**

Were the learning objectives of the practicum met? Please elaborate on the activities completed and what you (the student) learned from the practicum.

### **9. To be completed by the Preceptor**

Please provide constructive feedback on the work of the student during the practicum, for example addressing communication, teamwork, flexibility and technical skills.

**10. To be completed by the Academic Advisor**

Please add any other relevant comments regarding this practicum and its value as a learning experience for the student.

Reviewed and approved by Student: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and approved by Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and approved by Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and approved by DrPH Departmental Director: \_\_\_\_\_ Date: \_\_\_\_\_

***Please forward this form to your department's academic administrator so that it can be filed in the student's record.***

Comp #	Competency	Course	Course Name	Course Work/ Exam	Written Comps	Dept. Preliminary Orals	School Preliminary Orals	Thesis/Dissertation	Public Presentation Thesis/Dissertation	Practicum	Special Studies/Seminars	Primary/Reinforcing
1	Identify, synthesize and apply evidence-based public health research and theory from a broad range of disciplines and health-related data sources for problem-solving and to advance programs, policies, and systems promoting population health.				X	X	X	X	X		X	
		<a href="#">140.611</a>	Stats Reasoning I									P/R
		<a href="#">140.612</a>	Stats Reasoning II									P/R
		<a href="#">140.613</a>	Data Analysis I									P/R
		<a href="#">140.614</a>	Data Analysis II									P/R
		<a href="#">140.620</a>	Adv. Data Analysis									R
		<a href="#">140.621</a>	Statistical Methods I									P/R
		<a href="#">140.622</a>	Statistical Methods II									P/R
		<a href="#">140.623</a>	Statistical Methods III									P/R
		<a href="#">140.624</a>	Statistical Methods IV									P/R
		<a href="#">140.651</a>	Methods Biostats I									P/R
		<a href="#">140.652</a>	Methods Biostats II									P/R
		<a href="#">140.653</a>	Methods Biostats III									P/R
		<a href="#">140.654</a>	Methods Biostats IV									P/R
		<a href="#">340.721</a>	Epi Inference I									P
		<a href="#">340.722</a>	Epi Inference II									P
		<a href="#">340.751</a>	Epi Methods I									P/R
		<a href="#">340.752</a>	Epi Methods II									P/R
		<a href="#">340.753</a>	Epi Methods III									P/R
		<a href="#">340.769</a>	Professional Epi									R
2	Identify and analyze ethical issues including balancing the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice.			X	X			X				



Comp #	Competency	Course	Course Name	Course Work/ Exam	Written Comps	Dept. Preliminary Orals	School Preliminary Orals	Thesis/Dissertation	Public Presentation Thesis/Dissertation	Practicum	Special Studies/Seminars	Primary/Reinforcing
		<a href="#">180.600</a>	Special Topics Health & Human Rights									
		<a href="#">180.636</a>	Human Rights & Health Seminar									
		<a href="#">221.616</a>	Ethics of PH Practice in Dev Countries									
		<a href="#">306.655</a>	Ethical Issues in Public Health									
		<a href="#">306.665</a>	Research Ethics & Integrity									
		<a href="#">306.663</a>	Legal & Ethic. Issues									
		<a href="#">306.625</a>	Ethics Health Policy									
		<a href="#">340.639</a>	Assessing Epi Impact Of Human Rights Violations									
		<a href="#">340.638</a>	Human Rights in Practice									
		<a href="#">550.600</a>	Responsible Conduct Research									
		<a href="#">550.860</a>	Academic & Research Ethics									
3	Influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication and consensus building.			X	X	X	X	X	X	X	X	
		<a href="#">180.628</a>	Intro. Environ. Occup. Health Law									P

Comp #	Competency	Course	Course Name	Course Work/ Exam	Written Comps	Dept. Preliminary Orals	School Preliminary Orals	Thesis/Dissertation	Public Presentation Thesis/Dissertation	Practicum	Special Studies/Seminars	Primary/Reinforcing
		<a href="#">180.629</a>	Environ. Occup. Health Law & Policy									P
		<a href="#">180.631</a>	Environ. Occup. Health Policy Seminar									R
		<a href="#">221.650</a>	Health Policy Analysis LMIC									P
		<a href="#">300.600</a>	Intro Health Policy									P
		<a href="#">300.652</a>	Politics Health Policy									R
		<a href="#">306.650</a>	PH & Law									R
		<a href="#">308.602</a>	Role Govt Health Policy									R
		<a href="#">380.624</a>	Maternal & Child Health Legislation & Prog.									
		<a href="#">380.665</a>	Family Planning Policies & Progs									P
		<a href="#">380.740</a>	Nutrition Prog., Policy & Politics in the US									
4	Assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions in order to promote the health of the public.			X		X	X	X	X	X		
		<a href="#">301.645</a>	Health Advocacy									
		<a href="#">312.670</a>	Negotiation in Health Care Settings									
		<a href="#">317.610</a>	Risk Policy, Mgmt & Comm.									

Comp #	Competency	Course	Course Name	Course Work/ Exam	Written Comps	Dept. Preliminary Orals	School Preliminary Orals	Thesis/Dissertation	Public Presentation Thesis/Dissertation	Practicum	Special Studies/Seminars	Primary/Reinforcing
			Intro Persuasive Communication									
		<a href="#">410.650</a>										
		<a href="#">410.654</a>	Health Comm. Progs. I									
		<a href="#">410.655</a>	Health Comm. Progs. II									
		<a href="#">410.663</a>	Media Advocacy PH									
		<a href="#">410.755</a>	Health Comm. Progs.									
5	Enable organizations and communities to create, communicate and apply shared visions, missions and values; inspire trust and motivate others; build capacity; improve performance, enhance the quality of the working environment; and use evidence-based strategies to enhance essential public health services			X				X	X	X		
		<a href="#">380.681</a>	Strategic Leadership									
		<a href="#">312.610</a>	Foundations Org. Leadership									
6	Provide fiscally responsible, strategic, and operational guidance within both public and private health organizations, for achieving individual and community health and wellness.			X		X	X	X				
		<a href="#">221.602</a>	Applications Managing MHO LMIC									
		<a href="#">221.722</a>	Quality Assurance Mgmt. Methods									
		<a href="#">312.600</a>	Managing Health Services Orgs.									
		<a href="#">312.603</a>	Fund. budgeting & Finan. Mgmt									

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		<a href="#">312.601</a>	Fund. Of Mgmt for health care orgs									
		<a href="#">221.610</a>	Pharm Mgmt for Underserved Pop									
		<a href="#">221.604</a>	Case Studies Mgmt Decision-making									
		<a href="#">221.608</a>	Managing NGO's									
7	Describe and analyze major public health challenges among underserved populations			X	X	X	X	X				
		<a href="#">220.605</a>	Doctoral Seminar IH I									
		<a href="#">220.606</a>	Doctoral Seminar IH II									
8	Develop and evaluate strategies to address major public health challenges among underserved populations			X	X	X	X	X		X		
		<a href="#">220.605</a>	Doctoral Seminar IH I									
		<a href="#">220.606</a>	Doctoral Seminar IH II									
		<a href="#">221.645</a>	Large Scale Effect. Eval. Health Progs.									