<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGULAR SUMMER TERM</td>
<td>W July 1 – W Aug 26 (40 class days)</td>
</tr>
<tr>
<td>RESIDENCY PROGRAM ENDS</td>
<td>W June 30</td>
</tr>
<tr>
<td>UNIVERSITY COMMENCEMENT</td>
<td>Th May 27</td>
</tr>
<tr>
<td>PUBLIC HEALTH CONVOCATION</td>
<td>Th May 25</td>
</tr>
<tr>
<td>RESIDENCY PROGRAM ENDS</td>
<td>W June 30</td>
</tr>
<tr>
<td>1ST TERM</td>
<td>M Aug 31 – M Oct 26 (40 class days, M-F)</td>
</tr>
<tr>
<td>2ND TERM</td>
<td>T Oct 27 – W Dec 23 (39 class days, M-F)</td>
</tr>
<tr>
<td>WINTER INTERSESSION</td>
<td>Sun Jan 3 – F Jan 15</td>
</tr>
<tr>
<td>3RD TERM</td>
<td>M Jan 25 – F Mar 19 (40 class days, M-F)</td>
</tr>
<tr>
<td>4TH TERM</td>
<td>M Mar 29 – F May 21 (40 class days, M-F)</td>
</tr>
</tbody>
</table>

All JHU divisions begin fall terms on Monday, August 31, 2020 and spring terms on M January 25, 2021.

Rosh Hashanah Sa September 19; Yom Kippur, M Sept 28

APHA Oct 24-28, 2020, San Francisco, CA
# Table of Contents

## Part I – GENERAL INFORMATION

- PFRH General Information ................................................................. 5
- JHSPH Academic Policies and Procedures ........................................... 7
- Regulations for PFRH Students .......................................................... 8
- Institutional Review Board Research Project Approval Procedures .......... 11
- JHSPH Travel Abroad Policy ............................................................... 13
- PFRH Teaching Assistant Policy ......................................................... 15
- PFRH Policies & Forms ........................................................................ 16

## PART II – PHD STUDENTS HANDBOOK

- PhD Program Overview ................................................................. 22
- PhD Program Competencies ........................................................... 23
- PFRH Course Requirements ............................................................ 26
- PFRH Areas of Interest Requirements for PhD .................................. 30
- PFRH Doctoral Seminars ................................................................. 36
- Additional Information & Requirements for the PhD Degree ................. 38
- PFRH Comprehensive Examination ................................................. 42
- Departmental Preliminary Oral Examination ..................................... 44
- Schoolwide Preliminary Doctoral Oral Exam ...................................... 46
- Final Doctoral Oral Exam ................................................................. 49
- Dissertation Guidelines .................................................................... 51
- Doctoral Timeline ............................................................................ 54
- PhD Forms ....................................................................................... 61

## PART III – PFRH CERTIFICATE PROGRAMS

- PFRH Certificate Programs ........................................................... 72

## Part IV – APPENDICES

- Appendix - PFRH Courses by Term, Area of interests and Certificates ..... 75
- 2019-2020 PFRH Academic Calendar of Activities .............................. 80
Part I –
GENERAL INFORMATION
PFRH General Information

A. Education Office
The education office is your first point of contact for most questions regarding academic student-related matters.

Donna Strobino, PhD  
Vice Chair of Education  
dstrobi1@jhu.edu  
Room E4650  
Tel: 410-502-5451

Gilbert Morgan  
Academic Program Manager  
gmorga13@jhu.edu  
Room E4005  
Tel: 410-614-6676

Kristen McCormick  
Senior Academic Program Coordinator  
kmccor14@jhu.edu  
Room E4014  
Tel: 410-955-1116

B. Information Technology
The Information Technology (IT) office serves as a central computing resource for the School of Public Health. The mission of the computing center is to provide hardware, software, and service resources to support the instructional and research needs of the students and faculty.

The Information Technology Team provides leading edge technology and systems support at JHSPH. Their Anytime-Anywhere strategy means that the School’s information resources are available to the faculty, students and staff of JHSPH from anywhere in the world, any time they need them.

Access to facilities is provided at three micro computing labs (W3017 and W3025 SPH, B141 Hampton House). These facilities are available 24 hours a day, seven days a week except when a class is being taught. A schedule is posted outside of each room.

To place a HELP call, go to https://my.jhsph.edu/Resources/Help/Pages/default.aspx or go to my.jhsph.edu and click on the “Place Help call or Check Status” image.

Information Technology Office
Room: W3014, Wolfe St.  
Phone: 410-955-3781 (5-3781)  
Hours: Monday-Friday 8:30 am-5:00 pm  
https://my.jhsph.edu/Offices/InformationTechnology/Pages/default.aspx

C. Departmental Seminars
PFRH holds a noon seminar series every Wednesday 1st through 4th term. PFRH students are required to attend. The schedule of seminars will be sent in advance via email to all PFRH students and listed in the JHSPH Weekly Calendar. All graduating students are required to make a presentation of their thesis results in a formal academic setting, which may include the departmental noon seminar.

D. Departmental Special Seminars
The department offers special seminars throughout the year (e.g. the Masters’ presentation seminar). Students may be required to attend additional seminars throughout the year.

F. Departmental Services
Payroll
Teaching and research assistant payroll forms can be found online at my.jhsph.edu under the department in the section called Human Resources and Payroll. All questions regarding payroll including stipends should be directed to pfrh-payroll@jhu.edu. Students who need to be set up on payroll for stipends payments should email pfrh-payroll@jhu.edu to set up an appointment.
Facsimile Machine
Students have access to send and receive local faxes from the departmental fax machine listed below.

(410) 955-2303 (Bloomberg School of Public Health building E4527 PFRH Main Office).

Kitchens
The department has three kitchens available for your use. Refrigerators are cleaned out on Fridays at 4:30pm and everything not marked with a name and date is thrown away. Please be advised that the refrigerators (and microwaves) are maintained by our department staff and not housekeeping so please clean up your spills. Also staff, faculty and students share the three refrigerators so please be mindful of space when storing large items.

G. Parking
See Bloomberg School of Public Health: http://www.jhsph.edu/student-life/transportation/.

H. Student Groups
See Bloomberg School of Public Health: http://www.jhsph.edu/offices-and-services/student-assembly/student_groups.html.

F. COVID-19 Information
For academic year 2020-21, many on-site services will not be available during the 1st and 2nd term and possibly extended through the 3rd and 4th term. All such services, however, will be able to be accessed remotely. Information about these services and answers to additional resources are listed below.

COVID-19 News & Information: https://my.jhsph.edu/Resources/COVID-19/Pages/default.aspx
FAQs: https://my.jhsph.edu/Resources/COVID-19/Lists/FAQStudent/By%20Topic.aspx
Mental Health: https://my.jhsph.edu/Resources/COVID-19/COVID19MH/Forms/AllItems.aspx
The School’s Catalog and Student Handbook can be found at: http://www.jhsph.edu/student_affairs/one_stop/.

The school’s internal website (“the portal”) resources page, https://my.jhsph.edu/Resources/, houses commonly-needed links, including Computer Related Policies, HIPAA Intellectual Property Guidelines, and Office of Communications Policies and Procedures, as well as information specifically for students.

Students should be familiar with the School’s Policy and Procedure Memos (PPMs) for Academic Programs and Students. The PPMs are located on the School’s internal website (“the portal”) at https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx.

Topics addressed in the School’s Academic Programs:

- Academic Programs #1 General Policies
- Academic Programs #2 School of Advanced International Studies (SAIS)/Bloomberg School of Public Health Dual Degree Program
- Academic Programs #3 Doctor of Philosophy Degree
- Academic Programs #4 Doctor of Public Health Degree
- Academic Programs #5 Doctor of Science Degree
- Academic Programs #6 Continuing Education Courses
- Academic Programs #7 Master of Public Health Degree
- Academic Programs #8 Master of Health Science Degree - Academic
- Academic Programs #9 Master of Health Science Program for Doctoral Degree Candidates
- Academic Programs #10 Master of Science Degree
- Academic Programs #11 Master of Science in Public Health Degree
- Academic Programs #12 Registration and Acquisition of Course Credits
- Academic Programs #13 Master of Health Administration
- Academic Programs #14 Master of Science Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #15 Doctor of Philosophy (Ph.D.) Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #16 Master of Health Science Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #17 Certificate Programs
- Academic Programs #18 Master of Science Program for Doctoral Degree Candidates
- Academic Programs #19 Bachelor of Arts/Master Degree Programs
- Academic Programs #20 Master of Public Policy Degree
- Academic Programs #21 Master of Bioethics Degree
- Academic Programs #22 OPAL Degree
- Academic Programs #23 MAPHB Online Degree

Topics addressed in the School’s Students PPMs include:

- PPM Students #1 Academic Ethics
- PPM Students #2 Special Student Status: Regular Special Student
- PPM Students #3 Special Student Status: Limited Special Students
- PPM Students #4 Special Student Status: General Preventive Medicine and Occupational Medicine Residents
- PPM Students #5 Postdoctoral Fellows - Policy Guidelines and Procedures
- PPM Students #6 Student Conduct Code
- PPM Students #7 Student Grievance Procedure
Regulations for PFRH Students

A. Registration Policies

Continuous Registration

Both Master and Doctoral candidates are required to be registered full-time (16 units) each term throughout their program. Students may register online at https://sis.jhu.edu/sswf/. Please note that the Student Accounts office will impose a $100 fee for late registration. A student who fails to register for a term or longer will be treated by the Registrar’s Office as withdrawn from the School. A student may return to the School only upon formal reinstatement by the Department of PFRH, which may include the need to reapply for the degree program.

Leave of Absence

In the event a student needs to take time from her/his studies due to circumstances beyond their control, a leave of absence may be requested. Leaves of absence are typically limited to one year except for military service. Students requiring additional terms of leave beyond one year must apply for additional leave. Students who have had federal financial aid may be subject to additional restrictions and should check with the Financial Aid Office before extending a leave of absence beyond two terms. No more than two years of leave may be granted. The department requires that students requesting an official Leave of Absence (LOA) submit documentation explaining the reason for their LOA along with their LOA form to the department. The completed form must be submitted to the Registrar’s Office. A fee of $50 per term is imposed. Students are responsible for payment of this fee. Students needing to file for a LOA should do so prior to the end of the add/drop of the term in which they wish to begin the LOA, although sooner is highly recommended. Failure to officially file for a LOA or failure to pay the LOA fee is considered a withdrawal from the School.

Students who return from an approved LOA must notify the Associate Registrar and the department chair during the term prior to resuming graduate study. PFRH also requires that prior to their return students contact their advisor so that the advisor is aware of the return and can help them resume their course of study. Students must contact their advisor at least a month before their expected return to ensure that plans for their course of study are fully discussed with their advisor and all needed paper work is submitted to the registrar on a timely basis. Upon return from leave of absence status, students must register for a minimum of two successive terms before completing their degree program. This requirement may be reduced to one term under special circumstances such as the COVID19 pandemic.

Parental Leave – New child Accommodations

Full-time graduate students and postdoctoral trainees may request from their school a “new child accommodation” for 8 weeks. A new child accommodation is designed to make it possible to maintain the parent’s existing status, and to facilitate their return to full participation in classwork, research, teaching, and clinical training in a seamless manner. Individuals who have teaching or research duties should work collaboratively to support the program’s responsibility in identifying a substitute for any duties or recurring responsibilities for the duration of the accommodation period. Those requesting an accommodation will not be expected to assume sole responsibility for finding their own temporary replacement, but they must work with their program and supervisor(s) to delineate the responsibilities to be addressed.

The Policy applies equally to birth and non-birth parents of any gender. Accommodations begin on the day the student or trainee indicates they are no longer fully engaged in their professional and academic activities due to a new child and, to the extent possible, should be requested in advance of the beginning of the accommodation. Retroactive requests (more than one week after the new child accommodation has begun) will not automatically be granted but handled on a case-by-case basis. An accommodation is to be taken continuously and not intermittently and is not to continue beyond the end date of any appointment.

Students are encouraged to contact Dean Michael Ward mward@jhu.edu for more details if interested in taking a parental leave.
B. Satisfactory Academic Progress

PFRH has a rigorous standard for satisfactory academic progress. Students must adhere to the following:

- Doctoral students must achieve a cumulative GPA of 3.0 and Master students must achieve a cumulative GPA of 2.75 for all formal course work.
- All students must complete program requirements within the time limits published in the designated Academic Program Policy and Procedure Memorandum (PPM).

C. Unsatisfactory Academic Progress/Cause for Dismissal

A failing grade (F) in two or more courses will be cause for dismissal from the PFRH graduate program. The department will permit a student to remediate one course failure (F). Any student who fails a course will be monitored closely regarding academic progress.

Other causes for dismissal from the program include, but are not limited to, the following:

- Ethics violation
- Failure to pass a re-take examination (Comprehensive, Departmental Oral, Schoolwide Preliminary Oral, and Final Defense Examinations)
- Failure to maintain required GPA and to successfully complete all required courses

D. Departmental Pass/Fail Policy

The following policies are applicable to PFRH students:

- **For students in the Master’s Programs**: PFRH requires Master’s students take all required courses, including required PFRH area of interest courses, for a letter grade. Only elective courses may be taken as Pass/Fail option.
- **For students in the PhD Program**: PFRH requires that doctoral students take all required courses, including required PFRH area of interest and methods courses, for a letter grade. Only elective courses may be taken as Pass/Fail option.

E. JHSPH Courses Taken Prior to Enrollment in Current Degree Program

Students who previously took a course at the School of Public Health who wish to use the course to fulfill a current requirement must have received a “B” or better and taken the course within the last three years of matriculating into their current degree program. Students who took these courses as an undergraduate may use the courses to fulfill course requirements, but they may not receive academic credit for the course to meet the minimum credit requirement for their current degree program.

F. Course Waiver Policy

Students requesting course waivers must present evidence of prior coursework in the same subject, including, but not limited to, a syllabus and transcript. No waivers will be granted for courses in which the student received less than a B, or did not receive a letter grade. If a waiver is granted, another course in the same subject must be taken as a substitute.

**Required PFRH Courses**

Students wishing to waive 380.604, Life Course Perspectives on Health, must petition the instructors and show that they have taken a similar course, demonstrate knowledge of the foundations of a multilevel life course perspective on health, and demonstrate (e.g. through a past course paper) that they understand how to develop a conceptual framework.

Students wishing to waive Principles of Population Change (380.600) or Demographic Methods for Public Health (380.603) may do so with the consent of the instructor and with the understanding that they are required to take a higher level course in the same subject area (e.g., Social and Economic Aspects of Human Fertility (380.655) instead of Principles of

Master’s or doctoral students may petition the Master’s or Doctoral Committee, with consent from their academic advisor, to substitute a course requirement with another course not listed in the requirements. If the course fulfills a learning objective required by the Council on Education in Public Health (CEPH), then students can only substitute a course which also meets the required objective. Students should contact the Education Office (EO) with their request; the EO will forward the request to the degree program director or course instructor, as appropriate. Evidence of having taken a similar course in a previous graduate program or a rationale for substituting a course must be provided with the petition. The request will then be reviewed by the Doctoral committee. The Department’s waiver form can be found under the PFRH Policies & Forms section.

Required Courses in Other Departments

Students wishing to waive Epidemiologic Inference (340.721) or Epidemiologic Methods (340.751) may do so by contacting the Senior Academic Program Manager in the Department of Epidemiology, FranBurman@jhu.edu, at the start of the 1st term. Students may waive 340.721 Epidemiologic Inference I or 340.751 Epidemiologic Methods 1 only if they have completed a graduate level course in epidemiology with a grade of B or higher. Students will need to take the waiver exam and receive a score of 85% or better on the exam. Students who do not pass the exam must register for the course. Students who receive a waiver for Epidemiologic Inference I must take a higher-level course in epidemiologic methods.

The only Biostatistics course that can be waived is Statistical Methods in Public Health (140.621). Students may petition the Department of Biostatistics for a waiver if they can document and demonstrate that they have previously acquired the course competencies. The documentation to grant a waiver requires the title of previous courses(s), name of instructor(s), textbook(s) used, course syllabi, and grade(s) received. After review of this documentation, one or more written waiver examinations may be required. Students wishing to request a waiver should contact the Academic Coordinator in the Department of Biostatistics, margo1@jhu.edu, before the start of the 1st term. Doctoral students are required to take the remainder of the Statistical Methods in Public Health sequence (140.622-624) or Methods in Biostatistics (140.651-654).

Doctoral students may petition the Doctoral Committee, with consent of their academic advisor, to waive a specific course in the PFRH list of Methods Requirements, but it must be replaced with a similar or higher-level course. Students should contact the Education Office with their request; the Education Office will forward the request to the Doctoral Committee Chair. Evidence of having taken a similar course in a previous graduate program or a rationale for substituting a course must be provided with the petition. The request will then be reviewed by the Doctoral committee.

G. Student’s Responsibilities Regarding Deadlines

If a student needs to postpone taking an examination or submitting a paper for a PFRH course, the student must make the request in writing in advance to the course instructor explaining the reason for the request. The ruling made by the individual faculty member is final about such requests, and there is no appeal process. Original copies of work should be turned in for assignments. The use of e-mail for turning in work is at the discretion of the instructor. It is the student’s responsibility to ensure that the appropriate faculty member receives her/is work.

H. Special Studies

Special studies provide students with the opportunity for intensive exploration of substantive and methodological issues in their area of interest under the supervision of a faculty member. Students are encouraged to undertake such opportunities in advance of planning their doctoral research. It is expected that doctoral students will begin more specialized studies after they have completed most course and degree requirements and are developing and implementing a research topic for the thesis. A special-studies form including the objectives, activities and deliverables undertaken to meet the objectives, and a timeline and frequency of meetings must be completed by students and faculty with whom they are working for special studies not taken for development of a doctoral research proposal.
Institutional Review Board Research Project Approval Procedures

The Institutional Review board (IRB) of the Bloomberg School of Public Health requires review of all faculty and student research involving the use of human subjects.

Before beginning contact with either human or animal subjects for research, students, as all researchers, must obtain the appropriate approval for their projects from either an institutional review board (e.g., the Institutional Review board, IRB) or the Institutional Animal Care and Use Committee (IACUC). In both cases, the faculty mentor must be involved in this process in that the protocol for the research project is submitted under the faculty’s name with the student listed as a student investigator. NO contact can be made with humans, human tissue, human samples or human records without prior approval of the protocol by the IRB. NO animals can be purchased for the experimentation without an IACUC protocol approval.

It is important for students to make sure that they are either listed on their mentor’s approved protocol or have obtained approval for their research protocol, in collaboration with their mentor before starting their research.

Information about the IRB committee can be obtained at the Office for Research Subjects in Suite W1100 in Bloomberg School of Public Health building. Students who are conducting original and independent research - under the direction of JHMI faculty advisers - that involves human subjects must have their proposed project approved by this committee.

When students are using data and other information that was developed by a previously approved JHMI or IRB research project, a copy of the previous IRB approval must be forwarded to the IRB in addition to a plan of how the data are to be used in secondary data analysis. If the student will be conducting secondary analysis of data from an existing approved study (refer to IRB list), the student and advisor will complete the IRB short form for approval of a secondary data analysis of the approved data set. The IRB still needs to review and approve how the student plans to use the data and report the findings from the analysis of the data.

For field placement activities outside of JHU, the student’s advisor will review the proposed set of activities to be conducted during the field placement experience (usually within the first month of work). If it is difficult to distinguish whether the activities are “practice” or “research”, the student should consult the IRB website about the activities. If necessary after review of the website, a memo describing the proposed activities should be submitted to the IRB by the student and advisor for an expedited review. The IRB review process should be completed within two weeks and a decision made as to whether the proposed activity is “professional practice” or “research project”.

The IRB will advise the student and advisor of their decision and if the scope of the project requires a full IRB application. In the circumstance that the IRB determines that an MSPH or MHS student is planning to conduct an activity that meets the criteria for a research project, the IRB will request completion of a full application for submission to the Institutional Review board. The letter from the IRB and any subsequent communication will be kept in the student’s departmental record.

Authorization must also be obtained from the agency/department sponsoring a field placement for the use and dissemination of the data and information in question. If the student plans to publish his/her work and/or the work is conducted as “research”, a full IRB application must be submitted. Guidelines for preparing an application to the Committee on Human Research are available in Room W1100 and on the IRB website, [http://www.jhsp.edu/offices-and-services/institutional-review-board/](http://www.jhsp.edu/offices-and-services/institutional-review-board/).
Notes: Is it human subjects?

1. “About” means the data provide information about individual living people, not simply collected from individual living people. Key informant data about agencies or other entities (e.g., asking a hospital administrator about wait times in the ER, asking a drug manufacturer about dispensing patterns) or from experts or opinion leaders about their areas of expertise does not constitute data about individual living people.

2. “Publicly available” means the information is available to anyone, without prior clearance or qualification. Examples of publicly available data include census data, state court records, openly available national household surveys, or data available on the web. If you need a Data Use Agreement, it is not publicly available.

3. Identifiers provide the possibility of linkage to specific individuals. Examples include names, social security numbers, addresses, hospital IDs, or any HIPAA-defined identifiers. Identifiable can also mean that you can reasonably link to a specific individual based on an ensemble of variables. If you retain records that link an individual to a study ID, even if those records are kept in a separate location, then those individuals remain identifiable as long as you keep those records.

4. Can I still submit something I think is NHSR to the IRB for review? Yes! There is some element of risk in making this determination yourself, should you ever be challenged on the decision not to submit by a journal editor or other source. You are welcome to submit any research protocol to the IRB and you will receive a statement with a determination following review. We urge you to do so to protect yourself if the topic is particularly socially or politically sensitive. If you elect to use the flow chart with attached clarifications, then we recommend printing it out, with notations regarding how you made you ultimate decision, and retain it in your files.
JHSPH Travel Abroad Policy

A. Travel Support*

- If a current student does not have access to other funding, the department will provide 50% support up to $500.00 for one trip throughout her/is academic program in PFRH (this policy does not apply to presentations after students graduate, even if the work was completed during their studies) if a student has a platform presentation at a professional meeting or conference.
- If a student has a poster presentation at a professional meeting or conference, the department will provide 50% support up to $300.00.

Prior to travel, a student should send a request via email to Jennifer Poynot, jpoynot@jhu.edu, including the travel dates, destination, and nature of the trip. Travel that is not pre-approved will not be reimbursed.

The funds are matching and will only be reimbursed after travel. No advances will be made. Receipts must be provided for reimbursement within 15 days of return from travel and submitted to Jennifer Poynot in room E4521.

Example: A student travels to New York City for a poster presentation at a professional conference. The costs include $200.00 for airfare; $25.00 for cab fare; $175.00 for hotel accommodations and $400 for conference registration. The total expenses are $800.00. Although 50% would be $400, the department will pay $300.00 (maximum allowed for a poster presentation). If the student travels for a platform presentation, the department would cover $400. *This policy is in effect from September 1, 2020 through August 31, 2021 and is subject to the availability of department funds, and the ability to travel to an in-person meeting.

B. International Travel

The Department and the School require all students who are traveling abroad for academic and/or research purposes to create a travel registry profile. The School collects this information on an ongoing basis, so that in case of an emergency the University knows where individual students are located and how s/he can be reached. To create a Travel Registry Profile, please visit https://my.jhsph.edu/sites/itr/default.aspx.

To begin preparing for international travel, visit https://my.jhsph.edu/sites/itr/default.aspx. Students with questions should contact Edna Koimur, Student Accounts Office, at 410-955-5725 or ekoimur@jhu.edu.

Johns Hopkins University has a 24/7 resource on call, online and even on the ground to help with any medical, security and logistical questions, concerns and situations that may arise. If you need a medical referral, lose your medication, seek pre-travel advice or experience a medical or security crisis, Johns Hopkins University has a fully integrated program in place so you receive the care and expertise that you need, whenever and wherever you need it.

Johns Hopkins University partners with International SOS, the leading medical assistance, international healthcare and security assistance company. Travel security services are provided by a joint venture of International SOS and Control Risks, the world’s leading security risk management firm. SOS card information can be found at http://www.jhu.edu/purchasing/travel/intl_sos.pdf.

To obtain a travel insurance card please contact the Risk Management Department at 443-997-8258.

As a graduate student at the Johns Hopkins Bloomberg School of Public Health, you may have an opportunity to supplement your education or conduct research in another country. These opportunities often enrich the academic curriculum, contribute to dissertation research, and allow students to apply the knowledge obtained in the classroom to the world’s communities. While the School encourages participation in these experiences, international tensions can be high. Therefore, students should seek information on conditions abroad before traveling.
Any plans for international travel should be carefully considered. Before undertaking any travel, please consult the Department of State Website at http://travel.state.gov. Information on US embassies, travel advisories, and the availability of transportation should the situation in a country deteriorate may be found on this site.

If you are traveling to a less developed part of the world, you should be certain to contact your health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard your health. Located on the East Baltimore campus, you can reach the International Travel Clinic by telephone at 410-955-8931. Further information about recommended immunizations and prophylaxis is available at the CDC Website, http://www.cdc.gov/travel.

Students who travel must complete a Graduate Student Study Release and must leave contact information with the PFRH Education Office. Copies of the Graduate Student Study Release form may be obtained online or Student Affairs in suite E1002 of the Wolfe Street Building. In addition, PFRH students must complete the department’s travel form. A copy of the form can be found at https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Traveling%20to%20Countries%20with%20Travel%20Warnings%20Form%202013.doc.

In addition, when going to and returning from countries that are considered State Department Warning Areas (listed here: http://travel.state.gov/content/passports/english/alertswarnings.html), travelers must notify department chairs or their designees. Travelers must notify Associate Dean Ward (mward@jhu.edu) before going to CDC Warning Level 3 areas (i.e., avoid nonessential travel) and upon their return. Current Level 3 areas are Guinea, Liberia and Sierra Leone. Check http://wwwnc.cdc.gov/travel/notices for an up-to-date list. Students should contact Michael Ward for additional questions or information.

International students must contact the Office of International Services (OIS) well in advance of any travel to avoid compliance issues with their visa status. OIS may be contacted at 410-955-3371, or at http://www.hopkinsmedicine.org/intlsvcs.

The Global Field Research Award supports hands-on public health research and practice related travel costs. All full-time students in good standing are eligible to apply. Details and application available at http://www.hopkinsglobalhealth.org/news-events/news/center-for-global-health-awards-85-student-travel-grants/.
PFRH Teaching Assistant Policy

The Department of Population, Family and Reproductive Health supports full-time graduate students serving in the role of teaching assistants (TA). The department values the educational and learning experience that students gain through participating as a TA in addition to providing monetary compensation to them. The department classifies TA positions into 2 levels: 1.0 FTE TA and 0.5 FTE TA. The expectation for time commitment as well as monetary compensation differs for the two levels. Part-time students are not eligible for TA positions due to FLSA rules.

Information about current TA positions will be sent to students throughout the year. Typically, students should have already taken the course in order to be a TA. Students wishing to serve as a TA in a course should meet with the course instructor prior to agreeing to serve as a TA and discuss the nature of the course as well as the faculty member’s expectations. Both should discuss the responsibilities of the TA as well as the tasks the department deems beyond the scope of the TA to be sure there are no misunderstandings about roles. The expected number of hours/week as well as preparation needs should also be addressed. Once a student and faculty member have agreed, they both must sign the TA agreement form; students submit it to the department’s payroll office.

The number of hours that a TA actually works may vary substantially from course to course, but it is generally expected that a TA will begin work approximately two weeks prior to the start of the course and continue to work at least 10 days beyond the last class session or until grades are submitted. 1.0 FTE TA is expected to attend each class session. 0.5 FTE TAs may or may not be required to attend class sessions.

PFRH Doctoral Students and TA for Academic Credit: POLICY SHOWN BELOW IS SUSPENDED 2020-2021. In 2020-2021, all PhD students who engage in TA positions in PFRH will be paid.

Effective academic year 2019/2020, incoming PFRH doctoral students are required to TA one PFRH course for academic credit during their first or second year of studies. While students may seek paid TA positions before completing this requirement, it must be fulfilled before the end of their second year of study. If students choose to TA their first course for pay, they will need to identify the course they will TA for credit and submit this information to the Education Office. The department expects that serving as a TA will enhance students' educational experiences and better prepare them for careers in public health regardless of whether it is a paid position or one for academic credit.

Two to four units of special studies credits will be offered for the required TA experience. One academic credit at the school is assigned for each 3 hours of special studies or practicum work time per week during an 8-week term (24 total hours per credit during a term).

TA Payment Scale

(Rate determined at the end of add/drop)

<table>
<thead>
<tr>
<th>Class Size</th>
<th>1.0 FTE 3 Credit Courses</th>
<th>1.0 FTE 4 Credit Courses</th>
<th>.50 FTE 3 Credit Course</th>
<th>.50 FTE 4 Credit Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-24</td>
<td>1,188</td>
<td>1,332</td>
<td>594</td>
<td>666</td>
</tr>
<tr>
<td>25-40</td>
<td>1,476</td>
<td>1,620</td>
<td>738</td>
<td>810</td>
</tr>
<tr>
<td>41-54</td>
<td>1,764</td>
<td>1,908</td>
<td>882</td>
<td>954</td>
</tr>
<tr>
<td>&gt;54</td>
<td>Determined on course by course basis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PFRH Degree Requirements Waiver Request

Student Name______  Degree Program_____

Advisor Name______

Date of Request _____ (MM/DD/YY)

Course name and number _____

Reason for waiver request* _____

*Please state the reason for the request and provide documentation supporting the waiver request (e.g. syllabus for course you would like to take instead of required course, reason you need to take course later in program) Identify if alternate course is proposed, and specify as appropriate.

I understand that this waiver must be approved by my advisor, the program director and Doctoral or Master's Committee.

____________________________________  ________________________
Signature of Student                  Date

____________________________________  ________________________
Signature of Advisor                   Date

PFRH Degree Requirements Waiver Procedure:

All waiver requests must be submitted on this form to the Education Office. Once approved, documentation of the waiver will be maintained in the student's file.

PFRH students may petition the PFRH Doctoral or Masters Committee, with consent of their academic advisor, to waive a particular course in the PFRH list of requirements, but it must be replaced with a similar or higher level course. Students should first contact the Education Office with their request once s/he has consent from her or his advisor. The Academic Program Manager will forward the request onto the degree program director. Evidence of having taken a similar course in a previous graduate program or a rationale for substituting a course must be provided with the petition.

Students requesting waivers must present evidence of prior coursework in the same subject, including a syllabus and transcript. No waivers will be granted for courses in which the student received less than a B. If a waiver is granted, another course must be taken as substitute.

Please submit this request to the Academic Program Manager, Gilbert Morgan (E4005)

Office Use Only

Date request received_________  Departmental or Area of interest requirement______________

Approval Date_________________  Student Record updated □

Alternate Course__________________
Advisor Change Request Form

Date of Request __________________________

Student Name ___________________________

Degree Program ___________________________ Area of interest _____________________________

Effective Date: Academic Year ___________ Term _____________________________________

Student Signature ________________________

Primary Advisor ___________________________________________ (Please Print Name)

Signature _______________________________

New Advisor ___________________________________________ (Please Print Name)

*New Co-Advisor___________________________________________ (Please Print Name)

Signature _______________________________

Approval of Change:

Donna Strobino, PhD Vice Chair of Education

*If applicable

Please return completed (printed) form to Gilbert Morgan, Academic Program Manager, E4005
CC: Advisor and Student File
PFRH Policies & Forms

PFRH Special Studies Tracking Form

Student Name ____________________________________________  Academic Year ________________
Faculty Name ____________________________________________  Term _______________________

Learning objectives

Activities

Deliverables

Timeline

Frequency of faculty-student meetings (e.g., 1 hour every other week) _______________________________

Hours/week of student’s independent effort (beyond faculty-student meetings)_________________________

Number of academic credits in specified term

☐ 1 credit = 3 hours/week (combined faculty-student meeting and student’s independent effort)
☐ 2 credits = 6 hours/week (combined faculty-student meeting and student’s independent effort)
☐ 3 credits = 9 hours/week (combined faculty-student meeting and student’s independent effort)
☐ Other ________________________________

Signature of Student________________________________________ Date___________________
Signature of Advisor________________________________________ Date____________________

COMPLETED FORM TO BE SUBMITTED TO ACADEMIC OFFICE (GILBERT MORGAN) AND HOUSED IN STUDENT FILE.
Traveling to Countries with Travel Warnings Form

Student must submit this form if question 3 in the Travel Checklist was marked Yes.

This form must be submitted to Kristen McCormick (master's students) or Gilbert Morgan (doctoral students) along with the International Travel Checklist, the Safety or Evacuation Plan, and photocopies of your passport, health insurance and student ID, at least 2 months before the proposed travel date.

Student's Full Name: Program Area: Degree:

1. Country of Citizenship:

2. Country and city of Travel:

3. Length of Stay:

4. Address of the nearest U.S. consulate and your country's consulate, while in this country:

5. Will this trip satisfy a degree requirement (MHS internship, Doctoral Thesis, Doctoral Non-Thesis Related Research)?
   
   __ MSPH Internship
   __ Doctoral Thesis
   __ Doctoral Non-Thesis related Research
   __ Other ____________
   __ No

6. Please name the organization and/or faculty member you will be working in this country:

7. List all the cities, towns, and rural areas you will be working in:

8. Does the organization/faculty member have a safety or evacuation plan in place in case of emergencies?
   
   Yes ____ No ____
   
   If Yes, please include a copy of the safety plan in this form

9. What project will you be working on?
10. What will be your specific duties?

11. Who will be your direct supervisor?

12. What is the address and telephone number of the main office you will be working in?

13. What is your lodging plan while traveling abroad?

14. Provide justification for working in this specific country

Student’s Signature ___________________________ Date: __________________________

For Advisor or Faculty member responsible only:

_____ I have no issues or concerns with this student’s travel

_____ I have concerns regarding this student’s travel

Please comment on any aspects of the project you would like the committee to consider when reviewing this form

Advisor/Faculty’s Signature ___________________________ Date: __________________________
PART II –
PHD STUDENTS
HANDBOOK
PhD Program Overview

This PFRH handbook describes the program of study for PhD students. It is based on the competencies for the program shown below and the 12 foundational learning objectives required for all programs in schools of public health by the Council on Education in Public Health (CEPH). All PFRH PhD students should have a fundamental understanding of statistical methods and their application, epidemiology, research ethics, advanced research methods in a selected methodological area, and expertise in an area of interest, as listed below, and the application of life course perspectives on health, demography and population dynamics to this area of interest. They are also required to take four terms of the first-year doctoral seminar; two terms of the second-year doctoral seminar and the PFRH Proposal Writing Seminar (until completion of the Preliminary Oral Examination).

During the program, students are required to:

- Successfully complete: Epidemiologic Inference or its equivalent; 16 units of Statistics; three (3) units of Research Ethics; Academic and Research Ethics; four (4) Research Methods courses; seven area of interest course including (3) core courses which examine the application of life course perspectives on health, demography and population dynamics to this area and four (4) specific courses in the area; 1st and 2nd Year Doctoral Seminars; and PFRH Proposal Writing Seminar until successful completion of the schoolwide preliminary exam
- Successfully complete courses that address the 12 foundational learning objectives required for all programs in schools of public health by CEPH
- Successfully complete all examinations including the comprehensive exam in year two, department preliminary oral examination, schoolwide preliminary oral examination, and final defense examination
- Complete and update an individual development plan for their doctoral studies as they progress through the program and annual reviews of progress (after year two),
- Complete one year of full-time residency (a minimum of 16 units per term for four consecutive terms)
- Successfully complete a Research Apprenticeship
- Achieve a grade point average (GPA) of 3.0 or higher in all course work
- Achieve a grade B or better in all required PFRH Core courses (life course perspectives on health, demography and population dynamics as applied to their area of interest)

Students are required to take a minimum of 16 units each term in order to be considered full-time students. Tuition support is contingent on full-time status.

PFRH Policy for Failure to Meet Academic Standards

PhD students must meet the following academic standards:

- Achieve a B or better in required PFRH Core PhD required courses
- Take all required courses for a letter grade

The Director of the Doctoral Program and Academic Program Manager, representing the Doctoral Committee, review and credential the academic progress of all doctoral students at the end of each term for the first eight terms and annually thereafter. A tracking form of the student’s progress is provided to the advisor and student immediately after the review. The form notes if a student is not making satisfactory progress. If the student is not making satisfactory progress, then the advisor and student are required to meet and provide a formal letter to the Director of the Doctoral Program indicating how the student will meet the required academic standard(s).

If a doctoral student cannot meet academic standards, a formal letter requesting remediation may be submitted by the PFRH Education Office to the student and advisor. Judgment concerning dismissal from the program for students demonstrating substandard academic performance will be made by the Doctoral Committee in consultation with the Chair of PFRH.
PhD Program Competencies

Department Competencies
All PFRH doctoral students must attain proficiency in the following three (3) competencies:

1. Applying statistical methods to address the health of populations.
2. Applying epidemiological methods to address the health of populations.
3. Applying ethical concepts and tools to population health research and practice.

Degree Program Competencies
All PFRH doctoral students must attain proficiency in eight PhD-specific competencies:

1. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations.
2. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs.
3. Analyzing data using methodological tools appropriate to the study question and available data.
4. Interpreting data based on the strength of evidence, recognizing study limitations, and drawing appropriate inferences.
5. Analyzing primary quantitative or qualitative data and participating in the preparation of a peer-reviewed manuscript using the data.
6. Designing an instrument for data collection and implementing the instrument with primary data.
7. Preparing and defending a research proposal addressing a clearly identified research question including the appropriate research methods and conceptual framework for answering the question.
8. Conducting and presenting original, independent, and publishable research about a clearly identified research question.

Area of Interest Competencies
All PFRH doctoral students must meet proficiency in seven competencies in their selected area of interest:

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course.
2. Identifying and assessing the causes and consequences of population change.
3. Applying demographic methods to the health of populations to their area of interest.
4. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.
5. Evaluating strategies to promote population health, including the policies and programs that address health concerns and behavior in populations relevant to the area of interest.
6. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.
7. Critiquing health services and systems delivery strategies used to address health concerns in relevant populations.
### School-wide PhD Requirements:

Students must choose either 340.721 or 340.751 and either 140.621-624 or 140-.651-654. Students are required to take a minimum of 3 units of Research Ethics in addition to 550.860. Additionally, student must complete all courses meeting the Council on Education for Public Health (CEPH) objectives prior to completing the School-wide Preliminary exam. Courses listed below without a suffix or (81) are on-site or blended courses.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term) credits</th>
</tr>
</thead>
</table>
| 1. Applying statistical methods to address the health of populations. *(Choose 4 in sequence)* | 140.621 (81) Statistical Methods in Public Health I (1) or 140.651 Methods in Biostatistics I (1) 4cr  
AND  
140.622 (81) Statistical Methods in Public Health II (2) or 140.652 Methods in Biostatistics II (2) 4cr  
AND  
140.623 (81) Statistical Methods in Public Health III (3) or 140.653 Methods in Biostatistics III (3) 4cr  
AND  
140.624 (81) Statistical Methods in Public Health IV (4) or 140.654 Methods in Biostatistics IV (4) 4cr |
| 2. Applying epidemiological methods to address the health of populations. *(Choose 1)* | 340.721.81 Epidemiologic Inference I (1,3) 5cr  
340.751 Epidemiologic Methods I (1) 5cr |
| 3. Applying ethical concepts and tools to population health research and practice. | 550.860.82 Academic and Research Ethics (1,2,3,4) 0cr  
AND  
306.665 Research, Ethics and Integrity: US and International Issues (3) 3cr  
OR  
550.600 Responsible Conduct of Research (1) 1cr  
AND:  
306.663 Legal and Ethical Issues in Health Services Management (4) 3cr  
OR  
221.616.01 (81) Ethics of Public Health Practice in Developing Countries (4) 2cr |

### CEPH REQUIREMENTS

1. Explain public health history, philosophy and values *(Choose 1)*: 380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr  
552.601.81 Foundational Principles of Public Health (1,3) 0.5cr

2. Identify the core functions of public health and the 10 Essential Services *(Choose 1)*: 380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr  
552.601.81 Foundational Principles of Public Health (1,3) 0.5cr

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health *(Must take both)*: 380.603 (81) Demographic Methods for Public Health (2,3) 4cr  
552.603.81 The Role of Qualitative Methods and Science in Describing and Assessing a Population’s Health (1) 0.5cr
<table>
<thead>
<tr>
<th>CEPH REQUIREMENTS</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. List major causes and trends of morbidity and mortality in the US or other</td>
<td>380.600 Principals of Population Change (2) 4cr</td>
</tr>
<tr>
<td>community relevant to the school or program</td>
<td></td>
</tr>
<tr>
<td>5. Discuss the science of primary, secondary and tertiary prevention in</td>
<td>340.721.81 Epidemiologic Inference I (1,3) 5cr</td>
</tr>
<tr>
<td>population health, including health promotion, screening, etc.</td>
<td>340.751 Epidemiologic Methods I (1) 5cr</td>
</tr>
<tr>
<td>(Choose 1)</td>
<td></td>
</tr>
<tr>
<td>6. Explain the critical importance of evidence in advancing public health</td>
<td>380.664 Reproductive and Perinatal Epidemiology (4) 4cr</td>
</tr>
<tr>
<td>knowledge (Choose 1)</td>
<td>552.606.81 The Critical Importance of Evidence in Advancing Public Health</td>
</tr>
<tr>
<td></td>
<td>Knowledge (2,4) 0.5cr</td>
</tr>
<tr>
<td>7. Explain effects of environmental factors on a population’s health (Choose 1)</td>
<td>380.616 Child Health Epidemiology (4) 3cr</td>
</tr>
<tr>
<td></td>
<td>552.607.81 Essentials of Environmental Health (1,3) 0.5cr</td>
</tr>
<tr>
<td>8. Explain biological and genetic factors that affect a population’s health</td>
<td>552.608.81 Biologic, Genetic and Infectious Bases of Human Disease (2,4) 0.5cr</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Explain behavioral and psychological factors that affect a population’s</td>
<td>380.604 (81) Life Course Perspectives on Health (1,2) 4cr</td>
</tr>
<tr>
<td>health</td>
<td></td>
</tr>
<tr>
<td>10. Explain the social, political and economic determinants of health and how</td>
<td>380.604 (81) Life Course Perspectives on Health (1,2) 4cr</td>
</tr>
<tr>
<td>they contribute to population health and health inequities</td>
<td></td>
</tr>
<tr>
<td>11. Explain how globalization affects global burdens of disease</td>
<td>380.600 Principals of Population Change (2) 4cr</td>
</tr>
<tr>
<td>12. Explain an ecological perspective on the connections among human health,</td>
<td>552.612.81 Essentials of One Health (1) 0.5cr</td>
</tr>
<tr>
<td>animal health and ecosystem health (eg, One Health)</td>
<td></td>
</tr>
</tbody>
</table>
PFRH Course Requirements

PhD students are required to take four research methods courses in a specific methodological area in addition to Epidemiologic Inference OR Epidemiologic Methods I. These requirements must be completed before taking the PFRH comprehensive examination. The methods areas and course requirements are listed in alphabetical order below. PhD students must also complete doctoral seminars throughout their program.

### SOCIAL SCIENCE SPECIALTY CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs. <em>(Choose 1)</em></td>
<td>340.717 Health Survey Research Methods (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>380.711 Issues in Survey Research Design (3) 3cr</td>
</tr>
<tr>
<td></td>
<td>224.690 (81) Qualitative Research Theory and Methods (1,3) 3cr</td>
</tr>
<tr>
<td></td>
<td>410.690 Ethnographic Fieldwork (1) 3cr</td>
</tr>
<tr>
<td>2. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <em>(Choose 1)</em></td>
<td>380.611 (81) Fundamentals of Program Evaluation (1,3) 4cr</td>
</tr>
<tr>
<td></td>
<td>309.616.81 Introduction to Methods for Health Services Research and Evaluation I and II (3) 2cr</td>
</tr>
<tr>
<td></td>
<td>410.635.81 Applications of Innovative Methods in Health Equity Research (3) 2cr</td>
</tr>
<tr>
<td>3. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <em>(Choose 1)</em></td>
<td>410.615 Research Design in the Social and Behavioral Sciences (2) 3cr</td>
</tr>
<tr>
<td></td>
<td>410.710 Concepts in Qualitative Research for Social and Behavioral Sciences (2) 3cr</td>
</tr>
<tr>
<td></td>
<td>410.631 Introduction to Community-based Participatory Research: Principles and Methods (2) 3cr</td>
</tr>
<tr>
<td>4. Analyzing data using methodological tools appropriate to the study question and available data. <em>(Choose 1)</em></td>
<td>330.657.81 Statistics for Psychosocial Research: Measurement (1) 4cr</td>
</tr>
<tr>
<td></td>
<td>140.658 Statistics for Psychosocial Research: Structural Models (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>224.691 (81) Qualitative Data Analysis** (2,4) 3cr</td>
</tr>
</tbody>
</table>

**224.690 is a prerequisite for the course 224.691.**

### DEMOGRAPHY SPECIALTY CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs. <em>(Choose 1)</em></td>
<td>340.717 Health Survey Research Methods (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>380.711 Issues in Survey Research Design (3) 3cr</td>
</tr>
<tr>
<td>2. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <em>(Choose 1)</em></td>
<td>410.615 Research Design in the Social and Behavioral Sciences (2) 3cr</td>
</tr>
<tr>
<td></td>
<td>340.722.81 Epidemiologic Inference in Public Health II (2,4) 5cr</td>
</tr>
<tr>
<td>3. Analyzing data using methodological tools appropriate to the study question and available data. <em>(Must take both)</em></td>
<td>380.712 Methods in Analysis of Large Population Surveys (4) 3cr</td>
</tr>
<tr>
<td></td>
<td>380.605 Advanced Demographic Methods in Public Health (3) 4cr</td>
</tr>
</tbody>
</table>
### EPIDEMIOLOGY SPECIALTY CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Option 1 (340.721 Epidemiologic Inference I) Professional Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
</tr>
<tr>
<td>1. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs. <strong>(Choose 1)</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations.</td>
</tr>
<tr>
<td>3. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <strong>(Choose 1)</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. Analyzing data using methodological tools appropriate to the study question and available data. <strong>(Must take both)</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 (340.751 Epidemiology Research Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
</tr>
<tr>
<td>1. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs. <strong>(Choose 1)</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <strong>(Choose 1)</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. Analyzing data using methodological tools appropriate to the study question and available data.</td>
</tr>
</tbody>
</table>
### HEALTH ECONOMICS SPECIALTY CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs. <em>(Choose 1)</em></td>
<td>313.603 Economic Evaluation III** (4) 3cr</td>
</tr>
<tr>
<td><strong>313.601 and 313.602 are pre-requisites for 313.603</strong></td>
<td>380.711 Issues in Survey Research Design (3) 3cr</td>
</tr>
<tr>
<td>2. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <em>(Must choose two courses)</em></td>
<td>313.601.81 Economic Evaluation I** (2) 3cr</td>
</tr>
<tr>
<td></td>
<td>313.653 Advanced Health Economics I (1) 2cr</td>
</tr>
<tr>
<td></td>
<td>313.654 Advanced Health Economics II (2) 2cr</td>
</tr>
<tr>
<td></td>
<td>313.655 Advanced Health Economics III (3) 2cr</td>
</tr>
<tr>
<td></td>
<td>313.656 Advanced Health Economics IV (4) 2cr</td>
</tr>
<tr>
<td></td>
<td>180.600 General Equilibrium Theory (1)</td>
</tr>
<tr>
<td></td>
<td>180.601 Consumer and Producer Theory (2)</td>
</tr>
<tr>
<td></td>
<td>180.602 Microeconomic Theory (3)</td>
</tr>
<tr>
<td></td>
<td>180.602 Microeconomic Theory (4)</td>
</tr>
<tr>
<td><strong>313.601 and 313.602 are pre-requisites for 313.603</strong></td>
<td></td>
</tr>
<tr>
<td>3. Analyzing data using methodological tools appropriate to the study question and available data. <em>(Choose 1)</em></td>
<td>221.644 Econometric Methods for Evaluation of Health Programs (3) 4cr</td>
</tr>
<tr>
<td></td>
<td>309.616.81 Introduction to Methods for Health Services Research and Evaluation* (3) 2cr</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> 309.617.81 Introduction to Methods for Health Services Research and Evaluation II (3,4) 2cr</td>
</tr>
<tr>
<td></td>
<td>* Students who elect to take 309.616 must also take 309.617</td>
</tr>
<tr>
<td></td>
<td>221.645 (81) Large Scale Effectiveness Evaluations of Health Programs (4) 4cr</td>
</tr>
<tr>
<td></td>
<td>300.713 Research and Evaluation Methods for Health Policy (3) 3cr</td>
</tr>
<tr>
<td></td>
<td>313.602 Economic Evaluation II** (2) 3cr</td>
</tr>
<tr>
<td><strong>313.601 and 313.602 are pre-requisites for 313.603</strong></td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH SERVICES RESEARCH AND EVALUATION SPECIALTY CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluating and applying rigorous strategies for measurement and data collection across a range of study designs. <em>(Choose 1)</em></td>
<td>340.717 Health Survey Research Methods (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>380.711 Issues in Survey Research Design (3) 3cr</td>
</tr>
<tr>
<td></td>
<td>224.690 (81) Qualitative Research Theory and Methods (1,3) 3cr</td>
</tr>
<tr>
<td></td>
<td>410.690 Ethnographic Fieldwork (1) 3cr</td>
</tr>
<tr>
<td>2. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. <em>(Choose 1)</em></td>
<td>380.611 (81) Fundamentals of Program Evaluation (1,3) 4cr</td>
</tr>
<tr>
<td></td>
<td>309.616.81 Introduction to Methods for Health Services Research and Evaluation I and II (3) 2cr</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> 410.635.81 Applications of Innovative Methods in Health Equity Research (3) 2cr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>223.664 Design and Conduct of Community Trials (3) 4cr</td>
</tr>
<tr>
<td></td>
<td>300.713 Research and Evaluation Methods for Health Policy I (3) 3cr</td>
</tr>
</tbody>
</table>
### HEALTH SERVICES RESEARCH AND EVALUATION SPECIALTY CORE REQUIREMENTS

3. Evaluating and applying study designs for addressing research and evaluation questions about the health of populations. *(Choose 1)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.715</td>
<td>Research and Evaluation Methods for Health Policy II***</td>
<td>4cr</td>
<td></td>
</tr>
<tr>
<td>***300.713 is a prerequisite for 300.715</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>221.638</td>
<td>Health Services Research and Evaluation in Developing Countries (3)</td>
<td>4cr</td>
<td></td>
</tr>
<tr>
<td>410.631</td>
<td>Introduction to Community-Based Participatory Research: Principles and Methods (2)</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td>224.692</td>
<td>Formative Research for Behavioral and Community Interventions (3,4)</td>
<td>4cr</td>
<td></td>
</tr>
<tr>
<td>313.790.81</td>
<td>Introduction to Economic Evaluation (4)</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td>312.693.81</td>
<td>Introduction to Comparative Effectiveness and Outcome Research (3)</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td>390.675</td>
<td>Outcome and Effectiveness Research (4)</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td>410.710</td>
<td>Concepts in Qualitative Research for Social &amp; Behavioral Sciences (2)</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td>380.612</td>
<td>Applications in Program Monitoring and Evaluation (4)</td>
<td>4cr</td>
<td></td>
</tr>
</tbody>
</table>

4. Analyzing data using methodological tools appropriate to the study question and available data.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>223.632</td>
<td>Methods for Planning and Implementing Evaluations of Large-Scale Health Programs in Low and Middle Income Countries (4)</td>
<td>4cr</td>
<td></td>
</tr>
<tr>
<td>224.691</td>
<td>Qualitative Data Analysis** (2,4)</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td>**224.690 is a prerequisite for 224.691</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>221.644</td>
<td>Econometric Methods for Evaluation of Health Programs (4)</td>
<td>4cr</td>
<td></td>
</tr>
</tbody>
</table>

### PFRH DOCTORAL SEMINARS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Doctoral Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380.817</td>
<td>PFRH First Year Doctoral Seminar Part 1</td>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>380.822</td>
<td>PFRH First Year Doctoral Seminar Part 2</td>
<td>1</td>
<td>3, 4</td>
</tr>
<tr>
<td><strong>Second Year Doctoral Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380.823.01</td>
<td>Research Seminar in Population, Family and Reproductive Health I</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>380.824.01</td>
<td>Research Seminar in Population, Family and Reproductive Health II*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>380.821.01</td>
<td>PFRH Proposal Writing Seminar**</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Third Year Doctoral Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380.821.01</td>
<td>PFRH Proposal Writing Seminar (until completion of Preliminary Oral Examination)</td>
<td>2</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

*Doctoral students also register for 1 credit Special Studies (380.840.01) under Cynthia Minkovitz for mock exam credit

**Second year doctoral students also register for 1 credit Special Studies (380.840.01) in 3rd Term for PFRH Proposal Writing Seminar
PhD students must take a minimum of seven required courses from one of the department’s areas of interest. The courses fulfilling these requirements must be taken in addition to any departmental OR schoolwide course requirements. The current areas of interest for students include the following:

- Adolescent Health
- Child Health
- Maternal, Fetal and perinatal health
- Population and Health
- Women’s, Sexual and Reproductive Health

Doctoral students must take 7 courses to meet the requirements for the areas of interest component of their degree program. Within a given area of interest, a unique course needs to be selected for each of the following competencies: 1) frameworks for the health of populations across the life course; 2) causes and consequences of population change; 3) demographic methods applied to the health of populations; 4) health services and systems delivery strategies; 5) principal health concerns; 6) strategies to promote population health; and 7) frameworks for evaluating principal health concerns. Courses meeting the health services and systems delivery strategies competency are eligible for all areas of interest, but the department recommends that this course be closely related to the students’ chosen area of interest. A unique course must be taken to fulfill each competency.

If a student chooses to complete a second area of interest, courses may be double counted across their primary and secondary area of interests; students must, however, complete the course requirements for at least one area of interest. The department encourages students to select electives from other area of interests to enhance the breadth and depth of understanding in their chosen and other area of interests. Area of interests and their eligible courses are listed in the following tables by alphabetical order.
## Adolescent Health

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying selected frameworks to understand population health problems, including a multiple determinants framework for the health of populations across the life course.</td>
<td>380.604 (81) Life Course Perspectives on Health (1,2) 4cr</td>
</tr>
<tr>
<td>2. Identifying and assessing the causes and consequences of population change.</td>
<td>380.600 Principals of Population Change (2) 4cr</td>
</tr>
<tr>
<td>3. Applying demographic methods to the health of populations to the area of interest.</td>
<td>380.603 (81) Demographic Methods for Public Health (2,3) 4cr</td>
</tr>
</tbody>
</table>
| 4. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor. (Choose 1) | 380.623.81 Adolescent Health and Development (3) 3cr  
380.747.81 International Adolescent Health (4) 3cr |
| 5. Evaluating strategies to promote population health, including the policies and programs that address health concerns and behavior in the relevant populations. (Choose 1) | 380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr  
380.665 Family Planning Policies and Programs (3) 4cr |
| 6. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations. (Choose 1) | 380.725 The Social Context of Adolescent Health and Development (4) 3cr |
| 7. Critiquing health services and systems delivery strategies used to address health concerns in the relevant populations. (Choose 1) | 380.661 Clinical Aspects of Maternal and Newborn Health (3) 3cr  
380.760 Clinical Aspects of Reproductive Health (3) 3cr  
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (2) 4cr  
380.665 Family Planning Policies and Programs (3) 4cr  
380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr  
380.721 Schools and Health (4) 3cr |

### Electives

- 380.720 Masculinity, Sexual Behavior and Health: Adolescence and Beyond (2) 2cr
- 380.762.81 HIV Infection in Women, Children and Adolescents (4) 4cr
- 380.761.81 Sexually Transmitted Infections in Public Health Practice (4) 4cr
- 380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3) 3cr
- 380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3) 3cr
- 380.771 Understanding and Changing International Reproductive Health Policy (4) 3cr
- 380.749 Adolescent Sexual and Reproductive Health (4) 3cr
### Child Health

#### Competency

1. Applying selected frameworks to understand population health problems, including a multiple determinants framework for the health of populations across the life course.

   - **Course/Activity Meeting Competency (term):** 380.604 (81) Life Course Perspectives on Health (1,2) 4cr

2. Identifying and assessing the causes and consequences of population change.

   - **Course/Activity Meeting Competency (term):** 380.600 Principals of Population Change (2) 4cr

3. Applying demographic methods to the health of populations to the area of interest.

   - **Course/Activity Meeting Competency (term):** 380.603 (81) Demographic Methods for Public Health (2,3) 4cr

4. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.

   - **Course/Activity Meeting Competency (term):** 380.616 Child Health Epidemiology (4) 3cr

5. Evaluating strategies to promote population health, including the policies and programs that address health concerns and behavior in the relevant populations. (Choose 1)

   - **Course/Activity Meeting Competency (term):** 380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr

6. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations. (Choose 1)

   - **Course/Activity Meeting Competency (term):** 380.642.81 Child Health and Development (2) 3cr
   - 380.744.81 Nutrition and Growth in Maternal and Child Health (1) 3cr

7. Critiquing health services and systems delivery strategies used to address health concerns in the relevant populations. (Choose 1)

   - **Course/Activity Meeting Competency (term):** 380.661 Clinical Aspects of Maternal and Newborn Health (3) 3cr
   - 380.760 Clinical Aspects of Reproductive Health (3) 3cr
   - 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (2) 4cr
   - 380.665 Family Planning Policies and Programs (3) 4cr
   - 380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr
   - 380.721 Schools and Health (4) 3cr

#### Electives

- 223.663 Infectious Diseases and Child Survival (3) 3cr
- 380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3) 3cr
- 330.640 Childhood Victimization: A Public Health Perspective (4) 3cr
- 380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (4) 3cr
- 380.762.81 HIV Infection in Women, Children & Adolescents (4) 4cr
- 380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3) 3cr
- 380.740.81 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (2) 3cr
- 380.742 Family Health, Public Health and Policy (2) 3cr (canceled for AY20-21)
- 380.623.81 Adolescent Health and Development (3) 3cr
- 410.752 Children, Media and Health (3) 3cr
# PFRH Areas of Interest Requirements for PhD

## Maternal, Fetal and Perinatal Health

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying selected frameworks to understand population health problems, including a multiple determinants framework for the health of populations across the life course.</td>
<td>380.604 (81) Life Course Perspectives on Health (1,2) 4cr</td>
</tr>
<tr>
<td>2. Identifying and assessing the causes and consequences of population change to the area of interest.</td>
<td>380.600 Principals of Population Change (2) 4cr</td>
</tr>
<tr>
<td>3. Applying demographic methods to the health of populations.</td>
<td>380.603 (81) Demographic Methods for Public Health (2,3) 4cr</td>
</tr>
<tr>
<td>4. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.</td>
<td>380.664 Reproductive and Perinatal Epidemiology (4) 4cr</td>
</tr>
<tr>
<td>5. Evaluating strategies to promote population health, including the policies and programs that address health concerns and behavior in the relevant populations.</td>
<td>380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr</td>
</tr>
<tr>
<td>6. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations. (Choose 1)</td>
<td>380.744.81 Nutrition and Growth in Maternal and Child Health (1) 3cr</td>
</tr>
<tr>
<td>7. Critiquing health services and systems delivery strategies used to address health concerns in the relevant populations. (Choose 1)</td>
<td>380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (2) 4cr</td>
</tr>
</tbody>
</table>

### Electives

- 380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (2) 4cr
- 380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (4) 3cr
- 380.740.81 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (2) 3cr
- 120.620 (81) Fundamentals of Reproductive Biology (1,2) 3cr
<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying selected frameworks to understand population health problems, including a multiple determinants framework for the health of populations across the life course.</td>
<td>380.604 (81) Life Course Perspectives on Health (1,2) 4cr</td>
</tr>
<tr>
<td>2. Identifying and assessing the causes and consequences of population change.</td>
<td>380.600 Principals of Population Change (2) 4cr</td>
</tr>
<tr>
<td>3. Applying demographic methods to the health of populations to the area of interest.</td>
<td>380.603 (81) Demographic Methods for Public Health (2,3) 4cr</td>
</tr>
<tr>
<td>4. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor. (Choose 1)</td>
<td>380.655 Social and Economic Aspects of Human Fertility (2) 4cr</td>
</tr>
<tr>
<td>5. Evaluating strategies to promote population health, including the policies and programs that address health concerns and behavior in the relevant populations. (Choose 1)</td>
<td>380.665 Family Planning Policies and Programs (3) 4cr</td>
</tr>
<tr>
<td>6. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations. (Choose 1)</td>
<td>380.750 Migration &amp; Health: Concepts, Rates, and Relationships (3) 3cr</td>
</tr>
<tr>
<td>7. Critiquing health services and systems delivery strategies used to address health concerns in the relevant populations. (Choose 1)</td>
<td>380.661 Clinical Aspects of Maternal and Newborn Health (3) 3cr</td>
</tr>
<tr>
<td></td>
<td>380.760 Clinical Aspects of Reproductive Health (3) 3cr</td>
</tr>
<tr>
<td></td>
<td>221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>380.665 Family Planning Policies and Programs (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr</td>
</tr>
<tr>
<td></td>
<td>380.721 Schools and Health (4) 3cr</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course/Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>380.635 Urban Health in Contemporary America (4) 4cr</td>
<td></td>
</tr>
<tr>
<td>380.664 Reproductive and Perinatal Epidemiology (4) 4cr</td>
<td></td>
</tr>
<tr>
<td>380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (2) 4cr</td>
<td></td>
</tr>
<tr>
<td>380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (4) 3cr</td>
<td></td>
</tr>
<tr>
<td>380.767 Couples and Reproductive Health (1) variable credit (canceled for AY20-21)</td>
<td></td>
</tr>
</tbody>
</table>

*Students selecting the Population and Health Area of interest must select the Demography Specialty Core to fulfill the Research Methods Course Requirements.*
### Women’s, Sexual and Reproductive Health

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course/Activity Meeting Competency (term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying selected frameworks to understand population health problems, including a multiple determinants framework for the health of populations across the life course.</td>
<td>380.604 (81) Life Course Perspectives on Health (1,2) 4cr</td>
</tr>
<tr>
<td>2. Identifying and assessing the causes and consequences of population change.</td>
<td>380.600 Principals of Population Change (2) 4cr</td>
</tr>
<tr>
<td>3. Applying demographic methods to the health of populations to the area of interest.</td>
<td>380.603 (81) Demographic Methods for Public Health (2,3) 4cr</td>
</tr>
<tr>
<td>4. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor. (Choose 1)</td>
<td>380.664 Reproductive and Perinatal Epidemiology (4) 4cr</td>
</tr>
<tr>
<td>5. Evaluating strategies to promote population health, including the policies and programs that address health concerns and behavior in the relevant populations. (Choose 1)</td>
<td>380.665 Family Planning Policies and Programs (3) 4cr</td>
</tr>
<tr>
<td>6. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations. (Choose 1)</td>
<td>380.655 Social and Economic Aspects of Human Fertility (2) 4cr</td>
</tr>
<tr>
<td>7. Critiquing health services and systems delivery strategies used to address health concerns in the relevant populations. (Choose 1)</td>
<td>380.668 International Perspectives on Women, Gender and Health (4) 3cr</td>
</tr>
</tbody>
</table>

**Electives**

- 380.610.81 Substance Use in Women and Families (3) 3cr
- 380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (2) 4cr
- 380.720 Masculinity, Sexual Behavior & Health: Adolescence & Beyond (2) 2cr
- 380.749 Adolescent Sexual and Reproductive Health (4) 3cr
- 380.762.81 HIV infection in Women, Children and) Adolescents (4) 4cr
- 550.629 The Epidemiology of LGBT Health (2) 3cr
- 410.683.60 Global Perspectives on LGBT Health (3) 3cr
- 380.663 (81) Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3,4) 3cr
- 380.628.01 Public Health Perspectives on Abortion (4) 3cr
- 380.624.01 (81) Maternal and Child Health Legislation and Programs (2) 4cr
- 410.657 Community Strategies for Sexual Risk Reduction (4) 3cr
- 380.620 A Coalition-Based SMART Approach to Public Health Advocacy
- 380.628 Public Health Perspectives on Abortion (4) 3cr
- 120.620 (81) Fundamentals of Reproductive Biology (1,2) 3cr
PFRH Doctoral Seminars

Formal seminars are required for all PFRH doctoral students from the first year until students successfully complete their preliminary oral exam. They are described below. The seminar in the first and second term of the first year is planned based on students’ interests.

First-year Doctoral Seminars in Population, Family and Reproductive Health; First and Second Term Course Objectives:

These seminars are designed to facilitate students’ transitions into the PFRH doctoral program, introduce skills to help students succeed in the program, and develop students’ ability to formulate scientific questions.

At the end of the seminar, students will be able to:

- Describe the requirements, timeline, and benchmarks of the PFRH doctoral program
- Locate opportunities and resources for doctoral students within PFRH, JHBSPH, and JHU
- Read scientific articles effectively and efficiently
- Describe the nature of scientific questions and how they are identified
- Explain the role of the scientific community in the research process
- Articulate their area of specialization orally and in writing

First-year Doctoral Seminars in Population, Family and Reproductive Health; Third and Fourth Term Course Objectives:

At the end of these courses, students will be able to:

- Develop a research concept based on their individual interests;
- Link scientific questions with appropriate research designs;
- Discuss strategies for obtaining and managing research funding;
- Evaluate different approaches used to communicate research findings; and
- Create a plan for their research career both as a student and later as a professional.

Second-year Doctoral Seminars in Population, Family and Reproductive Health; First and Second Term Course Objectives:

At the end of these courses, students will be able to:

- Apply diverse conceptual frameworks to public health issues pertinent to PFRH;
- Critically evaluate empirical articles addressing public health issues related to PFRH;
- Compare and contrast the approaches of various academic disciplines to public health issues of relevance to PFRH; and
- Recognize and critically evaluate common study designs and methods used in research relevant to PFRH.
- Compose and discuss written responses to analytic and conceptual questions about two studies presented as a practice comprehensive exam (second term only)

The first term focuses on integrating life course and demographic methods and approaches across the population area of interests in the department. The second term builds on the first term experience and is specific to the student’s chosen area of interest. It also includes a practice written exam for the comprehensive exam.
PFRH Proposal Writing Seminar Course Objectives:

Upon successfully completing this course, students will be able to:

- Develop a research question, study aims, and hypotheses to be used in a dissertation proposal;
- Conduct a literature review which identifies current research and gaps as they relate to the study and research questions and aims;
- Identify an appropriate study design including study population and methodology, both quantitative and qualitative;
- Identify data sources or settings for data collection;
- Examine frameworks and find appropriate frameworks for the proposed research;
- Review analytic methods; develop a feasible timeline for the study; consider ethical issues and IRB approval; and
- Identify potential funding sources, as appropriate.
Research Apprenticeship

PFRH requires that PhD students undertake one or more research apprenticeship activities with one or more faculty members during their program of study at JHSPH. The goal of this requirement is to ensure that PhD students have a structured opportunity to master a specific set of competencies which: a) ensure their competence as public health professionals after graduation and b) represent skills best learned outside a conventional classroom setting in the context of an ongoing research program or project.

PhD students may begin activities aimed at fulfilling these competencies as early in their program of study as they wish. Typically, PhD students begin to plan for this requirement during the second half of their first year and begin the activities after their first year of studies.

PhD students may proceed to their departmental oral exam without completing the research apprenticeship, although PFRH encourages them to complete the requirement and competencies before the departmental oral. PhD students who have not completed the research apprenticeship at the time of their departmental oral exam will be expected at that time to: a) have demonstrated substantial progress toward their completion; and b) have a concrete plan for completion soon thereafter.

Progress towards completing this requirement should be a major component of the discussion at the PhD students’ annual reviews (see next section). PhD students master each of the following six competencies by means of one or several research apprenticeships. The competencies are:

1. Critical Review of the Literature: PhD students must demonstrate the ability to synthesize and critically review a body of literature that is more comprehensive than expected for a standard, course term paper.

2. Framing a Research Question: PhD students must demonstrate the ability to identify a “researchable” question.

3. Instrument Development: PhD students must demonstrate the ability to design an instrument for collecting data. This ability may include identification and evaluation of existing instruments, the ability to adapt existing instruments for new modalities (e.g. self-administered questionnaire converted to use in a telephone interview) or creating a new instrument.

4. Data Collection: PhD students must document experience with primary data collection including activities related to data coding and data entry.

5. Data Analysis: PhD students must document experience with analyzing either primary data they collected as part of a supervised research project or data from a secondary source.

6. Manuscript Preparation: PhD students must have substantially participated in the preparation of a published or publishable manuscript prepared in the form of an original peer-reviewed journal article; this requirement does not include papers from thesis research.

PhD students may demonstrate several or even all competencies by means of one research apprenticeship if the activities involved in the apprenticeship are comprehensive. Alternatively, PhD students may undertake several research activities over their program of study, each of which results in mastery of one or more competencies.

When a PhD student masters one or more competencies, s/he must indicate on the apprenticeship form the faculty member who was preceptor for the apprenticeship and the student’s advisor, including the signature of each. The original form should be submitted to the Academic Program Manager who will place it in the student’s file and note completion of each competency on the student’s tracking sheet. Students who master the competencies one-by-one will typically turn in one form per apprenticeship. It is possible to use previous work to meet one or more of the above competencies, but at least one must be completed during doctoral studies. Supporting documents must be provided to validate the competency when completed in previous work.
Additional Information & Requirements for the PhD Degree

PhD students may petition the PFRH Doctoral Committee to certify that they have mastered a competency before they began the program. In such cases, students should attach to their petition documentation of their mastery (e.g. a senior authored journal article or letter testifying to the student’s work as project manager of a data collection effort) and a letter from their advisor indicating support for the request. PhD student may arrange their research apprenticeships with any faculty of JHU or, with the approval of their advisor, with a qualified researcher outside JHU. The Research Apprenticeship form may be found at: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx or in the “PhD Forms” section of this handbook.

Annual Reviews Doctoral Students

JHSPH requires that all doctoral students have a yearly meeting with their academic advisor and other faculty members from PFRH or when appropriate from other JHSPH departments. This process must begin after the second year of study and occurs annually by mid-November. Faculty who attend the review may change during a student’s program. The purpose of the meeting is twofold, serving as an opportunity: 1) for students and faculty to discuss the student’s progress and identify resources and potential problems as they progress through the program and 2) ensure that PFRH records on student progress are correct and up-to-date.

Until students complete their schoolwide preliminary exam, the annual meeting is generally held with the academic advisor and one other PFRH faculty member, usually someone the student and advisor select together. Faculty members from other JHSPH departments are welcome to attend these early meetings if the student and advisor think it would be helpful. After a student has passed the Schoolwide Preliminary Exam, it is expected that the meeting will include the thesis advisor and faculty with whom the student is working, including faculty from outside PFRH, if desired. The meeting may include members of the Schoolwide Preliminary Oral Exam Committee who have agreed to help guide the student’s thesis research on an ongoing basis. Other people (e.g. the Academic Program Manager) may attend if the student and advisor think it would be helpful. At least one other faculty besides the students’ advisors (including co-advisors) must participate in the annual review of doctoral students, preferably from PFRH is only one other faculty is in attendance.

Both students and faculty are responsible for insuring that the annual meetings take place, but students are expected to initiate the meeting.

Students are required to provide a brief written progress report (no more than 1 or 2 pages) no later than one day in advance of the meeting. If the report is not submitted a day before the meeting and the report is incomplete, then the meeting will need to be rescheduled. This report should list progress toward graduation since the last meeting and include fulfillment of course requirements and other milestones during the student’s course of study. A transcript should also be included as part of the review. Students should bring copies of the report for each faculty member attending the meeting as well as a copy of their transcript.

Students who are working outside the country are encouraged, but not required, to return for advisory meetings. These students must submit a written progress report by an appointed time, determined by their advisor, for the year(s) not in residence. The progress and planning report should be longer and more detailed than those submitted by students who attend in person meetings. The advisor should share this report with other faculty (as in the case of in person meetings) and then proceed in the same way as above by scheduling a meeting for the advisor and other faculty to review progress with the student.

The annual review form can be found at: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx or in the “PhD Forms” section of this handbook.
The School’s policy calls for the formation of a Thesis Advisory Committee:

The progress of each PhD student is followed regularly after completing the PFRH comprehensive examination but usually after the preliminary oral exam at least once a year by a Thesis Advisory Committee consisting of the advisor and two to four other faculty, from inside and/or outside the student’s Department. The objective of the Thesis Advisory Committee is to provide continuity in the evaluation of the progress and development of the student’s research. Committee membership can change during the research phase.

Procedure

1. The student and her/his advisor, with the consent of the Department Chair, decide on the composition of this committee.
2. The first meeting of the full Thesis Advisory Committee may occur when the student is developing his/her thesis proposal but most frequently is formed shortly after the student completes the departmental oral examination (when the thesis proposal is presented) or the preliminary oral examination. PFRH faculty for the committee are best identified before the departmental oral to provide students with feedback on their proposed research by someone in addition to their advisor.
3. Students who are working outside of the country or at distant sites within the country are not required to return for an in-person Thesis Advisory Committee meeting but can hold it virtually.
4. All students will submit yearly written progress reports or present progress on their research to their Thesis Advisory Committees. A written evaluation based on this document or presentation will be provided to the student and placed in the student’s departmental file. It is the responsibility of the Department to provide the administrative oversight of these committees, to ensure that the committee meets and submits reports. A departmental template for the yearly progress report will be shared.
5. A brief written progress report should be submitted by the student at the time each committee meeting along with feedback on the student’s progress; a copy of the evaluation will be placed in the student’s departmental file. A departmental template for the TAC meeting report will be shared.
THESIS ADVISORY COMMITTEE (TAC) DEPARTMENTAL FORM

Provide the names of the thesis advisory committee members. The TAC should have two to four members who may be internal and/or external to the department. Include any co-advisor as one of the members. Committee membership can change during the research phase. This committee should not be confused with the Final Oral Examination Committee.

1) _________________________________ Thesis Advisor

2) _________________________________ Thesis Co-Advisor/Advisory Committee Member

3) _________________________________ Thesis Advisory Committee Member

4) _________________________________ Thesis Advisory Committee Member

5) _________________________________ Thesis Advisory Committee Member

_______________________________________    _____________
Student Signature        (date)

_______________________________________    _____________
Advisor signature        (date)

_______________________________________    _____________
Academic Coordinator signature      (date)

Please return completed (printed) form to Gilbert Morgan, Academic Program Manager, E4005

CC: Advisor and Student File
PFRH Comprehensive Examination

Objectives
The objectives of the exam are to assess whether students are:

- Prepared to move from course work to developing a dissertation proposal
- Able to demonstrate mastery of core knowledge in their chosen area of interest
- Able to critically analyze and synthesize empirical and theoretical research

Components
A two-part exam includes:

1. **Area of interest Written Examination**
   A written take-home exam will be given that tests the students’ ability to critically analyze research in their area of interest and to synthesize and integrate both concepts and required methods learned in course work (including doctoral seminars).

2. **Oral Examination**
   The oral exam focuses on content and synthesis of core area of interest and public health knowledge, basic research methods, and follow-up questions on the written examination, providing students an opportunity to clarify written responses. It also covers readings from the first and second term doctoral seminars.

Comprehensive Exam and Second Year Doctoral Seminars
The first and second term doctoral seminars in the second year of the doctoral program of study contribute to preparation for the comprehensive exams. During the first term, all second-year doctoral students participate in an integrated seminar in which they review and critique literature based on readings that span the areas of interest in the department and integrate the core demography courses and life course perspectives in health.

In the second term, students work with faculty members in their area of interest to critically review and evaluate literature specific to the area. The readings address the specific area of interest competencies and methods competencies related to measurement and study design. When appropriate (as determined by seminar leaders), some areas of interest may choose to meet together to critically review and discuss a subset of readings. A practice take-home exam also is reviewed with all second-year students at the end of the second term. All second term, second year doctoral seminars meet on the same predetermined date and time to provide the opportunity for cross area of interest collaboration. Readings from the first and second term second year doctoral seminars are used as the basis for some oral exam questions.

Oral examination
The in-person oral examination focuses on content and synthesis of knowledge regarding core area of interest courses and research methods and provides students an opportunity to clarify written responses in the take-home written exam. The oral exam committee includes the advisor and two faculty from the area of interest or a closely related area.

The most senior faculty member, other than the student’s advisor, chairs the exam.

The committee membership will be revealed once the student submits his/her completed take-home exam.

Student will learn whether they passed the written and oral portion of the examination at the conclusion of the oral examination. If a student receives a conditional pass or fails the exam, the requirements for meeting the conditions or retaking the exam need to be clear prior to the student leaving the room and noted on the exam report form.
Grading
Faculty participants are provided with general guidance and a rubric for the scope of responses to help assist in grading the written and oral exam. Point distribution is as follows:

- 100 points for written exam (50% of total grade)
- 100 pts for oral exam (50% of total grade)

A passing grade is 70 points for the written and for the oral exam.

Timing
The written take-home comprehensive exam will be made available on a CoursePlus website at a predetermined time and date. Students will have 4 days to complete the take-home exam (e.g., distributed on a Monday at 10am and returned on a Friday at 4 pm via a drop box).

The oral comprehensive exam is up to two hours in duration and includes: a review of the student’s PFRH academic file by faculty prior to starting the exam; questions related to the written exam, doctoral seminar readings and area of interest content; faculty assessment; and time for final discussion with the student regarding overall performance on the oral exam. The oral exam will take place within 2 weeks of students submitting the completed written portion of the comprehensive exam and no earlier than 5 calendar days after submitting the written exam.

Student Eligibility
Students must meet the following criteria to be eligible for the second-year comps:

- Completed all departmental, area of interest, and methods specialization requirements, and have fulfilled any incomplete grades in all coursework. Waivers will be considered on an individual basis for up to one course to be taken following the exam (see PFRH policy for waivers); the waived course must be taken within the next two terms after the comprehensive exam.
- Completed four terms of a biostatistics course series (either 140.621-624 or 140.651-654)
- Earned a grade of B or better in required PFRH Core Department courses and have an overall grade point average of 3.0 or better in all coursework.
Departmental Preliminary Oral Examination

This exam is intended to review the student’s proposed research plan and determine that the student is academically prepared to undertake the schoolwide preliminary oral exam and to carry out thesis research. The examination provides the student with experience in discussing a research proposal in a formal setting that resembles the School’s preliminary oral. It also is a mechanism to review the rigor of the proposed research, independent of the oral performance, and to provide the student with constructive commentary on the strengths and weaknesses of the proposed research, as well as strengths and weaknesses in PFRH content and research design and methods in general. Students are expected to begin with a 10-minute PowerPoint presentation summarizing their proposed research.

In order to sit for the departmental oral examination a student must have completed all required coursework and passed the written and oral components of the Department Comprehensive Examination. Students are also expected to complete a thesis proposal in preparation for the exam. This proposal is completed while working closely with their advisor, co-advisor, if there is one, and department faculty, as appropriate, to determine if the thesis proposal is of adequate rigor before proceeding to the oral exam. The faculty advisor (and co-advisor) is expected to have thoroughly reviewed the proposal and have approved its quality prior to scheduling the examination. Other examiners or department faculty are not responsible for approving the proposal prior to the examination, but consultation from faculty other than the advisor is recommended, as appropriate.

In addition to working with their advisor(s), students are expected to take advantage of the proposal writing seminar. It provides an opportunity to receive feedback from fellow students and the seminar instructor about their proposed research and proposal. Examples of proposals are available for student review in the proposal writing course website and provide models of the expected rigor. Sample proposals are also available for faculty review (see Education Office). Students are expected to discuss feedback received during the proposal writing seminar with their advisor (and co-advisor).

The Departmental Oral Examination is typically scheduled at least one month before the Schoolwide Preliminary Oral Examination. It may be wise to begin contacting faculty about service on the schoolwide oral exam committee before the departmental oral so that paperwork for the schoolwide exam can be submitted shortly after the departmental oral exam is successfully concluded with an unconditional pass. On the other hand, time between the two exams may be advised for students whose proposal may need additional refinement or for students who may need additional preparation in answering questions in an oral exam.

The Departmental Oral Committee should include four members of the PFRH faculty including the student’s thesis advisor (and co-advisor). In the rare exception, a student may request to have a committee of three members; this request will not be granted for students with co-advisors. It is important that not all members of the committee have been involved in the student’s proposal, so that the student has the opportunity for the proposal to be evaluated by a faculty member not involved in the project and or research. If a PFRH faculty member (not including the student’s advisor) has agreed to serve on the Schoolwide Oral Committee, then that person must also serve as a member of the Departmental Oral Committee. Faculty with joint appointments in PFRH whose primary appointment is in another University department may serve on the Departmental Oral Committee, but only if they are not serving as outside members of the Schoolwide Oral Committee. Students cannot have more than three members from the Department Preliminary Oral Examination on the Schoolwide Preliminary Oral Examination; co-advisors are two of the three department faculty.

The student and his/her advisor select the committee members for this exam.

The student is responsible for scheduling the exam and a room, reserving multimedia equipment (e.g. laptop, computer) and filing appropriate administrative forms provided by the Academic Program Manager at least one month prior to date of exam. Department room reservations can be scheduled through the Academic Program Manager. Multimedia equipment can be reserved through the Department Chair’s Office.
Students may find the Departmental Preliminary Oral Examination Form at: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx or in the “PhD Forms” section of this handbook.

Students should send an email to all committee members 24 hours before the exam reminding them of the time and place. The student is expected to give each member of the committee a copy of the thesis proposal for their review no less than two weeks, preferably three weeks, before the exam. A committee member who does not receive a copy in time may refuse to serve on the exam.

Staging “mock” oral exams with other students prior to the exam may be helpful. It is particularly helpful to include students who have completed the process. It also is a good opportunity to get feedback on the PowerPoint presentation.

Possible outcomes of the Departmental Oral Exam are “pass,” “conditional pass,” and “fail.” Students who pass may proceed to the Schoolwide Oral Examination, although some time delays for proposal revisions may be recommended even for students who passed the exam. Students who receive a conditional pass must fulfill the specified conditions before scheduling the Schoolwide Preliminary Oral. The thesis advisor is responsible for ensuring conditions are fulfilled before the Schoolwide Oral is scheduled unless the conditions specify otherwise. A student who fails must schedule a second Departmental Oral Examination before proceeding to a Schoolwide Oral.
Schoolwide Preliminary Doctoral Oral Exam

Purpose
The purpose of this examination is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student’s: (1) capacity for logical thinking; (2) breadth of knowledge in relevant areas; and (3) ability to develop and conduct research leading to a completed thesis. Discussion of a specific research proposal, if available, may serve as a vehicle for determining the student’s general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

Policy
This exam is a University examination under the jurisdiction of the Graduate Board and is required of all PhD students. The full-time residency requirement must be successfully fulfilled before the Preliminary Oral Examination is requested.

The Examining Committee must:

1. Include five voting members. Two members MUST be from the sponsoring department; one of these is the advisor. A third member from the sponsoring department is optional. (LIMIT of 3 members from sponsoring department; co-advisors are 2 of the 3 members.)
   a. The student’s advisor of record must serve as a member of the Committee. If a student is in a department where the advisor serves on the committee, the advisor must be among the members present; an alternate may not serve for the advisor. The senior faculty member without a primary appointment in the student’s Department will serve as Chair of the Committee and MUST hold the rank of Associate or Full Professor.
   b. All faculty members must serve on the Committee representing the department of their primary faculty appointment. The exception when faculty member can serve in his/her joint appointment capacity is as the student’s advisor.
   c. Most often, the committee includes duly appointed faculty members of a University department and must hold, at the time of selection, an appointment of Assistant Professor or higher. Occasionally, an adjunct or one scientist faculty member, but not both, may serve on the Committee. Neither may serve as the Chair.
   d. Access to the most current faculty can be found on the school’s website at [www.jhsph.edu/faculty/directory/list](http://www.jhsph.edu/faculty/directory/list).
   e. All Committee members must be present at the scheduled exam location; but teleconference participation is permitted 2020-21.

2. Be comprised of three Departments of the University, TWO from the Bloomberg School of Public Health.

3. Must have appropriate alternate members to serve on the committee. Selection of alternates is very important for ensuring the exam take place at the originally scheduled date/time. If two members on your committee are from your sponsoring department, one alternate should come from the sponsoring department and one from a non-sponsoring department. If you three committee members are from your sponsoring department, then two alternates should be from a non-sponsoring department, at least one of which should be of the rank of Associate Professor or higher and from a department other than the chair.

The examination should be taken at the earliest feasible time, not later than the end of the student’s third year in residence, and before significant engagement in dissertation research. If the student fails the Preliminary Oral Examination and is permitted a re-examination, she/he/they must be re-examined within one year.

Room Scheduling and multimedia/audio/visual equipment requests are the responsibility of the student. Room and multimedia requests must be submitted to [https://my.jhsph.edu/Offices/InformationTechnology/forms/SETForm.aspx](https://my.jhsph.edu/Offices/InformationTechnology/forms/SETForm.aspx).
Students who schedule their exam during the summer term are not required to pay tuition for this term if they are registered during the fourth term before the exam or the first term after the exam.

**Conduct of Examination and Report of Results**

Before presenting the request for the examination, the student shall contact prospective examiners to ensure they are available to serve on the committee. Alternates from both PFRH and other departments need to be identified. If an officially appointed member of the committee fails to appear on the date fixed for the examination, one previously approved alternate must be prepared to discharge the responsibility of the absent individual. A preliminary oral examination may not be held with fewer than five officially approved faculty members in the room. The advisor must be among the members present; an alternate may not serve for the advisor.

The student is responsible for scheduling the exam and a room and filing appropriate administrative forms provided by the Academic Program Manager at least one month prior to the date of exam. Students should send an email to all committee members 24 hours before the exam reminding them of the time and place.

The Schoolwide Preliminary Oral form may be found at: https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

The conduct of the examination should follow guidelines stated in the Graduate Board document entitled, "Suggestions for the Chair of Graduate Board Oral Examinations." Copies of this document are on file in the Office of Records and Registration.

Immediately following the examination, the committee must evaluate the success or failure of the student by a closed ballot prior to any discussion of the candidate's performance.

One of the following results must be reported to the Office of Records and Registration by the committee chair:

- **Unconditional Pass**: If the members each vote "unconditional pass" on the first ballot, this result is reported with no further discussion. If one or more members vote "conditional pass" or "fail," then the committee should discuss the specific concerns of those members as discussed in conditional pass below.

- **Conditional Pass**: The committee may decide that further evidence of qualifications is necessary and impose a specified condition that the candidate must fulfill within a given time period. If at least one member votes for fail or conditional pass on the immediate closed ballot, then the committee must discuss and subsequently vote (with an open ballot) on possible conditions. Members who feel the need for a condition or failure must convince the others, or vice-versa. The committee should make a concerted effort to reach a consensus.

If it is not possible to reach a consensus, then the majority will determine if the outcome is unconditional or conditional pass, and the nature of any required condition. In the case of a conditional pass, the committee will remain appointed until the condition is removed. Terms of the condition and its removal including the date by which fulfillment of the condition will be completed must be reported by the committee chair in writing to the Office of Records and Registration.

- **Failure**: If a majority of the committee decides that the candidate has failed the examination, the committee must recommend a future course of action. The recommendation may be one of the following:

  1) No reexamination.
  2) Reexamination by the same committee.
  3) Reexamination in written form and conducted by the same committee.
  4) Reexamination by a new committee. If the recommendation is for a new committee, then at least one outside member of the original committee shall be appointed to the new committee and must be approved by the University Graduate Board.
Report of Examiners

The result of the examination must be recorded on the appropriate line at the bottom of the scheduling form for the examination. Each member of the committee must sign the form and it must be returned by the chair to the Office of Records and Registration at the Bloomberg School of Public Health immediately after the examination.

Submission of Thesis Research Documentation Form

The Thesis Research Documentation Form must be submitted no later than six months after the completion of the Schoolwide Preliminary Exam. The purpose of this form is to verify that students have received the appropriate research approval for their dissertation.

Students should contact the Office of Graduate Education and Research (mjcooke@jhu.edu) for a copy of the Thesis Research Documentation form.
Final Doctoral Oral Exam

Policy
The oral defense of the thesis shall be conducted by the Committee of Thesis Readers after the advisor agrees that the candidate is ready for the formal defense. The advisor must certify in writing that the thesis is in a form that is ready for defense before the student may distribute the final written document to the thesis readers. During the defense the committee shall evaluate: (a) the originality and publication potential of the research; (b) the candidate’s understanding of the details of the methodological and analytic work; and (c) the final quality of the written thesis document.

Conduct of Examination
If one of the officially appointed members of the committee fails to appear on the date fixed for the defense, a previously approved alternate must be prepared to discharge the responsibility of the absent individual. A final oral examination may not be held with fewer than four officially approved faculty members present in the room. The advisor must be among the members present; an alternate may not serve for the advisor. The examination will be open to the public. It is the prerogative of the Examining Committee to decide on the details of conducting the examination. At the conclusion of the formal presentation by the student, the student, public, and unofficial members of the Faculty Examining Committee will be excused. At the conclusion of the examination with only the committee present, the members will then vote with a closed ballot on the candidate’s performance and written thesis, selecting one of the following outcomes:

Acceptable: This choice requires a unanimous vote of the committee indicating an acceptable thesis with only minor corrections. Minor corrections are those that can be comfortably completed within two weeks following the exam.

Conditionally Acceptable: If one or more members require substantive changes to the thesis, these changes must be discussed by the committee. Immediately following this discussion, each member who still requires changes will write down the specific nature of the changes and the time expected for the student to complete them. The appropriately revised thesis must be submitted to each member for final approval; the committee shall remain appointed until the chair writes a letter to the associate dean responsible for student academic affairs indicating that all conditions have been met.

Unacceptable: If one or more members feel that the candidate’s understanding of the written thesis is inadequate, or that the thesis in its present form is not acceptable for a doctoral dissertation, then the candidate has FAILED. Re-examination would be in order unless there is a unanimous recommendation to the contrary. The re-examination will normally be by the same committee, but a new committee may be selected by the Chair of the Committee on Academic Standards if petitioned by the student.

Public Seminar
As a culminating experience, the doctoral student will present a formal, public seminar. This requirement provides experience for the student in preparing a formal seminar; provides the faculty and department with an opportunity to share in the student’s accomplishment; and gives a sense of finality to the doctoral experience on behalf of the student. The presentation is expected to not exceed 25 minutes. Students who choose to give a longer presentation should consult their defense committee about the acceptability of longer presentation.

Report of Examiners
Immediately following the defense, the Examining Committee Chair shall submit a report to the Office of Records and Registration of the outcome of the examination and any conditions which have been set for additional work or revisions of the thesis. The written report must include the written statements by individual committee members detailing the specific changes in the thesis that each requires. An associate dean responsible for student academic affairs shall inform the student by letter (with copies to the department chair and all readers) of the conclusions of the committee.

It is the responsibility of the thesis advisor to ascertain that all suggested revisions are incorporated into the final copy of the thesis. It is the individual responsibility of the readers to verify that any revisions suggested by them have been
appropriately incorporated into the final copy. When the thesis is deemed acceptable, the committee chair and thesis advisor shall each submit a letter to this effect to the Office of Records and Registration for the attention of the associate dean responsible for student academic affairs.

The student is not considered to have passed the exam until all specific changes have been made and all letters have been received. The student should submit a PDF/A copy of the final thesis/dissertation to the Johns Hopkins ETD Submission Tool http://etd.library.jhu.edu. Instructions for formatting and submitting may be found at http://guides.library.jhu.edu/etd. The student’s thesis needs approval from Eisenhower Library before a final PDF copy is sent to the department.

Students should refer to the “After the Final Defense” document on the Records and Registration site for details about the final steps that must be taken in order to complete all school requirements. https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx
Abstract
Each dissertation or thesis must contain an abstract immediately following the title page. It should present a succinct account of the work. The abstract should contain (1) a statement of the problem or theory, (2) procedure or methods, (3) results and (4) conclusions.

The abstract must be double-spaced and should not be more than 350 words. Unione Matematica Italiana (UMI) editors for Dissertation Abstracts International will edit any abstract over this limit. Illustrations, graphs, charts or tables are not permitted in the abstract because they are not permitted by UMI for publication in Dissertation Abstracts International.

The abstract must provide the name of the readers/advisors at the bottom and conform to all requirements for the printing of the dissertation.

All abstracts must be in English, even if permission has been granted for a dissertation to be written in a language other than English.

Acknowledgments and Curriculum Vita
If the student desires to make acknowledgments, they should be printed on a separate page. The final page of the dissertation should contain a brief biographical sketch. This "scholarly life" or "curriculum vita" should record the date and location of the author's birth and the salient facts of his or her academic training and experience in teaching and research.

Order and Content

1. Front Matter
   a. Title page
   b. Abstract
   c. Preface, including acknowledgments
   d. Table of Contents, with titles and page references
   e. List of Tables, with titles and page references
   f. List of Figures, titles and page references
   g. List of Plates, with titles and page references

2. Text
   a. Introduction
   b. Main body, with the larger divisions and more important minor division indicated by suitable, consistent headings

3. References
   a. Appendices
   b. Bibliography

4. Curriculum Vitae

Fair Use of Copyrighted Work
If any material copyrighted by others is used in a dissertation/thesis (beyond fair use as legally defined below), the author must obtain written permission for such use from the copyright holders and must include permission letters when submitting the dissertation or thesis to the Milton S. Eisenhower Library. Please refer to section on previously published/co-authored work. Quotations from the works of others must abide by fair use standards. The following statement is from Section 107 of the Copyright Act of 1976. Limitations on exclusive rights: Fair use:

Notwithstanding the provisions of sections 106 and 106A [17 USCS Sects. 106, 106A], the fair use of a copyrighted work, including such use by reproduction in copies or phone records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include--

(1) The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) The nature of the copyrighted work;

(3) The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
(4) The effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Previously Published or Coauthored Material

Students in the sciences and engineering, and sometimes other fields, may wish to use work they have previously published or coauthored in the dissertation or thesis when the majority of the work and its conceptualization are the student’s. In approving the dissertation, the first reader/advisor certifies that the student has made a significant contribution of original research to the field as part of the course of study at Hopkins. Request to use work accomplished prior to graduate enrollment at Johns Hopkins will be denied.

Previously published material must be incorporated into a larger argument that unites the whole work. A common thread linking the various parts must be identified and made explicit as the papers are joined into a coherent unit. Introductory, transitional, concluding sections, and a bibliography must be included. Proper credit must be given to co-authors and to the publisher. Written evidence that permission has been granted by the publisher must accompany the dissertation.

Discrete, unlinked papers are not acceptable.

Student’s Right of Copyright

The dissertation/thesis is the intellectual property of the student. Copyright is automatic, but registration with the Copyright Office establishes a public record of the copyright claim. Please see below how to register your copyright with the Copyright Office under “Doctoral Dissertations” and “Master’s Thesis”. Appropriate copyright notice should be printed on the title page. It should include 1) the symbol © or the letter c in a circle, or the word “Copyright,” or the abbreviation “Copr;” 2) year of first publication of the work; and 3) the name of the owner of the copyright. An example is shown below.

© 1998 John Doe
All Rights Reserved

Embargos and Restrictions

A student may embargo the publication of their dissertation at Proquest/UMI for 6 months, 1 or 2 years and/or restrict the publication by selecting one or more of the restriction options when filling out the PrQuest/UMI Publishing Agreement form. If the author selects an embargo for the publication of the dissertation at ProQuest/UMI, the Library will honor this request by placing the same embargo time on the Library’s copy. The embargo will prevent the work from being viewed by anyone, even in the Hopkins Community, without the author’s written permission until the specified time period has elapsed. Or, the author may release the embargo at any time with a written notice to ProQuest/UMI and the Library.

A student may extend an embargo, if there is a legitimate need, by adjusting the ProQuest/ UMI Publishing Agreement form to reflect the duration needed. Again, the Library will honor this request with the same stipulations regarding written permission for viewing and release.
Copyright Registration

While copyright registration is not generally required for protection, the copyright law provides advantages to copyright owners who do register. Among these advantages are the following:

- Registration establishes a public record of the copyright claim;
- Before an infringement suit may be filed in court, registration is necessary for works of U.S. origin and for foreign works not originating in a Berne Union country. (For information on when a work is of U.S. origin, request Circular 93 from the Library of Congress);
- If made before or within five (5) years of publication, registration will establish prima facie evidence in court of the validity of the copyright and of the facts stated in the certificate; and
- If registration is made within three (3) months after publication of the work or prior to an infringement of the work, statutory damages and attorney's fees will be available to the copyright owner in court actions. Otherwise, only an award of actual damages and profits is available to the copyright owner.

Copyright registration allows the owner of the copyright to record the registration with the U.S. Customs Service for protection against the importation of infringing copies.

Doctoral Dissertations

It is the student’s decision whether or not to register a copyright for the dissertation. If registration of copyright is sought, this can be done in two ways: (1) the student can apply directly for the registration to the Library of Congress by filing the necessary application and fee (see detailed instructions under Master’s Thesis) (2) the student can authorize UMI to submit an application for the copyright registration in the student’s name. The UMI form is found inside the Publishing Your Doctoral Dissertation with UMI Dissertation Publishing pamphlet available through the CBO website https://www.library.jhu.edu/library-services/electronic-theses-dissertations/. There is a fee for this service which is paid when the dissertation is submitted to the Milton S. Eisenhower Library. Appropriate copyright notice should be printed on the title page. For example:

© 1998 John Doe
All Rights Reserved
# Doctoral Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Life Course Biostatistics Epidemiology Elective</td>
<td>Dem Methods Pop Change Biostatistics Epidemiology</td>
<td>Required and Elective Courses</td>
<td></td>
<td>Research with faculty or independently, read in area of interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>First Year Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>Required and Elective Courses</td>
<td>Second Year Seminar</td>
<td>Comprehensive Exam</td>
<td>Proposal Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation Orientation Seminar (Weeks 5-8)</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td>Develop Dissertation Project and Proposal</td>
<td></td>
<td>Find out deadline for Prelim</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proposal Seminar</td>
<td></td>
<td>Find out deadline for final exam</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td>Dissertation Work</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Defense</td>
</tr>
</tbody>
</table>
As of the 2018-2019 academic year, the University Doctoral Board requires that each doctoral student, and Postdoctoral Fellow, should receive an annual review during every year in their program. This review is expected to have 3 components:

1. Student self-assessment and Individual Development Plan (IDP)
2. Monitoring of progress in the program
3. Written feedback to the student/Fellow

For PFRH doctoral students, the IDP self-assessment and Annual Review process embody these three components. With AY2020-2021, first and second-year doctoral students will be asked to complete the IDP, which is described in detail below and will be reviewed as part of meetings of students with their advisors. PFRH encourages doctoral students to meet regularly and frequently with their advisors.

**Annual Review.** JHSPH, and thus PFRH, requires that all doctoral students have a yearly meeting with their academic advisor and other faculty members from PFRH or other JHSPH departments. A formal annual review meeting and report is required after the second year of study and takes place annually by mid-November. Faculty who attend the review may change during a student’s program. The purpose of the meeting is twofold, serving as an opportunity: 1) for students and faculty to discuss the student’s progress and identify resources and potential problems as they progress through the program and 2) ensure that PFRH records on student progress are correct and up-to-date.

**Individual Development Plan.** The IDP is intended to help PhD students assess their goals, strengths, weaknesses, values, and plans for their future careers. Students are expected to complete the IDP at the beginning of their doctoral studies and update it at the end of each academic year, usually during the summer. As noted earlier, the IDP is not meant to track progress towards specific degree requirements. These are accomplished by the PFRH department’s Annual Review and credentialing process. Rather, the IDP is designed to assist students in considering future career goals and how to best ensure activities during their doctoral studies prepare them appropriately for these goals.

If students would like to complete more self-assessment focused IDPs here are a few:

- University of Michigan: [http://faculty.medicine.umich.edu/sites/default/files/downloads/individual_development_plan0.pdf](http://faculty.medicine.umich.edu/sites/default/files/downloads/individual_development_plan0.pdf)
- Stanford University: [https://biosciences.stanford.edu/current/idp/forms.html](https://biosciences.stanford.edu/current/idp/forms.html)

An Individual Development Plan helps with self-assessment, planning, and communication:

- An IDP can help students communicate professional development and career planning needs and intentions to others including their advisor, which can lead to helpful advice and resources.
- They can use the IDP to make sure their expectations and those of their advisor are clearly outlined and in agreement so that there are no big surprises, particularly at the end of training.
- The current job market is challenging, and research has shown that individuals who perform structured career planning achieve greater career success and satisfaction.
- Some students, especially those early in their studies, may not yet have a firm understanding of where they hope to take your career. The IDP can also help think about strengths and weaknesses as they evolve towards career planning.
- The IDP is meant as a living document, to be modified as students move through the program and solidify their goals and plan.
- The IDP helps to reflect on successes and challenges from the previous year and anticipate any successes and challenges in the coming year(s).
- The questions listed below help as a starting place for thinking; students do not need to respond to all, if some are less relevant, and aspects not included can also be considered.

We hope that you find this opportunity for reflection helpful and welcome feedback on the process.
After completing the IDP, please review it with your advisor(s). This review should be completed in second term for first-year doctoral students and by first term for second-year doctoral students. Third year and higher students should complete this before their annual review meeting. The student and advisor(s) should sign the IDP and promptly submit a copy for filing with the Academic Program Coordinator. Submissions will be documented through the credentialing process.

Name:

Date:

Year of Matriculation:

Department:

Advisor (Primary):

Advisor (Secondary, if applicable):

Short-term scientific/research goals and objectives

For 1st year students:

1. Do you know which area of your field you want to concentrate in?

2. Do you have a specific public health problem that is of primary interest to you?

3. Do you have experience with the methods and approaches used in your planned area of work?

4. What are the main goals you would like to accomplish this year?

For 2nd year students and beyond, and please respond to these by in part referring back to your previous year’s goals, plans, and challenges:

5. Do you have a clear/defined plan for your research/dissertation work? Outline it here.

6. How confident are you in your ability to complete it by the end of Year 4 or 5?

7. Describe any unusual or unanticipated challenges you faced in the past year in trying to reach the goals you set out previously.

8. What actions have you taken to meet those challenges?
9. Do you anticipate any challenges in the next year and what can be done to help reduce barriers in the coming year?

10. How can your advisor(s) help you?

**Long-term goals**

11. What are your long-term goals? (e.g., what activities do you want to be doing on a daily basis 5-10 years after graduation? What career responsibilities do you want to have?).

   a. What professional or other factors inform these goals?

   b. For each goal, identify 1-2 shorter-term objectives that may help you achieve that goal.

12. What guidance would help you with your development and exploration of career options?

13. Are there factors that you are concerned may negatively affect your progress? What help can your advisor or other faculty/staff provide?

**14. List some of your involvements in the following activities in the past year. (First-year students, please respond based on your year prior to matriculation.)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic coursework/training</td>
<td></td>
</tr>
<tr>
<td>Your own research</td>
<td></td>
</tr>
<tr>
<td>Research led by others (e.g., RA jobs)</td>
<td></td>
</tr>
<tr>
<td>Teaching/Mentoring</td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td></td>
</tr>
<tr>
<td>Service/outreach</td>
<td></td>
</tr>
<tr>
<td>Wellness</td>
<td></td>
</tr>
</tbody>
</table>

14a. Describe and explain your level of satisfaction with your research progress in the last year.
14b. Describe and explain your satisfaction with other aspects of your career development in the last year.

15. List the approximate percentage of time spent on each activity in the past year, and what you expect that to look like in the upcoming year. Note that these percentages are expected to change substantially throughout your academic career. First year students, respond based on your activity profile for the year before matriculation.

<table>
<thead>
<tr>
<th>Category</th>
<th>% time in past year</th>
<th>% time in next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic coursework/training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your own research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research led by others (e.g., RA jobs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service/outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. In the following table mark the 5 or so areas in which you feel you made considerable progress in the past year, as well as 5 or so that you would like to focus on in the next year. Discuss with your advisor(s) ideas for how to identify activities in the focus areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Progress in past year</th>
<th>Focus area for next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research skills and scientific thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical reading of scientific literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation of results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation of research to practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For a scientific publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For a research proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For a lay audience, the media, or practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a specialized scientific audience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2020-2021 PFRH PhD Student Handbook 58
## Doctoral Timeline

| To a lay audience, the media, or practitioners |
| In a classroom |
| One on one |
| English fluency |

### Leadership/Personnel management
- Delegating, providing instruction
- Providing constructive feedback
- Leading and motivating others
- Advocating for change

### Professionalism/interpersonal
- Identifying and seeking advice
- Upholding commitments/deadlines
- Maintaining positive relationships
- Approaching difficult conversations
- Networking
- Establishing a professional identity

### Project management
- Prioritizing work
- Planning projects
- Budgeting projects
- Breaking down complex tasks
- Time management
- Managing data, finances, and other resources
- Bringing a project to completion

### Teaching
- Course planning
- Lecture delivery
17. What are specific actions you will take in the next year to reach some of your goals in those focus areas?

The remaining sections have a series of questions you may find helpful to reflect on and discuss with your advisor(s) as you see fit.

18. Mentoring

• Who are the advisors/mentors you interact with now?
• Are you getting sufficient mentoring from them?
• Name two things your mentor could do better
• Name two things you as a mentee could do better
• Do you initiate meetings?
• Would it be helpful to meet more or less?
• Are there other faculty it would be helpful to make connections with?
• In reference to your career goals, what resources can your advisor help provide or help you find?

19. Other considerations and factors

• Have you prepared a financial plan to support your doctoral studies? Do you have concerns you would like to discuss with your advisor(s)?
• What sorts of environments or relationships do you find most helpful for your own success?
• Your success as a student and in the longer-term is linked to your wellness. What are you doing to maintain your wellness? Do you want to talk to someone about wellness?
• Are there any new collaborations or connections you would like to make in the next year?
• What further research activity, other training, or professional development is needed before you can start a career search?

We have reviewed and discussed the IDP.

___________________________________  __________________________________
Doctoral Student/Date signed             Faculty Advisor/Date signed
Advisory Committee:

Please list the name of the faculty, their rank and their department. The committee should be comprised of your advisor, and at least one other faculty member.

1.
2.
3.
4.

Individual Development Plan reviewed: □ Yes □ No: Specify reason__________________

Progress is: □ Satisfactory □ Satisfactory w/ Conditions* □ Unsatisfactory

*Please list any conditions:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Concerns/Recommendations:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

The committee has met with the student and reviewed his/her annual review progress report.

Student’s Signature _______________________________________________________

Advisor’s Signature _______________________________________________________

Please return completed form to Gilbert Morgan, Academic Program Manager, Room E4005
Explanation of Annual Reviews for Doctoral Students

The Johns Hopkins Bloomberg School of Public Health requires that all doctoral students have a yearly review. In the first two years of the doctoral program, the Doctoral Committee will certify each term that PhD students are in good academic standing. If a student is not in good academic standing the Academic Program Manager will notify the student and his or her advisor, request a remediation plan and monitor the plan while it is in place. Students in their third year of study or later will be reviewed and certified annually through a meeting with their academic advisor and other faculty members from both inside and outside the Department of Population, Family and Reproductive Health. All reviews for students who have passed their comprehensive exams should be completed by November 23, 2020.

Faculty who attend the reviews are likely to change over the course of a students’ program. The purpose of this review is twofold: 1) it serves as an opportunity for students and faculty to discuss student progress and identify resources for the student as they progress through the program; 2) it serves as an opportunity to ensure that PFRH records on student progress are correct and up-to-date.

Until students complete their Schoolwide Preliminary Oral Exam, the annual review is generally held with the academic advisor and one other PFRH faculty member, usually someone the student and advisor select together. Faculty members from outside PFRH are welcome to attend these early meetings if the student and advisor think it would be helpful. After a student has passed the Schoolwide Preliminary Oral Exam, the meeting may include the thesis advisor and several other faculty members, including from outside PFRH, as deemed necessary. The review may include members of the student’s Schoolwide Preliminary Oral Exam committee who have agreed to help guide the student’s thesis research on an ongoing basis. Other people (i.e. the academic program Manager) may attend the meetings if the student and advisor think it would be helpful. Students should consult their advisors about faculty who should participate in the annual review.

Although students are responsible for insuring that the annual meetings take place, faculty advisors are responsible for being in contact with advisees about scheduling the meeting. It is helpful if the review is scheduled during the same month each year to ensure that sufficient time has gone by since the last meeting.

Students are required to provide a brief written progress report (no more than 1 or 2 pages) at least one day in advance of the meeting. If the report is not submitted a day before the meeting and the report is not complete, then the meeting will need to be rescheduled. This report should list progress toward graduation since the last meeting, including fulfillment of course requirements, apprenticeship, and other milestones. Students should bring sufficient numbers of copies of the report for each faculty member attending the meeting as well as a copy for the student’s file.

After the meeting, the thesis advisor(s) will complete the Annual Review form, review it with the student, and the student and advisor(s) will sign it. A copy of the student’s written progress report should be attached to the Annual Review Form and submitted to the Academic Program Manager, Gilbert Morgan, in Room E4005 by the deadline.

Students who are working outside of the country are still required to complete an annual review via telephone with their advisor and at least one other faculty member. These students must submit a written progress report by an appointed time, as determined by the advisor for the year(s) not in local residence. The student progress and planning report should be more detailed than those submitted by students participating in on-site annual reviews, and students should proceed with the annual review process outlined above.
Annual Review Progress Report

**Course Progress:**
Please list the courses you have completed (you can provide a copy of your tracking form). You and your Committee should review your latest transcript.

**Exam Progress:**
Please list the dates that you passed your department preliminary oral and schoolwide preliminary oral examinations or the anticipated dates you plan to complete these exams.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Preliminary Oral Exam</td>
<td></td>
</tr>
<tr>
<td>Schoolwide Preliminary Oral Exam:</td>
<td></td>
</tr>
</tbody>
</table>

**Research Apprenticeship:** Please list any competencies you have completed on the Research Apprenticeship form. Please provide documentation and advisor signature (PhD Students see page 5.). PhD students who have selected option B should provide documentation of completion including the student’s advisor and one other faculty)

**Certificates Completed (If Applicable):**
Please list any department or schoolwide certificates you have completed or plan to complete.

**Teaching Assistant (TA) Experience (If Applicable):**
Please list any TA positions you’ve had in the past year or plan to have this year.
Papers/Presentations:
Please list any posters, presentations or papers you have worked on in the past year.

Dissertation Progress:
Please provide a timeline to outline your progress to date and the expected goals you have for the following year to complete your dissertation.

Concerns:
Please list any issues or complications you would like your advisor to be aware of that may be affecting your progress.
## PhD Research Apprenticeship

<table>
<thead>
<tr>
<th>PhD Competency</th>
<th>Preceptor Signature</th>
<th>Date</th>
<th>Advisor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Review of the Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Framing a Research Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manuscript Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Departmental Oral Examination Form

Please submit completed form to Gilbert Morgan, E4005 no later than two weeks prior to your Department Oral Exam.

Students are responsible for scheduling the room and setting up multimedia for the exam. The Chair's office has both a laptop and projector that students may borrow.

Student Name: ___________________________ Year of Matriculation: __________________________

Degree Program: _______________________ Program Area/Track: _______________

Advisor: ________________________________

Exam date: ____________________________ Time: _________ Location: _____________

Examination Committee

Faculty Name/Faculty Rank

1. ____________________________________

2. ____________________________________

3. ____________________________________

4. ____________________________________

5. ____________________________________

Date Proposal was sent to Examination Committee __________________________

________________________    ________________________
Student Signature    Date

________________________    ________________________
Advisor Signature    Date
Preparation for the Department Preliminary Examination & School-Wide Preliminary Examination

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Confirm with the Department’s Education Office that you have completed all required courses including Research Ethics.</td>
<td></td>
</tr>
<tr>
<td>Submit documentation to Department’s Education Office to complete the competencies for the Apprenticeship. Although, this does not need to be completed until your Final Defense, it is a good idea to make sure you have completed or will complete this requirement prior to your Final Defense.</td>
<td></td>
</tr>
<tr>
<td><strong>Department Preliminary Examination</strong></td>
<td></td>
</tr>
<tr>
<td>1. Review the timeline with advisor(s) to be certain everyone agrees to timing given need to review, incorporate feedback, and circulate documents in advance of exams</td>
<td></td>
</tr>
<tr>
<td>2. Discuss Department and School-wide Preliminary Examination Committee structure with your advisor(s)</td>
<td></td>
</tr>
<tr>
<td>3. Identify and confirm date and time with committee members for the Department Preliminary Exam</td>
<td></td>
</tr>
<tr>
<td>4. Reserve room and any multimedia equipment that you will need *Please see FAQ’s on next page</td>
<td></td>
</tr>
<tr>
<td>5. Submit Department Preliminary Examination Form to the PFRH Education Office at least two weeks prior to the exam. Click here for the form <a href="https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx">https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx</a> *Please see FAQ’s on next page</td>
<td></td>
</tr>
<tr>
<td>6. Submit copy proposal to your committee at least two weeks in advance of examination</td>
<td></td>
</tr>
<tr>
<td><strong>School-wide Preliminary Examination</strong></td>
<td></td>
</tr>
<tr>
<td>1. Discuss results of Department Preliminary Examination with advisor(s) and revise timeline, if needed</td>
<td></td>
</tr>
<tr>
<td>2. Make any necessary edits to your proposal based on feedback and comments from your Department Preliminary Committee</td>
<td></td>
</tr>
<tr>
<td>3. Identify and confirm date and time with committee members for the Department Preliminary Exam</td>
<td></td>
</tr>
<tr>
<td>4. Reserve room and any multimedia equipment that you will need</td>
<td></td>
</tr>
<tr>
<td>5. Submit School-wide Preliminary paperwork to PFRH Education Office at least one month in advance. Click here for the form <a href="https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Documents/Preliminary%20PhD%20ScD-Revised%202014.pdf">https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Documents/Preliminary%20PhD%20ScD-Revised%202014.pdf</a></td>
<td></td>
</tr>
<tr>
<td>6. Submit copy of your proposal to your committee at least three weeks in advance of examination</td>
<td></td>
</tr>
</tbody>
</table>
## Preparing for the Final Defense

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Confirm with the Department’s Education Office that you have completed all required courses</td>
<td></td>
</tr>
<tr>
<td>Submit documentation to Department’s Education Office to complete the competencies for the Apprenticeship</td>
<td></td>
</tr>
<tr>
<td><strong>Schoolwide Requirements Prior to Final Defense</strong></td>
<td></td>
</tr>
<tr>
<td>Review the timeline with advisor(s) to be certain everyone agrees to timing given need to review, incorporate feedback, and circulate documents in advance of exams</td>
<td></td>
</tr>
<tr>
<td>Discuss Final Defense Committee structure with your advisor</td>
<td></td>
</tr>
<tr>
<td>Schedule Exam with Committee members and reserve room and equipment</td>
<td></td>
</tr>
<tr>
<td>Submit Final Defense paperwork to the Records and Registration Office at least one month in advance. Click here for the form <a href="https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx">https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx</a></td>
<td></td>
</tr>
<tr>
<td>Submit copy of final defense to faculty members at least one month in advance</td>
<td></td>
</tr>
<tr>
<td><strong>Schoolwide Requirements After Final Defense</strong></td>
<td></td>
</tr>
<tr>
<td>Make any required edits to dissertation</td>
<td></td>
</tr>
<tr>
<td>Submit final copy of dissertation for approval</td>
<td></td>
</tr>
<tr>
<td>Send approval email from the Eisenhower Library to the PFRH Education along with electronic copy of dissertation</td>
<td></td>
</tr>
<tr>
<td>Fill out degree survey and graduation registration</td>
<td></td>
</tr>
</tbody>
</table>
Scheduling the Final Defense

How much time should we allow between submitting our defense paperwork and scheduling the defense?
Students should schedule their final defense one month before they plan to defend. Students planning to defend in the summer months should give themselves additional time to schedule their defense as many faculty members are out of town this time of year.

Who can serve on my committee?
There should be at least two department faculty members (including advisor/co-advisor) and two outside members; representing a total of three departments in the University (two must be within the School of Public Health) on the Final Defense. The examination may not be held with fewer than four officially approved faculty members in the room. The advisor must be among the members present; an alternate may not serve for the advisor. One member of the committee must hold the rank of Associate Professor or full Professor and not hold a joint appointment in the student’s department. This individual will serve as the Chair of the Final Oral Examination Committee.

Information regarding participation on examinations can be found here
https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx and
in the “Appointment of Thesis Readers and Final Oral Exam Form” listed here:
https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

Who should we contact about reserving a room and equipment for the final defense?
If a student is planning to schedule their defense in department space (E4611, E4130 or W4517) please contact staff in Dr. Minkovtiz’s Office or the Education Office. All other rooms and multimedia equipment requests for these rooms can be scheduled by filling out the following form: https://my.jhsph.edu/Offices/InformationTechnology/forms/SETForm.aspx

Multimedia equipment for department space can be reserved through Gilbert Morgan by filling out this form:
https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx

What forms do we need to fill out before the final defense?
PhD students need to fill out the “Appointment of Thesis Readers and Final Oral Exam Form.” The forms can be found here:
https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx

Guidelines regarding the makeup of the committee can be found on the form. Students and their advisors need to sign the form. The students then submit the form to the Academic Program Manager who signs the form and obtains the Department Chair’s signature. Once all signatures have been obtained the Academic Program Manager will submit the form to the Office of Records and Registration and the student will receive a confirmation email once the form is received and processed.

Do we need to check with the PFRH Education Office to ensure we have completed all required classes/requirements before finalizing the defense date?
Yes, students should check in with the Education Office to ensure that all requirements have been completed. The Education Office will not sign off on the “Appointment of Thesis Readers and Final Oral Exam Form” if the requirements have not been met. Students should make sure they have submitted their apprenticeship forms as this requirement is typically the last department requirement needed for graduation.

If we defend over the summer, how many credits do we need to be registered for?
Students need to be registered for a minimum of 3 units. Students are required to pay tuition for the term in which they defend, including the summer term.
Are there certain dates we must defend by in order to qualify for graduation?
Yes. There are specific dates student must have their final defense and pass in order to qualify for the three different graduation dates during the year. The updated calendars can be found annually at https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx under “All Doctoral Degrees”.

Finalizing the Dissertation and Preparing for Graduation

How many weeks do we have after defending to submit the final dissertation?
It depends on when a student defends and which graduation deadline s/he is trying to meet. Students have through the add/drop period of each term to submit their final dissertation to the University with the exception of students who defend during the 4th term. Students who defend during the 4th term have until the last Friday in June to submit their final dissertation. If a student does not complete all the degree requirements by this time s/he will then need to register for the following term.

Do I need to have my thesis bound?
No, the department does not require that you to submit a paper copy of your dissertation. You are required to submit an electronic copy to the Eisenhower Library. Once this copy has been approved, please send a final electronic copy to the department. Information about this process can be found here: https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

What do I have to do in order for the School to confirm that I have completed all tasks after I have passed my final defense?

- Confirm that your Thesis Advisor and Committee Chair have submitted their Thesis Acceptance Letters to the Office of Records & Registration.
- Submit a copy of your dissertation to the Doctor of Philosophy Board to the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 410-516-8397) Homewood. (PhD only)
- Submit Departmental copy(ies) of the dissertation to the Office of Records & Registration.
- Please refer to the Office of Records and Registration for a complete list tasks in the file AFTER THE FINAL THESIS/DISSERTATION DEFENSE “TO DO LIST” found at https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx under “All Doctoral Degrees”.
PART III – PFRH CERTIFICATE PROGRAMS
PFRH Certificate Programs

Adolescent Health
Demographic Methods
Maternal and Child Health
Population and Health
Public Health Advocacy*
Public Health Economics*

*Jointly offered.

For information on the Educational Objectives, Requirements and Course of Study for each Certificate, please visit https://www.jhsph.edu/academics/certificate-programs/ or contact Gilbert Morgan, gmorga13@jhu.edu.

Please discuss your interest in pursuing a Certificate with your academic advisor!
Part IV – APPENDICES
## Appendix - PFRH Courses by Term, Area of interests and Certificates

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Term</th>
<th>AH</th>
<th>CH</th>
<th>MFP</th>
<th>P&amp;H</th>
<th>WSRH</th>
<th>CMP</th>
<th>CEPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons In Leadership: Applications For Population, Family And Reproductive</td>
<td>380.880.01</td>
<td>1-4</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Health I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Course Perspectives On Health</td>
<td>380.604.01</td>
<td>1st</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fundamentals Of Program Evaluation</td>
<td>380.611.81</td>
<td>1st</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition And Growth In Maternal And Child Health</td>
<td>380.744.81</td>
<td>1st</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Population Dynamics And Public Health</td>
<td>380.755.81</td>
<td>1st</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Couples And Reproductive Health</td>
<td>380.767.01</td>
<td>1st</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Selected Topics In Women's Health And Women's Health Policy</td>
<td>380.768.81</td>
<td>1st</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Principles Of Population Change</td>
<td>380.600.01</td>
<td>2nd</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demographic Methods For Public Health</td>
<td>380.603.01</td>
<td>2nd</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Life Course Perspectives On Health</td>
<td>380.604.81</td>
<td>2nd</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Maternal And Child Health Legislation And Programs</td>
<td>380.624.01</td>
<td>2nd</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Maternal And Child Health Legislation And Programs</td>
<td>380.624.81</td>
<td>2nd</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Promoting Equity for Adolescents and Emerging Adults: Problem-Solving Seminar</td>
<td>380.633.81</td>
<td>2nd</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix - PFRH Courses by Term, Area of Interests and Certificates

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Term</th>
<th>AH</th>
<th>CH</th>
<th>MFP</th>
<th>P&amp;H</th>
<th>WSRH</th>
<th>CMP</th>
<th>CEPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health and Development</td>
<td>380.642.81</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Economic Aspects of Human Fertility</td>
<td>380.655.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critiquing The Research Literature In Maternal, Neonatal, And Reproductive Health</td>
<td>380.662.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Leadership Principles And Tools For Health System Transformation In Developing Countries</td>
<td>380.681.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masculinity, Sexual Behavior &amp; Health: Adolescence &amp; Beyond</td>
<td>380.720.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools And Health</td>
<td>380.721.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Programs, Policy And Politics In The United States: The Impact On Maternal, Child And Family Health</td>
<td>380.740.81</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family - Health, Public Health And Policy</td>
<td>380.742.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty, Economic Development, And Health</td>
<td>380.756.01</td>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographic Methods For Public Health</td>
<td>380.603.81</td>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Number</td>
<td>Term</td>
<td>AH</td>
<td>CH</td>
<td>MFP</td>
<td>P&amp;H</td>
<td>WSRH</td>
<td>CMP</td>
<td>CEPH</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Fundamentals Of Program Evaluation</td>
<td>380.611.01</td>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Adolescent Health And Development</td>
<td>380.623.81</td>
<td>3rd</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-Being</td>
<td>380.625.01</td>
<td>3rd</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children In Crisis: An Asset-Based Approach To Working With Vulnerable Youth</td>
<td>380.640.01</td>
<td>3rd</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demographic Methods for Measuring Health and Longevity</td>
<td>380.650.01</td>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Aspects Of Maternal And Newborn Health</td>
<td>380.661.01</td>
<td>3rd</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Gender-Based Violence Research, Practice And Policy: Issues And Current Controversies</td>
<td>380.663.01</td>
<td>3rd</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Family Planning Policies And Programs</td>
<td>380.665.01</td>
<td>3rd</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Women's Health</td>
<td>380.666.01</td>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Issues In Survey Research Design</td>
<td>380.711.01</td>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migration And Health: Concepts, Rates, And Relationships</td>
<td>380.750.01</td>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Clinical Aspects Of Reproductive Health</td>
<td>380.760.01</td>
<td>3rd</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Applications In Program Monitoring And Evaluation</td>
<td>380.612.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Health Epidemiology</td>
<td>380.616.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Number</td>
<td>Term</td>
<td>AH</td>
<td>CH</td>
<td>MFP</td>
<td>P&amp;H</td>
<td>WSRH</td>
<td>CMP</td>
<td>CEPH</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Public Health Perspectives On Abortion</td>
<td>380.628.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Health In Contemporary America</td>
<td>380.635.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods And Measures In Population Studies</td>
<td>380.651.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reproductive And Perinatal Epidemiology</td>
<td>380.664.01</td>
<td>4th</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Women's Health Policy</td>
<td>380.667.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Perspectives On Women, Gender, And Health</td>
<td>380.668.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Methods In Analysis Of Large Population Surveys</td>
<td>380.712.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Social Context Of Adolescent Health And Development</td>
<td>380.725.01</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Adolescent Health</td>
<td>380.747.81</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent Sexual And Reproductive Health</td>
<td>380.749.01</td>
<td>4th</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographic Estimation For Developing Countries</td>
<td>380.758.81</td>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexually Transmitted Infections In Public Health Practice</td>
<td>380.761.81</td>
<td>4th</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV Infection In Women, Children, And Adolescents</td>
<td>380.762.81</td>
<td>4th</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Preventing Infant Mortality And Promoting The Health Of Women, Infants And Children</td>
<td>380.765.81</td>
<td>4th</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix - PFRH Courses by Term, Area of interests and Certificates

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Term</th>
<th>AH</th>
<th>CH</th>
<th>MFP</th>
<th>P&amp;H</th>
<th>WSRH</th>
<th>CMP</th>
<th>CEPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding And Changing International Reproductive Health Policy</td>
<td>380.771.01</td>
<td>4th</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Population Dynamics And Public Health</td>
<td>380.755.60</td>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X – Meets a requirement, elective or requirement option

**Abbreviation Definitions**

- AH – Adolescent Health
- CH – Child Health
- MFP – Maternal, Fetal & Perinatal Health
- WSRH – Women’s, Sexual & Reproductive Health
- CMP – Area of Interest Competency
- CEPH – CEPH Learning Objectives/MSPH Program Competency
### Appendix - 2020-2020 PFRH Academic Calendar of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/2020</td>
<td>Orientation</td>
<td>1:00-4:00pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>09/08/2020</td>
<td>PFRH Welcome Back Trivia</td>
<td>4:00-6:00pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>09/10/2020</td>
<td>First Term Quarterly Meeting with First Year MSPH Students</td>
<td>12:15-1:15pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>09/11/2020</td>
<td>DSA Meeting for First Term</td>
<td>12:15 – 1:00 pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>10/01/2020</td>
<td>First Term Quarterly Meeting with Second Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>10/06/2020</td>
<td>Cynthia’s First Term Quarterly Meeting</td>
<td>12:15-1:00pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>10/09/2020</td>
<td>First Term Quarterly Meeting with First Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>09/08/2020</td>
<td>Admissions Open House- Breakout Session with Department</td>
<td>10:00-11:30am</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>11/03/2020</td>
<td>Second Term Quarterly Meeting with First Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>11/05/2020</td>
<td>Second Term Quarterly Meeting with Second Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>11/06/2020</td>
<td>Admissions Open House- Breakout Session with Department</td>
<td>1:00-2:30pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>11/11/2020</td>
<td>DSA Meeting for Second Term</td>
<td>12:15 – 1:00 pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>11/25/2020</td>
<td>Cynthia’s Second Term Quarterly Meeting</td>
<td>12:15-1:00pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>12/08/2020</td>
<td>Second Term Quarterly Meeting with First Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>01/25/2021</td>
<td>Welcome Back for Second Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>02/01/2021</td>
<td>PhD Interview Week</td>
<td>All Day</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>02/02/2021</td>
<td>Third Term Quarterly Luncheon with First Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>02/04/2021</td>
<td>Third Term Quarterly Luncheon with Second Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>02/10/2021</td>
<td>DSA Meeting for Third Term</td>
<td>12:15-1:00pm</td>
<td>TBD</td>
</tr>
<tr>
<td>03/05/2021</td>
<td>Cynthia’s Third Term Quarterly Luncheon</td>
<td>12:15-1:00pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>03/12/2021</td>
<td>Admitted Student Visitors Day</td>
<td>12:30-2:00pm</td>
<td>TBD</td>
</tr>
<tr>
<td>04/06/2021</td>
<td>Fourth Term Quarterly Luncheon with First Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>04/07/2021</td>
<td>DSA Meeting for Fourth Term</td>
<td>12:15 – 1:00pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>04/08/2020</td>
<td>Fourth Term Quarterly Luncheon with Second Year MSPH Students</td>
<td>12:15-1:20pm</td>
<td>Virtual Session</td>
</tr>
<tr>
<td>04/30/2021</td>
<td>Cynthia’s Fourth Term Quarterly Luncheon</td>
<td>12:15-1:00pm</td>
<td>TBD</td>
</tr>
<tr>
<td>05/05/2021</td>
<td>Master’s Essay Presentations</td>
<td>12:00-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>05/12/2021</td>
<td>Master’s Essay Presentations</td>
<td>12:00-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>05/17/2021</td>
<td>Master’s Essay Presentations</td>
<td>12:00-1:20pm</td>
<td>TBD</td>
</tr>
<tr>
<td>05/19/2021</td>
<td>Master’s Essay Presentations</td>
<td>12:00-1:20pm</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Doctoral Seminar Dates**

1st Term Mondays 12-1:20pm (08/31 – 10/26) – 1st Year PhD
1st Term Tuesdays 12-1:20pm (08/31 – 10/26) – Proposal Writing
1st Term Mondays 3:30-4:45pm (08/31 – 10/26) – 2nd Year PhD
2nd Term Mondays 12-1:20pm (10/27 – 12/23) – 1st Year PhD
2nd Term Tuesdays 12-1:20pm (10/27 – 12/23) – Proposal Writing
2nd Term Mondays 12-1:20pm (10/27 – 12/23) – 2nd Year PhD (tentative)
3rd Term Thursdays 12-1:20pm (01/25 – 03/19) – 1st Year PhD
3rd Term Tuesdays 12-1:20pm (01/25 – 03/19) – Proposal Writing
4th Term Thursdays 12-1:20pm (03/29 – 05/21) – 1st Year PhD
4th Term Tuesdays 12-1:20pm (03/23 – 05/15) – Proposal Writing