



JOHNS HOPKINS

BLOOMBERG SCHOOL
of PUBLIC HEALTH

Department of International Health

ACADEMIC GUIDE 2015-2016
Master of Science in Public Health (MSPH)
Master of Health Science (MHS)



**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.

MSPH/MHS Academic Guide
Department of International Health
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Caption: 86-year-old Ki Suropto, a traditional maker of gamelans (Indonesian musical instruments), accesses the internet using a mobile phone with the help of his grandchildren in Sumogawe Village, Semarang district.

GENERAL INFORMATION

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MSPH Program Coordinators and MHS Director

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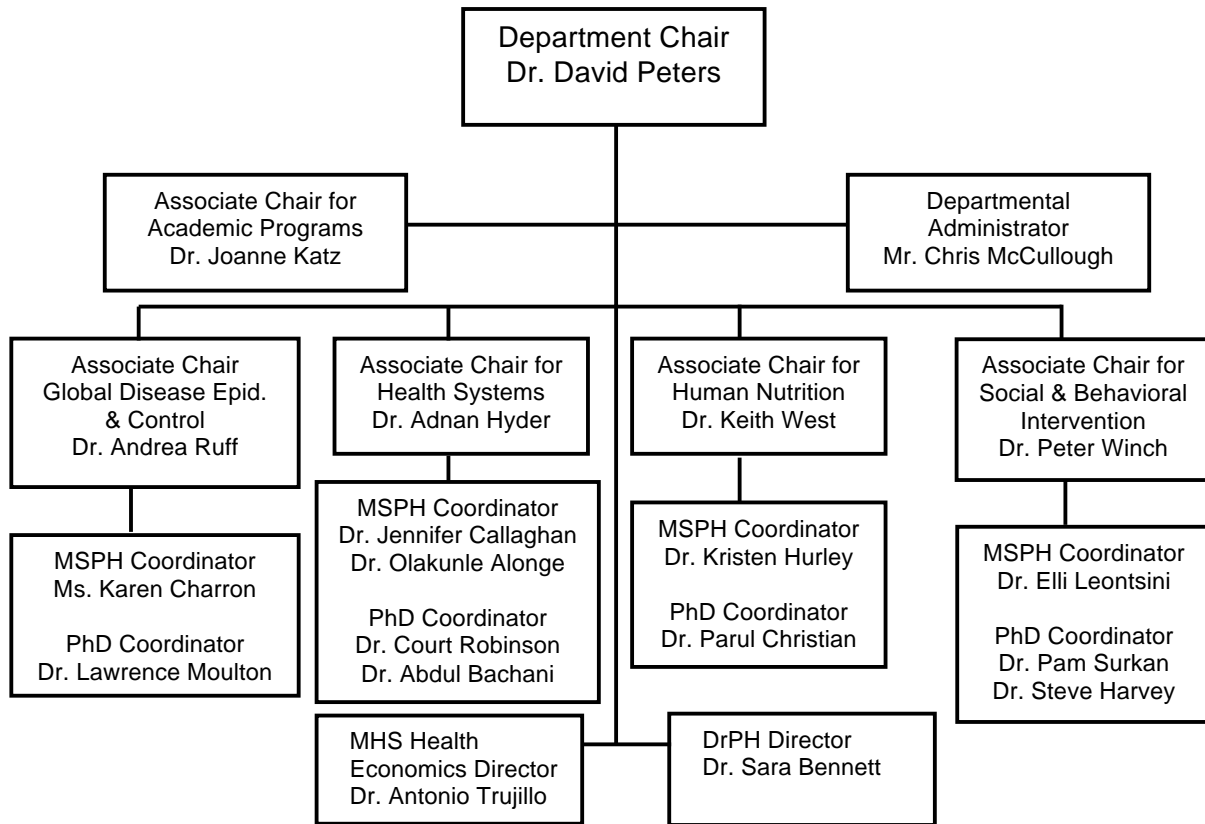
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Departmental Organization

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 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.

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 visit 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.

Faculty MSPH Program Coordinators and MHS Director – within the Department, the various degree programs are broken down into specific areas of interest, known as program areas. International Health has four program areas and two Masters degrees, MSPH and the MHS.

Each program area has a faculty member who is the overall coordinator of that program area's MSPH degree., while the MHS degree has a Director. Both coordinators and director are the general point persons for questions about the program area and degree information (including curriculum requirements, course selection, etc). They act as a secondary/general advisor for students within their program areas, and can be sought out to answer questions in the advisor's absence or as an additional source of information.

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

DEPARTMENT OF INTERNATIONAL HEALTH

MSPH REQUIREMENTS

Each student is admitted into one of the four program areas approved for study leading to the Master of Science in Public Health degree in International Health: Social and Behavioral Interventions, Global Disease Epidemiology and Control, Health Systems Management, or Human Nutrition.

An academic advisor is assigned from the list of Advising Faculty in the student's program area. The Program Coordinator provides general guidance and supervision over all students in each program area.

General Requirements

A minimum of **64 credits** in formal coursework must be earned over a period of at least four academic quarters. Required and elective courses are described in each program area section. During the first term of enrollment, students will register for one credit of Special Studies with their advisor in order to define specific educational objectives and to work out a program of study consonant with those objectives.

Students must be continuously registered full-time until all requirements for the degree program have been satisfied. The Department requires full-time registration to be a minimum of 16 credits per term (excluding audits). 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.

Students must be registered in the term they complete their essay. If a student does not complete by May of their second year and wishes to graduate in August, registration of 2 credits during the summer term is required. If they are unable to complete in August, the student must continue to register full time each term until they complete.

Time of Completion Requirements

Students are expected to complete all requirements for the degree within two years of matriculation. Delays may be considered in special circumstances but in no case may the time in the program exceed four years, regardless of the residence status of the student (other than a leave of absence).

Ethics Requirement

All masters students are required to take course 550.860.82 Academic and Research Ethics at JHSPH in their first term of matriculation. Failure to complete this course will prevent students from matriculating for the next term and continuing their program.

Students who are being funded by an NIH training grant must also take one of the following two courses: 550.600 Responsible Conduct of Research offered first term, OR 306.665 Research Ethics and Integrity: US and International Issues, offered third term.

All students must complete the Online Human Subjects Training Module prior to the end of the 4th term. However, for students wishing to work on research projects part time for faculty during the academic year, it would be advisable to take this module in 1st term as the training is required for such research work. For information on the Training module go to <http://www.jhsph.edu/offices-and-services/institutional-review-board/Training.html>

Introduction to Online Learning

The School of Public Health offers courses in various formats, including a number of online classes. In order to be eligible to take an online course, students must complete the **Introduction to Online Learning**, which is offered through the Distance Education Division of the Johns Hopkins Bloomberg School of Public Health. This non-credit mini course is a pre-requisite for all courses offered by this division and must be completed prior to the start of the term in which a student wishes to enroll in an online course. Since the School does not permit conditional and/or concurrent enrollment (that is, you must take the online course prior to enrolling in a distance education class), **we require all incoming students to take this non-credit course during the first term they enroll.** For course dates and enrollment information, please visit the CoursePlus website: <https://courseplus.jhsph.edu/core/index.cfm/go/course.home/cid/90/>

Standards of Academic Performance

Letter grades must be earned in all courses used to satisfy requirements. Please note that courses may be counted **only once** in fulfilling requirements. Students must receive satisfactory grades of C or higher in all required courses and continuously maintain a cumulative Grade Point Average (G.P.A.) of at least 2.75 in order to remain a degree candidate in good standing. Any student who receives a "D" or "F" in a required course must repeat the course and achieve at least a "C". Anyone not meeting these standards will be placed on probationary status pending action by the Department Committee on Curriculum and Credentials. The Committee will either recommend immediate termination from the degree program or will establish the minimum conditions to be fulfilled in order to return to the "good standing" status and avoid termination. In case conditions are imposed, the Committee will specify the maximum time allowed for satisfaction of the conditions.

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 to request more information.

Individualized Goals Analysis (IGA)

The IGA is a process of discussion with your advisor resulting in a written document. Students will enroll for one credit of Special Studies (22X.840) with their advisor during 1st term.

Part 1: Briefly explain what knowledge, skills, and experiences you bring to the program.

Part 2: Identify your goals for your education by explaining what you hope to gain in terms of knowledge, skills, personal and professional contacts, and other experiences while a student in the MSPH program. Review the list of MSPH core competencies with your advisor. You are encouraged to identify additional competencies particularly relevant to your professional future and/or academic stream. Describe one or more practicum assignments and potential essay topics and indicate how these will be used to build your competencies and achieve your goals.

Part 3: Develop an MSPH Curriculum Planning and Tracking Sheet by developing a tentative course plan for your entire MSPH program. Identify what courses and special studies you intend to take and when you plan to complete your courses. Course descriptions in the catalog indicate when courses are generally offered. Your tracking sheet should include a tentative list of electives you plan to complete and the total credit hours. Carefully review your paper and tracking sheet with your advisor to ensure the proposed curriculum is not only feasible, but that it meets program requirements. Explain how your curriculum plan is aligned with the goals you identified in Part 2. A spreadsheet is often the best way to do this part.

GDEC's Special Studies course number is 223.840; Health Systems' is 221.840; Human Nutrition is 222.840, and Social and Behavioral Interventions is 224.840.

Departmental Written Comprehensive Examination

Satisfactory performance is required on a written comprehensive examination. **The date for the Departmental Comprehensive Exam is usually in late May. The specific date is announced during the second term.** The student should plan to take the exam when coursework is essentially completed, since questions will cover all required fields of study. While the exam may be taken whenever the student and advisor feel prepared, the timing does not affect the breadth and depth of coverage of the course material. Although most of the material for the exam is covered in specific courses, it must be understood that graduate education involves much more than the accumulation of specific course credits. Thus, students are responsible for the material regardless of the particular curriculum followed.

A minimum overall passing grade of 70 is required. Those scoring below this level may re-take the entire examination in January or May of the following year. A January examination sitting is only offered for students who fail the May examination. Only one re-examination is permitted. Students failing twice are terminated from the MSPH program.

Practicum

In addition to completing the requisite coursework, students must gain practical experience in the application of the principles and methods learned. Often the experience is acquired through field placement in a work setting that may be the route to permanent employment, though such long-term implications are by no means essential. Alternatively, the student may undertake within the School environment the investigation and analysis of a significant issue related to health of underserved populations. Detailed information on the requirements for the practicum including, IRB requirements, can be found in the Practicum Guide starting on page 52.

MSPH Essay

The culminating experience of the MSPH program is the production of an MSPH essay that provides a meaningful contribution to knowledge of the health of underserved populations. The paper is not a thesis in that it need not contain original research findings for review by an academic committee. However, it should provide tangible evidence of expertise on a specific applied topic of international health relevance. The Essay must be reviewed and approved by two faculty readers. Detailed, step by step, guidelines for the MSPH essay content, format and submission for each program area can be found in the Culminating Experience Guide starting on page 65.

Overview of the MSPH degree

The following table gives an overview of the MSPH degree in the International Health Department. This represents the general timeline, but there are differences by program. The practicum in the second year starts sometime between June and September 2016, and is a minimum of two academic terms (4 months) and up to 8 months.

Academic term	What MSPH students are doing
New student orientation/ registration	
1 st Term	<ul style="list-style-type: none">Students mostly taking required courses with larger enrollmentsStudents meet with advisors, plan their courses for the year and start thinking about what kind of practicum they are interested in
2 nd Term	
Winter Intersession	<ul style="list-style-type: none">Students begin to search for practicum opportunities, send out cover letters and resumes.Arrange informational interviews if possible.
3 rd Term	<ul style="list-style-type: none">Mixture of required and elective coursesMost students start applying for practicum positions
Spring break	
4 th Term	<ul style="list-style-type: none">Mixture of required and elective coursesMost students finalize choice of practicum

	<ul style="list-style-type: none"> Complete the following and submit to your advisor, your program MSPH coordinator and IH Department Academic Administrator: (1) Practicum Proposal; (2) the Checklist for Students Traveling Abroad. If practicum involves research, students apply for approval of their study from JHSPH Institutional Review Board
Exam	<p>Written comprehensive examination:</p> <ul style="list-style-type: none"> 20-25 short answer questions and 2 essay questions Exam lasts one day, usually on a Thursday
Summer term	<ul style="list-style-type: none"> With rare exceptions, students don't register for this term Some students finalize choice of practicum at this time and submit proposal Some students take a short summer practicum in Baltimore-Washington area before heading to the field, others leave to start a practicum in the US or overseas, others undertake language training or other preparation for their practicum
1 st term	<ul style="list-style-type: none"> Submit detailed outline of MSPH essay by the end of 1st term if you want to finish by December (see table in next page for details) Most students are located in US or overseas for their practicum, and are registered full-time. Students have an opportunity to take online classes
2 nd term	<ul style="list-style-type: none"> Submit final MSPH essay and other degree requirements if you want to finish by the end of 2nd term (see table in next page for details) More opportunity for some to take online classes. Some return to Baltimore at end of 2nd term
3 rd term	<ul style="list-style-type: none"> Some students return to Baltimore, write their MSPH essay and may enroll in additional onsite or online courses they didn't have time to take during the first year Other students remain in the field and continue their practicum Some students submit their MSPH essay and complete the requirements for the MSPH degree by the end of 3rd term
4 th term	<ul style="list-style-type: none"> All students have returned from the field. Some work on their MSPH essay, others take further courses, some do both Submit final MSPH essay approved by both readers in late April or early May
Public health convocation/graduation ceremonies	

MSPH Deadlines

NOTE: Students must select one of four graduation timelines. Each task must be completed by the due dates or students will be required to register for the next academic term until all requirements are met.

Option 1. Students who do not wish to register for 3rd term, which is not an option for international students (Notation on transcript: Degree requirements completed January 2016):

TASKS	Deadlines for January essay approval	Student	Advisor and Reader
Submit detailed essay outline	End 1 st term 2016	X	
Draft essay submission	End add/drop, 2 nd term 2016	X	
Final essay submitted to reviewer	January TBA, 2017	X	
Final essay Approval by Readers	First day of 3 rd term 2017		X
Registration 3 rd term	Not needed if deadlines met		
Diploma received	May 2017		

Option 2. Students who do not wish to register for 4th term (Notation on transcript: Degree requirements completed March 2016):

TASKS	Deadlines for March essay approval	Student	Advisor and Reader
Submit detailed essay outline	End 1 st term 2016	X	
Draft essay submission	First day of 3 rd term 2017	X	
Final essay submitted to reviewer	Mid-March 2017	X	
Final essay Approval by Readers	End of spring break		X
Registration 4 th term	Not needed if deadlines met		
Diploma received	May 2017		

Option 3. Students finishing in 4th term (Transcript will say graduated May 2017):

TASKS	Deadlines for April/May essay approval	Student	Advisor and Reader
Submit detailed essay outline	End 1 st term 2016	X	
Draft essay submission	End of add/drop 3 rd term 2017	X	
Final essay submitted to reviewer	April TBA, 2017	X	
Final essay Approval by Readers	May TBA, 2017		X
Registration 4 th term	Needed*		
Diploma received	May 2017		

*If dates are not met for 4th term graduation, student must register for summer term to receive the diploma at the end of August.

Students must abide by the complete list of tasks and deadlines set by each program area, which will be given to students by their respective program coordinators by the date of Comprehensive Exams, end of May or early June 2016.

Option 4. An option to Graduate in December and receive the diploma exists, but it is mainly for doctoral and MPH students. The deadlines are very strict and are earlier than option 1, for example, students must submit a complete draft of their essay by the end of first term. If MSPH students want to do this they must see Karla McCarthy by the end of June 2016 for an explanation of these deadlines.

Global Disease Epidemiology and Control

MSPH Program Coordinators:
Karen Charron, BSN, MPH, CCRC
Yvonne Tam, MHS

Requirements for Admission

Students in the program ideally have a bachelor's degree in health or biological sciences or statistics. An applicant with another undergraduate degree must have satisfactorily completed courses in mathematics; biology; and chemistry, physics, or another natural science.

Educational Objectives*

Overall Program Goal

This program provides training for public health practitioners who will use epidemiologic, immunologic and/or laboratory and statistical methods to design, implement and/or evaluate disease control interventions for diseases of public health importance to under-served populations. Graduates will have a fundamental understanding of the pathogenesis, epidemiology, and control measures applicable to diseases of public health importance in disadvantaged populations. Interventions to be studied will be primarily biomedical (e.g. therapeutic or prophylactic drugs, vaccines or environmental modifications), although there may be a behavioral component to effective implementation of such interventions.

Special strengths of the program are infectious disease epidemiology (including emerging infections), vaccinology, and micronutrients. Students have the opportunity to learn from leading experts in vaccine science and policy and may take courses to complete a certificate in this area. Students can acquire a broad understanding of the methods, skills, and tools needed to design, conduct, and analyze community and clinical trials and/or laboratory-based investigations.

Students will be able to provide technical assistance to public health researchers and public health managers in the design, implementation and evaluation of programs to address public health problems facing underserved populations in the US and abroad.

Advising Faculty

Mohammad Ali	Lindsay Grant	Kate O'Brien
Louis Bourgeois	Laura Hammitt	Pablo Peñataro Yori
Subhra Chakraborty	Ruth Karron	Jamie Perin
Karen Charron	Joanne Katz	Andy Ruff
William Checkley	Alain Labrique	David Sack
Victoria Chou	Melissa Marx	Dan Salmon
Maria Knoll	Lawrence Moulton	Kawsar Talaat
Anna Durbin	Luke Mullany	Yvonne Tam
Christine Marie George	Melinda Munos	Neff Walker

For Program Competencies see page 84

Global Disease Epidemiology and Control MSPH Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail.

IMPORTANT NOTE: Courses taken to meet one group of requirements may NOT be used to meet another group of requirements.

GDEC Required Courses

Course no.	Course Title	Term	Credits
General			
223.840	Special Studies and Research GDEC: Individual Goals Analysis (Register and select your advisor's name)	1	1
223.860	Global Disease Epidemiology and Control Seminar (all 4 terms required)	1 – 4	1
	Introduction to Online Learning (https://courseplus.jhsph.edu/core/index.cfm/go/course.home/cid/90/)	First 2 weeks of each month	
550.860.82	Academic and Research Ethics at JHSPH	1	0
International Health			
220.601	Introduction to International Health ³	1	4
223.680	Global Disease Control Programs and Policies ⁴	4	4
Infectious Disease (Choose one of the following)			
223.663	Infectious Disease and Child Survival	3	3
223.682	Clinical and Epidemiological Aspects of Tropical Disease ⁴	4	3
Biostatistics, choose one of the following series for a total of 16 credits:			
140.621 – 4	Statistical Methods in Public Health I – IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I – IV	1 – 4	4
Epidemiology (Total of 10 credits)			
340.721.60	Epidemiologic Inference in Public Health I ³	1	5
340.722.60	Epidemiologic Inference in Public Health II ⁴	2	4
Applied Epidemiology/Randomized Trials (Choose One)			
223.664	Design and Conduct of Community Trials	3	4
340.769	Professional Epidemiology Methods	3	4
223.705.81	Clinical Vaccine Trials and Good Clinical Practice (online only)	4	4
340.770	Public Health Surveillance	2	3
Vaccines			
223.662	Vaccine Development and Application	2	4
Environmental Health (Choose one)			
180.611	The Global Environment and Public Health	1	4
182.640	Food and Water Borne Diseases	3	3
180.602	Environment and Health in LMIC (recommended course)	3	3
Management Sciences, (Choose one of the following courses)			
221.602	Applications in Managing Health Organizations in LMICs	1	3
221.722	Quality Assurance Management Methods for Developing Countries ¹	1	4
317.600	Introduction to Risk Sciences and Public Policy ³	1	4
305.607	Public Health Practice ⁴	2	4
312.603.81	Fundamentals of Budgeting and Financial Management (online only)	1 - 4	3
221.610.01	Pharmaceuticals Management for Under-Served Populations	3	3
Social and Behavioral Sciences, (Choose one of the following courses):			
224.689	Health Behavior Change at the Individual, Household And Community Levels	2	4
410.650	Introduction to Persuasive Communication: Theories and Practice	2	4
410.651	Health Literacy: Challenges and Strategies For Effective Communication	3	3
410.620.81	Program Planning for Health Behavior Change (1 st term conflicts w/ Intro IH)	4	3
410.630	Implementation and Sustainability of Community-Based Health Programs	4	3
YEAR 2: Practicum (Taken in the second year for a minimum of 32 credits):			
223.810	Global Disease Epidemiology and Control Practicum ¹	1-4	32-64

Below is a short list of GDEC Recommended Courses based on student feedback and topic areas:

Course no.	Course Title	Term	Credits
<i>Infectious Disease</i>			
340.646	Epidemiology and Public Health Impact of HIV and AIDS ²	1	4
340.612	Epidemiologic Basis of Tuberculosis Control ³	1	2
340.609	Concepts and Methods in Infectious Disease Epidemiology	3	3
340.677	Infectious Disease Dynamics: Theoretical and Computational Approaches	4	3
<i>Nutrition</i>			
222.647	Nutrition Epidemiology	3	3
222.649	International Nutrition ⁴	4	3
<i>Population/Program Evaluation</i>			
380.600.81	Principles of Population Change (online only)	2	4
380.603	Demographic Methods for Public Health ³	2	4
380.611	Fundamentals of Program Evaluation	3	4
221.645	Large-Scale Effectiveness Evaluations Of Health Programs ⁴	4	3
221.641	Measurement Methods In Humanitarian Emergencies	2	2
<i>Research Ethics</i>			
306.665	Research Ethics and Integrity: US and International Issues	3	3
306.655	Ethical Issues In Public Health	4	3
<i>Vaccines</i>			
223.867	Special Topics in Vaccine Science (seminar series)	2-3	1
223.687	Vaccine Policy Issues	3	3
223.689	Biological Basis of Vaccine Development	4	3
223.705.81	Clinical Vaccine Trials and Good Clinical Practice (GCP) (online only)	4	4
<i>Data Management/Survey design</i>			
140.630	Introduction to Data Management	2,4	3
340.717	Health Survey Research Methods	2	4
380.711	Issues In Survey Research Design	3	3
140.632	Introduction to the SAS Statistical Package	4	3
340.696	Spatial Analysis I: ARCGIS	1	3
340.697	Spatial Analysis II: Spatial Data Technologies	2	2
<i>Epidemiology Methods</i>			
340.751-3	Epidemiological Methods 1-3 (year 2 only)	1,2,3	5
340.754	Methodological Challenges In Epidemiologic Research	4	5
340.682	Pharmacoepidemiology Methods	2	3
<i>Qualitative Methods</i>			
224.690	Qualitative Research I: Theory and Methods	3	5
224.691	Qualitative Research II: Data Analysis	4	5
<i>Injury</i>			
221.631.81	Evaluation of Road Safety Interventions in LMIC	3	3
<i>MHealth</i>			
221.649.81	Introduction to M-Health and E-Health in LMIC	3	4

¹ This course is also offered online 1st term

² This course is also offered online 2nd term

³ This course is also offered online 3rd term

⁴ This course is also offered online 4th term

Sample Year 1 Schedule for GDEC – MSPH Program 2015-2016

1st Term

	Introduction to Online Learning http://distance.jhsph.edu/oll	0 credits
223.860	Global Disease Epidemiology and Control Seminar	1 credit
223.840	Special Studies: Educational Program Development (your advisor)	1 credit
220.601	Introduction to International Health	4 credits
340.721	Epidemiologic Inference in Public Health I	5 credits
140.621*	Statistical Methods in Public Health I	4 credits
140.651*	Methods in Biostatistics I	4 credits
221.602 ***	<i>Applications in Managing Health Services Organizations in LMIC</i>	3 credits
221.722 ***	<i>Quality Assurance Mgmt Methods for Dev Countries</i>	4 credits
317.600 ***	<i>Introduction to the Risk Sciences And Public Policy</i>	3 credits
312.603.81 ***	<i>Fundamentals of Budgeting and Financial Management (Online)</i>	3 credits
180.611****	The Global Environment and Public Health	4 credits
550.860.82	Academic & Research Ethics	0 credits
Total 1st term	Required Credits	15+ options

2nd Term

223.860	Global Disease Epidemiology and Control Seminar	1 credit
340.722	Epidemiologic Inference in Public Health II	4 credits
223.662	Vaccine Development & Applications	4 credits
140.622*	Statistical Methods in Public Health II	4 credits
140.652*	Methods in Biostatistics II	4 credits
224.689 **	<i>Hlth Behavior Change at the Individual, Household & Community Levels</i>	4 credits
410.650 **	<i>Intro to Persuasive Communications: Theories and Practice</i>	3 credits
312.603.81 ***	<i>Fundamentals of Budgeting and Financial Management</i>	3 credits
305.607 ***	<i>Public Health Practice</i>	4 credits
Total 2nd term	Required Credits	14+ options

3rd Term

223.860	Global Disease Epidemiology and Control Seminar	1 credit
223.663 +	Infectious Disease & Child Survival	3 credits
140.623*	Statistical Methods in Public Health III	4 credits
140.653*	Methods in Biostatistics III	4 credits
410.651 **	<i>Health Literacy: Challenges and Strategies For Effective Communication</i>	3 credits
312.603.81 ***	<i>Fundamentals of Budgeting and Financial Management (Online)</i>	3 credits
221.610.01 ***	<i>Pharmaceuticals Management for Under-Served Populations</i>	3 credits
180.602 ****	Environment and Health in LMIC	3 credits
182.640 ****	Food and Water Borne Diseases	3 credits
223.664 ++	Design and Conduct of Community Trials	4 credits
340.769 **	Professional Epidemiology Methods	3 credits
Total 3rd term	Required Credits:	5 + options

4th Term

223.860	Global Disease Epidemiology and Control Seminar	1 credit
223.682 +	Clinical and Epidemiological Aspects of Tropical Disease	3 credits
223.680	Global Disease Control Programs and Policy	4 credits
140.624*	Statistical Methods in Public Health IV	4 credits
140.654*	Methods in Biostatistics IV	4 credits
410.630 **	<i>Implementation & Sustainability of Community-Based Health Programs</i>	3 credits
410.620 **	<i>Program Planning for Health Behavior Change ONLINE</i>	3 credits
223.705.81 ++	Clinical Vaccine Trials and Good Clinical Practice (online only)	3 credits
Total 4th term	Required Credits:	9+ options

* Choose 1 biostatistics series
 ** Choose 1 behavioral course
 *** Choose 1 management course

++ Choose 1 applied Epi/human trials course
 + Choose 1 infectious disease course
 **** Choose 1 environmental course

HEALTH SYSTEMS

Program Coordinator: Jennifer Callaghan-Koru

Program Co-coordinator: Olakunle Alonge

Requirements for Admission

Students must have a prior degree in biological or health sciences or alternatively in management or social sciences. Some prior international or health systems experience is highly desirable.

Educational Goals

Graduates of the Health Systems MSPH program will possess core competencies as outlined below to play management roles in health services organizations in a variety of international settings, from community to national and global levels. Courses within the Health Systems Program develop skills and knowledge for those who play a role in management of health programs in low- and middle-income countries and with disadvantaged populations. The curriculum focuses on planning and managing health projects and programs at the community, district, national and global levels. An international health-related practicum experience is an important additional component of this degree program.

Core Health System Competencies

1. Demonstrate knowledge of public health problems most pertinent to underserved populations, approaches to the management and control of these disorders, and characterize these problems in terms of measurable health indicators.
2. Demonstrate a thorough understanding of concepts and application of management principles to the operation of health systems in resource poor settings.
3. Analyze and synthesize data relevant to the management and control of health problems of public health importance in resource poor settings.
4. Produce written and oral reports for public health professionals and policy makers.

Advising Faculty

While students will have a designated adviser, they are encouraged to meet and discuss their interests with a variety of faculty members.

Olakunle Alonge	Azadeh Farzin	Dipak Mitra
Abdulgafoor Bachani	Wei Fu	Sachi Ozawa
Abdullah Baqui	Asha George	Ligia Paina
Linda Bartlett	Simrun Grewal	Henry Perry
Sara Bennett	Shivam Gupta	David Peters
Kavi Bhalla	Katharine Graczyk	Allison Portnoy
William Brieger	Elizabeth Hazel	Hafizur Rahman
Jennifer Bryce	Kelly Healy	Krishna Rao
Edward Bunker	Melissa Higdon	Court Robinson
Gilbert Burnham	Adnan Hyder	Daniela Rodriguez
Jennifer Callaghan	Alain Koffi	Mathuram Santosham
Dagna Constenla	Amnesty Lefevre	Romesh Silva
Shannon Doocy	Amber Mehmood	Alan Sorkin
Anbarasi Edward Raj	Maria Merritt	Antonio Trujillo

*For Program Competencies see page 90

Health Systems Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail.
IMPORTANT NOTE: Courses taken to meet one group of requirements may NOT be used to meet another group of requirements.

Required Courses

Number	Course Title	Term	Credits/term
221.602	Applications in Managing Health Organizations in Low and Middle Income Countries (LMICs)	1	3
221.840	Special Studies and Research Health Systems (IGA)	1-4	1
221.860	Health Systems Seminar (all 4 terms required)	1 – 4	1
220.601	Introduction to International Health ³	1	4
140.621-3	Statistical Methods in Public Health I-III	1 – 3	4
340.721.60	Epidemiologic Inference in Public Health I ³	1	5
221.646	Health Systems in Low and Middle Income Countries ²	2	3
312.603.81	Fundamentals of Budgeting & Financial Management (online)	1 - 4	3
550.860.82	Academic and Research Ethics at JHSPH	1 - 4	0
	Introduction to Online Learning (https://courseplus.jhsph.edu/core/index.cfm/go/course.home/cid/90/)		
Practicum (Taken in the second year for a minimum of 32 credits):			
221.810 330.657	Field Placement Health Systems (Practicum/Internship)	1 – 4	32

Core Applied Health Management Courses – chose one of the following: Those not chosen for this requirement may be used to meet Health System Program Electives (listed on the following page).

Number	Course Title	Term	Credits/term
221.722	Quality Assurance Management in Developing Countries ¹	1	4
312.604	Quantitative Tools for Managers	2	3
221.604	Case Studies in Management Decision-Making	3	3
221.610	Pharmaceutical Management for Underserved Populations	3	3
221.661	Project Development for PHC in Developing Countries	4	4

Environmental Health Requirement, choose one of the following:

Number	Course Title	Term	Credits/term
180.611	The Global Environment and Public Health	1	4
187.610	Public Health Toxicology ²	1	4
180.660	Introductory Principles of Environmental Health	3	3
182.626	Issues for Water and Sanitation in Tropical Environmental Health	3	2
182.640	Food and Water-borne diseases	3	3
180.602	Environment and Health in LMIC (recommended)	3	2

Social & Behavioral Sciences Requirement, choose one of the following:

Number	Course Title	Term	Credits/term
410.620	Program Planning For Health Behavior Change ⁴	1	3
330.657	Statistics for Psychosocial Research: Measurement ¹	1	4
224.689	Health Behavior Change At The Individual, Household and Community Levels	2	4
221.688.81	Social & Behavioral Foundations of Primary Health Care (internet)	3	4
410.654-5	Health Communications Programs I & II	3 – 4	4
222.654	Food, Culture, and Nutrition	4	4

Biological Science Requirement, choose one of the following:

Number	Course Title	Term	Credits/term
120.620	Fundamentals of Reproductive Biology ²	1	3

187.610	Public Health Toxicology ²	1	4
222.641	Principles of Human Nutrition in Public Health	1	4
550.630	Public Health Biology ⁴	1	3
223.662	Vaccine Development and Application	2	4
182.640	Food and Water-Borne diseases	3	3
223.663	Infectious Diseases and Child Survival	3	3
380.761	STI in Public Health Practice ⁴	3	4
380.760	Clinical Aspects of Reproductive Health	3	3
223.682	Clinical and Epidemiological Aspects of Tropical Diseases ⁴	4	3
380.661	Clinical Aspects of Maternal & Newborn Health	3	3

Health Systems Program Specific Electives: (12 Credits)

Twelve additional (12) credits from the list below should be selected that are not already selected to satisfy another requirement. These track specific electives are organized under four broad headings to facilitate selection based on different competency areas. You may choose from any of these areas. **Some classes may appear under more than one heading.**

Managing Health Services Organizations			
Number	Course Title	Term	Credits/term
221.722	Quality Assurance Management Methods for Developing Countries ¹	1	4
221.604	Case Studies in Management Decision-Making	3	3
221.610	Pharmaceuticals Management for Under-served Populations	3	3
221.608	Managing Non-Governmental Organizations in the Health Sector	3	3
312.633.81	Health Management Information Systems (internet only)	3, 4	3

Health Management Issues with Special Populations			
Number	Course Title	Term	Credits/term
221.613	Introduction to Humanitarian Emergencies	1	2
221.639	Refugee Health Care ¹	2	3
221.643	Armed Conflict and Health	3	2
221.634	Stress Management for Relief Workers	3	2
221.611	Food/Nutrition and Livelihood in Humanitarian Emergencies	4	2
221.616	Ethics of Public Health Practice in Developing Countries ⁴	4	2
221.624.81	Urban Health in Developing Countries (internet only)	4	3
221.640	Children in Crisis: An asset-based approach to working with youth	3	3
221.642	Mental Health Aspects of Disaster: PH Preparedness & Response	4	2

Monitoring and Evaluation			
Number	Course Title	Term	Credits/term
221.641	Measurement Methods in Humanitarian Emergencies	2	2
221.638	Health Systems Research and Evaluation in Developing Countries	3	4
305.613	Evaluation-Informed Program Development & Implementation	3	4
313.631-2	Economic Evaluation II & III	3 & 4	3 & 3
380.611	Fundamentals of Program Evaluation	3	4
380.612	Applications in Program Monitoring and Evaluation	4	4
221.645	Large-scale Effectiveness Evaluations of Health Programs ⁴	4	3
221.644	Econometric Methods For Evaluation Of Health Programs	4	4

Health Planning			
Number	Course Title	Term	Credits/term
221.612	Confronting the Burden of Injuries: A Global Perspective ²	2	3
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low and Middle Income Countries	2	4

221.635	Advances in Community-Oriented Primary Health Care ³	3	4
221.620	Applying Summary Measures of Pop. Hlth to Improve Hlth Systems ⁴	4	4
221.661	Project Development for PHC in Developing Countries	4	4
224.692	Formative Research for Behavioral and Community Interventions	4	4
312.621	Strategic Planning	3 & 4	3

Measuring Health and Health System Performance			
Number	Course Title	Term	Credits/term
221.637.81	Health Information Systems (internet only)	2	3
221.649.81	Intro to M-Health and E-Health in Low & Middle Income Countries	3	4
313.631-2	Economic Evaluation II & III	3 & 4	3 & 3
221.620	Applying Summary Measures of Pop. Hlth to Improve Hlth Systems ⁴	4	4
312.633.81	Health Management Information Systems (internet only)	3, 4	3

Research Design			
Number	Course Title	Term	Credits/term
221.638	Health Systems Research and Evaluation in Developing Countries	3	4
223.664	Design and Conduct of Community Trials	3	4
224.694	Mental Health Intervention Programming in Low & Middle Income Countries	3	3
300.713	Research & Evaluation Methods for Health Policy	3	4
224.692	Formative Research for Behavioral and Community Interventions	4	4
221.631.81	Evaluation of Road Safety Interventions in LMIC (internet)	3	3

Health Economics & Economic Evaluation			
Number	Course Title	Term	Credits/term
313.639	Introduction to Microeconomics	1	3
313.641	Introduction to Health Economics	3	3
313.630	Economic Evaluation I	2	3
313.631-2	Economic Evaluation II & III	3 – 4	3 – 3
313.644	Health Economics II	3	3
309.670	Comparative Health Insurance	3	3
221.617	Behavioral Economics in Health Decisions	4	2
221.644	Econometric Methods For Evaluation Of Health Programs	4	4
221.651	Econometrics I	4	4

Health Policy & Policy Evaluation			
Number	Course Title	Term	Credits/term
221.614	International Political Science for Public Health Practitioners	2	2
300.712	Formulating Policy: Strategies & Systems of Policymaking in the 21 st Century	2	3
221.650	Health Policy Analysis in Low and Middle Income Countries	3	3
221.652	Health Financing in Low and Middle Income Countries	3	3
300.713	Research and Evaluation Methods for Health Policy I	3	3
300.652	Politics of Health Policy	3	4
221.655	Surgical Care Needs in Low and Middle Income Countries	4	2
301.645	Health Advocacy	4	3

¹ This course is also offered online 1st term

² This course is also offered online 2nd term

³ This course is also offered online 3rd term

⁴ This course is also offered online 4th term

HUMAN NUTRITION

Program Coordinator: Kristen Hurley

Requirements for Admission

The program seeks to attract and train future experts in public health nutrition across a range of professional interests and background. Entry into the Master of Science in Public Health (MSPH) program in Human Nutrition requires, at a minimum, a bachelor's degree or its equivalent, preferably in nutritional, biological, food health or social sciences, public health practice, food security, economics or health policy.

Educational Objectives*

The MSPH program in Human Nutrition is designed to train professionals to focus on understanding and solving public health problems in food and nutrition across a diverse societal landscape. The MSPH degree in Human Nutrition prepares students to assume professional, technical, and management positions within public health nutrition programs or government, international or non-governmental agencies, universities, hospitals and private industry. The program also offers a broad public health nutrition component that complements dietetics skills acquired in the combined MSPH-RD program (see below). The MSPH program also prepares students with a foundation of knowledge and skills for carrying out subsequent doctoral studies and research in the field of human nutrition, or training in medicine.

Overall Program Goal

There are four overarching academic competencies that students are expected to master during the course of their masters' degree program. Students should:

- Demonstrate knowledge of public health nutrition problems and characterize these problems in terms of measurable indicators
- Identify nutrition problems of public health importance; analyze and synthesize relevant data; and develop and implement prevention, control, and evaluation plans
- Participate in a field, laboratory or clinical experience related to nutrition research or programs from conception of ideas through design, management, monitoring, data collection, and analysis
- Communicate through written reports, oral presentations and other media nutrition information of high technical quality and program or policy relevance.

Advising Faculty

Robert Black
Laura Caulfield
Parul Christian
Joel Gittelsohn
Rebecca Heidkamp

Kristen Hurley
Jessica Jones-Smith
Amanda Palmer
Kerry Schulze
Keith P. West Jr.

Program Requirements

Students will be expected to enroll for six quarters, satisfy the educational requirements, and successfully complete a practicum experience and write an essay. Students must also pass a written comprehensive exam. A minimum of 96 total credits of coursework is required. Of these, 64 credits are associated with directed coursework, and 32 credits are associated with a practicum experience, which is usually completed during the second year.

Students are required to take specific courses in each of four core content areas in order to develop specific competencies: *Nutrition and Health*, *Biochemistry and Metabolism*, *Research Methods*, and *Professional Skills*. Approximately 40 course credits are associated with these core content areas common to all MSPH students. In addition, all students must complete coursework in environmental health and management sciences. To complete the remainder of their coursework requirements, students will choose elective coursework and special studies in conjunction with their advisor, depending on their unique career goals.

Nutrition Practicum

MSPH candidates complete a practicum for 2 terms. This experience is jointly arranged by the student, faculty advisor and other faculty within the Center for Human Nutrition or School, as necessary. The practicum may comprise any of the following: (a) field placement in a supervised nutrition research (laboratory, clinic or population-based) or program (e.g. non-governmental agency) setting; (b) analytic work under faculty guidance during which nutrition-related (i.e. laboratory, population research, program evaluation or surveillance) data are analyzed and a report prepared; or (c) additional, directed course work toward developing a particular specialty within the context of the MSPH program.

The MSPH-RD practicum in collaboration with the dietetics program at the Johns Hopkins Bayview Medical Center (JHBMC) offers students the opportunity to earn both the MSPH degree and complete the dietetics practicum in preparation for obtaining the RD credential. The integrated program has been granted accreditation status by The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetic (A.N.D.) 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 1-800-877-1600, ext. 5400.

For those accepted for this option, a \$500 deposit is required by March 1st, 2016 to secure placement for the practicum, which occurs from June 2016 through February 2016 (See [Bayview MSPH/RD Program](#)). The remainder of the \$7500 clinical training fee for the practicum is due September 1st, 2016 (with first quarter tuition payment). Like all MSPH students, those in the RD practicum program, must also complete the MSPH essay.

Human Nutrition Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail. **IMPORTANT NOTE: Courses taken to meet one group of requirements may NOT be used to meet another group of requirements**

Required Courses

Course No.	Course Title	Term	Credits/term
General/Professional Skills:			
222.840	Special Studies and Research Human Nutrition	1 – 4	1
222.860	Graduate Nutrition Seminar	1 – 4	1
550.860.82	Academic and Research Ethics at JHSPH	1 – 4	0
	Introduction to Online Learning (https://courseplus.jhsph.edu/core/index.cfm/go/course.home/cid/90/)		
Nutrition			
222.641.60	Principles of Human Nutrition in Public Health	1	4
222.658	Critical Thinking in Nutrition I	1	1
222.644	Nutritional Biochemistry	2	3
222.642	Assessment of Nutritional Status	2	3
222.655	Nutrition and Life Stages	3	3
222.654	Food, Culture and Nutrition	4	4
Choose <u>one</u> of the following:			

222.651	Advanced Nutrient Metabolism	2	3
222.653	Food Technology and Health	4	3
222.649	International Nutrition ⁴	4	3
222.652	Nutrition in Disease Treatment and Prevention (online only)	4	3
410.675	Critical Analysis of Popular Diets & Dietary Supplements	4	3
Research Methods, Biostatistics: Choose one of the following series for a total of 16 credits:			
140.621 – 4	Statistical Methods in Public Health I – IV	1 – 4	4
140.651 – 4	Methods in Biostatistics I – IV	1 – 4	4
Research Methods, Epidemiology: Choose one of the following:			
340.721.60	Epidemiologic Inference in Public Health I ³	1	5
Environmental Health, choose one of the following: Those not chosen for this requirement may be used as electives.			
187.610	Public Health Toxicology ²	1	4
180.611	The Global Environment and Public Health	1	4
180.601.81	Environmental Health (Internet only)	3	5
180.660	Introductory Principles of Environmental Health	3	3
182.640	Food and Water Borne Diseases	3	3
180.602	Environment and Health in LMIC	3	3
Management Sciences, choose one of the following: Those not chosen for this requirement may be used as electives.			
221.602	Applications in Managing Health Services Organizations in Low and Middle Income Countries	1	3
221.722	Quality Assurance Management Methods for Developing Countries ¹	1	4
312.603.81	Fundamentals of Budgeting and Financial Management (online only)	1 – 4	3
305.607	Public Health Practice ⁴	2	4
182.623	Occupational Safety and Health Management ²	3	3
221.608	Managing Non-governmental Organizations in the Health Sector	3	3
Practicum (Taken in the second year for a minimum of 32 credits):			
222.810	Field Placement Human Nutrition (Practicum)	1 – 4	32

MSPH/RD Required Courses:

Course No.	Course Title	Term	Credits/term
260.600	Introduction to the Biomedical Sciences ¹	1	4
222.652	Nutrition in Disease Treatment and Prevention	4	3
222.653	Food, Technology and Health	4	3
222.661	Designing Healthy Diets	4	2
182.640	Food and Water Born Diseases <i>[Environmental Health Requirement]</i>	3	3
312.603.81	Fundamentals of Budgeting and Financial Management (online only) <i>[Management Sciences Requirement]</i>	1 – 4	3
222.815	Human Nutrition Registered Dietician Practicum (2 nd Year)	1,2,3	16

Recommended Electives: (18-23 Credits)

Course No.	Course Title	Term	Credits/term
<i>Nutrition</i>			
222.657	Food and Nutrition Policy	1	2
222.647	Nutritional Epidemiology	3	3
222.662	Obesity in Public Health	2	3
221.611	Food/Nutrition and Livelihood in Humanitarian Emergencies	4	2
340.644	Epidemiology of Diabetes and Obesity	4	2
<i>Research Methods</i>			
222.652.81	Nutrition in Disease Treatment and Prevention (required for MSPH-RD students) (online)	4	3
222.653	Food, Technology and Health (required for MSPH-RD students)	4	3

222.661	Designing Healthy Diets (required for MSPH-RD students)	4	2
222.652.81	Nutrition in Disease Treatment and Prevention (required for MSPH-RD students) (online)	4	3
224.689	Health Behavior Change at the Individual, Household & Comm. Lev.	2	4
340.722.60	Epidemiologic Inference in Public Health II ⁴	2	4
223.664	Design and Conduct of Community Trials	3	4
410.690	Ethnographic Fieldwork	3	4
224.690	Qualitative Research I: Theory and Methods	3	5
224.691	Qualitative Research II: Data Analysis	4	5
<i>International Health and Disease</i>			
220.601	Introduction to International Health ³	1	4
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low and Middle Income Countries	2	4
223.663	Infectious Diseases and Child Survival	3	3
223.680	Global Disease Control Programs and Policies ⁴	4	4
<i>Population, Behavior and Health</i>			
380.604	Life Course Perspectives on Health ¹	1	4
380.600.81	Principles of Population Change (online only)	2	4
224.689	Health Behavior Change at the Individual, Household And Community Levels	2	4
380.611	Fundamentals of Program Evaluation	3	4
<i>Research Ethics</i>			
306.665	Research Ethics and Integrity: US & International Issues	3	3
306.655	Ethical Issues in Public Health	4	3

¹ This course is also offered online 1st term

² This course is also offered online 2nd term

³ This course is also offered online 3rd term

⁴ This course is also offered online 4th term

*For Program Competencies see page 96

SOCIAL AND BEHAVIORAL INTERVENTIONS

MSPH Program Coordinator: Elli Leontsini

Requirements for Admission

Applicants into the program must have a bachelor's degree in the health or social sciences. Some prior international or health experience is highly desirable.

Educational Objectives*

The program offers multidisciplinary training for researchers and public health practitioners who wish to use the social sciences in the design, implementation, and evaluation of public health programs, particularly community-based interventions. The program provides students with exposure to applied theory and methods from the fields of social psychology and medical anthropology and sociology. The combined use of qualitative and quantitative methods is a defining characteristic of the program. Students may choose to specialize in the development, implementation, and evaluation of public health programs related to a given area of interest such as HIV/AIDS, child survival, and malaria prevention, as well as a host of other topical areas relevant to the enhancement of health in lower income settings. Upon completion of the program, students will be able to provide technical assistance in assessing the socio-cultural context surrounding public health interventions and in the development, implementation and evaluation of social and behavioral change programs to improve the health of underserved communities.

Competency Areas 1, 3, 4 - General Public Health Knowledge: Identify, define and address major global health problems of underserved populations in lower income contexts, using appropriate indicators and current best practice.

- *International Health:* Describe the evolution of key approaches to address major public health problems among underserved populations in lower income contexts and indicators of their impact.
- *Public Health Biology:* Explain biologic mechanisms and/or clinical manifestations of disease(s) impacting public health.
- *Environmental Health:* Discuss environmental influences on public health and appropriate risk assessment and public health response options.

Competency Areas 6-9 - Social and Behavioral Sciences: Develop the theoretical and methodological tools to gain an understanding of the socio-cultural context surrounding public health in lower income contexts and to assist in the development, implementation and evaluation of social and behavioral change programs.

- *Theory and Practice:* Apply relevant theories and concepts drawn from anthropology, sociology and psychology to design effective theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.
- *Qualitative Methods:* Develop an understanding of theoretical paradigms and perspectives informing ethnography and qualitative research, and use appropriate and rigorous qualitative research methods to understand the social context of health and inform public health action.
- *Intervention-related Research:* Conduct multi-method formative research to develop locally-appropriate social and behavioral interventions to improve health, including development of appropriate communication interventions in support of those strategies.

Competency Area 2 -Epidemiology and Biostatistics: Develop a solid foundation in epidemiologic and statistical research and evaluation skills applicable to public health assessment and action.

- Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a public health problem or the impact of public health action on a given condition.

Competency Area 5 -Management: Propose management techniques to implement and evaluate health programs including organizational and financial best practices.

Competency Area 10- Evaluation: Propose, conduct, or assess process and outcome evaluations of social and behavioral interventions in global health

Competency Area 11- Professional Communication: Produce written reports of programmatic findings and/or research and communicate them via oral presentations, posters, briefs, or other official documents, intended for public health professionals and/or policy makers.

Advising Faculty

Allison Barlow	Larissa Jennings
William Brieger	Caitlin Kennedy
Rachel Chambers	Kristin Lake
Mary Cwik	Elli Leontsini
Julie Denison	Summer Rosenstock
Joel Gittelsohn	Pamela Surkan
Steve Harvey	Lauren Tingey
Allison Ingalls	Peter Winch

Program Requirements

A minimum of 96 total credits of coursework is required. Of these, 64 credits are associated with academic coursework, generally completed within the first year of the program, and 32 credits are associated with a practicum experience, which is usually completed during the second year. Courses taken to fulfill program requirements must be taken for a letter grade, with the exception of courses only offered Pass/Fail.

IMPORTANT NOTE: Courses taken to meet one group of requirements may NOT be used to meet another group of requirements

Required Courses

Course No.	Course Title	Term	Credits/term
220.601	Introduction to International Health ³	1	4
550.860.82	Academic and Research Ethics at JHSPH	1 – 4	0
Social and Behavioral Sciences			
224.840	Special Studies and Research SBI	1 – 4	1
224.860 – 2	SBI Program Seminar I – III	1 – 3	1
224.689	Health Behavior Change at the Individual, Household & Community Levels	2	4
Epidemiology and Biostatistics			
340.721.60	Epidemiologic Inference in Public Health I ³ (lab 340.921)	1	5
140.621 – 3	Statistical Methods in Public Health I/II/III [Four course sequence, only first three required; IV is recommended]	1 – 3	4
Qualitative Methods			
224.690	Qualitative Research I: Theory and Methods	3	5
224.691	Qualitative Research II: Data Analysis	4	5
Intervention-related Research			
224.692	Formative Research for Behavioral & Community Interventions	4	4
Practicum (Taken in the second year for a minimum of 32 credits):			
224.810	Field Placement Social and Behavioral Interventions	1-4	32

Public Health Biology, choose one of the following:

Course No.	Course Title	Term	Credits/term
120.620	Fundamentals of Reproductive Biology ²	1	3
222.641	Principles of Human Nutrition in Public Health	1	4
260.636	Evolution of Infectious Disease	1	3
340.612	Epidemiologic Basis for Tuberculosis Control ³	1	2
340.646	Epidemiology & Public Health Impact of HIV & AIDS ²	1	4
340.654.81	Epidemiology & Natural History of Human Viral Infections (online)	1	6
550.630	Public Health Biology ⁴	1	3
223.662	Vaccine Development and Application	2	4
260.631	Immunology, Infection and Disease	2	3
260.652	Principles of Public Health Ecology	2	4
182.640	Food- and Water-Bourne Diseases	3	3
223.663	Infectious Diseases and Child Survival	3	3
223.665	Infection, Immunity, and Undernutrition: Interactions and Effects	3	4
260.656	Malariology ⁴	3	4
380.661	Clinical Aspects of Maternal & Newborn Health	3	3
380.760	Clinical Aspects of Reproductive Health	3	3
223.682	Clinical and Epidemiologic Aspects of Tropical Diseases ⁴	4	3
223.689	Biologic Basis of Vaccine Development	4	3
330.623	Brain and Behavior in Mental Disorders	4	3
380.762	HIV Infection in Women, Children & Adolescents (online)	4	4

Environmental Health, Choose one of the following:

Course No.	Course Title	Term	Credits/term
180.611	The Global Environment and Public Health	1	4
187.610	Public Health Toxicology ²	1	4
180.602	Environment and Health in LMIC	3	3
180.660	Introductory Principles of Environmental Health	3	3
180.601.81	Environmental Health (online)	3	5
182.640	Food- and Water-borne Diseases	3	3

Management, choose one of the following:

Course No.	Course Title	Term	Credits/term
221.602	Applications in Managing Health Organizations in Low and Middle Income Countries	1	3
221.722	Quality Assurance Management Methods for Developing Countries ¹	1	4
312.601	Fundamentals of Management for Health Care Organizations	1	5
312.603.81	Fundamentals of Budgeting and Financial Management (online only)	1 – 4	3
317.600	Introduction to Risk Sciences and Public Policy ³	1	4
305.607	Public Health Practice ⁴	2	4
312.604	Quantitative Tools for Managers	2	3
380.681	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	2	4
182.623	Occupational Safety and Health Management ²	3	3
221.604	Case Studies in Management Decision-Making	3	3
221.608	Managing Non-governmental Organizations in the Health Sector	3	3
221.610	Pharmaceuticals Management for Under-served Populations	3	3
312.600	Managing Health Services Organizations	3	4
318.625	Management of Nonprofit Organizations	4	3
221.661	Project Development for Primary Health Care in Developing Countries	3,4	3
312.621	Strategic Planning	3,4	3

International Health Electives, choose one of the following:

Course No.	Course Title	Term	Credits/term
222.657	Food and Nutrition Policy	1	2
221.612	Confronting the Burden of Injuries: A Global Perspective ²	2	3
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low and Middle Income Countries	2	4
221.639	Refugee Health Care ¹	2	3
221.646	Health Systems in Low and Middle-Income countries ²	2	3
222.662	Obesity in Public Health	2	3
221.635	Advances in Community-Oriented Primary Health Care ³	3	4
221.650	Health Policy Analysis in LMIC	3	3
221.649.81	Introduction to M-Health and E-Health in Low and Middle Income Countries	3	4
223.687	Vaccine Policy Issues	3	3
380.750	Migration and Health: Concepts, Rates, and Relationships	3	3
221.616	Ethics of Public Health Practice in Developing Countries ⁴	4	2
221.624.81	Urban Health in Developing Countries (online only)	4	3
222.649	International Nutrition ⁴	4	3
223.680	Global Disease Control Programs and Policies ⁴	4	4
380.747.81	International Adolescent Health (<i>cannot be counted twice</i>) (online)	4	3

Social & Behavioral Sci Electives, choose three courses from the following theory or practice options:

<i>Theory focused:</i>			
Course No.	Course Title	Term	Credits/term
410.612	Sociological Perspectives on Health	1	3
180.636	Human Rights and Health Seminar	2	3
330.620	Issues in Mental Health Research in Developing Countries	2	3
380.642	Child Health and Development (online)	2	3
380.720	Masculinity, Sexual Behavior and Health: Adolescence and Beyond	2	2
410.615	Research Design in the Social and Behavioral Sciences	2	3
410.650	Introduction to Persuasive Communications: Theories & Practice	2	4
221.605	History of International Health & Development	3	2
221.688.81	Social and Behavioral Foundations of Primary Health Care (online)	3	4
300.652	Politics of Health Policy	3	4
301.627	Understanding and Preventing Violence	3	3
308.610	The Political Economy of Social Inequalities & Consequences on Health and Quality of Life	3	3
330.661	Social, Psychological & Developmental Processes in the Etiology of Mental Disorders	3	3
380.623	Adolescent Health and Development	3	3
380.665	Family Planning Policies and Programs	3	4
410.613	Psychosocial Factors in Health and Illness	3	3
410.654	Health Communication Programs I: Planning & Strategic Design	3	4
410.690	Ethnographic Fieldwork	3	4
221.616	Ethics of Public Health Practice in Developing Countries (<i>cannot be counted twice</i>) ⁴	4	2
380.747	International Adolescent Health (<i>cannot be counted twice</i>)	4	3
<i>Practice focused:</i>			
Course No.	Course Title	Term	Credits/term
410.656	Entertainment Education for Behavior Change and Development	1	4
410.733	Communication Network Analysis in PH Programs	1	4
410.631	Introduction to Community-Based Participatory Research: Principles and Methods	2	3
550.629	Intro to Sexual Orientation, Gender Identity and Public Health	2	3

180.655	Baltimore Food Systems: A case study of urban food environments	3	4
224.694	Intervention Programming for Mental Health Services in Low and Middle Income Countries	3	3
410.651	Health Literacy: Challenges & Strategies for Effective Communication	3	3
410.752	Children, Media, and Health	3	3
410.721-2	Translating Research into Public Health Programs I – II	3 – 4	2
221.642	Mental Health Aspects of Disaster: PH Preparedness & Response	4	2
222.654	Food, Culture and Nutrition	4	4
301.645	Health Advocacy	4	3
410.630	Implementation & Sustainability of Community-Based Health Programs	4	3
410.655	Health Communication Programs II: Implementation and Evaluation	4	4
410.663	Media Advocacy and Public Health: Theory and Practice	4	3

Evaluation-related Research Electives, choose one of the following:

Course No.	Course Title	Term	Credits/term
340.717	Health Survey Research Methods	2	4
340.722.60	Epidemiologic Inference II ⁴	2	4
380.600.81	Principles of Population Change (online only)	2	4
221.631	Evaluation of Road Safety Interventions in Low and Middle Income Countries	3	3
221.638	Health Systems Research and Evaluation in Developing Countries	3	4
222.647	Nutrition Epidemiology	3	3
223.664	Design and Conduct of Community Trials	3	4
380.611	Fundamentals of Program Evaluation	3	4
380.711	Issues in Survey Research Design	3	3
140.624	Statistical Methods in Public Health IV	4	4
221.645	Large-Scale Effectiveness Evaluations of Health Programs ⁴	4	3
380.612	Applications in Program Monitoring and Evaluation	4	4

¹ This course is also offered online 1st term

² This course is also offered online 2nd term

³ This course is also offered online 3rd term

⁴ This course is also offered online 4th term

*For Program Competencies see page 100

**Social and Behavioral Interventions Course Schedule
2015-2016 Example**

First year

1st Term

	Introduction to Online Learning	0 credits
	https://courseplus.jhsph.edu/core/index.cfm/go/course.home/cid/90/	
224.810	Special Studies: Educational Goals Development	1 credit
224.860	Social and Behavioral Interventions Program Seminar I	1 credit
550.860	Academic & Research Ethics	0 credits
220.601	Introduction to International Health	4 credits
340.721	Epidemiologic Inference in Public Health I	5 credits
140.621	Statistical Methods in Public Health I	4 credits
180.611	The Global Environment and Public Health (Environ. Hlth)	4 credits
Total Credits		19 credits

2nd Term

224.861	Social and Behavioral Interventions Program Seminar II	1 credit
224.689	Health Behavior Change at the Indiv, Household & Comm. Lev.	4 credits
140.622	Statistical Methods in Public Health II	4 credits
221.627	Issues in Maternal Neonatal Mortality Reduction in LMIC (IH)	4 credits
410.650	Introduction to Persuasive Communications (SBS1)	4 credits
Total Credits		17 credits

3rd Term

224.862	Social and Behavioral Interventions Program Seminar III	1 credit
224.690	Qualitative Research and Theory Methods	5 credits
140.623	Statistical Methods in Public Health III	4 credits
224.694	Intervention Program. Mental Health in LMIC (SBS2)	3 credits
221.610.01	Pharmaceuticals Mngmt. for Underserved Pops. (Management)	3 credits
223.665.81	Infection, Immunity and Undernutrition (Biology)	4 credits
Total Credits		20 credits

4th Term

140.624	Statistical Methods for Public Health IV (Eval.)	4 credits
224.691	Qualitative Data Analysis	5 credits
224.692	Formative Research for Behavioral/Community Interv.	4 credits
222.654	Food, Culture and Nutrition (SBS3)	4 credits
Total Credits		17 credits

Second Year

1st and 2nd term

224.810	Field Placement Social and Behavioral Interventions	32 credits (16 credits per term)
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NOTE: You cannot exceed 22 credits per term

MASTER OF HEALTH SCIENCE - HEALTH ECONOMICS

DEPARTMENT OF INTERNATIONAL HEALTH REQUIREMENTS

Director Antonio Trujillo

The Master of Health Science (MHS) in Health Economics is a nine-month academic program that provides students with a solid foundation in the methods necessary to promote the efficient and equitable allocation of resources in the provision of preventative and curative medicine across the globe. Graduates of the program will find these methods invaluable in the development and evaluation of strategies to promote public health and cost-effective health care.

The Departments of International Health and Health Policy and Management administer the MHS in Health Economics. Students enrolled in this program from both departments will take a common core of courses, and will also take core required and elective courses in International Health. The program is supported by the faculty of the Interdepartmental Program in Health Economics at JSHPH and draws upon strengths in health economics, health systems and related disciplines across the entire university.

The major components of the MHS in Health Economics include:

- Nine months of academic coursework building strength in economics, health economics, economic evaluation, econometrics, and biostatistics/epidemiology.
- Specialized core courses within the departments of Health Policy and Management or International Health
- An approved concentration of elective coursework
- A final capstone course involving both an examination of core and required International Health material, and completion of a scholarly paper

Within the School this degree is classified as an academic MHS as it provides an opportunity for advanced study and research in a specific public health discipline and will prepare students for a career in health economics or further graduate study.

An academic advisor is assigned from the list of Advising Faculty in the student's program area. The Program Coordinator provides general guidance and supervision over all students in each program area.

Requirements for Admission

Students must have a strong quantitative background with undergraduate coursework in microeconomics and calculus highly recommended. Some prior international or health systems experience is highly desirable.

Advising Faculty

While students will have a designated adviser, they are encouraged to meet and discuss their interests with a variety of faculty members.

Sara Bennett
David Bishai
Dagna Constenla
Sachiko Ozawa

Krishna Rao
Alan Sorkin
Antonio Trujillo

General Requirements

A minimum of 72 credits in formal coursework must be earned over four academic quarters. Required and elective courses are described in the curriculum section. During the first term of enrollment,

Students must be continuously registered until all requirements for the degree program have been satisfied. Failure to register for a quarter will result 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.

Introduction to Online Learning

The School of Public Health offers courses in various formats, including a number of online classes. You may at some point want or need to register for a course online. In order to be eligible to take an online course, students must complete the **Introduction to Online Learning**, which is offered through the Distance Education Division of the Johns Hopkins Bloomberg School of Public Health. This non-credit mini course is a pre-requisite for all courses offered by this division and must be completed prior to the start of the term in which a student wishes to enroll in an online course. Since the School does not permit conditional and/or concurrent enrollment (that is, you must take the online course prior to enrolling in a distance education class), **we require all incoming students to take this non-credit course during the first term they enroll.** For course dates and enrollment information, please visit the Distance Education Division website: <http://distance.jhsph.edu/oll/>

Ethics Requirement

Ethics – All masters students are required to take the course 550.860.82 Academic and Research Ethics. This is an online course for 0 credits that every student is required to take in their first term of matriculation. Failure to complete this course will prevent students from matriculating for 3rd term.

Students who are being funded by an NIH training grant must also take one of the following two courses: 550.600 Responsible Conduct of Research offered first term, OR 306.665 Research Ethics and Integrity: US and International Issues, offered third term.

Public Health Perspectives on Research – All MHS students are required to take 550.865 Public Health Perspectives on Research offered online in 2nd term.

Standards of Academic Performance

Letter grades must be earned in all courses used to satisfy requirements. Please note that courses may be counted **only once** in fulfilling requirements. Students must receive satisfactory grades of C or higher in all required courses and continuously maintain a cumulative Grade Point Average (G.P.A.) of at least 2.75 in order to remain a degree candidate in good standing. Any student who receives a "D" or "F" in a required course must repeat the course and achieve at least a "C". Anyone not meeting these standards will be placed on probationary status pending action by the Department Committee on Curriculum and Credentials. The Committee will either recommend immediate termination from the degree program or will establish the minimum conditions to be fulfilled in order to return to the "good standing" status and avoid termination. In case conditions are imposed, the Committee will specify the maximum time allowed for satisfaction of the conditions.

Time of Completion of Requirements

Students are expected to complete all requirements for the degree in one year (four terms). Delays for reason will be considered, but in no case may the time in the program exceed four years from the time of matriculation, regardless of the residence status of the student (other than leave of absence).

Education Program Development/ Individualized Goals Analysis (IGA)

The IGA is a process of discussion with your advisor resulting in a written document.

Part 1: Briefly explain what knowledge, skills, and experiences you bring to the program.

Part 2: Identify your goals for your education by explaining what you hope to gain in terms of knowledge, skills, personal and professional contacts, and other experiences while a student in the MHS program. Describe one or more topics for your scholarly paper and indicate how these will be used to build your competencies and achieve your goals.

Part 3: Identify what courses and electives you intend to take and when you plan to complete your courses. Course descriptions in the catalog indicate when courses are generally offered. Your tracking sheet should include a tentative list of electives you plan to complete and the total credit hours. Carefully review your paper and tracking sheet with your advisor to ensure the proposed curriculum is not only feasible, but that it meets program requirements. Explain how your curriculum plan is aligned with the goals you identified in Part 2. A spreadsheet is often the best way to do this part.

Health Economics Written Comprehensive Examination

Satisfactory performance is required on a written comprehensive examination. Students must take the exam during the 4th term during the 313.645 Health Economics III: Capstone course. Questions will cover all required fields of study. The exam will cover the materials taught in the core courses, and the required courses from International Health.

A minimum overall passing grade of 75 is required. Exams will be graded by the co-instructors of the Capstone course. Those scoring below this level may re-take the entire examination on a later term decided by the co-Director of International Health (student must maintain registration if taking the comprehensive exam a second time). Only one re-examination is permitted. Students failing twice are terminated from the MHS program.

Scholarly Essay

Students are expected to write a scholarly paper during their four-term degree. Students must work with their advisors on their paper starting 1st term. Students must register for Special Studies: Capstone I and Special Studies: Capstone II with their advisors for 2 credits, during third and fourth terms to work solely on their capstone paper. The paper must be completed during the Special Studies course in fourth term. The scholarly paper will be graded by two faculty members: the IH Director of the MHS program in Health Economics, and the student's advisor. If a student identifies a topic that does not align with their advisor's research area, student must identify a new advisor and needs to seek approval of this change from the Co-Director in International Health.

Core and International Health Requirements

Students in the MHS in Health Economics must take the required courses listed below. Schedule permitting, students can take additional electives provided they do not conflict with the required and elective courses. **A list of elective courses is provided. Additional electives not included in the list need to be approved by the Director in International Health.**

All core and elective courses must be taken for letter grade. Course substitutions are not allowed for any of the required or the elective courses. Students cannot take more than 22 credits per term.

FIRST TERM

Required		
Number	Course Title (Instructor)	Credits
140.621	Statistical Methods in Public Health (M. Diener-West, K. Bandeen-Roche)* (choose 1 lab time)	4
313.670	Mathematical Microeconomics I (J. Bridges)	3
221.860	Health Systems Seminar (M. Merritt)	1
318.603	Applied Microeconomics for Policymaking I (C. Borkoski)	3
340.721.60	Epidemiologic Inference in Public Health I (D. Celentano) ** (choose lab)	5
220.601	Introduction to International Health (K.Charron)	4
550.860.82	Academic Research Ethics at JHSPH (T. Brown) Online	0
221.840	Special Studies in Health Systems (IGA) (Advisor)	1

Total: 21 credits**SECOND TERM**

Required		
Number	Course Title (Instructor)	Credits
550.865.81	Public Health Perspectives on Research (G. Ketner) Online	2
313.643.01	Health Economics I (D. Hough) must take on-campus course	3
313.630	Economic Evaluation I (K. Rao)	3
140.622	Statistical Methods in Public Health II (M. Diener-West, K. Bandeen-Roche) * (choose 1 lab time)	4
221.860	Health Systems Seminar (M. Merritt)	1
313.671	Mathematical Microeconomics II (J. Bridges)	3

Total: 16 credits**THIRD TERM**

Required		
Number	Course Title (Instructor)	Credits
313.644	Health Economics II (D. Hough)	3
313.631	Economic Evaluation II (D. Constenia)	4
140.623	Statistical Methods in Public Health III (M. Diener-West, J. McGready) * (choose 1 lab time)	4
221.860	Health Systems Seminar (M. Merritt)	1
221.840	Special Studies in Health Systems (with advisor for Capstone project)	2
221.650 or 221.652	Health Policy Analysis in Low and Middle Income Countries (S. Bennett); or Health Financing in Low and Middle Income Countries (S. Ozawa)	3

Total: 17 credits**FOURTH TERM**

Required		
Number	Course Title (Instructor)	Credits
313.645	Health Economics III (J. Bridges)	3
313.632	Economic Evaluation III (G. deLissovoy)	4
221.651	Econometrics I (A. Trujillo)	4
221.860	Health Systems Seminar (M. Merritt)	1
221.620.01 .81	Using Summary Measures of Population Health to Improve Health Systems (A. Hyder) On-campus/Online	4
221.840	Special Studies in Health Systems (with advisor for Capstone project)	2

Total: 18 credits**Four Term Total: 72 Credits**

NOTE: Students must choose from the elective selection given to them for each term. They cannot substitute with a course not listed.

ELECTIVE COURSES:

Course #	Course Title	Term
221.639.01/81	Refugee Health Care (3 Cr)	1 or 2
221.646.01/81	Health Systems in LMICs (3 Cr)	2
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in LMICs (4 Cr)	2
140.640.01	Statistical Methods for Sample Surveys (3 Cr)	3
221.652 OR 221.650	Health Financing in LMICs (3 Cr) Health Policy Analysis in LMICs (3 Cr)	3
223.687	Vaccine Policy Issues (3 Cr)	3
140.632.02	Introduction to the SAS Statistical Package (3 Cr)	4
221.617	Behavioral Economics in Health Decisions (2 Cr)	4
223.680.01/81	Global Disease Control Programs and Policies (4 Cr)	4
340.600	STATA Programming (2 Cr)	4

Sample Schedule of Classes

First Term – 2015

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30	**Principles of Epi Lab (8:30-10:00)		**Principles of Epi Lab (8:30-10:00)		**Principles of Epi Lab (8:30-10:00)
10:30	340.601 Principles of Epi (5) ** (10:30-11:20)	140.621 Statistical Methods in PH (4) * (10:30-11:50)	340.601 Principles of Epi (5) ** (10:30-11:20)	140.621 Statistical Methods in PH (4) * (10:30-11:50)	340.601 Principles of Epi (5) ** (10:30-11:20)
12:00	NOON	HSP SEMINAR	NOON	NOON	TIME
1:30	BioStats lab (1:30-3:00)	220.601 Intro to International Health (1:30-3:20)	BioStats lab (1:30-3:00)	220.601 Intro to International Health (4) (1:30-3:20)	318.603 Applied Micro (1:30-4:20)
3:30	313.670 Math Micro I (3) (3:30-4:50)		313.670 Math Micro I (3) (3:30-4:50)		

NOTES:

Register for 550.860.82 - Research Ethics (1) Online
Complete the Academic Ethics Module (n/c)

Register for Labs!

* Choose 1 Biostats Lab time: M, T, W, R, or F 1:30-3:00
** Choose 1 Epi Lab time: M/W, or W/F, or M/F 8:30-10:00

Second Term – 2015

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
10:30		140.622 Statistical Methods II (4) (10:30-11:50)*	313.630 Economic Evaluation I (3) (10:30-11:50)	140.622 Statistical Methods II (4) (10:30-11:50)*	313.790 Economic Evaluation I (3) (10:30-11:50)
12:00	NOON	HSP SEMINAR	NOON	NOON	TIME
1:30	313.670 Math Micro II (3) (1:30-2:50)		313.670 Math Micro II (3) (1:30-2:50)		
3:30		313.641 Intro Health Economics (3) (3:30-4:50)		313.641 Intro Health Economics (3) (3:30-4:50)	
5:30					

NOTES:

Choose 1 lab time for Biostats
Register for one elective

Third Term – 2016

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30	221.650 Health Policy Analysis in LMIC (3) (9:00-10:20)		221.650 Health Policy Analysis in LMIC (3) (9:00-10:20)		
10:30		140.623 Statistical Methods II (4) (10:30-11:50)*	313.631 Economic Evaluation II (3) (10:30-11:50)	140.623 Statistical Methods II (4) (10:30-11:50)*	313.631 Economic Evaluation II (3) (10:30-11:50)
12:00	NOON	HSP SEMINAR	NOON	NOON	TIME
1:30					
3:30		313.644 Health Economics II (3) (3:30-4:50)		313.644 Health Economics II (3) (3:30-4:50)	
5:30					

NOTES

Register for at least one elective
Schedule: Biostats lab

Fourth Term – 2016

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30		221.651 Econometrics I (4) (8:30-10:20)		221.651 Econometrics I (4) (8:30-10:20)	
10:30			313.632 Economic Evaluation III (3) (10:30-11:50)		313.632 Economic Evaluation III (3) (10:30-11:50)
12:00	NOON	HSP SEMINAR	NOON	NOON	TIME
1:30		313.645 Health Economics III (3) (1:30-2:50)		313.645 Health Economics III (3) (1:30-2:50)	
3:30					
5:30					

NOTES:

Register for at least one elective

Program competencies can be found in page 110.

DEPARTMENT OF INTERNATIONAL HEALTH 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. 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 Cristina Salazar for more information.

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 8th 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.

Guidelines for Student Employment

All the procedures and forms are posted online on the International Health Student Payment Information, located on the IH site on [my.jhsp.h.edu](https://my.jhsp.h.edu/sites/IH/student/default.aspx): <https://my.jhsp.h.edu/sites/IH/student/default.aspx>

Hours of Work and Overtime

Full-time students who work for Johns Hopkins Bloomberg 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 wish to work over 40 hours per week are required to have it approved by the IH payroll prior to the work.

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

Direct Deposit

Student employees on 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 forms can be downloaded from <http://www.controller.jhu.edu/uforms/c100.pdf> or secured from the Department of International Health's Human Resources & Payroll Office (Wolfe Street Bldg. E8521).

Work-Study

Students employed under the Federal Work-Study (FWS) program during the 2015-16 academic year may also be employed as Teaching Assistants during the same period of FWS employment only with prior approval by the Department of International Health and by the FWS employment office. The Teaching Assistant employment status is the exception to the restricted crossover status related to FWS employment. Those students in FWS seeking to work as a TA must request approval from Amy Jones (Associate Director) in Financial Aid.

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

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 relevant Program Coordinator (Jennifer Callaghan-Koru for Health Systems, Karen Charron for GDEC, Elli Leontsini for SBI and Kristen Hurley for Human Nutrition) of the student's program area 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 Program Coordinator 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.

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 practicum, master's essay or any other MSPH or MHS requirement.

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. 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 their 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.”

SPH-SAIS Dual Degree Candidates

Students in the dual degree program may complete both Masters in 3 years (6 terms at JHSPH and 3 semesters at SAIS) depending on what SAIS track a student chooses. **Dual degree candidacy does not remove the MSPH practicum or the Masters Essay requirements.** Students can choose to do the MSPH or MA first. For more information please read the school policy – Academic Programs 2 or ask Cristina Salazar.

Transfers

MSPH to MPH: If after beginning the program a student desires admission to the MPH program by transfer, the student must obtain advisor approval in writing and then make a written request to the Associate Chair for Academic Programs, on which the Director will sign and then the student will submit the letter, after obtaining the signature from Dr. Katz, to the Director of the MPH Program. Once the letter is signed for approval by the Director of the MPH Program, it is then submitted to the Records and Registration Office.

MSPH to MSPH: It is important to note that these types of transfers are very rare, due to the capacity of the programs and the sequencing of courses by program area. If after beginning the MSPH program a student wishes to change program area, the student must request the change in writing and have it endorsed by the MSPH Program Coordinators of the current and future program area. The request then needs to be endorsed by the Associate Chair for Academic Programs.

MSPH to PhD: Students in the MSPH program who are interested in going on to a PhD program in the Department of International Health have two options, both of which require formally applying to the Department for admission to the PhD program. The first option is to complete the MSPH degree and then apply to the PhD program to enter in September following the completion of the MSPH practicum and turning in their MSPH essay. The second option is to transfer from the MSPH program to the PhD program prior to completing the MSPH degree. Such transfer requests will be considered by the Admissions Committee only after at least two full terms as a MSPH student. These transfers are rare as students must meet all PhD admission criteria. If accepted into the PhD program, the student’s residency requirements will be considered to have started at the time of their entrance to the MSPH program. They will not, however, receive the MSPH degree.

Peace Corps Master's International

The MSPH/MI Program at Johns Hopkins University joins dozens of other universities around the country in offering a masters degree program coordinated with Peace Corps service.

The MI Program is designed for students interested in working with the Peace Corps to fulfill the practicum requirement of the MSPH Program. The academic requirements for this program are the same as for the MSPH program, but instead of completing a two-term internship through the School of Public Health, students would fulfill their internship with a 2-year Peace Corps volunteer assignment that is complementary to the skills and training that they received at the School.

Following the normal MSPH Program schedule, students in this program will complete nine months of coursework at Johns Hopkins Bloomberg School of Public Health, take a comprehensive examination, and then enter Peace Corps, undergoing 3 months of initial language, culture, and project orientation, and then complete two years of service. Unlike standard registration of the practicum where students register every term until they graduate, Peace Corps students register for only two terms for 16 credits each term for which they receive an automatic 75% scholarship. Students should be registered in the term they complete their masters thesis requirement. After completion of an acceptable thesis, which usually is directly related to the work they are doing in Peace Corps, students have completed the requirements for the MSPH. We are part of the MI University Partnership program with Peace Corps, for which Peru is our designated country. We are able to have students with sufficient Spanish skills placed in posts in Peru, with the goal of enabling them to work part-time on in-country Hopkins-related research projects.

For more information on the Peace Corps side of this program, please visit their website at: <http://www.peacecorps.gov/volunteer/graduate/mastersint/>.

For additional details on how to get involved with the MSPH/MI Peace Corps program, please contact:

Dr. Lawrence Moulton, Professor

Email: lmoulto1@jhu.edu

Phone: 410-955-6370

Academic Advising

Masters degree programs in the Department of International Health are 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 experiences 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, based on the students individual goals. 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

Please refer to the Advisor/Advisee Meeting Guidelines on page 45

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 MSPH Academic Coordinator for their program 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 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 their MSPH Program Coordinator.

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 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.
- To complete an Advisor Evaluation Form twice during the academic year, once at the end of 2nd term and again at the end of 4th term.

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 approval 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 2nd and 4th terms each year, all students will complete an Academic Advisor Evaluation Form and submit it

to the departmental Academic Program Manager (Cristina Salazar). Please see the Advisor Evaluation Form in the Forms section of this book.

MSPH Advisor/Advisee Meeting Guidelines

The guidelines below are the absolute minimum interactions students and advisors should expect. Many of our students and faculty meet much more frequently and often become life-long colleagues as a result of the mentoring experience.

Year One: First Term	Date
Minimum of two meetings – advisor may choose to meet once with all advisees, then once with individual advisees	#1 _____ #2 _____
Identify professional goals and educational objectives	
Review competencies, departmental requirements, develop a written plan of courses and experiences to meet the student’s educational goals	
Review administrative deadlines	
Identify other people and resources of which students should be aware	

Year One: Second Term	Date
One Meeting	
Review first term transcript	
Monitor student’s progress, evaluate, discuss first term grades	
Provide feedback on first term courses	
Begin discussion of possible internship opportunities	
Follow up on plan set out in first term	
Complete registration forms for third and fourth terms	

Year One: Third Term	Date
One Meeting	
Monitor student’s progress; evaluate; discuss second term grades	
Provide feedback on second term courses	
Continue discussion on internship opportunities	
Discuss preparation for comprehensive examination, student study groups	

Year One: Fourth Term	Date
One or two meetings:	
Review 3 rd term transcript	
Monitor student’s progress; evaluate; discuss third term grades	
Provide feedback on third term courses	
Encourage participation in study groups for comprehensive examination	
Finalize plans for practicum	
Students should begin working with the Career Services Office for post graduation employment or further education	

Year Two: Practicum Period	Date
Regular communication via email or in-person	
Discuss MSPH essay preparation	
Submit outline of MSPH essay	
Submit first draft of essay for review	
Continue discussions regarding post graduation employment or further education	
Complete final version of essay and turn-in	

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 the attached 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) or approval from your advisor and Program Coordinator for the MSPH internship, and approval from the IRB for collecting 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 monthly, and it can take several months to get all of the IRB approvals finalized, 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 also 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) to see about safety in the country you are traveling to. If you are traveling for a school related activity (including a practicum requirement 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 3rd country national (if working on a US sponsored project 3rd country nationals should register with the US embassy) when you arrive. If you have any problems you should contact the embassy. This includes for 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 evacuation insurance (such as 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. Please note the conditions under which your insurance plan will or will not reimburse you for overseas costs. Sometimes you may need to notify your insurance provider within a certain time frame of seeking care in order to be reimbursed.

(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 – US State Department Travel Information

http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html US State Department Current Travel Warnings

<http://wwwn.cdc.gov/travel/default.aspx> – CDC's "Traveler's Health" site. Useful information on health issues, and warnings by country.

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

<http://www.internationalsos.com/> – low cost travel evacuation insurance company.

<http://www.travelhealthresource.com/clinics/MARYLAND.asp> A comprehensive list of travel clinics in Maryland

Master of Science in Public Health (MSPH) Practicum Guide

Practicum

Description: In addition to completing the requisite coursework, students must gain practical experience in the application of the principles and methods learned. Often the experience is acquired through field placement in a work setting that may be the route to permanent employment, though such long-term implications are by no means essential. Alternatively, the student may undertake within the School environment the investigation and analysis of a significant issue related to health of underserved populations. The latter undertaking would usually involve the synthesis and appraisal of existing information from the field that has not yet been fully exploited.

Learning Objectives:

- Integrate and apply knowledge, methods and skills learned in courses taken on the first year of the MSPH in a practical setting, to allow for the seamless transition from student to public health professional.
- Develop new skills essential for functioning as an effective global health professional, in assuming responsibility on the ground and becoming a reliable and collaborative member of a project team, an effective communicator, writer, trainer and implementer.
- Evaluate a program or field project as it relates to the socio-cultural and health context, behavioral and health impact, community involvement and program process.
- Develop a proposal, and/or report, or other written document that analyzes and synthesizes public health data related to the practicum.
- Take initiative, provide direction, and participate in the implementation, evaluation and/or analysis required to establish and achieve project goals.
- Communicate effectively, manage relationships and participate in teams

Practicum Requirements

The following criteria reflect the minimum practicum requirements:

- 1) **Applies public health skills and competencies** relevant to the student's area of interest.
- 2) Is framed and carried out **within a public health practice context** (includes population-level activities at an established organization or agency).
- 3) **Is supervised** by a qualified preceptor who has experience and knowledge in the subject matter.
- 4) **Is a significant** experience
- 5) **Is an evaluated** experience

Length of Time

The practicum must be of at least two academic quarters duration, during which a minimum of 32 credits is earned. A field placement or other experience could extend over a longer period during which time the student could register for credits that ultimately total at least 32. To receive the 75% tuition scholarship during your practicum terms, you must be registered for a minimum of 16 credits per term.

Registration

Students register to the specific Program Area's practicum or Field Placement course number. It is either 221.810 (for Health Systems), 222.810 (for Human Nutrition), 223.810 (for Global Disease Epidemiology and Control), or 224.810 (for Social and Behavioral Interventions). Students need to complete 32 credits of field-placement course during their second year. These are pass/fail credits and a passing grade is only provided if program requirements are met within the corresponding term.

- Registration Dates are found on the [Academic Calendar](#)
- For first term, register for 22X.810

- Complete at least 2 terms of practicum in the second year.
- Complete at least 32 credits of field placement (22X.810). A student can register and earn more than 32 credits, but not less.
- Register for 22X.810 field placement every term until an approved essay is submitted and all academic requirements are met.
- Responsibility for tracking and adhering to the timelines belongs to the student. If requirements are not met by the dates posted (see schedule), registration for subsequent term is required.
- Each term can be 16 credits of Field Placement *or* a combination of field placement and didactic courses.
- Audits do not count toward the 16 credit minimum. If you audit, you must have 16 additional credits for letter grade or pass/fail.
- Within a term, a maximum 22 credits, combining Field Placement and other didactic courses.

Registration for MSPH/Peace Corps Students

Students enrolled in the MSPH/PCMI program will register for ONLY 2 academic terms at a time of their choosing within their 27 months of service. These terms do not need to be sequential. The continuous registration is waived for PCMI students. Students in the MSPH/PCMI program should discuss their timeline with their advisor. Students must be registered in the term in which the essay is approved.

Identification of Practicum Placement

Students should spend some time considering types of practicum from which they would enjoy learning according to what best suits their needs and interests. The practicum can be completed in a variety of settings, either domestically or internationally. Students can work in projects to apply their skills at Hopkins field sites with global or local partnerships, NGOs, and within government and other agencies to fulfill the requirement. There are many resources within the School to assist students with the process. These include the Office of Career Services (they have JHSPH Connect, Internship database, and résumé assistance), the Department Internship Resource and Research Guide, the Faculty Coordinator of the student's program area, and the student's advisor to name a few. Students should meet with their advisor at the beginning of the process to get ideas and develop a plan for securing their practicum. Students should have updated résumés or curriculum vitae and be prepared to write cover letters and to describe their skills and interests. They should have a high level of professionalism when communicating with potential preceptors and discussing the potential scopes of work for the practicum. The ultimate responsibility for finding a practicum is on the student.

Practicum Proposal

Once an appropriate practicum is selected, the student should prepare a 3-5 page double-spaced proposal that provides a general description of what he/she will be doing during the practicum, the duration and location of the practicum, the organization with whom they will be working, the name of the mentor who will supervise them, and the general topic of the MSPH essay. The proposal should be approved by the student's academic advisor and the MSPH program faculty coordinator. The approved document should then be sent by the student to the Academic Coordinator and uploaded to the respective dropbox. If students are planning multiple practica, they must prepare a separate cover sheet and proposal for each practicum planned and secure approval for each one. The cover sheet for this document is found on at the back of this guide or in each program's practicum course site. If the student is traveling overseas for the practicum, he/she must submit a travel checklist (<http://goo.gl/Wsjcbc>), Travel to Countries with Travel Warning Form (if necessary), and register the travel on the International Travel Registry. For more information read the Information for Students Traveling Abroad section.

Student Preparation

All MSPH students are required to complete an online training through CoursePlus (<https://courseplus.jhsph.edu/core/index.cfm/go/factools:factools.main/coid/5798/>) and submit all necessary documentation (RD students exempted of online training only). It is recommended to do background reading on the organization, an initial literature review of the topic and cultural relevance, and to develop specific learning objectives and identify potential topics for a culminating experience.

Requirements and Expectations of Students

During the field placement year, students must:

- Submit all required paperwork to the appropriate IH Program Area, prior to the start of the field placement.
- Respond promptly to all correspondence from program coordinators and academic advisors.
- Arrange a meeting (in-person or remote) with the academic advisor, organization's preceptor and others as appropriate to discuss and finalize practicum proposal.
- Exercise initiative in providing preceptor with feedback on assigned work and obtaining new work projects. It is important for students to be flexible as project priorities may shift due to external circumstances.
- Send at least one update on the practicum experience to the advisor and program coordinator by the end of first term.
- At the end of the practicum, students are required to submit a preceptor and placement evaluation form.
- Students must also include a field placement analysis chapter in their MSPH Essay, their culminating experience.

Practicum Preceptor

The preceptor is the individual who will identify meaningful projects on which the student will work, set attainable goals for the student, and evaluate performance. He/she must be approved by the student advisor prior to their approval of the practicum placement. This approval is based on communication between the parties and discussion of available resources, safety, nature of the projects and expectations of the organization and student. The preceptor supervises the student's progress in completing all goals, objectives, and associated activities throughout the practicum. In addition, the preceptor needs to be available to meet with the student on a regular basis, and when necessary discuss with the MSPH program coordinator, student's advisor, and/or International Health academic program manager, of any problems that arise. The preceptor is required to submit an evaluation of the student's performance at the completion of the practicum.

IRB Requirements

Students need to confirm if their practicum activity requires approval from the Institutional Review Board, formerly the Committee on Human Research (<http://phirst.jhsph.edu>), or the Committee on Animal Care and Use (<http://web.jhu.edu/animalcare/>). Consult the IRB Student Guide posted online (<http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/>). Outside organizations that may have their own IRB approval may sometimes be exempt from JHSPH IRB approval. Students must visit the website for more information. If the practicum does require approval, student must submit the necessary application prior to starting the practicum activity, and secure IRB approval before data collection may start.

All students must complete the Online Human Subjects Training Module prior to the end of the 4th term. However, for students wishing to work on research projects part time for faculty during the academic year, we advise students to take this module in 1st term as the training is required for such research work. For information on the Training module go to <http://www.jhsph.edu/offices-and-services/institutional-review-board/training/citi-training/>.

MSPH Degree Timeline

The following table gives an overview of the MSPH degree in the International Health Department. This represents the general timeline, but there are differences by program. The practicum in the second year starts sometime between June and September 2015, and is a minimum of two academic terms (4 months) and max of 4 academic terms (9 months).

Academic term	What MSPH students are doing
---------------	------------------------------

New student orientation/ registration	
1 st Term	<ul style="list-style-type: none"> ▪ Required coursework
2 nd Term	
Winter Intersession	<ul style="list-style-type: none"> ▪ Students begin to search for practicum opportunities, send out cover letters and resumes. ▪ Arrange informational interviews if possible.
3 rd Term	<ul style="list-style-type: none"> ▪ Required coursework ▪ Most students start applying for practicum positions
Spring break	
4 th Term	<ul style="list-style-type: none"> ▪ Finalizing coursework requirements ▪ Work with advisors to finalize practicum placement(s) ▪ Students complete the practicum proposal (1-5 page desc ▪ Complete the following and submit to your advisor, your program MSPH coordinator and IH Department Academic Coordinator: <ol style="list-style-type: none"> 1) A practicum proposal (1-5 page description); 2) the Checklist for Students Traveling Abroad 3) If the practicum involves applied research project, students apply for permission to conduct their study from JHSPH Institutional Review Board
Summer term	<ul style="list-style-type: none"> ▪ Students do not register for this term ▪ Students finalize choice of practicum at this time and submit ▪ Some students begin their practicum, others may delay until the fall. Students may choose to do two short practica or one longer practicum minimum four-month duration.
1 st term	<ul style="list-style-type: none"> ▪ Submit detailed outline of MSPH essay by the end of 1st term if you want to finish by December (see table in next page for details) ▪ Most students are located in US or overseas for their practicum, and are registered full-time. ▪ Students have an opportunity to take online classes ▪ Students send an update of their practicum per programmatic instructions
2 nd term	<ul style="list-style-type: none"> ▪ Students send a second update if practicum is ongoing or complete a practicum evaluation form if completing at the end of second term ▪ More opportunity for some to take online classes and are registered full-time.
3 rd term	<ul style="list-style-type: none"> ▪ Some students return to Baltimore, write their MSPH essay and may enroll in additional onsite or online courses they didn't have time to take during the first year ▪ Other students remain in the field and continue their practicum ▪ Some students submit their MSPH essay and complete the requirements for the MSPH degree by the end of 3rd term
4 th term	<ul style="list-style-type: none"> ▪ All students have returned from the field. Some work on their MSPH essay, others take further courses, some do both ▪ If not done earlier, submit a description of your practicum your advisor, program coordinator and IH Department Academic Coordinator (this may also be attached to your MSPH Essay). ▪ Submit final MSPH essay approved by both readers
Public health convocation/graduation ceremonies	

Program Specific Practicum Websites

Global Disease Epidemiology and Control

Course Website: <https://distance.jhsph.edu/core/index.cfm/go/course.home/coid/1256/showvisitor/1/>

Health Systems Field Placement Syllabus

Course Website: <https://courseplus.jhsph.edu/core/index.cfm/go/course.home/coid/6067/>

Human Nutrition

Course Website <https://courseplus.jhsph.edu/core/index.cfm/go/course.home/coid/6068/>

Social and Behavioral Interventions

Course Website <https://courseplus.jhsph.edu/core/index.cfm/go/course.home/coid/4929/>

MSPH REGISTERED DIETITIAN PROGRAM
JOHNS HOPKINS BAYVIEW MEDICAL CENTER
CLINICAL NUTRITION DEPARTMENT
DIETETIC EDUCATION PROGRAMS

The start date for the program is June 1, 2015 and the completion date is February 5, 2016. The Clinical Nutrition Department will arrange for RD students to attend the Johns Hopkins Bayview Medical Center orientation on June 1st and June 2nd. The public health rotations will tentatively start November 16, 2015.

To participate in the nutrition practicum students will need to:

- Provide official transcripts for any prerequisites completed after application submitted to JHSPH
- Provide proof of immunizations including
 - * [Hepatitis B Vaccination](#)
 - * [Measles, Mumps, & Rubella Vaccination](#)
 - * [Varicella Vaccination](#)
 - * [Tetanus & Diphtheria Vaccination](#)
- Receive an influenza vaccine (Fall 2015)
- Provide proof of current health insurance coverage through February of 2016
- Complete a physical at the JHBMC Occupational Department
- Have a TB test or provide a current lung x-ray
- Consent to a Criminal Background Check
- Join the Academy of Nutrition and Dietetics (student membership)

MSPH/RD Public Health Rotation Objectives

1. Perform ethically and professionally in accordance with the values of the American Dietetic Association and Johns Hopkins Bayview Medical Center when speaking, writing and interacting with patients and other health care professionals.
2. Use current technologies for information and communication avenues for nutrition information.
3. Conduct an assessment of current public health problems associated with nutrition.
 - Identify the major problems of public health importance to the underserved populations
 - Perform literature review on public health problem
4. Perform analysis on data from an identified public health problem.
 - Identify sources of data relevant to a public health problem
 - Use data to assess the magnitude of a public health problem
5. Evaluate an identified public health problem in terms of its biological, cultural, and behavioral context.
 - Demonstrates understanding of the biological framework of a public health problem
 - Comprehends the cultural framework of a public health problem
 - Identifies the behavioral framework of a public health problem
6. Collaborate in the development of prevention and control plans for key public health problems.
 - Reviews theories used to guide nutrition interventions
 - Becomes familiar with social scientific contributions to nutrition with a focus on culture
7. Participate in methods of assessing nutritional status to characterize a sample population.
 - Identifies important indicators of nutritional status and their relative strengths and weaknesses
 - Performs techniques of measurement

8. Integrate epidemiology into problems of public health and nutrition.
 - Investigates principles and methods of epidemiology of infectious and noninfectious disease
9. Manage data collection and analysis in a research project.
 - Critique relevant literature on a topic
 - Analyze data collected
10. Complete self-assessment as part of professional development and evaluation.

MSPH/RD Public Health Rotation

The 10-week Public Health rotation should be chosen following the same guidelines as are given for the JHSPH Practicum Activity:

Students should spend some time considering what types of practicum from which they would enjoy learning and exploring potential opportunities. The practicum can be completed in a variety of settings; [however, at this time the public health rotation for the dietetics practicum needs to be completed locally]. Students can work with Hopkins field sites, NGOs, and within government agencies, for example, to fulfill the requirement. This wide range of options allows students to seek out that which will best suit their needs and interests, and there are many resources within the School to assist students with the process. These include the Office of Career Services (for resume assistance), the Department Internship Resource and Research Guide, the Faculty Coordinator of the student's program area, and the student's advisor to name a few. At minimum, students should meet with their advisor at the beginning of the process to get ideas and develop a plan for securing their practicum. However, it is ultimately the student's responsibility to identify and secure the opportunity that will be most rewarding to them based on their interests and career goals.

The Public Health rotation must be nutrition-related. One contact person or primary preceptor must be identified for this rotation. This individual must be a professional who is licensed in the field in which they practice, if applicable, and must agree to help facilitate your completion of the rotation objectives and competencies (attached). In addition, there needs to be an RD or dietetics professional at the site or as a supervisor/preceptor of the rotation. You are expected to accumulate at least 400hours (10 weeks, 40 hrs per week) of supervised practice during this rotation.

The Public Health rotation must be approved by the JHBMC Practicum staff. Rotation options should be identified by the student at the beginning of the dietetics practicum, with final approval by August 15th. All sites will need to enter into a legal agreement with JHBMC prior to the student beginning the rotation. Any JHSPH rotation sites will be excluded from agreement necessity.

Once an appropriate practicum is selected, the student should complete the [Public Health Rotation Site Identification](#) form.

Primary Preceptor is defined as the following:

Individual in the supervised practice facility who oversees the practical experience and training provided to a student/intern for a particular rotation(s), maintains appropriate contact with the program director and student/intern to coordinate planned learning experiences and assignments and conducts the student/intern evaluation. Contact with a preceptor with less than one year of professional or technical experience should be only for observation or times when specific learned activities identified by the primary preceptor are being practiced.

Supervised practice is defined as the following:

Planned learning experiences in which knowledge, understanding and theory are applied to real-life situations; may be augmented by role-playing, simulation, case studies and/or other experiences in which students/interns actually perform tasks that contribute to acquisition of the competencies.

Public Health Rotation Sites

- American Institute for Cancer Research *
- Food Supplement Nutrition Education Program
- International Food Information Council Foundation
- Program for the Introduction and Adaptation of Contraceptive Technology
- NIH Division of Nutrition Research Coordination
- JHSPH Dept of Pharmacology and Molecular Science (Dr Fahey)
- JHSPH Dept of International Health (Dr Gittelsohn)
- JHSH WIC (Dr Gross)
- Baltimore City Public Schools
- U MD Extension Expanded Food and Nutrition Education Program
- Northrop Grumman
- University of MD, School of Medicine, Challenge (Dr Black)
- MD Dept of Aging, Health Promotion Program
- Moveable Feast
- Maryland DHMH, Center for Chronic Disease Prevention and Control *
- Baltimore City Office of Sustainability, Baltimore Food Policy Initiative
- Office of the State Superintendent of Education, DC *
- Arlington County Health Department, Office of Parks and Recreation, Office of Community Health *
- CareFirst BlueCross BlueShield *
- Academy of Nutrition and Dietetics *

Public Health Rotation Written Projects

1. The student will review and identify nutrition problem in within public health location or organization, lists barriers associated with improving this issue, and potential solutions to overcoming these barriers. Summarizes in written assignment using the Written Project Evaluation Form. The paper will be submitted to the **preceptor on location** prior to the completion of rotation. Not to exceed 5 typed pages double spaced.
2. In public health rotations, student will observe interdisciplinary work at a group meeting and investigates the role of at least two other disciplines (other than nutrition) in a prevention and control project in public health. Student will present findings in a written report using the Written Project Evaluation Form. The paper will be submitted to the **preceptor on location** prior to the completion of rotation. Not to exceed 5 typed pages double spaced.
3. In public health rotations, student researches the history and creation of the chosen site/project and projects the magnitude of the public health issue. Discusses findings in a written report using the Written Project Evaluation Form. The paper will be submitted to the **preceptor on location** prior to the completion of rotation. Not to exceed 5 typed pages double spaced.
4. The student will describe their public health rotation experience in a written summary not to exceed five typed pages. The student should evaluate the strengths and areas for development for the location or organization that sponsored the student's public health experience. The paper will also summarize the activities completed during the rotation. The paper will be submitted to the **MSPH/RD Program Coordinator**, who will grade the report using the Written Project Evaluation Form.

MSPH PRACTICUM OPPORTUNITY EXAMPLES

1. **JHSPH Center for Global Health: Field Placements and Field Research Awards** - <http://www.hopkinsglobalhealth.org/funding-opportunities/student-and-trainee-grants/ghfp/>

Deadline: **February**

Length of internship: Depends on the posting from faculty

Location of internship: Depends on the posting from faculty

Benefits: Grants of up to \$3,500

Contact:

- o Anna Kalbarczyk, MPH
- o Program Manager
- o 410-502-9873
- o akalbarc@jhu.edu

Previous MSPH interns:

- o Alessandra Grasso (acgrasso28@gmail.com) - Ethiopia (JPIEGO)
- o Kaley Lamden (kaley.lamden@gmail.com) - Guatemala (Kristen Hurley)
- o Morgan McCloskey (morgan.mccloskey1@gmail.com) - Peru
- o Grace Trompeter (grace.trompeter@gmail.com) - Peru

HN Faculty with current field placement sites

- Kristen Hurley (Guatemala)
- Amanda Palmer (Zambia)
- Parul Christian (Bangladesh)

2. **Fulbright US Student Program** - <http://www.jhsph.edu/offices-and-services/funding-opportunities/international-research-opportunities/fulbright.html>

Deadline: **September (JHSPH Deadline)**

Benefits: Round trip transportation to host country. Funding for room, board and incidental costs based on country cost of living. Health benefits. Country specific benefits also exist.

Contact: follow the link or contact Felicity Turner fturner4@jhu.edu

3. **New York Epi Scholarship Program:** <http://www.nyc.gov/html/doh/html/career/epi-scholar.shtml>

Deadline: **February**

Length of internship: 10-12 week summer internship

Location of internship: NYC Department of Health and Mental Hygiene, Los Angeles County Department of Public Health, or at Public Health – Seattle & King County

Benefits: An allowance to defray expenses for a full-time 10-12 week summer internship. Mentoring by some of the nation's leading epidemiologists and researchers. Enhanced academic opportunities and practical experience in statistical analysis.

Contact: <http://www.nyc.gov/html/doh/html/career/epi-scholar-apply.shtml>

4. **USAID Global Health Fellows Program:** <https://www.ghfp.net/internships/internship-level-and-compensation/introduction/>

Deadline: **Dependent on Open Posting Due Dates (see website)**

Length of internship: work full or part time for up to six calendar months

Location of internship: USAID offices in Washington, DC (the Agency's headquarters), in the Agency's missions throughout the world, or with Agency implementing partners (other government agencies, multilateral and non-governmental organizations).

5. **Boren Fellowship:** https://www.borenawards.org/boren_fellowship

Deadline: **January**

Length of internship: a preference of 6 months or longer, absolute minimum of 3 months

Location of internship: All over the globe- see website for complete listing

Benefits: Language learning fellowship to combined with a practicum
Contact: see website

6. **Critical Language Scholarship Program:** <http://www.clscholarship.org/>

Deadline: **Early November**

Benefits: Language learning scholarship to combine with a practicum

7. **Helen Keller International:** <http://www.hki.org/internships-and-volunteering#.VIsTJGTF8ms>

Deadline: **December**

- *Length of internship: minimum of 6 months*
- *Location of internship: Africa, Asia, New York City Headquarters*
- *Contact: Rolf Klemm- Nepal*

8. **Congressional Hunger Center: Emerson Hunger Fellowship:**

<http://www.hungercenter.org/fellowships/emerson/>

Deadline: **January**

Length of internship: 1 year

Location of internship: Washington DC

Benefits: \$16,000 annual living expenses, health insurance, travel insurance, housing during field placement, \$4,000 housing subsidy in DC, \$3,500 end of service award, relocation subsidies

Contact: Apply online

9. **U.S. Borlaug Fellows in Global Food Security Program:**

<http://www.purdue.edu/discoverypark/food/borlaugfellows/>

Deadline: **Deadline for fall applications is early November**

Length of internship: Varies

Location of internship: Varies

Contact: see website

10. **World Food Program:** <http://www.wfp.org/careers/internships>

Deadline: **December**

Length of internship: Varies

Location of internship: Rome, Italy

Contact: see website

11. **World Bank -**

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTJOBSNEW/0,,contentMDK:23123155~menuPK:8453544~pagePK:8453902~piPK:8453359~theSitePK:8453353,00.html>

Deadline: **January 31st – summer internship & October 31st – winter internship**

Length of internship: At least 4 weeks

Location of internship: Most positions are in Washington DC, but some positions are offered in country offices

Benefits: The Bank pays an hourly salary to all Interns and, where applicable, provides an allowance towards travel expenses. Interns are responsible for their own living accommodations.

Contact: apply online; Annie Provo (previous HN MSPH student)

12. **WHO internships -** <http://www.who.int/employment/internship/interns/en/>

Deadline: **January 31st – summer internship & September 30th – winter internship**

Length of internship: A minimum of 6 weeks to a maximum of 12 weeks on a full-time basis. Exceptionally, internships may be extended up to 24 weeks to respond to special academic requirements.

Location of internship: Geneva, Switzerland (apply online)

For internships at regional offices email directly:

- o WHO Regional Office for **Africa**: afrgohrinterns@who.int
- o WHO Regional Office for the **Americas**: interns@paho.org
- o WHO Regional Office for **Europe**: interns@euro.who.int
- o WHO Regional Office for the **Eastern Mediterranean**: emrgohrs@who.int
- o WHO Regional Office for **South-East Asia**: seinterns@who.int
- o WHO Regional Office for the **Western Pacific**: interns@wpro.who.int

WHO Headquarters also accepts interns in the following out-posted offices:

- o WHO Global Service Centre: gsoffice@who.int
- o WHO Kobe Office: wkc@wkc.who.int

Benefits: WHO internships are not paid, and no travel expenses are available.

Contact: *apply online or with email addresses above*

Other organizations (may require personal communication – best to reach out to faculty listed below or Dr. Hurley!):

- Maryland WIC (contact: Susan Gross)
- Sight and Life – (contact: Dr. Keith West)
- IFPRI (contact: Dr. Rebecca Heidkamp)
- UNICEF
- Feeding America - (contact: Dr. Rolf Klemm)
- Institute of Nutrition of Central America and Panama (INCAP) – contact: Dr. Joel Gittlesohn
- GAIN
- FANTA
- Alive & Thrive
- **See list of previous/current student practicums and essays for ideas and contact**

International Health MSPH Practicum Proposal Cover Sheet

Instructions: The practicum agreement is to be completed by the student based on the discussions with their advisor and practicum preceptor. The student will submit a copy of the practicum agreement signed by the advisor and preceptor, along with a 3-5 page detailed practicum proposal, before starting their practicum work.

Section 1: Student Information

Student Name: _____ Matriculation Date: _____
Program Area: _____ Student's Email address: _____
Advisor's Name: _____ Advisor's Email address: _____

Section 2: Basic Practicum Information

Project Title: _____
Name of sponsoring organization/project: _____
Division within organization: _____
Organization's URL: _____

Practicum preceptor(s): _____

(Note: The preceptor is the person who will be directly supervising the student's work on a day-to-day basis. If the practicum project is a collaborative project with JHSPH faculty and a local organization, please provide the names—and contact information—for both the JHSPH faculty and the local supervisor from the local organization as preceptors.)

Preceptor 1 Phone: _____ Preceptor 1 Email: _____

Preceptor 2 Phone: _____ Preceptor 2 Email: _____

Location of the practicum (city, country): _____

Expected duration of practicum (minimum 4 months): _____

Expected start date: _____ Expected end date: _____

Does this project provide funding to cover the students' living expenses? YES / NO

Does this project provide funding to pay the student a wage? YES / NO

If yes, what amount? _____

What is the source of funding for the student's participation in this project?

Section 3: Practicum Description, Learning Objectives, and Deliverables

Provide a description of the project and the student's role in the project:

Describe 3 to 5 learning objectives for the practicum experience—developed in collaboration with the preceptor and advisor—and the activities the student will undertake to meet those learning objectives:

Learning objective	Activities to meet objective
<i>Example: To gain experience with the development of program monitoring tools.</i>	<i>[Student's name] will work with the M&E team of the organization's country office to assist them with developing a monitoring form for the organization's new public health program.</i>

Describe the deliverables that the student will be responsible for:
Examples: Training manual, policy brief, evaluation report, literature review

Section 3 must be 3-5 pages long and attached to this cover sheet

Section 4: Student Registration Acknowledgment

I acknowledge the 32 credit practicum registration requirement and understand I must register for 16 credits per term as required by the practicum requirements.

Student Initials: _____ Date: _____

Section 5: Preceptor Agreement

I agree to serve as preceptor as this document specifies

Name: _____ Signature: _____ Date: _____

Section 6: Advisor Approval

I approve this practicum as this document specifies

Name: _____ Signature: _____ Date: _____

If preceptor or advisor is unable to sign/e-sign this document, obtain their approval via email and attach with submission.

The Practicum Proposal Cover Sheet, Section 3, and email approvals must be submitted as a single PDF to the appropriate program course sites. For students who don't have access to merging document software, use <http://www.pdfmerge.com/>

Student Signature: _____ Date: _____

International Health MSPH Practicum: Preceptor Assessment of the Student

Instructions: This form is to be primarily completed by the practicum preceptor. The student drafts Part 1 and Part 2, and submits it to Preceptor to complete Part 3, which remains confidential. The preceptor will submit the form to Cristina Salazar by email (csalazar@jhu.edu).

Part 1: Retrospective Practicum Information

Student's Name: _____ Program Area: _____

Actual start date: _____ Actual end date: _____

Practicum Organization: _____

Practicum Preceptor completing this form: _____

Did the actual practicum experience differ from the planned practicum experience? If so, please provide a brief explanation.

Part 2: Assessment of Student Progress on Learning Objectives

A. Learning objective	B. Planned Activities	C. Did the student complete this objective?
<i>Example: To gain experience with the development of program monitoring tools.</i>	<i>[Student's name] will work with the M&E team of the organization's country office to assist them with developing a monitoring form for the organization's new public health program.</i>	Yes Partly (Provide brief explanation) Not at all (Provide brief explanation)

Part 3: Preceptor Assessment of Student Performance

Did the student complete the work satisfactorily?

_____ Yes

_____ No, explanation: _____

Please rate the student's performance on each of the areas below by marking in X in the column that corresponds with your assessment of the student:

	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	NA
The student was professional in interactions with myself and colleagues.						

The student met deadlines in a timely manner.						
The student responded well to feedback.						
The student demonstrated knowledge of public health topics relevant to this practicum project.						
The student demonstrated strong analytical abilities.						
The student demonstrated strong writing abilities.						
The student is prepared for professional work in the field of public health.						

Part 4: Preceptor Assessment of Practicum Experience

Please provide your assessment of the experience supervising a practicum student by marking in X in the column that corresponds with your opinion on the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	NA
I feel that the work completed by the student is useful to me and my organization.						
JHSPH was responsive to our questions and project needs.						
I would work with a JHSPH student again on a practicum project.						

Please write any comment you have regarding this student's performance or his/her practicum experience that we haven't addressed or that you want to expand upon: _____

**Master of Science in Public Health (MSPH)
Final Essay
Culminating Experience Guide**

INTERNATIONAL HEALTH CULMINATING EXPERIENCE

MSPH Essay

The culminating experience of the MSPH program is the production of an MSPH essay that provides a meaningful contribution to knowledge of the health of underserved populations. The paper is not a thesis in that it need not contain original research findings for review by an academic committee. However, it should provide tangible evidence of expertise on a specific applied topic of international health relevance. The Essay must be reviewed and approved by two faculty readers.

Guidelines for the MSPH Essay Content, Format and Submission

1. Discussions between student and advisor about the nature and topic of the MSPH Essay should begin before the student leaves for his/her practicum. This will enable the student to conduct relevant literature searches early since some field placements do not offer easy access to the internet. Examples of types of essays include, but are not limited to the following:
 - a. Descriptive case study papers on the work of the agency and experiences during the practicum.
 - b. A critical and comparative literature review of programs and interventions similar to those associated with the student's practicum.
 - c. Original research where the student collects and analyzes his/her own data as part of the practicum.
 - d. Secondary analysis of data collected by the agency or faculty associated with the student's practicum.
2. The student and advisor should identify an appropriate second reader for the essay about 3 months prior to turning in the final version of the essay. Any member of JHU faculty can serve as a second reader including those with adjunct appointments, as may be the case of a mentor at the internship site.
3. At least 2 months prior to turning in the final version of the MSPH essay, the student must submit a 3-5 page detailed outline of the essay for approval of the advisor and second reader. Frequently, revisions of the outline are needed.
4. **Four to six weeks prior to the end of the term in which the student plans to complete the program**, the student must submit a complete rough draft of their essay to their advisor for first review. This allows the advisor sufficient time to give the student feedback, and enough time for the student to make corrections before the end of the term. Students are encouraged to submit their essay prior to this deadline to avoid delays. Once first edits are done, submit the revised essay to the identified second reader with a minimum of 2 weeks for review.
 - If the student intends to complete all requirements in the 2nd or 3rd term of the second year: in order to avoid additional registration for a subsequent term, it is required that the draft essay be submitted to the advisor and 2nd reader at least **FOUR** weeks prior to the end of the term. Students are encouraged to submit the draft essay prior to this deadline to avoid delays.
 - If the student intends to complete all requirements in the 4th term of the second year: in order to graduate in May, it is required that the draft essay be submitted to the advisor and 2nd reader at least **SIX** weeks prior to the end of the term (because the final approved essay has to be submitted to the departmental academic coordinator 2 weeks prior to the end of 4th term, which allows the Registrar's office to prepare the student for graduation). Students are encouraged to submit the draft essay prior to this deadline to avoid delays.
 - The final approved version of the essay must be submitted **BEFORE** the 1st day of the term in which you do not want to register.
5. If the student is conducting data collection as part of the practicum and/or essay, appropriate institutional/country approval must be obtained for all such data collection; at a minimum this means obtaining local IRB approval and JHSPH IRB approval. The student will need to work with their advisor to

be sure that such an approval is obtained in a timely manner. Note that the process of obtaining JHSPH IRB approval is more challenging when the student is in the field. The JHSPH IRB will NOT approve a project AFTER the data have been collected. Therefore, if a project may require data collection, the student should aim to complete the IRB approval process prior to leaving Baltimore.

6. In general, students are expected to write a concise, cohesive essay. In many cases it is related to the topic that the student was involved in during their practicum. The student must demonstrate command of the literature in the area of that topic/issue. An alternative approach, especially if the student has written reports of scientific research for publication in the peer-reviewed literature during their time as a student, is to use such manuscripts as the MSPH Essay with additional text as appropriate to provide context.
7. The end result is more than just a review of the literature. It should be placed in context, be a contribution that synthesizes the relevant literature on their topic, and addresses current approaches to the problem in the field as well as the experiences of the student.
8. This should not be a report of the student's internship experience. It is not a diary of their practicum experience or solely a data report, although selected data may be incorporated for illustrative purposes.
9. MSPH essay length: **The essay should be approximately 30-50 pages double-spaced including any appendices.** This is approximately equivalent to two course term papers. Appendices can include maps, graphs, tables, training manuals, manuals of operations, software products or other documents to support your essay. If this is intended for publication, it should meet the journal specifications.
10. **This is a written assignment**, but the format of the essay can take many different forms, depending on the type of practicum and the products required by the practicum mentor.
11. A final version must be submitted to the faculty program coordinator of both the program AND Cristina Salazar as an electronic PDF version.

MSPH Deadlines

NOTE: Students must select one of four graduation timelines. Each task must be completed by the due dates or students will be required to register for the next academic term until all requirements are met.

Option 1. Students who do not wish to register for 3rd term, which is not an option for international students (Notation on transcript: Degree requirements completed January 2016):

TASKS	Deadlines for January essay approval	Student	Advisor and Reader
Submit detailed essay outline	End 1 st term 2016	X	
Draft essay submission	End add/drop, 2 nd term 2016	X	
Final essay submitted to reviewer	January TBA, 2017	X	
Final essay Approval by Readers	First day of 3 rd term 2017		X
Registration 3 rd term	Not needed if deadlines met		
Diploma received	May 2016		

Option 2. Students who do not wish to register for 4th term (Notation on transcript: Degree requirements completed March 2016):

TASKS	Deadlines for March essay approval	Student	Advisor and Reader
Submit detailed essay outline	End 1 st term 2016	X	
Draft essay submission	First day of 3 rd term 2017	X	
Final essay submitted to reviewer	Mid-March 2017	X	
Final essay Approval by Readers	End of spring break		X
Registration 4 th term	Not needed if deadlines met		
Diploma received	May 2017		

Option 3. Students finishing in 4th term (Transcript will Say Graduated May 2016):

TASKS	Deadlines for April/May essay approval	Student	Advisor and Reader
Submit detailed essay outline	End 1 st term 2016	X	
Draft essay submission	End of add/drop 3 rd term 2017	X	
Final essay submitted to reviewer	April TBA, 2017	X	
Final essay Approval by Readers	May TBA, 2017		X
Registration 4 th term	Needed*		
Diploma received	May 2017		

*If dates are not met for 4th term graduation, student must register for summer term to receive the diploma at the end of August.

Students must abide by the complete list of tasks and deadlines set by each program area, which will be given to students by their respective program coordinators by the date of Comprehensive Exams, end of May or early June 2016.

Option 4. An option to Graduate in December and receive the diploma exists, but it is mainly for doctoral and MPH students. The deadlines are very strict and are earlier than option 1, for example, students must submit a complete draft of their essay by the end of first term. If MSPH students want to do this they must see Karla McCarthy by the end of June 2016 for an explanation of these deadlines.

Global Disease Epidemiology and Control
MSPH Essay
Overview and Instructions

Described below are 8 basic steps (A-H) that are needed to complete your essay

A. Begin by choosing a Topic

The essay topic is typically related to your practicum. The essay should describe a public health problem, a population of interest, and have a defined geographic scope. For each of these you can be either broad or narrow, but you do need to define them. Your practicum may be research related or program related. If research related you may include data analysis and results (it is not necessary that the results are publishable in a peer-reviewed journal; they may be exploratory). If it is a program or practice-based practicum, you can consider a program evaluation format.

The essay is about 1 topic. If you do 2 practicums, you write on one only.

B. Write a Problem Statement

The essay format will vary slightly for all students. BUT, all essays are based on a public health problem and must have a problem statement. It should include:

- a. public health problem
- b. population
- c. place
- d. intervention/program/evaluation (i.e. this is not simply a descriptive paper)

C. Choose 2 Readers

- a. Two JHU faculty members are needed to read and advise you with your essay.
 - 1) One of the readers is typically your advisor.
 - 2) 2nd reader is a JHU faculty member from ANY of the JHU Schools or Departments. The reader should be an expert in the field or familiar with the project/program, i.e. someone that can provide substantive feedback.
 - 3) A local or co-PI mentor may be a third reviewer to ensure accuracy of content. **THIS PERSON DOES NOT SIGN.**
- b. The student will formally ask each reader in person or via email.
- c. The student will upload an email from each reader to verify that the reader has agreed to serve.
- d. Explain to both readers that they will be asked to review the outline and structure of the essay/thesis throughout the process.
- e. Provide readers a copy of the deadlines and discuss your preferred time-line to complete your degree.

D. Comprehensive Literature Review

To facilitate the writing of the background section and to ensure the student gains an in-depth understating of the literature related to the essay topic, all students will complete a literature review prior to submitting the outline. The literature review will include:

- a. Problem Statement
- b. Search terms for search strategy
- c. Databases searched

- d. Date of search
- e. Include an excel spreadsheet or table of at least **30 references (20 or more from peer-reviewed journals)** summarized with regard to main findings/appropriate readings related to the topic statement.
- f. Submit to readers. Readers may provide additional feedback.

If you need assistance with the literature review, our Public Health Informationist is Peggy Gross (mgross21@jhmi.edu).

E. Develop a Detailed Essay Outline

Requirement: A detailed outline is required as part of the essay process. It is NOT optional. A 1-page outline is NOT a detailed outline and will not be accepted as a final outline.

- The outline will serve as the framework for the essay.
- The outline will be reviewed by both reviewers and both are REQUIRED to approve it before he/she begins to write.
- The more detailed an outline is the easier it is to write an excellent essay. Work out the major kinks in the outline first.
- The components of the outline are the same as the essay below

Detailed Outline Submission:

Draft - the date corresponding to letter E on the deadline table

1. Email your detailed outline to your readers
2. Upload this draft detailed outline to the dropbox the same day. This will be your draft, but should be a solid attempt at a full outline.

Approved outline: Work with your readers to get an approved outline. This will take discussion to make sure you all agree on the direction and organization of the paper.

1. Upload the final outline to the dropbox once your readers have approved it. This should be within a few weeks of the draft.

Structure: The outline AND essay will include the following Major Components:

- a. **Title**, student name, degree, date, names of your first and second reader
- b. **Table of Contents**
 - Organize material by section numbers and headings (1.0, 1.1; 2.0, 2.1 etc.)
 - Include page numbers
- c. **An introduction/executive summary**
 - Explain the paper as a whole
- d. **Internship Description**
 - Includes information about your role in the internship and how it relates to this topic.
 - Why is the student writing about this and what did they do in their internship related to this topic.
 - This is the only section where you can use the "I".

e. **Background**

- A thorough review of the literature of the topic/topics covered in the essay.
 - Should cover all aspects of the problem statement (i.e. the public health problem, the population, the tool/intervention, and the location)
- Will build upon the preliminary literature review.
- All sources will be appropriately referenced
- The final paragraph should introduce the objectives of the essay within the framework of the program or research project.
 - Here is where you introduce your problem statement

f. **Methods**

- Describe the program (for programmatic internships) or the research (if research was a component of the internship).
- Describes the larger context of the project in detail
- Highlight aspects of the project that reflect his/her role during the internship.
- Describe the population and setting of the project/research
- Link the project / research to the public health problem, population, and geography.
- May include maps and other graphical illustrations of the population or the epidemiology of the disease.
- Analytic methods. From data analysis to program evaluation, most essays include some sort of analytic section

g. **Results and analysis section**

- If the essay relates to a research project, present selected results that apply to the essay topic. If results aren't ready (data takes time!) work with your practicum advisor to figure out a plan B. There is always a plan B.
- If the essay relates to a professional practice project, a section where the results of an intervention or program evaluation should be included.
- All tables and figures must be labeled appropriately.
- Create unique table / figures tailored to YOUR essay.
- Use tables and figures from published/other sources sparingly. If tables/figures must be lifted from another published document, cite and gain permission as is appropriate.

h. **Conclusion:** A summary of the findings of the project/analysis.

- Include the contribution to public health knowledge that this project / paper provides
- What are the limitations/shortcomings? This is a REQUIRED piece.
- Next steps
- (This section would be similar to a Conclusion/Discussion section of a peer-reviewed paper)

i. **Public Health implications of the project:**

- Go beyond the conclusion of the paper.
- Give personal opinion based on knowledge learned through literature review, key observations from the field, experience with analysis, etc.
- What are next steps for the project / research
- What are public health implications of the essay?
- What are the student's recommendations about advancing the program or research?
- What worked? What didn't?

- Dig deep. Have insight. Demonstrate that you understand the topic, have thoughts about the research /program within the broader scope of public health
- Wow you reader with your critical analysis and assessment
- Back your critical analysis with REFERENCES when possible

j. **References**

- All references should be current and relevant
- Referencing should be throughout (the standard of a peer reviewed manuscript) not just in the background section. (i.e. if you use STATA to do an analysis, you need to reference the STATA program)
- The background section will included at least **30 references**
 - ≥ 20 from peer-reviewed publications
 - Additional references can come from a variety of sources (books, websites, reports and peer review journals)
- Reference format should be in accordance with the standards accepted in Intro to IH.
 - **Appendices:** Appendices can include anything from summary table, time lines, photos, maps, consent forms, instruments, etc.

Essay Length: The body of the essay (i.e. c-h above) will be no less than 30 pages double spaced. Title pages, references, appendices etc., are not counted in the page minimum requirement.

F. First Draft Essay Submission and Review Process

Email your First draft essay to both readers and upload a copy to the Drop Box. See Deadline schedule and submit according to your anticipated graduation time line

- This is a process. No one has EVER submitted a first draft that was immediately approved. It is rare that 2nd drafts are approved.
- Communicate – If you are stuck, let your readers help you. Revisit the problem statement, literature review and outline. You may need to change focus.
- You should expect at LEAST 3 drafts (some will do many more) before faculty will sign off
- Faculty need at least 2 weeks between drafts. They will provide feedback on each revision.
- Use common sense. You want your reader on your side. Treat them with the courtesy and respect you think they might appreciate.
 - Acknowledge receipt of their comments and thank them for getting back to you
 - Send them subsequent drafts as soon as possible, but make sure it's substantially improved in quality. (Nothing drives faculty crazier than sloppy work)
 - If you do not understand comments or really disagree, set up a time to meet face-to-face. Do not argue on email.
- The common goal is the development of a strong essay that can be used as a writing sample for you in the future.

G. Submit (email) Final draft essay to your readers

This is the essay you feel is in a final approvable form after addressing all the comments from readers in earlier version. It is a final version when readers have indicated the previous review addressed the major comments and revisions. There may still be changes and edits required on this version, but it is your best version.

- Email this "Final Draft" to the readers according to the deadline schedule for your anticipated graduation time line. Faculty need to be given sufficient time to review this version. It is the students' responsibility to stay on track with these deadlines.

- Upload the draft to the Essay Draft dropbox.

H. Final MSPH Approved Essay and Signed Approval Form

Submission to the Dropbox:

1. **Approved MSPH Essay:** After approval is obtained by both readers, upload your final APPROVED MSPH Essay Document (PDR or Word) into the Dropbox. Do not upload drafts into this drop box. A hard copy is not needed.
2. **MSPH Approval Form:** The final requirement for graduation is the completion and submission of a signed MSPH Approval Form in the Dropbox.
 - A PDF fillable form is in the Online Library. Complete all sections including your name, essay title and the section at the bottom and indicate if you approve the posting of your essay for future students to see on our internal portal “my.jhsph.edu”

Signatures:

- Your readers can sign this form electronically by clicking on the red arrow. Instructions will pop up for them to create and insert an electronic signature.
- If your readers have difficulty signing the form, the following are options
 1. He/she can print and sign and send a scanned signed copy to you.
 2. He/she can send approval via email. In this situation, you need to attach the emails to the MSPH approval form and upload a SINGLE DOCUMENT in the dropbox.

Registration Requirements

Registration Requirements: You must be continuously registered until you complete your practicum requirements AND have an approved essay with a signed approval form.

Time-line: Follow the deadlines provided to complete the degree according to your planned graduation date. You can complete these steps earlier and continue to remain a student until you tell us to notify the registrar.

Stopping registration: If your essay is approved and you are ready to stop registration, let Karen Charron and Karla McCarthy know. Karla will submit your essay information to the registrar signaling the completion of your degree. At that time, you will not need to (or be able to) register for future terms and your status as a student will end.

Once the registrar is notified of completion:

- That student can no longer
 - take courses,
 - serve as a Teaching Assistant (TA) or
 - Work as a student at JHU.
- If you have completed your essay, but wish to remain registered as a student, please send an email to Karen Charron and Karla McCarthy to hold notification to the registrar. When you are ready to complete, let her know and she will submit the appropriate paperwork.

Transcripts: Your transcript will indicate the term in which the registrar is notified you completed the degree. (December, January, March or May)

What happens if deadlines are missed?

- If you miss the deadline and do not have your essay approved with a signed approval form by the two reviewers, you will need to register for the next term.
- If you do not have a final signed approval by the May graduation time-line, you will not graduate in time and will be required to register for the summer term.

Essay examples: Selected prior essays can be found on <https://my.jhsph.edu>.

- Departments,
- International Health,
- double click "IH Home Page" and then
- Scroll down the left to find the link to "**MSPH Internships and Essays**" There is a list of essay titles and some essays are linked. You can sort by program. Student approval is needed to post.
- If you are interested in a specific essay that isn't uploaded, contact Karen Charron or Cristina Salazar.

Health Systems Program MSPH Essay Overview and Instructions

MSPH Essay Outline Mon Sep 8, 2015

At least 2 months prior to turning in the final version of the MSPH essay, the student must submit a 3-5 page detailed outline of the essay for approval to the advisor and second reader. Students are also required by the Health Systems Division to submit their outline to the CoursePlus Dropbox. Frequently, revisions of the outline are needed.

MSPH Essay Draft Thu Sep 4, 2015

Four to six weeks prior to the end of the term in which the student plans to complete the program, the student must submit a complete rough draft of their essay to their advisor for first review. This allows the advisor sufficient time to give the student feedback, and enough time for the student to make corrections before the end of the term. Students are encouraged to submit their essay prior to this deadline to avoid delays. Once first edits are done, submit the revised essay to the identified second reader with a minimum of 2 weeks for review.

- If the student intends to complete all requirements in the 2nd or 3rd term of the second year: in order to avoid additional registration for a subsequent term, it is required that the draft essay be submitted to the advisor and 2nd reader at least **FOUR** weeks prior to the end of the term. Students are encouraged to submit the draft essay prior to this deadline to avoid delays.
- If the student intends to complete all requirements in the 4th term of the second year: in order to graduate in May, it is required that the draft essay be submitted to the advisor and 2nd reader at least **SIX** weeks prior to the end of the term (because the final approved essay has to be submitted to the departmental academic coordinator 2 weeks prior to the end of 4th term, which allows the Registrar's office to prepare the student for graduation). Students are encouraged to submit the draft essay prior to this deadline to avoid delays.

Final Approved MSPH Essay Mon Sep 8, 2015

Final approved version of the essay must be submitted **BEFORE** the 1st day of the term you do not want to register.

Human Nutrition MSPH Essay Overview and Instructions

Below is a general outline for the MSPH essay. Student must obtain the specific outline requirements from their program coordinator.

Table of Contents with page numbers

Reviewers - Identify first and second reviewer.

An introduction or executive summary that explains the paper as a whole and include information about their role in the internship and how it relates to this topic. Why is the student writing about this and what did they do in their internship related to this topic. This is sometimes also presented as a summary in an abstract form with a preface to describe the student's specific role in the project (generally 2-4 pages).

A solid background section which gives a literature review of the topic/topics covered in the essay. Pay particular attention to proper sourcing of information in the background section. For a research study, the student would provide the objectives or study overview along with any specific aims.

A methods section that describes the program and any methods used. In this section, the student describes the larger context of the project, but highlight's aspects of the project that reflect their role during the internship. This section may also include maps and other graphical illustrations of the population or the epidemiology of the disease.

A findings or results section

If the essay relates to research, present selected results that apply to the essay topic.

If the essay relates to a professional practice project, a section where the results of an intervention or program evaluation should be included.

An analysis section

Public Health implications of the project - What are the public health implications of the essay? What are the student's recommendations about advancing the program or research? What next steps are needed and what direction will or should the project go in the future?

References - The essay should be well referenced. References can come from a variety of sources (books, websites, reports and peer review journals).

Appendices - Appendices can include anything from consent forms, instruments, summary table, timelines, photos, maps, etc.

MSPH Human Nutrition/Registered Dietitian Essay Guidelines

From Laura Caulfield, Advisor to RD students

This guidance attempts to be explicit. The reason for some ambiguity is that it allows the student flexibility and creativity to create the product that they want within the guidelines. The document is less than 50 pages double spaced and the format looks something like the following. A good rule is 1" margins and Arial 11 font. You will also include subheadings within chapters/sections as a way to organize the document.

1. Title page
2. Table of contents
3. Chapter 1 – Introduction – about 2-3 pages. The purpose of this chapter is to introduce the document, and includes such things as who you are, your goals in coming to Hopkins, the coursework you took and why you chose the RD option. You may find that aspects of your statement of purpose from when you applied can be edited for this purpose or perhaps the document you crafted for Educational Program Development first term last year. The final paragraph or two should talk about the rest of the document. Chapter 2 contains....In Chapter 3, etc., and finally in Chapter 5 (?).....
4. Chapter 2 – (5-10 pages) talk about your various rotations, things you learned (not a laundry list), focusing on the parts that were important to you. Include what your case study was here as a component of your rotations. End the chapter (1 paragraph) with a presentation of what your public health rotation is/was. Also include other activities of your internship, writing projects, e.g.
5. Your Case Study can be included in the essay but my recommendation is to not include it. It is your choice, and it is not a question of demanding more or less work but rather allowing the student to create the document they want to have as their product. Sometimes the case study is related to what the student is interested in and is related to the public health rotation, and sometimes not, and so it may make sense for the case study to be a separate chapter (if there is a link) or NOT if it is totally unrelated – in which case you can devote a page or two under chapter 2 about it and full stop. Do NOT include the case study just because it adds to the pages or because it took a lot of work. Those are both true, but it is not good if it takes away from your description of your public health rotation which should figure more prominently. Do know that some readers are uncomfortable with approving these sections as they go beyond their expertise.
6. Chapter 4 (or 3 – if the case study is not included as chapter 3) Public Health Rotation. Here describe your experience in your public health rotation. You may want to include here any products that you developed as part of your rotation or refer to them and include them in an appendix. If they are too big or unusual to include here then you may just summarize it in some fashion. This is your opportunity to talk about your unique experience, what you did, what you learned!
7. Chapter 4 or 5 Summary and Next Steps (various titles are possible here). 2-5 pages. This should be a recap of the experience (1 page perhaps or less) and what it taught you about your career path (big picture stuff) and then talk about where you are thinking of going next in terms of your career/work plans.

Appendices – multiple if you want them/if it makes sense. It is important to at least include your CV/resume here and I will look at it and want to help you describe the strength of your experience here!

I am happy to discuss specific ideas/questions you have about your essay given this framework, and I am very happy to help you decide through the options, for Chapter 3-5.

The essay is to be read and approved by 2 readers, usually the advisor is the first reader and is the one who spends the most time on the document, such that the second reader is likely to be a stamp of approval of the essay or is really seeing a nearly finished product. However, it may make sense to have different readers, given the content of the document. For example, if you work on healthy eating, Dr. Gittelsohn is a likely

reader. Dr. Hurley as MSPH academic coordinator is the default second reader, and I am happy to function as either first or second reader, but I am thinking that most will have me as first reader. Do what makes most sense given your document and I am happy to help you identify reader(s). Sarah Post or Marcy Kane cannot be the second reader.

The idea is that you will turn in a draft of the essay, get feedback, finalize, etc., and for this reason there are deadlines coming up for action on your essay, giving the faculty member time to turn your essay around, and for you to go through various iterations (hopefully not more than 2!), with 2 readers. The deadlines are meant to help the student organize the task. You should work with your readers to organize this, given your schedule and theirs.

Social and Behavioral Interventions

MSPH Essay

Overview and Instructions

Step One - Before you start writing your essay, write an outline and get it approved by your advisor. Essay guidelines are found in the MSPH Culminating Experience Guide. Our own SBI version which includes a couple of examples of potential formats is attached. Essays from previous years are posted on the intranet.

Step Two - Submit your essay to your advisor and a 2nd reader. In SBI we allow the second reader to be your on-site supervisor, even if they are not Hopkins faculty. This because they will want to read and comment on your document anyway. Please, note that your second reader may have programmatic- or organization-specific comments to make, important to your host organization, while your first reader may require additional information on theory, literature, implications etc., in line with your learnings from your first year of study, not necessarily of interest to your second reader. You have to satisfy both readers' comments, even if the essay is a white paper/programmatic document. Observe the various timelines mentioned, to get the essay approved during your desired academic term. Note that 4th term has a special deadline for the essay grade to be submitted, which is usually in late April or early May and not the last day of the term.

Step Three - Upon essay approval, both readers sign the approval form, attached, and also found in the MSPH academic guide. Post approved essay and essay approval form to the respective drop boxes in 3rd term sbi seminar and email a copy to Karla McCarthy. You are good to graduate.

GUIDELINES FOR THE MSPH ESSAY IN THE SOCIAL AND BEHAVIORAL INTERVENTIONS (SBI) PROGRAM

1. Students in the SBI program often conduct some data collection as part of their internship. **Appropriate institutional / country approval must be obtained for all such data-gathering:** at a minimum this usually means that the host organization obtains local IRB approval to cover the data collection of the intern. If the host organization is JHU, the intern needs to be added to the existing IRB approval as student investigator. The student will need to work with their advisor to be sure that appropriate approval is obtained in a timely manner.
2. The MSPH essay should be focused on a particular topic/issue. The student must demonstrate command of the literature in the area of that topic/issue. The essay should have a fairly complete and up-to-date set of references. This means that the students doing fieldwork should bring along sufficient references to at least get started on the literature review.
3. The essay should tie in either theoretical or methodological (ideally both) content from the social sciences -- from perspectives such as health psychology, medical anthropology, or medical sociology.
4. The student's internship experience should be tied to the MSPH essay. This may be accomplished in several different ways:
 - a) as a case study illustrating key concepts and methods described in the main body of the essay;
 - b) as a distinct section of the essay, on linkages between the internship and the topic;
 - c) how the student developed/refined/tested methods/theoretical perspectives for approaching the particular issue/topic of concern.
5. The end result should more than just a review of the literature. It should be a contribution synthesizing the relevant literature, social science perspectives and approaches, and substantive experiences of the student regarding a topic of international health significance.
6. It is not merely a report of the student's internship experience. It is not only a data report (although selected data should be incorporated).
7. **MSPH Essay Length.** The MSPH essay in our program should be about 30-40 pages in length double-spaced, not including appendices and references. This is approximately equivalent to two course term papers.
8. Below is a sample outline for the MSPH essay where data are collected. It is NOT the only way to organize such an essay, and of course internships may not involve data collection:

- a. Introduction (2-3 pp). Problem statement, how internship fits in, main aims or research questions
- b. Literature review (6-10 pp). Develops a conceptual framework; Identifies gaps in the literature that you intend to address
- c. Methods (3-5 pp). Describes methods you used, and why you selected certain methods
- d. Results (10-15 pp). Describes how you addressed gaps in the literature on your topic; Presents selected results to illustrate
- e. Discussion and Conclusions (3-5 pp). New directions for research/information gathering; Significance of work conducted; Summative statements on the internship
- f. The intern's role in the work described and contribution to the host organization
- g. Appendices. Copies of project deliverables e.g. training manual, white paper, print materials developed, etc., data collection instruments, consent forms, additional data, references

9. Examples of types of internships and associated essays:

Internship	Essay
<p>Primary Research – students often work on an ongoing research project. This may include conducting qualitative or quantitative data collection, and/or analysis of data from a research project. Often students have their own unique project, but frequently they are working on a larger team-managed research study.</p>	<p>Essays for this fit the most traditional model of a research report. The essay would normally include sections on: (a) background and literature review, (b) methods, (c) results with associated tables and figures, (d) conclusion and discussion, and (e) the role that the student played in the project. If the internship involves collecting data for a larger study it is helpful to discuss with the study Principal Investigator what piece of it you will analyze and write up prior to initiating the internship. It is imperative that appropriate IRB clearances be gained for collection of data from human subjects.</p>
<p>Training – in the past many students have conducted training for research projects and intervention activities.</p>	<p>Essays for this type of internship should address the following: (a) background and literature review on the health topic addressed in the training, (b) the specific goals of the training, (c) a description of the population being trained, (d) a review of the theory that grounds the training, (e) description of how training materials and modules were developed, (f) description of the actual training, including positive and negative aspects, (g) your role in the training, (h) recommendations for modifications of the training, (i) reflection on the theoretical basis of the training, (j) conclusions and discussion.</p>
<p>Developing a Professional Document – students in the past have also taken positions where they develop professional documents for agencies involved in international health. These have included policy documents summarizing a health issue, research proposals, dissemination reports, and theoretical pieces to guide programs.</p>	<p>Essays for this type of internship would primarily include the document itself, plus: (a) a summary of the theoretical issues that emerged in the development of the document, (b) the role of the student on the project, (c) lessons learned from the process, and (d) conclusions and discussion on the process of developing the materials. Thus, the document produced for the internship is the core of the essay, but the student should bolster this with reflection and commentary on the process itself.</p>
<p>Secondary Data Analysis – rarer but possible, along with a direct field experience</p>	<p>The essay would be similar in format to that for primary research described above. It is important that the student assure that the requisite IRB clearances are in place for this activity. Include a section on your field experience and its linkages with the secondary data that you are writing about.</p>

Note – this is not an exhaustive list. Rather, it exemplifies the most common types of internships that students have taken in the past. If you have found an internship that does not neatly fit any of these models you should consult with your advisor on the expected essay that you will produce. Do this prior to leaving for the internship.

MSPH ESSAY APPROVAL FORM

Student's Name:

Program Area: (Circle one)

GDEC

Health Systems

Human Nutrition

SBI

Essay Title:

This essay has been approved by the student's advisor and a second reader:

Advisor: _____
(name) (signature) (date)

2nd Reader: _____
(name) (signature) (date)

2nd Reader's Organization: _____

If the Advisor or 2nd reader cannot sign the form, student can use the email approval from the reviewers only if the emails are attached to the paper approval form, or combined as a single PDF document with this approval form.

The student understands that an electronic copy of the essay will be maintained in the department, accessible to students and faculty through the intranet.

If there is confidential data in this essay, please contact Cristina Salazar (csalazar@jhu.edu) ASAP for appropriate cataloguing.

Academic Advisor Evaluation Form

This form is to be completed and turned into the Departmental Academic Administrator twice per year, at the end of 2nd and 4th 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: DPEC HN HS SBI DPH **Degree:** MSPH PhD DPH **Evaluation Term:** 2nd 4th

Advisor: _____

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

	Advisor	Faculty Program Coordinator
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?

	Advisor	Faculty Program Coordinator
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?

	Advisor	Faculty Program Coordinator
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?

	Advisor	Faculty Program Coordinator
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 If yes, please explain: _____
 Unsure _____
 No _____

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Res.	Seminar	Maters Essay/ Research	Oral Presentations/Poster	Primary or Reinforcing?
1	Evaluate and execute intervention strategies and approaches that address major public health problems of underserved populations, with emphasis on infectious diseases and vaccines, in the context of culture,			X	X			X	X	
		180.602	Environment & Health LMIC							R
		182.626	Issues for Water and Sanitation							R
		220.601	Intro IH							P
		221.688	Social Behavioral Foundation of PHC							R
		223.662	Vaccine Development & Application							P
		223.663	ID & Child Survival							P
		223.680	GDCPP							P
		223.687	Vaccine Policy							R
		223.867	Special Topics Vaccine Science							P
		223.682	Clinical Aspects Tropical Disease							P
		223.689	Biological Basis Vaccine Dev.							P
		223.860	GDEC Prog Seminar							R
		224.689	Health Behavior Change							P
		340.646	Epi PH Impact HIV							R
		340.612	Epi Basis TB							R
		340.609	Concepts ID epi							R
		340.677	ID Dynamics							R

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Res.	Seminar	Masters Essay/ Research	Oral Presentations/Poster	Primary or Reinforcing?
		410.620	Prog. Planning for Health Behavior Change							R
		410.650	Intro Persuasive Comm							R
		410.651	Health Literacy: Challenges & Strategies							R
2	Incorporate the epidemiology, biology, pathophysiology, and/or modes of transmission, to analyze, recommend, or create appropriate strategies for prevention and control of the major infectious diseases of public health importance to resource-poor environments.			X	X	X		X	X	
		223.662	Vaccine Development & Application							P
		223.663	ID & Child Survival							P
		223.664	Design Conduct Community Trials							P
		223.680	GDCPP							P
		223.682	Clinical Aspects Tropical disease							P
		223.689	Bio Basis Vaccine Dev.							R
		223.705	Clinical Vaccine Trials							R
		340.751	Epi Methods I							P
		340.752	Epi Methods II							P
		340.753	Epi Methods III							R
		340.769	Prof. Epi							R
		340.770	PH Surveillance							R
3	Apply management principles to programs for health systems and health services in developing countries			X	X				X	
		221.602	Applications in Managing HS							P

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Res.	Seminar	Maters Essay/ Research	Oral Presentations/Poster	Primary or Reinforcing?
		221.722	Quality Assurance							P
		305.607	PH Practice							P
		317.600	Intro Risk Mgmt							P
		312.603	Fund. Budget							P
		221.610	Pharma Mgmt.							P
4	Identify major environmental health problems and communicate some solutions in detail with an emphasis on issues of water and sanitation.			X	X					
		180.602	Environment & Health LMIC							P
		180.611	Global Env. PH							P
		182.640	Food & Water born Diseases							P
5	Analyze and synthesize relevant public health data and develop and implement prevention, control, and evaluation plans employing epidemiological methods to address disease burdens of public health importance			X	X			X	X	
		220.601	Intro IH							P
		223.662	Vaccine Dev. & application							P
		223.663	ID & Child Survival							P
		223.680	GDCPP							P
		223.682	Clinical Aspects Tropical disease							P
		223.840	Special Studies & Research GDEC							
		340.751	Epi Methods I							P
		340.752	Epi Methods II							R
		340.753	Epi Methods III							R
		340.769	Prof. Epi							R
		340.770	PH Surveillance							R

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Res.	Seminar	Maters Essay/ Research	Oral Presentations/Poster	Primary or Reinforcing?
		140.621	Stats Methods I							P
		140.622	Stats Methods II							P
		140.623	Stats Methods III							R
		140.624	Stats Methods IV							R
		140.651	Biostats I							P
		140.652	Biostats II							P
		140.653	Biostats III							R
		140.654	Biostats IV							R
		340.696	Spatial Analysis I							R
		340.697	Spatial Analysis II							R
6	Address problems of global disease burden within its biological, cultural, and behavioral context			X	X		X	X	X	
		220.601	Intro IH							P
		223.663	ID & Child Survival							R
		223.680	GDCPP							P
		223.662	Vaccine Dev. & application							R
		223.689	Bio Basis Vaccine Dev.							R
		223.860	GDEC Prog Seminar							R
		224.689	Health Behavior Change							R
		317.600	Intro risk sci & Public policy							R
		340.721	Epi Inference I							
		340.722	Epi Inference II							
		410.620	Prog plann. HB Change							R
		410.630	Implementation of Comm. Health progs							R
		410.650	Intro Persuasive Comm							R

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Res.	Seminar	Masters Essay/ Research	Oral Presentations/Poster	Primary or Reinforcing?
		410.651	Health Literacy							R
7	Evaluate a field research or public health program from conception of ideas through design, management, monitoring, data collection, interpretation, and analysis.				X		X	X	X	
		221.641	Measurement Methods							P
		221.645	Large scale effectiveness							P
		223.663	ID & Child Survival							R
		223.664	Design Conduct Community Trials							P
		223.705	Clinical Vaccine Trials							R
		223.810	Field placement GDEC							R
		223.860	GDEC Prog Seminar							R
		550.860	Academic research Ethics							R
		306.655	Ethical issues PH							R
		306.665	Research Ethics integrity							R
		340.751	Epi Methods I							P
		340.752	Epi Methods II							P
		340.753	Epi Methods III							R
		380.603	Demographic Methods PH							R
		380.611	Fund Prog. Eval							R
8	Conduct a statistical analysis of disease burden or program evaluation data, and provide a reasoned interpretation of the results to contribute to program improvement and/or public health literature			X	X			X		
		140.621	Stats Methods I							P
		140.622	Stats Methods II							P
		140.623	Stats Methods III							R

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Res.	Seminar	Masters Essay/ Research	Oral Presentations/Poster	Primary or Reinforcing?
		140.624	Stats Methods IV							P
		140.651	Biostats I							P
		140.652	Biostats II							P
		140.653	Biostats III							R
		140.654	Biostats IV							R
		140.632	Intro SAS							R
		223.810	Field placement GDEC							R
9	Produce written reports of research and/or programmatic findings and communicate them via oral presentations, posters, briefs, peer-reviewed articles, or other official documents, intended for public health professionals and/or policy makers.			X	X		X	X	X	
		220.601	Intro IH							P
		223.663	ID & Child Survival							P
		223.680	GDCPP							P
		223.810	Field placement GDEC							P

Comp #	Competency	Course	Course Name	Course Work/Exam	Practicum	Spec. Studies/Research	Presentation	Seminar	Maters Essay/Research	Oral Presentations/Posters	Primary or Reinforcing?	
1	Trace the evolution of key approaches that have been applied to major public health problems of underserved populations and place them in the context of general development, culture and health			X								
		220.601	Intro IH									P
		221.646	HS in LMIC									P
		300.652	Politics of Health Policy									R
2	Define the most important indicators of health status, identify information resources for these indicators, and describe how changes in these indicators reflect changes in the health status of populations			X								
		220.601	Intro IH									P
		221.620	Summary Measures Population Health									R
		221.637	Health Informations Systems									R
		340.721	Epi Inference I									P
3	Propose strategies for control of the major public health problems in underserved populations based on the epidemiology, basic biology, and pathophysiology of the problem.			X						X		
		120.620	Fundamentals Reproduct. Biology									P
		182.640	Food & Water borne diseases									P
		220.601	Intro IH									P
		221.627	Maternal Mortality reduction in LMIC									R
		222.641	Principles HN									R
		223.662	Vaccines Dev & Applicat.									R
		223.663	ID & Child Survival									R
		340.722	Epi Inference II									P

Currently under review. For the most updated information go to: my.jhsph.edu/sites/IH/

Comp #	Competency	Course	Course Name	Course Work/Exam	Practicum	Spec. Studies/Research	Presentation	Seminar	Maters Essay/Research	Oral Presentations /Posters	Primary or Reinforcing?
		380.661	Clinical Aspects Maternal health								R
		380.760	Clinical aspects reproductive hlth								R
		550.630	PH Biology								R
4	Propose approaches to manage and control the major environmental health challenges in resource poor settings			X							
		180.602	Environment Hlth LMIC								P
		180.611	Global Environment & PH								P
		180.660	Intro Principles EH								P
		182.626	Water & Sanitation Trop EH								P
		182.640	Food/waterborn diseases								R
		187.610	PH Toxicology								R
5	Propose behavioral and communication interventions appropriate for the social and cultural context of the major problems of public health importance in resource poor settings.			X						X	
		221.688	S&B Found PHC								P
		222.654	Food Culture Nutrition								R
		224.689	Health Behavior Change								P
		410.654	Health comm prog I								R
		410.655	Health comm prog II								R
6	Determine the basic components of an effective primary health care system for underserved populations, primarily in less developed countries			X							
		220.601	Intro IH								P
		221.616	Ethics PH Practice								R

Comp #	Competency	Course	Course Name	Course Work/Exam	Practicum	Spec. Studies/Research	Presentation	Seminar	Masters Essay/Research	Oral Presentations/Posters	Primary or Reinforcing?
		221.624	Urban Health in Dev countries								R
		221.635	Advances in Community-oriented PHC								P
		221.661	Project Dev PHC Dev								R
		221.688	S&B Found PHC								P
7	Compare and critique the basic models for the organization and structure of health service delivery systems			X							
		220.601	Intro IH								P
		221.646	HS LMIC								R
		221.688	S&B Found. PHC								R
8	Manage and improve the operation of a health care delivery program in a resource poor setting including process improvement, strategic planning, organizational design			X				X	X	X	
		221.602	Applications Managing HSO LMIC								P
		221.639	Refugee health care								R
		221.661	Project Dev PHC Dev								R
		221.722	Quality Assurance								R
		221.810	Field Placement HS								R
		221.860	HS Seminar								R
		312.621	Strateginc Planning & Operations								R
		312.633	Health Mgnt Information Systems								R
		312.604	Quantitative tools mgrs								R
		221.604	Case Studies Mgmt Decision								R
221.610	Pharmaceutical Mgmt								R		

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Comp #	Competency	Course	Course Name	Course Work/Exam	Practicum	Spec. Studies/Research	Presentation	Seminar	Maters Essay/Research	Oral Presentations/Posters	Primary or Reinforcing?
		221.608	Managing NGO								R
9	Prepare a monitoring and evaluation plan in support of the design (logic model) of a health program in a low and middle income country			X	X				X	X	
		221.631	Eval Road safety Interventions LMIC								R
		221.638	HS Research & Eval								P
		221.644	Econometric methods								R
		221.645	Large Scale Effectiveness Evaluation								R
		221.649	eHealth/mHealth improve								R
		221.661	Project Dev PHC Dev								R
		221.810	Field Placement HS								R
		313.630	Econ Evaluation I								R
		313.631	Econ Evaluation II								
		313.632	Econ Evaluation III								
		380.611	Fundamentals Program Eval								P
		380.612	Applications Program Evaluation								R
10	Describe the alternative approaches to financing health systems in developing countries			X							
		221.646	HS in LMIC								P
		221.652	Health Financing LMIC								R
11	Prepare a budget, capital plan, and human resource plan for a health program			X	X				X		
		221.661	Project Dev PHC Dev								R
		221.810	Field Placement HS								R

Comp #	Competency	Course	Course Name	Course Work/Exam	Practicum	Spec. Studies/Research	Presentation	Seminar	Maters Essay/Research	Oral Presentations /Posters	Primary or Reinforcing?
		312.603	Fund. budgeting & Finan. Mgmt								P
		312.604	Quantitative tools mgrs								R
		221.604	Case Studies Mgmt Decision								R
12	Identify sources of data relevant to a public health problem and use those data to assess the magnitude of a public health problem			X						X	
		220.601	Intro IH								P
		221.620	Summary measures								P
		221.637	Health Info Systems								R
		221.638	HS Research & Eval								R
		221.641	Measurement Meth. Humanitarian Emergencies								R
		223.664	Design & Conduct Community Trial								R
		340.721	Epi Inference I								R
13	Analyze and interpret data appropriately to assess the magnitude of a health problem and compare the performance of different health systems on health indicators			X	X				X		
		140.621	Statistical Methods I								P
		140.622	Statistical Methods II								
		140.623	Statistical Methods III								
		221.638	HS Research & Eval								R
		221.810	Field Placement HS								R
		330.657	Stats Psychosocial Research								P
		312.604	Quantitative tools mgrs								R

Comp #	Competency	Course	Course Name	Course Work/Exam	Practicum	Spec. Studies/Research	Presentation	Seminar	Masters Essay/Research	Oral Presentations/Posters	Primary or Reinforcing?
14	Produce written reports of research and/or programmatic findings and communicate them via oral presentations, posters, briefs, peer-reviewed articles, or other official documents, intended for public health professionals and/or policy makers.			X	X			X	X		
		221.810	Field Placement								R
		221.860	HS Seminar								P
		221.604	Case Studies Mgmt Decision								R

Comp #	Competency	Course	Course Name (remove later)	Course Work/ Exam	Practicum	Special Studies/ Research	Oral/Poster Presentation	Seminar	Masters Essay/ Research	Primary or Reinforcing?
1	Comprehend and apply core principles and concepts in human nutrition, biochemistry and metabolism			X			X	X		
		222.641	Principles Human Nutrition in PH							P
		222.642	Assess. Nutritional Status							P
		222.644	Nutritional Biochemistry							P
		222.651	Adv. Nutrient Metabolism							R
		222.655	Nutrition & Life Stages							P
		222.652	Nutrition Disease Treatment & Prevention							P
		222.860	Human Nutrition Seminar							R
2	Comprehend nutritional problems of public health importance, their epidemiology, underlying metabolism, and their consequences for health			X			X	X		
		222.641	Principles Human Nutrition in PH							P
		222.642	Assess. Nutritional Status							P
		222.644	Nutritional Biochemistry							P
		222.649	International Nutrition							P
		222.652	Nutrition Disease Treatment & Prevention							P
		222.654	Food, Culture, Nutrition							P
		222.655	Nutrition & Life Stages							P
		222.657	Food & Nutrition Policy							P
		222.860	Human Nutrition seminar							R
		222.662	Intro Global Obesity in PH							R
3	Place public health nutrition problem in its biological, cultural and behavioral context			X			X	X		

Comp #	Competency	Course	Course Name (remove later)	Course Work/Exam	Practicum	Special Studies/Research	Oral/Poster Presentation	Seminar	Masters Essay/Research	Primary or Reinforcing?
		222.641	Principles Human Nutrition in PH							P
		222.654	Food, Culture & Nutrition							P
		222.655	Nutrition & Life Stages							P
		222.662	Intro Global Obesity in PH							R
		222.860	Human Nutrition seminar							R
		260.600	Intro Biomedical Sciences							P
4	Critique the design and implementation of food and nutrition programs and policy to improve the nutrition, health and well-being of diverse populations			X			X	X		
		222.649	International Nutrition							P/R
		222.653	Food, Technology, Health							R
		222.654	Food, Culture & Nutrition							P
		222.657	Food & Nutrition Policy							P
		222.658	Critical Thinking Nutrition I							P
		222.860	Human Nutrition seminar							R
		222.662	Intro Global Obesity in PH							R
		410.675	Critical Analysis Popular Diets							R
5	Employ relevant indicators of nutritional status (anthropometry, biochemical, and functional markers), dietary intake and food related behaviors; evaluate and determine their relative strengths and weaknesses, and techniques of measurement for assessing and improving the nutritional status of populations			X			X	X		
		222.642	Assess. Nutritional Status							P
		222.647	Nutrition Epidemiology							P
		222.652	Nutrition Disease Treatment & Prevention							R
		222.655	Nutrition & Life Stages							R
		222.661	Designing Healthy Diets							R

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Comp #	Competency	Course	Course Name (remove later)	Course Work/ Exam	Practicum	Special Studies/ Research	Oral/Poster Presentation	Seminar	Masters Essay/ Research	Primary or Reinforcing?
		222.860	Human Nutrition seminar							R
6	Identify nutrition problems of public health importance; analyze and synthesize relevant data; and develop and implement prevention, control, and evaluation plans			X	X		X		X	
		140.621	Statistical Methods I							P
		140.622	Statistical Methods II							P
		140.623	Statistical Methods III							P
		140.624	Statistical Methods IV							P
		140.651	Methods Biostatistics I							P
		140.652	Methods Biostatistics II							P
		140.653	Methods Biostatistics III							P
		140.654	Methods Biostatistics IV							R
		222.641	Principles Human Nutrition in PH							P
		222.642	Assess. Nutritional Status							P
		222.647	Nutrition Epidemiology							P
		222.649	International Nutrition							P
		222.654	Food, Culture & Nutrition							P
		222.655	Nutrition & Life Stages							P
		222.662	Intro Global Obesity in PH							R
		222.810	Field Placement Human Nutrition							R
		340.721	Epi Inference							P
7	Participate in a field, laboratory, or clinical experience related to nutrition research or programs through development, implementation, management, monitoring, and data collection.			X	X		X		X	
		222.642	Assess. Nutritional Status							
		222.654	Food, Culture & Nutrition							P
		222.655	Nutrition & Life Stages							R

Comp #	Competency	Course	Course Name (remove later)	Course Work/Exam	Practicum	Special Studies/Research	Oral/Poster Presentation	Seminar	Masters Essay/Research	Primary or Reinforcing?
		222.658	Critical Thinking Nutrition I							R
		222.810	Field Placement Human Nutrition							R
		222.815	Human Nutrition Reg. Dietician Seminar							
		340.721	Epi Inference							P
8	Produce a statistical analysis of the data collected during a research project or program evaluation and provide a reasoned interpretation of the results			X	X				X	
		140.621	Statistical Methods I							P
		140.622	Statistical Methods II							P
		140.623	Statistical Methods III							P
		140.624	Statistical Methods IV							R
		140.651	Methods Biostatistics I							P
		140.652	Methods Biostatistics II							P
		140.653	Methods Biostatistics III							P
		140.654	Methods Biostatistics IV							R
		222.810	Field Placement HN							
340.721	Epi Inference								P	
9	Produce written reports of research and/or programmatic findings and communicate them via oral presentations, posters, briefs, peer-reviewed articles, or other official documents, intended for public health professionals and/or policy makers			X	X		X		X	
		222.649	International Nutrition							P/R
		222.654	Food, Culture & Nutrition							P
		222.655	Nutrition & Life Stages							P
		222.657	Food & Nutrition Policy							P
		222.658	Critical Thinking Nutrition I							R
		222.810	Field Placement HN							

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10	Identify major environmental health problems and describe how they affect nutritional and health status of populations			X						
		180.601	Environmental Health							P
		180.602	Environment & Health LMIC							R
		180.611	Global Environment & PH							R
		180.660	Intro Principles Env Health							P
		182.640	Food & Water-Borne Diseases							P
		187.610	PH Toxicology							P
11	Evaluate successful management programs for health and nutrition systems/services			X						
		182.623	Occupational Safety							R
		221.602	Applications MHO							P
		221.722	Quality Assurance Mgmt							P
		305.607	PH Practice							P
		312.603	Fundamentals Budgeting & Financial Management							P
		221.608	Managing NGO							R

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Research	Presentation	Seminar	Masters Essay/ Research	Oral Presentations /Posters	Primary or Reinforcing?
1	Identify, define and address major global health problems of underserved populations in lower income contexts, using appropriate indicators and current best practice			X	X	X			X	X	
		220.601	Intro IH								P
		221.612	Confronting burden injuries								R
		221.616	Ethics PH Dev. countries								R
		221.624	Urban Health Dev. countries								R
		221.627	Maternal Mortality Dev. countries								R
		221.635	Adv. Community-orient PHC								R
		221.639	Refugee Health care								R
		221.646	Health Systems in LMIC								R
		221.649	eHealth & mHealth in LMIC								R
		221.650	Policy Analysis in LMIC								R
		222.649	International Nutrition								R
		222.657	Food & Nutrition Policy								R
		222.662	Obesity in Public Health								R
		223.680	GDCPP								R
		223.687	Vaccine Policy								R
		224.810	SBI Field Placement								R
		224.840	Special Studies and Research								R
		340.721	Epidemiologic Inference I								P
		380.747	International Adolescent Health								R
		380.750	Migration & Health								R
2	Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a global health problem and/or the impact of public health action on a given condition			X	X	X			X		

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		140.621	Stats Methods I								P
		140.622	Stats Methods II								P
		140.623	Stats Methods III								P
		140.624	Stats Methods IV								R
		222.647	Nutrition Epi								R
		224.810	SBI Field Placement								R
		224.840	Special Studies & Research								R
		340.721	Epidemiologic Inference I								P
		340.722	Epidemiologic Inference II								R
		380.600	Principles Population Change								R
3	Assess and apply global health response options, guided by the biological mechanisms and/or clinical manifestations of disease impacting the health of underserved communities			X	X	X			X		
		120.620	Fundament. Reproduct. Bio								R
		182.640	Food & Water-Bourne Diseases								R
		222.641	Princ. Human Nutrition								R
		223.662	Vaccine Dev. and Application								R
		223.663	Infect. Dis. & Child Survival								R
		223.665	Infection, Immunity and Undernutrition								R
		223.682	Clinical Aspects of Tropical Diseases								R
		223.689	Bio Basis of Vaccine Dev.								R
		224.810	SBI Field Placement								R
		224.840	Special Studies and Research								R
		260.631	Immunology Infection & Disease								R

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Research	Presentation	Seminar	Masters Essay/ Research	Oral Presentations /Posters	Primary or Reinforcing?
		260.636	Ecology of Infectious Diseases								R
		260.652	Principles of PH Ecology								R
		260.656	Malariology								R
		330.623	Brain and Behavior in Mental Disorders								R
		340.612	Epidemiologic Basis of Tuberculosis Control								R
		340.646	Epidemiology & Public Health Impact of HIV & AIDS								R
		340.654	Epid & Natural Hist Human Viral Infections								R
		380.661	Clinical Aspects of Maternal and Newborn Health								R
		380.760	Clinical Aspects of Reproductive Health								R
		380.762	HIV Infection in Women, Children, and Adolescents								R
		550.630	Public Health Biology								R
4	Assess and apply global health response options, guided by the environmental influences on health outcomes and appropriate risk assessment			X	X	X			X		
		180.601	Environmental Health								R
		180.602	Environment and Health in LMICs								R
		180.611	Global Environment and PH								R
		180.660	Introductory Principles of Environmental Health								R
		182.640	Food & Water-Borne								R

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5	Propose management techniques to implement and evaluate global health programs including organizational and financial best practices	187.610	Public Health Toxicology								R	
		224.810	SBI Field Placement								R	
		224.840	Special Studies and Research								R	
				X	X	X				X	X	
		182.623	Occupational Safety & Health Mgmt									R
		221.602	Applications in Managing Health Orgs in LMIC's									R
		221.604	Case Studies in Mgmt Decision Making									R
		221.608	Managing NGO's in Health Sector									R
		221.610	Pharma Mgmt for Unders. Pops									R
		221.661	Project Development for Primary Health Care in Developing Countries									R
		221.722	Quality Assurance Management Methods									R
		224.810	SBI Field Placement									R
		224.840	Special Studies and Research									R
		305.607	PH Practice									R
312.600	Managing Health Service Organizations									R		
312.603	Fundamentals Budgeting Financial Management									R		

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Research	Presentation	Seminar	Masters Essay/ Research	Oral Presentations /Posters	Primary or Reinforcing?		
6	Apply relevant theories and concepts drawn from anthropology, sociology and psychology to design effective theory-driven social and behavioral interventions to improve the health and well-being of underserved communities	312.604	Quantitative tools for Managers								R		
		312.621	Strategic Planning									R	
		317.600	Intro to Risk Sci & Public Policy									R	
		318.625	Management of Nonprofit Organizations									R	
		380.681	Strategic Leadership Principles & Tools Health System Transformation Developing Countries									R	
		550.860	Academic & Research Ethics									P	
						X	X	X			X	X	
		180.636	Human Rights Seminar										R
		221.605	History of IH & Dev.										R
		221.616	Ethics PH Dev. Countries										R
		221.688	Social & Beh. Foundations of Primary Health Care										R
		224.689	Health Behavior Change										P
		224.810	SBI Field Placement										R
224.840	Special Studies and Research										R		
224.860	SBI Program Seminar I Appl Soc Sci & Global Health										P		
300.652	Politics of Health Policy										R		
301.627	Understanding & Preventing Violence										R		

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		308.610	Political Econ. of Social Inequalities								R
		330.620	Issues Mental Health Research Dev. Countries								R
		330.661	Social Psych. Dev. Process Mental Disorders								R
		380.623	Adolescent Health and Dev.								R
		380.642	Child Health and Dev.								R
		380.665	Family Planning, Policies and Programs								R
		380.668	International Perspectives on Women								R
		380.720	Masculinity, Sexual Behavior and Health								R
		380.747	Int'l Adolescent Health								R
		380.756	Poverty, Econ. Dev.								R
		410.612	Sociological Perspectives on Health								R
		410.613	Psychosocial Factors in Health								R
		410.615	Research Design in SBS								R
		410.650	Intro Persuasive Comm.								R
		410.654	Hlth Comm. Programs I								R
		410.690	Ethnographic Fieldwork								R
		550.629	Intro Sexual Orientation, Gender ID, & PH								R
7	Use appropriate and rigorous qualitative research methods to understand the social context of health and inform public health action			X	X	X			X	X	

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		224.690	Qualitative Research Theory & Methods								P
		224.691	Qualitative data Analysis								P
		224.810	SBI Field Placement								R
		224.840	Special Studies and Research								R
		410.690	Ethnographic fieldwork								R
		550.860	Academic & Research Ethics								P
8	Use multi-method formative research to develop locally-appropriate social and behavioral intervention strategies to improve health, including development of appropriate communication interventions in support of those strategies			X	X	X			X	X	
		224.692	Formative Research for Beh. & Community Interv								P
		224.810	SBI Field Placement								R
		224.840	Special Studies and Research								R
		224.861	SBI Program Seminar II Particip Approaches and Role of Community								P
		550.860	Academic & Research Ethics								P
9	Identify, plan and implement appropriate social and behavioral interventions for different resource-restricted contexts, guided by corresponding best practice approaches			X	X	X			X		
		180.655	Baltimore Food Systems								R
		221.642	Mental Health Aspects of Disaster: PH Preparedness & Response								R
		222.654	Food, Culture & Nutrition								R

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		224.694	Interv. Programming for Mental Health Services in								R
		224.810	SBI Field Placement								R
		224.840	Special Studies and Research								R
		224.862	SBI Program Seminar III: Intervention Case Studies								P
		301.645	Health advocacy								R
		410.630	Implementation & sustainability of PH Programs								R
		410.631	Intro Community based Participatory research								R
		410.651	Health Literacy: Chall & Strat for Effective Communication								R
		410.655	Health Communication Programs II								R
		410.656	Entertainment Ed. for Behavior Change & Dev.								R
		410.663	Media Advocacy and PH								R
		410.668	Policy Interv for Hlth Behavior Change								R
		410.721	Translating Research into Public Health Programs I								R
		410.722	Translating Research into Public Health Programs II								R
		410.733	Communication Network Analysis in PH Programs								R
		410.752	Children, Media, and Health								R
		550.860	Academic & Research Ethics								P

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Research	Presentation	Seminar	Masters Essay/ Research	Oral Presentations /Posters	Primary or Reinforcing?
10	Propose, conduct and assess process and outcome evaluations of social and behavioral interventions in global health			X	X	X			X		
		140.624	Statistical Methods in Public Health IV								R
		221.631	Eval Road Safety Interv								R
		221.638	Hlth Syst Res & Eval in Developing countries								R
		221.645	Large-Scale Effect. Eval Health Programs								R
		222.647	Nutrition Epidemiology								R
		223.664	Design and Conduct of Community Trials								R
		223.672	Data Management in Hlth Res Studies								R
		224.810	SBI Field Placement								R
		224.840	Special Studies and Research								R
		340.717	Health Survey Research Methods								R
		340.722	Epidemiologic Inference II								R
		380.600	Principles of Population Change								R
		380.611	Fundamentals of Program Evaluation								R
		380.711	Issues in Survey Research Design								R
		550.860	Academic & Research Ethics								P

Comp #	Competency	Course	Course Name	Course Work/ Exam	Practicum	Special Studies/ Research	Presentation	Seminar	Masters Essay/ Research	Oral Presentations /Posters	Primary or Reinforcing?
11	Produce written reports of programmatic findings and/or research and communicate them via oral presentations, posters, briefs, or other official documents, intended for public health professionals and/or policy makers			X	X				X	X	
		140.624	Statistical Methods in Public Health IV								R
		220.601	Intro to IH								P
		224.689	Health Behavior Change								P
		224.690	Qualitative Research Theory & Methods								P
		224.691	Qualitative data Analysis								P
		224.692	Formative Research for Beh. & community interv								P
		224.810	SBI Field placement								P
		550.860	Academic & Research Ethics								R

Comp #	Competency	Course	Course Title	Course Work/ Exam	Special Studies/Research	Capstone	Capstone Presentation	Seminar	Master's Essay	Primary or Reinforcing?
1.	Use statistics and econometric methods (including statistical inferences, regression methods, and applied econometric methods) to solve public health problems.			X		X				
		140.621	Stats Methods I							P
		140.622	Stats Methods II							R
		140.623	Stats Methods III							R
		221.651	Econometrics							R
2.	Understand the burden of disease; measure and calculate health outcomes; differentiate between methods of economic evaluation; and practice use of economic evaluation			X						
		340.601	Principles Epi							P
		313.630	Econ Eval I							P
		313.631	Econ Eval II							R
		313.632	Econ Eval III							R
3.	Apply economic theory and mathematical microeconomic modeling within the field of health economics			X		X				
		313.670	Math Microecon							P
		313.643	Health Econ I							P
		313.644	Health Econ II							R
		313.645	Health Econ III							R
4.	Evaluate and apply methods in health economics and economic evaluation in public health research			X		X		X		
		221.651	Econometrics							R
		313.645	Health Econ III							P
		313.861	PH Econ Seminar							R

Comp #	Competency	Course	Course Title	Course Work/ Exam	Special Studies/Research	Capstone	Capstone Presentation	Seminar	Master's Essay	Primary or Reinforcing?
5	Use economic theory and economic modeling to interpret, analyze, and evaluate health policy in the context of low- and middle-income countries (LMIC)			X		X		X		
		221.617	Behavioral Econ							P
		223.680	GDCPP							P
		223.687	Vaccine Policy							P
		309.670	Comp Health Ins.							R
		312.693	Intro Comp Effec Res							P
		318.603	App. Microecon Pol I							P
6	Describe the health status and demographic profile of LMIC populations including incidence and prevalence of disease morbidity and mortality, and life expectancy in LMIC's.			X		X		X		
		220.601	Intro IH							P
		221.620	Summary Measures							R
		221.627	Matern. Mortal. LMIC							P
		221.646	Health Systems LMIC							P
		221.650	Health Policy LMIC							R
		221.652	Health Financing LMIC							R
		221.86	Health Systems Seminar							R
		223.687	Vaccine Policy							R
		309.670	Comp Health Ins.							P
		312.693	Intro Comp Effec Res							P
		330.606	Econ Mental Health							R
7	Interpret and understand the link of economic development and health, macroeconomics and health and the connection between poverty, growth and health investment.									
		313.645	Health Econ III							P