SCHEDULE INFORMATION
This schedule includes all courses expected to be offered by the Johns Hopkins Bloomberg School of Public Health during the 2nd Term of academic year 2020-21. The listing is based on data supplied by the academic departments and approved by the subcommittee of the Committee on Academic Standards as of October 27, 2020. Courses are listed in numerical order within departments. The second three digits represent the department or division. The three digits to the right of the period represent the course number.

COURSE INFORMATION
Included in the listing for each course are class meeting dates, times, instructor, and prerequisites. Classes designated as TBA will have times arranged at a later date by the department offering the course; students must check with the department for this information. The most recent course descriptions are included in the JHSPH Course Directory:
http://www.jhsph.edu/courses/

PLEASE NOTE
Section numbers .01 and .02 will be offered virtually, rather than on-site, for 1st and 2nd terms of the 2020-21 academic year. The courses will be a mix of synchronous activities (that would be during the scheduled course times) and asynchronous activities. Students can visit the “Virtual Classroom Approach” section of the CoursePlus syllabus page to learn about each course's plans.

Section .81 courses are designed to be fully online. They rely more heavily on asynchronous teaching, with a few synchronous Livetalk sessions.

REGISTRATION INFORMATION
Continuing students may register for 2nd Term through Friday October 23, 2020 by logging on to Self-Service at https://sis.jhu.edu/sswf. To register via Self-Service, students must use their JHED ID (logon user ID) and password for authentication. 2nd Term tuition payments are due via the web (https://sis.jhu.edu/sswf) by Friday, November 27, 2020.

Changes to 2nd Term registrations for full-term courses may be processed via Self-Service during the published Add and Drop periods for 2nd Term. The 2nd Term Add period runs from Tues. October 27 through Mon., November 2. The Drop period runs from Tues., October 27 through Mon., November 9.

School of Medicine Post Doctoral Fellows cannot register via Self-Service; they must register in person at the Registrar’s Office at the School of Medicine (733 N. Broadway, Suite 147). SOM Post Docs must adhere to all course restrictions and required permissions and are responsible for any course materials/ lab fees. Registration information is available at https://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/som-post-docs.html.

Special Students Limited (SSL) may apply for the regular eight week term at http://www.jhsph.edu/offices-and-services/student-affairs/studentaccts/non-degree-application/index.html. SSL registration requests will not be processed until instructor's permission for all courses is received. SSLs must submit permission to the Continuing Education Student Services Office by email to JHSPH.cess@jhu.edu. Payment for tuition and fees must be made prior to the first day of the term. Payments for tuition not received by the first day of the term will result in a dropped enrollment. Registrations during the Add/Drop period require payment in full at time of registration.

Tuition is assessed at a rate of $1197 per credit unit. Students receive a 100% tuition refund for any withdrawals made prior to the end of the Drop period (November 9). However, there is no tuition refund after the Drop period.

REQUIRED APPROVALS
All students in the School (with the exception of Special Students Limited) are expected to have their registration selections approved by their academic advisors. It is the student's responsibility to have his/her registration, including grading options and registration changes, reviewed and approved by an advisor. Additionally, if a course is noted as requiring instructor's consent, it is the student's responsibility to obtain such consent. This consent may be obtained in person or by email and it is in the student's best interest to maintain documentation of such approvals. Additionally, all special studies (.800 series) and all courses taken for audit must have the instructor's consent. All Special Students Limited must have each of their course registrations approved by the instructor in writing (email approvals are acceptable and should be forwarded to JHSPH.cess@jhu.edu).

As of October 30, 2020
COURSE LISTING CODES
Course listings consist of the following: a three character department code—the second two characters identify the department in which the course is offered, the third character may be used to indicate a division or cluster within the department. Refer to the list below for department/division codes.

DEPARTMENT/DIVISION CODES

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<thead>
<tr>
<th>Code</th>
<th>Department/Division</th>
</tr>
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<tbody>
<tr>
<td>120</td>
<td>Biochemistry and Molecular Biology</td>
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<tr>
<td>140</td>
<td>Biostatistics</td>
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<tr>
<td>180-188</td>
<td>Environmental Health Engineering</td>
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<tr>
<td>220-224</td>
<td>International Health</td>
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<tr>
<td>260</td>
<td>Molecular Microbiology and Immunology</td>
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<tr>
<td>300-319</td>
<td>Health Policy and Management</td>
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<td>330</td>
<td>Mental Health</td>
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<td>340</td>
<td>Epidemiology</td>
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<tr>
<td>380</td>
<td>Population and Family Health Sciences</td>
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<tr>
<td>390</td>
<td>Clinical Investigation</td>
</tr>
<tr>
<td>410-415</td>
<td>Health Behavior and Society</td>
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<tr>
<td>550-551</td>
<td>Adjunct Studies</td>
</tr>
<tr>
<td>552</td>
<td>“Cells to Society/Leadership” (CEPH courses)</td>
</tr>
<tr>
<td>600-699</td>
<td>Online Programs for Applied Learning</td>
</tr>
<tr>
<td>700</td>
<td>Bioethics (Berman Institute)</td>
</tr>
</tbody>
</table>

A course number—the three character course number will be used to indicate the level, format, and the sequence of the course. Since the School of Public Health is a graduate division, courses will be numbered within the following range.

A. 600-699: Formal Courses normally offered in the second year of graduate study.
B. 700-799: Formal Courses normally offered in the second or last year of graduate study.
C. 800-899: Repeatable courses offered in a variety of informal (i.e., non-lecture) formats that can be distinguished by the following sub designations:
   - 810 series Field Placement
   - 820 series Thesis Research (master’s and doctoral)
   - 830 series Postdoctoral Research
   - 840 series Special Studies and Research
   - 850 series Laboratory rotation courses
   - 860 series Informal seminars (e.g., journal or research clubs) that vary in content each quarter of each year and address current topics

Examples
- 182.820 Thesis Research in Environmental Health Engineering
- 340.840 Special Studies and Research Epidemiology
- 260.851 Laboratory Rotations
- 187.861 Toxicological Sciences Seminar

INTERDIVISIONAL CODES
Some School of Public Health courses may have prerequisites from other divisions of the University. Also, other divisions may jointly offer courses with the School of Public Health. To denote courses offered by other University divisions, the following system is used:

AS Krieger School of Arts and Sciences (KSAS)
BU Carey Business School (Carey)
ED School of Education
EN Whiting School of Engineering (EN)
ME School of Medicine (SOM)
NR School of Nursing (SON)
SA School of Advanced International Studies (SAIS)

(Example: ME 330.702 denotes a School of Medicine course, in the Department of Pharmacology and Molecular Sciences)
Berman Institute (Bioethics)

700.602.01 Hot Topics in Bioethics
3 credits - Course offered this year - East Baltimore
Rieder, Travis

Offers a continuation of the exploration of ethical theory and its use in bioethics begun in "Introduction to Ethical Theory". Utilizes the conceptual and methodological tools from "Ethical Theory" in analyzing topics and cases currently being discussed in bioethics. Although topics change from year to year, common themes include: discussion of legal changes concerning end of life; the ethics of new reproductive technologies; ethical challenges concerning genome-editing technologies; and global ethical challenges such as climate change and resource allocation.

Upon successfully completing this course, students will be able to:
1. Articulate various positions on bioethical issues
2. Identify moral concepts in important bioethics cases
3. Analyze bioethics arguments for validity and soundness
4. Apply ethical theories, principles, and concepts to bioethical problems

Method of Assessment Percentage
1. Participation 20%
2. Presentation(s) 30%
3. Final Paper 50%

Method of Assessment Detail:
- participation 20%
- presentations 30%
- final paper 50%

Email: trieder@jhu.edu

Lecture: W 3:30 PM - 6:20 PM

Enrollment: Minimum 6, Maximum 25, Waitlist Enabled: Yes

Enrollment priority given to MBE students
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for undergraduate students
Prerequisite: 700.603 Introduction to Ethical Theory

700.606.01 Critical Reasoning for Bioethics II (Discontinued)
2 credits - Course offered this year - East Baltimore
Rieder, Travis

This course builds on Critical Thinking in Bioethics Scholarship 1. It builds on student training in argument mapping, identifying common strengths and weaknesses of arguments and evaluating arguments, formulating good arguments and expressing them in text, and writing critical essays.

Upon successfully completing this course, students will be able to:
1. Extract arguments from written texts and visually map those arguments
2. Evaluate the strengths and weaknesses of arguments
3. Formulate good arguments and express them in text
4. Write a critical essay.

Method of Assessment Percentage
1. Assignments 80%
2. Participation 20%

Method of Assessment Detail:
- Weekly homework assignments: 80%. Attendance and participation: 20%

Email: trieder@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to MBE students, Bioethics PhD students, and Berman Institute Post-Doctoral Fellows
Grading Options: Letter Grade or Pass/Fail

700.621.81 Ethics in Clinical Practice: Fundamentals, Problems and Approaches
3 credits - Course offered this year - Internet

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 1 of 193
Berger, Zackary

Offers students a) a theoretical and practical foundation for identifying and analyzing ethical issues arising in clinical medicine and b) a survey of important current issues and problems in clinical ethics with c) a focus on case analysis and application of principles to problems. Includes interactive content and case-based materials.

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

1. Identify ethical issues in clinical practice
2. Evaluate the relevance of different approaches to ethics to specific issues in clinical medicine
3. Analyze ethical issues in clinical care and communicate effectively about the analyses
4. Apply analytic framework(s) to resolve competing moral obligations in clinical care
5. Consider ethical problems in the larger historical and social context of clinical care

Email: zberger1@jhmi.edu

Enrollment: Minimum 6, Maximum 25, Waitlist Enabled: Yes
Enrollment priority given to MBE students
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for undergraduate students
Prerequisite: Introduction to Online Learning.

700.622.01 Bioethics, Human Rights, and Global Health
3 credits - Course offered this year - East Baltimore
Rubenstein, Len; Barnhill, Anne

Explores the theoretical justifications of human rights and their relationship to the contemporary human rights movement based in positive law and how human rights are operationalized. Reviews theories of human rights, evolution of human rights law, and common ground and tensions between bioethics and legal approaches to human rights. Illustrates how bioethics and human rights concepts apply to key public health issues of our time, particularly as they relate to problems of inequality and inequity. Discuss issues including access to essential medicines, women’s health, disease surveillance and response to pandemics, and health claims of immigrants, refugees and prisoners.

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

1. Describe theoretical/conceptual foundations for the human right to health, including the basis for human rights in positive law
2. Illustrate how different theoretical/conceptual foundations affect the content of the right to health, including in "human rights-based programming" for health
3. Appraise challenges to the existence of a right to health
4. Compare and contrast basic bioethical principles used in public health with human rights-based principles
5. Apply human rights concepts to contemporary public health problems

Method of Assessment Percentage
1. Participation 10
2. Written Assignment(s) 20
3. Quizzes 10
4. Short papers 60

Email: lrubenstein@jhu.edu

Lecture: F 1:30 PM - 4:20 PM

Enrollment: Minimum 6, Maximum 30, Waitlist Enabled: Yes
Enrollment priority given to MBE students
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for undergraduate students
Prerequisite: None

700.645.01 Fogarty Bioethics Fellows Seminar
1 credits - Course offered this year - East Baltimore
Ali, Joseph
Provides a small, interactive setting for discussion of research ethics, ethics committees, and ethics concepts among the trainees and between trainees and affiliated faculty. Sessions are divided among the following activities: reviewing and critiquing journal articles related to research ethics; trainees’ individual presentations on practicum research progress; guest speakers related to research ethics cases and/or concepts; and development and presentation of original case studies by each trainee. Topics include standard of care, justice, inducements, research ethics committees, informed consent, and gender roles in research decisions.

Upon successfully completing this course, students will be able to:
1. Upon successfully completing this course, students will be able to:
2. Critically analyze case studies in research ethics
3. Present research ethics cases and original research proposals
4. Identify ethics issues in cases related to ethics and research

Method of Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>presentation of individual research proposals in progress (4 presentations per student; 10% each)</td>
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<tr>
<td>fully drafted practicum research proposal</td>
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</tbody>
</table>

Method of Assessment Detail:
- 50% fully drafted practicum research proposal
- 40% presentation of individual research proposals in progress (4 presentations per student; 10% each)
- 10% participation in article and case discussions

Email: jali@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Fogarty African Bioethics Training Program Fellows

Grading Options: Pass/Fail

Consent required for all students; to ensure students have prerequisites

Prerequisite: Prior or concurrent enrollment in: 306.665 and 306.655

700.820.01 Bioethics Program Thesis Research

variable credits 1-6 - Course offered this year - East Baltimore

Departmental Faculty

Provides an opportunity for students to actively conduct research in bioethics.

Upon successfully completing this course, students will be able to:
1. Identify research questions of importance to bioethics
2. Review and critically evaluate existing literature
3. Edit and revise the MBE thesis project

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No

MBE students only

Grading Options: Pass/Fail

700.840.01 Bioethics Program Independent Study

2 credits - Course offered this year - East Baltimore

Rieder, Travis

Provides students with a one-on-one independent study experience in which they independently review papers from the current literature and meet weekly with a departmental faculty member to discuss them. Offers opportunities for complementary activities which may include participating in related course discussions, seminars, conferences, etc. Culminates with the completion of a written document, typically a substantial paper.

Upon successfully completing this course, students will be able to:
1. Summarize and discuss specific fields of research
2. Formulate an original position on a bioethical issue

Email: trieder@jhu.edu

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
MBE students only
Grading Options: Pass/Fail
Consent required for all students; Consent required for all students

700.895.01 Bioethics Program Practicum
3 credits - Course offered this year - East Baltimore
Rieder, Travis
Provides mentored opportunities for field work with a practicing bioethicist, or applying one's bioethical training to a real-world environment.
Upon successfully completing this course, students will be able to:
  1. Participate in a bioethics research initiative
  2. Integrate and apply bioethical reasoning to a real world problem
  3. Develop a proposal, take initiative, provide direction, and participate in the implementation, evaluation and/or analysis required to establish and achieve project goals

Email: trieder@jhu.edu
Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
MBE students only
Grading Options: Pass/Fail
Consent required for all students; Consent required for all students

Biochemistry and Molecular Biology
120.603.01 Molecular Biology of Pandemic Influenza
3 credits - Course offered this year - East Baltimore
Wright, William
Explores how molecular biology is used to understand how specific respiratory viruses create pandemics. Begins with an analysis of the virus that caused the great public health catastrophe, the 1918 Spanish Influenza Pandemic and then examines more recent pandemic viruses, including SARS-Cov-2. Focuses on the use of molecular techniques in defining why specific mutations increase the virulence and pandemic potential of a virus, the pathological response of a host’s immune system to a virulent virus and pathological interactions between two different respiratory pathogens. Emphasizes how molecular, pathophysiological and immunological studies may be used to predict a virus’ pandemic potential. Reviews how governmental responses affect the spread of a disease with pandemic potential, including the response to SARS-CoV-2.
Upon successfully completing this course, students will be able to:
  1. Describe modern molecular biology techniques
  2. Explain how these techniques can be applied to a major public health problem
  3. Interpret data generated by these techniques
  4. Describe the molecular basis for the pathogenesis of specific strains of influenza
  5. Read and present original papers in this area

Method of Assessment Percentage
  1. Exam(s) 80
  2. A one-page memo, submitted to the White House that will advocate for a specific public health measure to address the current Covid-19 pandemic. 20

Method of Assessment Detail:
  Eighty percent of a student's final grade is based on performance on midterm and final examinations. Twenty percent of their grade will be based on a one-page memo, submitted to the White House that will advocate for a specific public health measure to address the current Covid-19 pandemic.

Email: wwright1@jhu.edu
Lecture: T TH 2:00 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
This course is open to graduate students only.
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for any student who is not enrolled as an MHS, MPH, ScM or PhD student in the Bloomberg School of Public Health.
Prerequisite: Undergraduates need instructor permission to enroll.

120.613.01 Nucleic Acid Chemistry
3 credits - Course offered this year - East Baltimore
Bryant, Randy
Discusses nucleic acid structure, and also describes techniques for manipulating and analyzing nucleic acids, including gel electrophoresis, PCR, and DNA sequencing. Reviews methods used to synthesize nucleosides, nucleotides and oligonucleotides, and chemical reactions that lead to modifications of nucleic acids. Additional topics include DNA-drug interactions, antisense and antigene oligonucleotides, ribozymes and deoxyribozymes, DNA cages, DNA origami, DNA nanostructures, and DNA nanodevices.
Upon successfully completing this course, students will be able to:
1. Design schemes to synthesize nucleosides, oligonucleotides and oligonucleotide conjugates
2. Predict the products of reactions between nucleic acids and various chemical agents, ionizing and ultraviolet radiation
3. Describe the design and function of antisense and antigene oligonucleotides, siRNAs, and nucleic acid aptamers
4. Describe how ribozymes and DNAzymes catalyze chemical reactions
5. Describe the design, synthesis and function of nucleic acid nanostructures and machines

Method of Assessment  Percentage
1. Midterm  50
2. Final Exam  50

Email: fbryant1@jhu.edu
Lecture: M W 3:30 PM - 4:50 PM

Enrollment: Minimum 4, Maximum 66, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-JHSPH students
Prerequisite: Organic Chemistry and Biochemistry and/or Molecular Biology

120.616.01 Advanced Concepts in Biochemistry, Cell and Molecular Biology
variable credits 1-2 - Course offered this year - East Baltimore
Jordan, Phil
Provides a platform for students, postdoctoral fellows and faculty to present and discuss scientific papers from the current literature that deal with mechanisms underlying disease along with accompanying methods. Explores additional aspects that are relevant to conducting and conveying laboratory research, including study design and statistical analysis, manuscript and grant review, policy and practice, and risk assessment.
Upon successfully completing this course, students will be able to:
1. Critically evaluate scientific papers and the quality of the science, including experimental design, data analysis, and statistical approaches
2. Assess new methodological approaches in the areas of biochemistry, physiology, biophysics, cell and molecular biology, genomics, epigenetics, proteomics, and metabolomics
3. Evaluate etiology of diseases and defects, such as Cancer and developmental perturbations, at the molecular, cellular, tissue, whole-organ, animal, and individual-to-population levels
4. Demonstrate the skills necessary for conducting and conveying laboratory research, including study design and manuscript preparation
5. Give a high-quality presentation that effectively conveys summaries of scientific results and advanced concepts

Method of Assessment  Percentage
1. Participation  50
2. Presentation(s)  50

Method of Assessment Detail:
Registration for 1 credit means the participation is considered to be 100% of the method for assessment. Participation involves critical evaluation of scientific papers and the quality of the science, including experimental design, data analysis, and statistical approaches.

Registration for 2 credits requires presenting a journal article during one of the sessions during the term. Presentation involves preparing and presenting a powerpoint presentation of the main findings of the journal article. Presentation is considered as 50% of the method for assessment. Participation is considered to be other 50% of the method for assessment.

Email: pjordan8@jhu.edu
Lecture: F 12:00 PM - 1:20 PM
Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Restricted to PhD and ScM students, and Postdoctoral Fellows. Consent is required for MHS students. No undergraduates.
Grading Options: Pass/Fail
Consent required for some students; Consent is required for MHS students.

120.620.81 Fundamentals of Reproductive Biology
3 credits - Course offered this year - Internet
Jordan, Phil
Addresses the basic biological mechanisms that underlie male and female reproduction and that pertain to reproductive health issues, such as contraception, infertility, sexually transmitted diseases, and reproductive aging.

Upon successfully completing this course, students will be able to:
1. Explain the difference between peptide and steroid hormones and understand the mechanisms by which these hormones regulate reproductive function in their target tissues
2. Explain how the integrated function of the hypothalamus, pituitary gland and gonads (testis/ovary) are critical for normal male and female reproduction
3. Explain how spermatogenesis in the testis and oogenesis in the ovary are regulated during normal fertility as well as understand the various causes of infertility
4. Understand how sperm fertilize the egg, how the zygote implants in the uterus and how early embryo development progresses
5. Understand which factors determine the sex and phenotypic differentiation of the fetus
6. Apply your understanding of reproductive function and hormonal regulation to the various methods for male and female contraception
7. Apply your understanding of reproductive function and fertilization to methods for assisted reproductive technologies to circumvent infertility

Method of Assessment Percentage
0. Assignments 100

Email: pjordan8@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Priority given to graduate students in JHBSHP
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for undergraduate students
Prerequisite: Introduction to Online Learning

120.626.01 Principles of Cell Biology
3 credits - Course offered this year - East Baltimore
Wan, Fengyi
Provides students with a basic understanding of the structure and functions of eukaryotic cells. Introduces students to new facts and vocabulary pertinent to cell biology, as well as experimental methods used by scientists to define and understand cell structure and functions. Highlights relationships between defects in basic cell functions and human diseases. Classroom time is divided into formal lecture session as well as one less formal discussion/problem solving session.
Upon successfully completing this course, students will be able to:
1. Identify the intracellular organelles of eukaryotic cells and describe their functions
2. Describe the proteins and mechanisms regulating ion and small molecule transport across membranes
3. Define the structure and functions of cytoskeleton
4. Understand the mechanisms on protein sorting and translocation into sub-cellular organelles
5. Describe nuclear structure and function, chromosomal organization, and their relationships to gene expression
6. Understand the basic principles of cellular signal transduction
7. Define the key events during cell cycle and cell death
8. Describe the structure and functions of cell junctions and extracellular matrix
9. Understand the stem cell function and the procedure of tissue renewal
10. Define the key cell biology events during two pathophysiological conditions, i.e. pathogens and infection, and cancer

Method of Assessment Percentage
1. Exam(s) 45
2. Exam(s) 45
3. Participation 10

Email: fwan1@jhu.edu
Lecture: T TH 10:30 AM - 11:50 AM

Enrollment: Minimum 10, Maximum 65, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

Prerequisite: Introductory courses in Genetics and/or Molecular and Cell Biology (such as 120.602). Students should also have a basic understanding of molecular genetics (i.e. the roles of DNA and RNA in protein synthesis) and a basic understanding of protein structure and function.

120.644.01 BMB SCM Laboratory Rotations
variable credits 4-8 - Course offered this year - East Baltimore

Jordan, Phil
All departmental ScM students spend one to three terms, respectively, participating in the research activities of departmental faculty's laboratories. Students select appropriate rotations in consultation with their academic advisor and the ScM Program Director. The objective is to provide the opportunity for interaction with several faculty members, so that a thesis laboratory may be identified. The course aims to broaden a student's knowledge of laboratory techniques and skills, expose the student to a variety of research areas and to develop the ability to carry out a research project.

Upon successfully completing this course, students will be able to:
1. Perform laboratory techniques and skills
2. Design experiments for a variety of research areas in the BMB
3. Interact effectively with faculty and fellow lab members about lab-based research
4. Develop and carry out a research project based on hypothesis-driven or discovery-driven studies

Method of Assessment Percentage
1. Participation 50
2. Project(s) 50

Method of Assessment Detail:
Meet expectations for time commitments to research (33%), dependent on credit commitment (e.g. for 5 credits - minimum 16 hr/week). Maintain appropriate research notes (including research plan, hypothesis, future work and related published research), 33%. Communicate research findings with supervisor in form or presentation (33%).

Email: pjordan8@jhu.edu

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

120.800.01 MPH Capstone: Biochemistry and Molecular Biology
2 credits - Course offered this year - East Baltimore
Departmental Faculty

The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.

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

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to MPH students

Grading Options: Pass/Fail

Prerequisite: All other MPH core requirements must be taken before or concurrently with the Capstone project.

Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

120.820.01 Thesis Research Biochemistry

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

120.821.01 MHS Student Research (Cancelled - Department)

3 credits - Course offered this year - East Baltimore

Departmental Faculty

Acquaints MHS students with basic research in the biomedical sciences through work under the guidance of a faculty member in the Department of Biochemistry and Molecular Biology, and provides an introduction to hands-on experience in laboratory research.

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

1. Identify a research question of significance in biomedical science

2. Design hypothesis-driven or discovery-driven experimental studies to address the question

3. Maintain research notes, including summaries of results and data interpretation

Method of Assessment

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<tr>
<td>Participation</td>
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<tr>
<td>Lab Assignments</td>
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</table>

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

Consent required for all students; Prospective students must make arrangements with a faculty member for this research experience.

120.822.01 Seminars in Research in Biochemistry and Molecular Biology

1 credits - Course offered this year - East Baltimore

Matunis, Michael

Integrates academic training with current research in biochemistry and molecular biology and the implications of this research in addressing major public health concerns. Weekly presentations are held by researchers from JHU and other biomedical research institutions on the results of state of the art investigations conducted in their laboratories, emphasizing experimental design and methodology.

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

1. Cite examples of current research, policy, or practice in the field of biochemistry and molecular biology

2. Identify areas of interest for current and future research

3. Recognize the features of engaging presentations and participate in discussions with fellow researchers

Method of Assessment

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<thead>
<tr>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
</tr>
</tbody>
</table>
Email: mmatuni1@jhu.edu
Lecture: M 12:00 PM - 12:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only open to BMB Postdocs, PhD and ScM students.
Grading Options: Pass/Fail

120.825.01 Advanced MHS Student Research (Cancelled - Department)
5 credits - Course offered this year - East Baltimore
Departmental Faculty
Jordan, Phil
Builds upon existing basic research skills in biomedical sciences and emphasizes more independent hands-on research working under the guidance of a faculty member in the Department of Biochemistry and Molecular Biology or affiliated principle investigator. Provides further experience for future research pursuits at JHU and beyond.

Upon successfully completing this course, students will be able to:
1. Identify a research question of significance in biomedical science
2. Design hypothesis-driven or discovery-driven experimental studies to address the question
3. Maintain research notes, including summaries of results and data interpretation
4. Propose future research endeavors related to current research
5. Relate research to relevant current literature

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; All students must receive consent prior to registration

120.830.01 Postdoctoral Research Biochemistry
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

120.840.01 Special Studies and Research Biochemistry
variable credits Based on other coursework taken. - Course offered this year - East Baltimore
Departmental Faculty
Consists of presentations by speakers of scientific renown on important and current information in biochemistry, and molecular and cellular biology, and by faculty members from the university whose research efforts are of general interest to fellows, students, and faculty.

Upon successfully completing this course, students will be able to:
1. Identify areas of interest for current and future research

Method of Assessment          Percentage
1. Special Study              99

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
BMB MHS, ScM, PhD students and postdocs only
Grading Options: Pass/Fail

120.850.01 Biochemical Techniques
6 credits - Course offered this year - East Baltimore
Departmental Faculty
All departmental PhD students spend eight weeks participating in the research activities of a faculty member’s laboratory. During the academic year each PhD student rotates through four laboratories.

Upon successfully completing this course, students will be able to:
1. Develop critical thinking skills and the ability to design hypothesis driven research questions
2. Develop the ability to design experiments to test hypothesis driven research questions
3. Master basic laboratory skills, including maintenance of an effective laboratory notebook
4. Develop effective written and oral communication skills

Method of Assessment % Percentage
1. Ability to design experiments and to interpret results in their scientific context. 99

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
BMB PhD Students only
Grading Options: Pass/Fail

120.852.01 Core Research Literature
variable credits BMB students taking this course should enroll for 2 credits. MMI students taking this course should enroll for 1 credit. - Course offered this year - East Baltimore
Matunis, Michael
Provides a complement to the BCMB core curriculum. Student reads research papers relating to a core lecture topic. Discussions are led by a student while a faculty member from Biochemistry or MMI act as facilitator. Helps students to develop skills in reading the primary literature and provides an introduction to the experimental paradigms underlying the concepts presented in the core course.
Upon successfully completing this course, students will be able to:
1. Read and critically evaluate primary research literature in Biochemistry, Molecular and Cellular Biology

Method of Assessment % Percentage
1. Participation 99

Email: mmatuni1@jhu.edu
Lecture: T 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Any students not in the BMB PhD program.
Requirement for students in the Department of Biochemistry & Molecular enrolled in core curriculum

120.895.01 MPH Practicum: Biochemistry and Molecular Biology
variable credits Students who have not met the practicum requirement, must register for at least two credits. - Course offered this year - East Baltimore
Departmental Faculty
The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.
Upon successfully completing this course, students will be able to:
1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; Student must receive faculty advisor approval

140.611.94 Statistical Reasoning in Public Health I
3 credits - Course offered this year - India
Departmental Faculty
Provides students with a broad overview of biostatistical methods and concepts used in the public health sciences. Emphasizes the interpretation and conceptual foundations of statistical estimation and inference.
Upon successfully completing this course, students will be able to:
1. Provide examples of different types of data arising in public health studies
2. Interpret differences in data distributions via visual displays
3 Calculate and interpret confidence intervals for population means and proportions and incident rates using data from single samples
4 Compute the mean difference and explain why a mean difference can be used to quantify differences in a continuous measure between two samples (and ultimately two populations)
5 Compute risk differences, relative risks and odds ratio
6 Compare, contrast, and interpret relative risks and odds ratios when comparing binary outcomes between two populations
7 Compute incidence rates and incidence rate ratios
8 Construct, and interpret, Kaplan-Meier estimates of the survival function that describes the "survival experience" of a cohort of subjects
9 Explain and unify the concept of a confidence interval whether it be for a single population quantity, or a comparison of populations
10 Perform hypothesis tests for populations comparisons and interpret the resulting p-values

Method of Assessment Percentage
1. Exam(s) 99

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Only students enrolled in the MPH program with IIHMR, Jaipur are permitted in this section
Grading Options: Letter Grade or Pass/Fail
This section is offered in Jaipur, India

140.612.01 Statistical Reasoning in Public Health II (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
McGready, John
Provides a broad overview of biostatistical methods and concepts used in the public health sciences, emphasizing interpretation and concepts rather than calculations or mathematical details. Develops ability to read the scientific literature to critically evaluate study designs and methods of data analysis. Introduces basic concepts of statistical inference, including hypothesis testing, p-values, and confidence intervals. Topics include comparisons of means and proportions; the normal distribution; regression and correlation; confounding; concepts of study design, including randomization, sample size, and power considerations; logistic regression; and an overview of some methods in survival analysis. Draws examples of the use and abuse of statistical methods from the current biomedical literature.

Upon successfully completing this course, students will be able to:
1 Interpret the results from simple linear regression to assess the magnitude and significance of the relationship between a continuous outcome variable and a binary, categorical or continuous predictor variable
2 Assess the strength of a linear relationship between two continuous variables via the coefficient of determination (R squared) and/or its counterpart, the correlation coefficient
3 Interpret the results from simple logistic regression to assess the magnitude and significance of the relationship between a binary outcome variable and a binary, categorical or continuous predictor variable
4 Interpret the results from simple Cox regression to assess the magnitude and significance of the relationship between a time to event variable and a binary, categorical or continuous predictor variable
5 Explain the assumption of proportional hazards, and what this means regarding the interpretation of hazard (incidence rate) ratios from Cox regression models
6 Explain how most of the hypotheses tests covered in Statistical Reasoning 1 can be expressed as simple regression models
7 Describe the conditions necessary for an exposure/outcome relationship to be confounded by one or more other variables
8 Explain how to interpret an adjusted association
9 Explain the concept of effect modification, and how it differs from confounding
10 Describe the process for assessing whether an outcome/exposure association is modified by another factor
11 Discuss why multiple regression techniques allow for the analysis of the relationship between an outcome and a predictor in the presence of confounding variables
12 Utilize the results from all regression types covered (linear, logistic and Cox) to assess confounding and effect modification
13 Use the results from linear regression models to predict the mean value of a continuous outcome variable for different subgroups of a population defined by different predictor set values
14 Use the results from logistic regression models to predict the probability of a binary condition for different subgroups of a population defined by different predictor set values

15 Explain what a propensity score is, and how it can be useful for estimating an adjusted outcome/exposure relationship in the presence of potentially many confounders

Method of Assessment Percentage
0. Homework 40
1. Final Exam 60

Email: jmcgrea1@jhu.edu
Lecture: T TH 10:30 AM - 11:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-PH students.
Prerequisite: 140.611

140.612.81 Statistical Reasoning in Public Health II
3 credits - Course offered this year - Internet
McGready, John

Provides a broad overview of biostatistical methods and concepts used in the public health sciences, emphasizing interpretation and concepts rather than calculations or mathematical details. Develops ability to read the scientific literature to critically evaluate study designs and methods of data analysis. Introduces basic concepts of statistical inference, including hypothesis testing, p-values, and confidence intervals. Topics include comparisons of means and proportions; the normal distribution; regression and correlation; confounding; concepts of study design, including randomization, sample size, and power considerations; logistic regression; and an overview of some methods in survival analysis. Draws examples of the use and abuse of statistical methods from the current biomedical literature.

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

1 Interpret the results from simple linear regression to assess the magnitude and significance of the relationship between a continuous outcome variable and a binary, categorical or continuous predictor variable

2 Assess the strength of a linear relationship between two continuous variables via the coefficient of determination (R squared) and/or its counterpart, the correlation coefficient

3 Interpret the results from simple logistic regression to assess the magnitude and significance of the relationship between a binary outcome variable and a binary, categorical or continuous predictor variable

4 Interpret the results from simple Cox regression to assess the magnitude and significance of the relationship between a time to event variable and a binary, categorical or continuous predictor variable

5 Explain the assumption of proportional hazards, and what this means regarding the interpretation of hazard (incidence rate) ratios from Cox regression models

6 Explain how most of the hypotheses tests covered in Statistical Reasoning 1 can be expressed as simple regression models

7 Describe the conditions necessary for an exposure/outcome relationship to be confounded by one or more other variables

8 Explain how to interpret an adjusted association

9 Explain the concept of effect modification, and how it differs from confounding

10 Discuss the process for assessing whether an outcome/exposure association is modified by another factor

11 Discuss why multiple regression techniques allow for the analysis of the relationship between an outcome and a predictor in the presence of confounding variables

12 Utilize the results from all regression types covered (linear, logistic and Cox) to assess confounding and effect modification

13 Use the results from linear regression models to predict the mean value of a continuous outcome variable for different subgroups of a population defined by different predictor set values

14 Use the results from logistic regression models to predict the probability of a binary condition for different subgroups of a population defined by different predictor set values

15 Explain what a propensity score is, and how it can be useful for estimating an adjusted outcome/exposure relationship in the presence of potentially many confounders

Method of Assessment Percentage
0. Homework 40
1. Final Exam 60

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 12 of 193
140.622.01 Statistical Methods in Public Health II (Cancelled - Department)

4 credits - Course offered this year - East Baltimore

Diener-West, Marie; Bandeen-Roche, Karen

Presents use of likelihood functions, confidence intervals, and hypothesis tests to draw scientific inferences from public health data. Discusses null and alternative hypotheses, Type I and II errors, and power. Develops parametric and non-parametric statistical methods for comparing multiple groups (ANOVA). Also introduces measures of association and simple linear regression. Addresses methods for planning a study, including stratification, balance, sampling strategies, and sample size.

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

1. Distinguish the summary measures of association applicable to retrospective and prospective study designs
2. Distinguish between the appropriate regression models for handling different types of public health outcomes
3. Recognize the assumptions required in using regression models and performing statistical tests to assess relationships between an outcome and a risk factor
4. Perform and interpret a one-way analysis of variance to test for differences in means among three or more populations
5. Contrast mean outcomes among pairwise groups using multiple comparisons procedures
6. Interpret the correlation coefficient as a measure of the strength of a linear association between a continuous response variable and a continuous predictor variable
7. Interpret the coefficients, including interaction coefficients, obtained from either a multiple linear regression or multiple logistic regression analysis
8. Calculate the sample size necessary for estimating either a continuous or binary outcome in a single group or difference between two groups
9. Calculate the sample size necessary for determining a statistically significant difference in either a continuous or binary outcome for either one group or between two groups
10. Use the Stata statistical analysis package to perform regression analyses and sample size estimation

Method of Assessment Percentage
1. Assessments 20
2. Quizzes 10
3. Exam(s) 70

Email: mdiener@jhu.edu

Lecture: T TH 10:30 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
For MPH, DrPH, "special students" and MHS degree candidates in departments to be determined
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-PH students
Prerequisite: 140.621
Administrative Course Fee: 40.000

Registration is expected to open for this section on or about October 5, 2020.

140.622.02 Statistical Methods in Public Health II (Cancelled - Department)

4 credits - Course offered this year - East Baltimore

Bandeen-Roche, Karen; Diener-West, Marie

Presents use of likelihood functions, confidence intervals, and hypothesis tests to draw scientific inferences from public health data. Discusses null and alternative hypotheses, Type I and II errors, and power. Develops parametric and non-parametric statistical methods for comparing multiple groups (ANOVA). Also introduces measures of association and simple linear regression. Addresses methods for planning a study, including stratification, balance, sampling strategies, and sample size.

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

1. Distinguish the summary measures of association applicable to retrospective and prospective study designs
2. Distinguish between the appropriate regression models for handling different types of public health outcomes
3. Recognize the assumptions required in using regression models and performing statistical tests to assess relationships between an outcome and a risk factor
4. Perform and interpret a one-way analysis of variance to test for differences in means among three or more populations
5. Contrast mean outcomes among pairwise groups using multiple comparisons procedures
6. Interpret the correlation coefficient as a measure of the strength of a linear association between a continuous response variable and a continuous predictor variable
7. Interpret the coefficients, including interaction coefficients, obtained from either a multiple linear regression or multiple logistic regression analysis
8. Calculate the sample size necessary for estimating either a continuous or binary outcome in a single group or difference between two groups
9. Calculate the sample size necessary for determining a statistically significant difference in either a continuous or binary outcome for either one group or between two groups

Method of Assessment Percentage
1. Assessments 20
2. Quizzes 10
3. Exam(s) 70

Email: kbandee1@jhu.edu
Lecture: T TH 10:30 AM - 11:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
For PhD, ScM and MHS degree candidates in departments to be determined
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-PH students
Prerequisite: 140.621
Administrative Course Fee: 40.0000
Registration is expected to open for this section on or about October 5, 2020.

140.622.81 Statistical Methods in Public Health II
4 credits - Course offered this year - Internet
Diener-West, Marie; Bandeen-Roche, Karen
Presents use of likelihood functions, confidence intervals, and hypothesis tests to draw scientific inferences from public health data. Discusses null and alternative hypotheses, Type I and II errors, and power. Develops parametric and non-parametric statistical methods for comparing multiple groups (ANOVA). Also introduces measures of association and simple linear regression. Addresses methods for planning a study, including stratification, balance, sampling strategies, and sample size.
Upon successfully completing this course, students will be able to:
1. Distinguish the summary measures of association applicable to retrospective and prospective study designs
2. Distinguish between the appropriate regression models for handling different types of public health outcomes
3. Recognize the assumptions required in using regression models and performing statistical tests to assess relationships between an outcome and a risk factor
4. Perform and interpret a one-way analysis of variance to test for differences in means among three or more populations
5. Contrast mean outcomes among pairwise groups using multiple comparisons procedures
6. Interpret the correlation coefficient as a measure of the strength of a linear association between a continuous response variable and a continuous predictor variable
7. Interpret the coefficients, including interaction coefficients, obtained from either a multiple linear regression or multiple logistic regression analysis
8. Calculate the sample size necessary for estimating either a continuous or binary outcome in a single group or difference between two groups
9. Calculate the sample size necessary for determining a statistically significant difference in either a continuous or binary outcome for either one group or between two groups
10. Use the Stata statistical analysis package to perform regression analyses and sample size estimation

Method of Assessment Percentage
1. Assessments 20
2. Quizzes 10
Method of Assessment Detail:
20% assessment; 10% quizzes; 70% exams.
Email: mdiener@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-PH students
Prerequisite: 140.621
Registration is expected to open for this section on or about October 5, 2020.

140.630.01 Introduction to Data Management
3 credits - Course offered this year - East Baltimore
Hackman, Andre
Introduces students to the principles and skills required to collect and manage research data in a public health setting. Topics focus on tools for collecting data that range from spreadsheets to web-based systems, database fundamentals, data collection form design, data entry screen design, proper coding of data, strategies for quality control and data cleaning, protection and sharing of data, and integrating data from external sources. Includes practical and hands-on exercises that require some entry-level computer programming.
Upon successfully completing this course, students will be able to:
1. Evaluate and select the appropriate tools for collection and management of study data.
2. Describe data design issues involved in collecting research data
3. Develop strategies for maintaining data quality, protecting and sharing data
4. Manage and manipulate research study data.
Email: ahackman@jhu.edu
Lecture: M W 10:30 AM - 11:50 AM
Enrollment: Minimum 5, Maximum 25, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-Biostatistics students
Prerequisite:

140.638.01 Analysis of Biological Sequences
3 credits - Course offered this year - East Baltimore
Wheelan, Sarah
Presents a variety of methods for assigning function to biological sequences, emphasizing biologically informed algorithm design. Covers a variety of topics, including low- and high-throughput sequencing history and methods; multiple classes of sequence alignment problems (one-to-one, multiple alignment, alignment of a few sequences to a database, and alignment to a reference genome); interpreting sequence alignments; discovery of patterns in sequences; and visualizing data.
Upon successfully completing this course, students will be able to:
1. Describe the algorithms used in assigning function to biological sequences;
2. Determine which methods are appropriate for analyzing sequences derived from different experiments;
3. Design analysis pipelines that are biologically meaningful and mathematically rigorous.
Email: swheelan@jhmi.edu
Lecture: T TH 8:30 AM - 9:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

140.643.01 Practice of Statistical Consulting
3 credits - Course offered this year - East Baltimore
Wang, Jiuxia
Emphasizes the understanding of, and practical experience in, the spectrum of non-technical aspects of statistical consulting, the art and science of applying statistics to real-world problems. Discusses the elements of a consultation, from defining the research problem to providing final products to the client, interpersonal communication, reproducible work, ethics and consulting in different environments. Develops students’ consulting skills via lectures, role-play opportunities, consulting sessions, and actual research projects. Acquaints students with practical consulting experience through shadowing and leading the Biostatistics Center’s clinics on Friday mornings. Provides opportunities to work directly with Johns Hopkins researchers to elicit information about the research question, and to provide a presentation and final report to researchers.

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

1. Understand the spectrum of non-technical aspects of statistical consulting
2. Utilize different styles of consulting
3. Perform short statistical consulting sessions
4. Carry out consultation projects from initial meeting to reporting results with researchers

Email: jwang135@jhu.edu
Lecture: T TH 3:30 PM - 4:50 PM
Enrollment: Minimum 2, Maximum 15, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for anyone who is not a Biostatistics ScM, PhD, or MHS student
Prerequisite: Required 1st-year Biostatistics Master’s courses
We need a classroom that allows for small group exercises

**140.647.01 Essentials of Probability and Statistical Inference II: Statistical Inference**

4 credits - Course offered this year - East Baltimore

Rohde, Charles

Introduces students to the theory of statistical inference. Topics include the frequentist, Bayesian and likelihood approaches to statistical inference including estimation, testing hypotheses and interval estimation. Emphasizes rigorous analysis (including proofs), as well as interpretation of results and simulation for illustration.

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

1. Describe the theoretical basis for the current methods used in statistical analysis

Email: crohde1@jhu.edu
Lecture: M W 3:30 PM - 4:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Course intended for Biostatistics ScM and MHS candidates only; consent needed for anyone who is not a Biostatistics PhD, ScM, or MHS student.
Prerequisite: Working knowledge of linear algebra, including the ability to invert a matrix; full year college level calculus, plus current working knowledge of it, meaning you can quickly do integration and differentiation of standard functions, which are needed for homework and exam questions.

**140.652.01 Methods in Biostatistics II**

4 credits - Course offered this year - East Baltimore

Crainiceanu, Ciprian

Presents fundamental concepts in applied probability, exploratory data analysis, and statistical inference, focusing on probability and analysis of one and two samples. Topics include discrete and continuous probability models; expectation and variance; central limit theorem; inference, including hypothesis testing and confidence for means, proportions, and counts; maximum likelihood estimation; sample size determinations; elementary non-parametric methods; graphical displays; and data transformations.

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

1. Discuss core applied statistical concepts and methods
2. Discuss the display and communication of statistical data
3. Describe the distinctions between the fundamental paradigms underlying statistical methodology
4. List the basics of maximum likelihood
5. List the basics of frequentist methods: hypothesis testing, confidence intervals
6. Identify basic Bayesian techniques, interpretation and prior specification
7. Discuss the creation and interpretation of P values
8. Describe estimation, testing and interpretation for single group summaries such as means, medians, variances, correlations and rates

9. Describe estimation, testing and interpretation for two group comparisons such as odds ratios, relative risks and risk differences

10. Describe the basic concepts of ANOVA

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<th>Method of Assessment</th>
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<td>1. Homework</td>
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<td>2. Midterm Paper</td>
<td>40</td>
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<td>3. Final Exam</td>
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Email: ccrain1@jhu.edu
Lecture: T TH 10:30 AM - 11:50 AM
Lab Section: 01 T 1:30 PM-2:20 PM
Lab Section: 02 W 9:30 AM-10:20 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 140.651

Students will choose only one of the two lab times.

140.658.01 Statistics for Psychosocial Research: Structural Models
4 credits - Course offered this year - East Baltimore
Xue, Qian-Li; Leoutsakos, Jeannie-Marie

Presents quantitative approaches to theory construction in the context of multiple response variables, with models for both continuous and categorical data. Topics include the statistical basis for causal inference; principles of path analysis; linear structural equation analysis incorporating measurement models; latent class regression; and analysis of panel data with observed and latent variable models. Draws examples from the social sciences, including the status attainment approach to intergenerational mobility, behavior genetics models of disease and environment, consumer satisfaction, functional impairment and disability, and quality of life.

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

1. Design path analysis models
2. Analyze latent variable panel data with linear structural equation models
3. Design latent class analysis models in the situation of categorical data
4. Describe causal inference techniques

Email: qxue@jhsph.edu
Lecture: M W 10:30 AM - 11:50 AM
Lab Section: 01 F 10:00 AM-10:50 AM
Lab Section: 02 F 11:00 AM-11:50 AM
Special Lab Number: 140.958
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

Consent required for some students; 330.657 or consent of instructor
Prerequisite: 330.657 or consent of instructor
Jointly offered with MH
Students must register for one of the computer labs, either 140.958.01 or 140.958.02.

140.712.01 Advanced Data Science II
3 credits - Course offered this year - East Baltimore
Leek, Jeffrey; Peng, Roger

Builds on Advanced Data Science I by introducing the idea of data products and encouraging students to build products based on their data analyses.

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

1. Obtain, clean, transform, and process raw data into usable formats
2. Formulate quantitative models to address scientific questions
3 Organize and perform a complete data analysis, from exploration, to analysis, to synthesis, to communication
4 Apply a range of statistical methods for inference and prediction

Method of Assessment Percentage
1. Homework 1 25
2. Homework 2 25
3. Final Project 50

Email: jtleek@jhu.edu
Lecture: M W 1:30 PM - 2:50 PM
Enrollment: Minimum 4, Maximum 40, Waitlist Enabled: Yes
Enrollment restricted to Biostatistics 2nd-year PhD and 2nd-year master's students only
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for anyone who is not a Biostatistics 2nd-year PhD or 2nd-year master's student
Prerequisite: R programming experience; 140.711
Final grade applies to all terms

140.722.01 Probability Theory II (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Tomasetti, Cristian
Presents the first part of the classical results of probability theory: independence, types of convergence, laws of large numbers, Borel-Cantelli lemmas, Kolmogorov's zero-one law, random series and rates of convergence. Also discusses characteristic functions and weak convergence.
Upon successfully completing this course, students will be able to:
1. Assess whether two random variables are independent or not
2. Define and relate the various types of convergence
3. Derive the value to which a random sequence or series converges
4. Calculate the Fourier transform of some random variables

Email: ctomase2@jmi.edu
Lecture: T TH 3:30 PM - 4:20 PM
Enrollment: Minimum 2, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for any students who are not in the Biostatistics PhD program
Prerequisite: Calculus and real analysis; 140.721

140.732.01 Statistical Theory II
4 credits - Course offered this year - East Baltimore
Frangakis, Constantine
Introduces modern statistical theory; sets principles of inference based on decision theory and likelihood (evidence) theory; derives the likelihood function based on design and model assumptions; derives the complete class theorem between Bayes and admissible estimators; derives minimal sufficient statistics as a necessary and sufficient reduction of data for accurate inference in parametric models; derives the minimal sufficient statistics in exponential families; introduces maximum likelihood and unbiased estimators; defines information and derives the Cramer-Rao variance bounds in parametric models; introduces empirical Bayes (shrinkage) estimators and compares to maximum likelihood in small-sample problems.
Upon successfully completing this course, students will be able to:
1. Translate the design and estimation goal of a scientific study into a theoretically appropriate statistical framework
2. Identify appropriate parametric models for the population under study
3. Calculate the likelihood of the study's data based on the design and model assumptions
4. Find the minimal sufficient statistics and the maximum likelihood estimator for the quantity of interest
5. Find Bayes/empirical Bayes estimators for a loss function and compare small-sample properties to those of the maximum likelihood estimator

Method of Assessment Percentage
1. Homework 25
2. Final Exam 75

Email: cfranga1@jhu.edu
Lecture: T TH 3:30 PM - 4:50 PM

Enrollment: Minimum 2, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for any students who are not in the Biostatistics PhD program
Prerequisite: Linear algebra; matrix algebra; real analysis; calculus; 140.731
Final grade applies to all terms
One 1-hour lab per week (time TBA)

140.741.01 Advanced Survival Analysis
3 credits - Course offered this year - East Baltimore
Wang, Mei-Cheng
Introduces statistical models and methods useful for analyzing univariate and multivariate failure time data. Extends Survival Analysis I to topics on length-bias and prevalent samplings, martingale theory, multivariate survival data, time-dependent ROC analysis, and recurrent event processes. Emphasizes nonparametric and semiparametric approaches for modeling, estimation and inferential results. Clinical and epidemiological examples included in class presentation illustrate statistical procedures.

Upon successfully completing this course, students will be able to:
1. Conduct statistical analysis for numerous types of sophisticated survival data
2. Discuss papers published in statistical journals
3. Provide examples of prevalent and multivariate survival data arising in public health studies
4. Discuss dissertation topics in advanced survival analysis

Email: mctwang@jhu.edu
Lecture: M W 10:30 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-Biostatistics students
Prerequisite: Biostatistics 140.651 or equivalent, and 140.641 (Survival Analysis I). Knowledge of probability and statistical theory is required. Non-biostatistics students need permission from instructor.

140.742.01 Risk Prediction and Precision Medicine
3 credits - Course offered this year - East Baltimore
Wang, Mei-Cheng
Covers two parts: Part I (taught by Dr. Wang) and Part II (taught by Dr. Chatterjee). Part I: Covers various topics for analyzing prospective and case-control data, and for evaluating the performance of biomarkers to predict risk of clinical or disease outcome. Specific topics include concepts and methods for relative risk, absolute risk, odds/hazards ratio, and ROC/AUC biomarker inference for binary and failure time outcomes. Part II: Covers methods for building absolute risk models and incorporating polygenic risk score (PRS) into such models together with non-genetic factors. Specific topics include a) Absolute risk and components of underlying models b) Integration of Data from various sources for building absolute risk models c) Concept of heritability and its relationship with predictive performance of PRS d) Methods for building PRS from existing genome-wide association studies e) Evaluating statistical validity and clinical utility of risk-prediction models.

Upon successfully completing this course, students will be able to:
1. Conduct statistical analysis for evaluating prediction performance of biomarkers and diagnostic tests
2. Have a better ability to read and understand papers published in statistical and medical journals on related topics
3. Have better preparation to work on dissertation topics or advanced biostatistics

Method of Assessment Percentage
1. Take-home project 50
2. In-class presentation 50

Email: mctwang@jhu.edu
Lecture: T TH 10:30 AM - 11:50 AM

Enrollment: Minimum 4, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Non-Biostatistics students need permission from instructor.

Prerequisite: Biostatistics 140.651 or equivalent, and 140.641 (Survival Analysis I). Knowledge of probability and statistical theory is required. Non-Biostatistics students need permission from instructor.

140.752.01 Advanced Methods in Biostatistics II
4 credits - Course offered this year - East Baltimore

Lindquist, Martin

Surveys basic statistical inference, estimates, tests and confidence intervals, and exploratory data analysis. Reviews probability distributions and likelihoods, independence and exchangeability, and modes of inference and inferential goals including minimizing MSE. Reviews linear algebra, develops the least squares approach to linear models through projections, and discusses connections with maximum likelihood. Covers linear, least squares regression, transforms, diagnostics, residual analysis, leverage and influence, model selection for estimation and predictive goals, departures from assumptions, efficiency and robustness, large sample theory, linear estimability, the Gauss Markov theorem, distribution theory under normality assumptions, and testing a linear hypothesis.

Upon successfully completing this course, students will be able to:
1. Apply the theories to standard experimental designs
2. Discuss and estimate variance components
3. Discuss theory and application of linear mixed models
4. Discuss the concept of best linear unbiased estimation and prediction
5. Develop the theory of restricted maximum likelihood
6. Discuss shrinkage estimation

Email: mlindquist@jhu.edu

Lecture: T TH 10:30 AM - 11:50 AM
Lab Section: 01 T 9:00 AM-10:20 AM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for students other than Biostatistics 1-year PhD students.
Prerequisite: 140.751

140.756.01 Advanced Methods in Biostatistics VI (Cancelled - Department)
4 credits - Course offered this year - East Baltimore

Zipunnikov, Vadim

Reviews key topics in modern applied statistics. Extends the topics of 140.755 to encompass generalized linear mixed effects models (GLMMs) and Double Hierarchical Generalized Linear Models (DHGLM) and introduces semiparametric regression via Generalized Additive Models (GAMs) and GAMs for Location, Scale and Shape (GAMLSS), as well as nonparametric smoothing and functional data analysis. Includes extensions of linear mixed effects to discrete outcomes and semi-parametric models for clustered data. Emphasizes both rigorous methodological development and practical data analytic strategies. Presents computational methods designed for semi-parametric inference and discusses relevant packages in R.

Upon successfully completing this course, students will be able to:
1. Use and extend a comprehensive list of models such as Generalized Linear Mixed Models (GLMMs), Double Hierarchical Generalized Linear Models (DHGLMs), Generalized Additive Models for Location, Scale and Shape (GAMLSS) to account for various forms of clustering and correlation often arising in public health studies
2. Use modern statistical approaches for flexible modelling heterogeneity and making inference
3. Introduce nonparametric smoothing models
4. Describe modern statistical methods for complex datasets including functional data analysis
5. Apply theoretical concepts to scientific data using R software for modeling clustered and functional data
6. Improve computational and analytic skills through analysis of simulated data sets

Email: vzippun1@jhu.edu

Lecture: T TH 10:30 AM - 11:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 140.751-5
140.772.01 Advanced Statistical Theory (Cancelled - Department)
4 credits - Course offered this year - East Baltimore
Scharfstein, Daniel
Focuses on drawing large sample inferences about "parameters" in statistical models. Discusses formal techniques for constructing estimators in semi-parametric models. Guest lecturers present special topics. Involves rigorous mathematical arguments so that familiarity with concepts in advanced calculus, real analysis, and measure theory are required.
Upon successfully completing this course, students will be able to:
1. Understand the foundations of semiparametric inferences.

Email: dscharf@jhu.edu
Lecture: T TH 1:30 PM - 2:50 PM
Enrollment: Minimum 2, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Consent required for all students
Prerequisite: 140.731-34
Final grade applies to all terms

140.778.01 Advanced Statistical Computing
3 credits - Course offered this year - East Baltimore
Hansen, Kasper
Covers the theory and application of common algorithms used in statistical computing. Topics include root finding, optimization, numerical integration, Monte Carlo, Markov chain Monte Carlo, stochastic optimization and bootstrapping. Some specific algorithms discussed include: Newton-Raphson, EM, Metropolis-Hastings algorithm, Gibbs sampling, simulated annealing, Gaussian quadrature, Romberg integration, etc. Also discusses applications of these algorithms to real research problems.
Upon successfully completing this course, students will be able to:
1. Describe common deterministic statistical algorithms, such as root finding, numerical integration methods, Newton-Raphson, quasi-Newton methods, EM
2. Describe common stochastic algorithms used in statistics, such as Monte Carlo methods, Markov Chain Monte Carlo, stochastic optimization, Gibbs sampling, Metropolis-Hastings method
3. Understand mathematical properties of common statistical algorithms
4. Implement statistical algorithms using a high-level statistical programming language

Email: khanse10@jhu.edu
Lecture: M W 10:30 AM - 11:50 AM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Prior programming experience; at least one year of doctoral-level statistics/biostatistics theory and methods courses; 140.776

140.800.01 MPH Capstone Biostatistics
2 credits Must have 1-4 credits per term for two terms. - Course offered this year - East Baltimore
Departmental Faculty
The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.
Upon successfully completing this course, students will be able to:
1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Email: dsmas@jhu.edu
Lecture: M W 10:30 AM - 11:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; Consent from the Capstone Supervisor is Required
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

**140.820.01 Thesis Research Biostatistics**  
variable credits - Course offered this year - **East Baltimore**  
Information not required for this course type  
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No  
Grading Options: Pass/Fail

**140.830.01 Postdoctoral Research Biostatistics**  
variable credits - Course offered this year - **East Baltimore**  
Information not required for this course type  
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No  
Grading Options: Pass/Fail

**140.840.01 Special Studies and Research Biostatistics**  
variable credits - Course offered this year - **East Baltimore**  
Information not required for this course type  
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No  
Grading Options: Pass/Fail

**140.850.01 Advanced Special Topics in Biostatistics**  
variable credits Number of credits will depend on the material being covered - Course offered this year - **East Baltimore**  
Departmental Faculty  
Exposes Biostatistics PhD students to advanced special topics that are not covered in the core courses. Comprises two- and four-week modules, with revolving instructors and topics. Possible topics include: theory underlying analysis for correlated data; latent variable modeling; advanced survival analysis; image analysis; time series; and likelihood inference.  
Upon successfully completing this course, students will be able to:  
1. Identify the central issues  
2. Demonstrate knowledge of key models, estimation strategies, theoretical properties, and data displays  
3. Describe steps for implementing analyses of relevant data  
4. Engage in related statistical research  
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No  
For Biostatistics PhD students only  
Grading Options: Pass/Fail  
Consent required for some students; Consent required only if students have not already completed PhD core courses  
Prerequisite: Ph.D. core courses or consent from the instructors

**140.860.01 Current Topics in Biostatistics Research**  
1 credits - Course offered this year - **East Baltimore**  
Colantuoni, Elizabeth;Ji, Hongkai  
Features presentations by Biostatistics faculty, postdocs and senior students on their research, with a focus on the public health and scientific questions driving the work, why the research makes a difference for the subject area and how to translate the research into practice. Offers an opportunity for discussion and clarification of key Biostatistical concepts being taught in the core courses and how they apply to problems in public health and science. Provides an opportunity for students and faculty to come together and discuss novel research questions and the role that Biostatisticians have in helping to support, enrich and promote solutions to these novel research questions.  
Upon successfully completing this course, students will be able to:  
1. Discuss current research being conducted by or in collaboration with faculty in the Biostatistics department  
2. Interact with Department of Biostatistics faculty, postdocs and students
3 Develop foundational insights into mapping public health and scientific problems onto the foundation of biostatistical theory and methodology

Method of Assessment Percentage
1. Active listening and participation 50
2. Attendance 50

Method of Assessment Detail:
Active listening and participation 50%; attendance 50%.

Email: ejohnso2@jhmi.edu
Lecture: TH 9:00 AM - 9:50 AM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

Consent required for some students; Consent required for non-Biostatistics students
Student must attend 7 of 8 seminars in order to pass the course.

**140.895.01 MPH Practicum: Biostatistics**

variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - **East Baltimore**

Departmental Faculty

The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

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

1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**Clinical Investigation**

**390.673.81 Ethical and Regulatory Issues in Clinical Research**

3 credits - Course offered this year - **Internet**

Adkinson, Franklin; Fost, Norman

Explores and examines the ethical issues central to clinical research, reviews current regulations for clinical investigation, promotes understanding of the function and procedures of Institutional Review Boards, and better appreciation of the role of good clinical practices for clinical trials.

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

1. Observe the ethical underpinnings of human subjects research
2. Identify good clinical practices for clinical trials, including the use of standard operating procedures
3. Identify the requirements and procedures for IRB approval of human subject research, including recent HIPAA regulations
4. Integrate modern ethical standards and regulatory requirements into design of a clinical investigation

Method of Assessment Percentage
1. Assignments 50
2. Final Paper 25
3. Participation 25

Email: fadkinso@jhsph.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

Consent required for some students; This course is geared toward GTPCI and SOCI students, however it is open to scientists, clinicians, and other degree students.

Prerequisite:
Part of the four-course series in the Science of Clinical Investigation award program.

**390.710.01 Biomedical Writing I**
2 credits - Course offered this year - East Baltimore

Poynton, Sarah

Guides students towards writing a high quality biomedical research paper. Considers each main section of the paper in detail, emphasizing writing from the reader’s perspective, and practicing all elements of effective academic writing. During the multi-term course, each student writes a biomedical research paper, section by section, receives constructive critique from their peers, and a line by line edit from the instructor. Format includes: didactic elements, small group work, and class critique of texts written by students, and of selected texts from published papers. Also considers other types of academic writing, such as review articles and letters of recommendation; these elements do not form part of the homework assignments or assessments.

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

1. Write a high quality biomedical research paper for submission to a peer-reviewed journal
2. Demonstrate logical organization, clear and effective writing, and an understanding of readers’ and reviewers’ expectations
3. Describe the content that reviewers expect to see in each of the main sections of a peer-reviewed biomedical research paper
4. Demonstrate the ability to edit texts, figures and tables for content, form and style
5. Critically analyze, and recommend revisions to, a draft of a biomedical research paper written by a peer, to improve its organization and style

Email: spoynton@jhmi.edu

Lecture: TH 8:30 AM - 10:20 AM

Enrollment: Minimum 4, No maximum enrollment required, Waitlist Enabled: No

Course is primarily for GTPCI students; a max of 2 non-GTPCI students may be admitted with prior approval of the instructor

Grading Options: Pass/Fail

Consent required for some students; Permission is required of all non-GTPCI students

Multi-term with 390.711

Final grade applies to all terms

Grade issued at the end of 4th term after completion of 390.711

390.710.02 Biomedical Writing I

2 credits - Course offered this year - East Baltimore

Poynton, Sarah

Guides students towards writing a high quality biomedical research paper. Considers each main section of the paper in detail, emphasizing writing from the reader’s perspective, and practicing all elements of effective academic writing. During the multi-term course, each student writes a biomedical research paper, section by section, receives constructive critique from their peers, and a line by line edit from the instructor. Format includes: didactic elements, small group work, and class critique of texts written by students, and of selected texts from published papers. Also considers other types of academic writing, such as review articles and letters of recommendation; these elements do not form part of the homework assignments or assessments.

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

1. Write a high quality biomedical research paper for submission to a peer-reviewed journal
2. Demonstrate logical organization, clear and effective writing, and an understanding of readers’ and reviewers’ expectations
3. Describe the content that reviewers expect to see in each of the main sections of a peer-reviewed biomedical research paper
4. Demonstrate the ability to edit texts, figures and tables for content, form and style
5. Critically analyze, and recommend revisions to, a draft of a biomedical research paper written by a peer, to improve its organization and style

Email: spoynton@jhmi.edu

Lecture: T 3:30 PM - 5:20 PM

Enrollment: Minimum 4, No maximum enrollment required, Waitlist Enabled: No

max of 2 non-GTPCI students

Grading Options: Pass/Fail

Consent required for some students; Permission is required of all non-GTPCI students

Multi-term with 390.711
Final grade applies to all terms
Grade issued at the end of 4th term after completion of 390.711.

390.751.01 Seminars in Clinical Investigation
2 credits - Course offered this year - East Baltimore
Flexner, Charles
Presents issues in clinical research, exemplified by readings from classical papers and contemporary literature.
Upon successfully completing this course, students will be able to:
1. Evaluate clinical studies conducted by other investigators
2. Apply different approaches used to answer the same clinical research questions, and the implications for study design, conduct, and outcome
3. Demonstrate the principles discussed in their own approach to clinical research

Email: flex@jhmi.edu
Lecture: W 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to GTPCI students, and faculty and staff with active involvement in clinical research.
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required of all non-GTPCI students

390.801.01 Professional Goals and Objectives
1 credits - Course offered this year - East Baltimore
Flexner, Charles; Ghanem, Khalil
Consists of didactic sessions focused on preparation for the Grant Writing course, careers and mentoring, and meetings between students and their academic advisors and/or potential research mentors to identify a single area of research focus and discuss short- and long-term career goals.
Upon successfully completing this course, students will be able to:
1. Define the structure of the GTPCI and various requirements of the MHS, ScM, and PhD degrees
2. Distinguish between their Academic Advisor and Research Mentor, and the roles of mentors and mentoring
3. Determine research and career objectives by meeting with their Academic Advisor
4. Approach potential research mentors
5. Locate potential clinical research projects, of relevance to their career
6. Assess the benchmarks of a successful academic career

Method of Assessment Percentage
1. Assignments 99

Email: flex@jhmi.edu
Lecture: T 9:00 AM - 9:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to GTPCI students only
Grading Options: Pass/Fail

390.820.01 Thesis Research in Clinical Investigation
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

390.840.01 Special Studies and Research in Clinical Investigation
variable credits 1-11 - Course offered this year - East Baltimore
Departmental Faculty
Determined by student's advisor.
Upon successfully completing this course, students will be able to:

1. Perform original research which will provide educational experiences not available in the formal coursework curriculum.

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
GTPCI students on a case by case basis
Grading Options: Pass/Fail
Consent required for all students; GTPCI students on a case by case basis

Environmental Health and Engineering

180.610.01 Principles of Environmental Health II

4 credits - Course offered this year - East Baltimore

Latshaw, Megan

Applies concepts and principles of environmental health to a real-world problem impacting a community in our own backyard. Groups investigate the driving forces that underlie complex environmental health issues and explore strategies for assessment and intervention. Integrates the practical experiences of community members and students wherever possible.

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

1. Describe the history of Hopkins in East Baltimore
2. Explain the goal of critical service-learning
3. Identify multi-disciplinary approaches to solving environmental health problems
4. Develop ways to translate research into practice
5. Create strategies to address the multiplicity of factors that often drive seemingly simple environmental health issues
6. Explain their attitudes about working with community members
7. Develop awareness of one’s own role in various group situations
8. Describe the historical context of the issue identified by the community group
9. Demonstrate soft skills required to work in team settings, such as communication, diplomacy, accepting constructive criticism, active listening, professionalism
10. List top five pieces of knowledge gained from this class

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<thead>
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<th>Method of Assessment</th>
<th>Percentage</th>
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<td>1. Quizzes</td>
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<td>2. Peer-feedback</td>
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<td>3. Discussion</td>
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<td>6. Service-learning evaluation</td>
<td>5</td>
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<tr>
<td>7. Submission of plan</td>
<td>5</td>
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</tbody>
</table>

Method of Assessment Detail:

- 10% averaged grades from the four SOURCE service-learning module quizzes
- 5% quiz on environmental justice and community-based organization lectures
- 5% for submission of your plan – might include tasks, timeline, deliverables and roles
- 30% for class discussion (looking at knowledge, communication skills, reflection)
- 25% final deliverable
- 15% journal highlighting what you accomplished since the last entry and a reflection on your personal impressions of your community-academic partnership
- 5% anonymous peer review by your group members
- 5% service-learning evaluation

Email: Mlatshaw@jhu.edu

Lecture: M W 1:30 PM - 3:20 PM

Enrollment: Minimum 15, Maximum 60, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Consent required for all students
Prerequisite: 180.609.01 Principles of Environmental Health I

180.610.81 Principles of Environmental Health II (Cancelled - Department)
4 credits - Course offered this year - Internet
Latshaw, Megan
Applies concepts and principles of environmental health to a real-world problem impacting a community in our own backyard. Groups investigate the driving forces that underlie complex environmental health issues and explore strategies for assessment and intervention. Integrates the practical experiences of community members and students wherever possible.
Upon successfully completing this course, students will be able to:
1. Describe the history of Hopkins in East Baltimore
2. Explain the goal of critical service-learning
3. Identify multi-disciplinary approaches to solving environmental health problems
4. Develop ways to translate research into practice
5. Create strategies to address the multiplicity of factors that often drive seemingly simple environmental health issues
6. Explain their attitudes about working with community members
7. Develop awareness of one’s own role in various group situations
8. Describe the historical context of the issue identified by the community group
9. Demonstrate soft skills required to work in team settings, such as communication, diplomacy, accepting constructive criticism, active listening, professionalism
10. List top five pieces of knowledge gained from this class

Method of Assessment

| Percentage |
| 1. Quizzes | 15 |
| 2. Peer-feedback | 5 |
| 3. Discussion | 30 |
| 4. Final Project | 25 |
| 5. Reflection | 15 |
| 6. Service-learning evaluation | 5 |
| 7. Submission of plan | 5 |

Method of Assessment Detail:
10% averaged grades from the four SOURCE service-learning module quizzes
5% quiz on environmental justice and community-based organization lectures
5% for submission of your plan — might include tasks, timeline, deliverables and roles
30% for class discussion (looking at knowledge, communication skills, reflection)
25% final deliverable
15% journal highlighting what you accomplished since the last entry and a reflection on your personal impressions of your community-academic partnership
5% anonymous peer review by your group members
5% service-learning evaluation

Email: Mlatshaw@jhu.edu

Enrollment: Minimum 1, Maximum 36, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Consent required for all students
Prerequisite: 180.609 Principles of Environmental Health I

180.620.81 An Introduction to Food Systems and Public Health
4 credits - Course offered this year - Internet
Nachman, Keeve; Lawrence, Robert; Walker, Polly
Introduces the complex and challenging public health issues of food security (sufficient, safe and nutritious food for all) and food system sustainability in a world where approximately 850 million people are under-nourished while over 2 billion are overweight or obese. Explores the connections among diet, food production, the environment and public health in the context of equity, population pressure and the global climate crisis. Considers historical, economic and political forces that have helped shape food systems in the US and globally. Explores the critical role of public health in achieving healthy and sustainable food systems for all. Guest lecturers include experts from a variety of disciplines and experiences.

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

1 Define the concepts of food systems, food security and food system sustainability and how each relates to public health
2 Describe how diet, food production, and our environment interact to impact each other and ultimately, human health
3 Characterize political, social, cultural and economic influences on food systems
4 Identify and evaluate opportunities and challenges to reduce the environmental and public health impact of food systems

Method of Assessment | Percentage
--- | ---
0. Quizzes | 30
1. Reflection | 30
2. Written Assignment(s) | 30
3. Participation | 10

Method of Assessment Detail:

--Quizzes 40% - 4-6 multiple choice and short answer quizzes based on lectures and required readings
--Written assignment 35% - student write an Op-Ed-style essay on a food systems topic of their choice, at the end of the course
--Reflections 20% - (5% x 4) students respond to a prompt posed after each LiveTalk that requires them to synthesize and apply key learning objectives of the LiveTalk and related readings, lectures
--Participation 5% - viewing lectures and LiveTalks (an additional 2 points of extra credit are offered for forum participation)

Email: knachman@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Consent required for those not matriculated into a JHSPH graduate program.

Prerequisite: Introduction to Online Learning

180.621.81 Protecting the Environment and Safeguarding Worker Health: A Problem-Based Approach

3 credits - Course offered this year - Internet

Locke, Paul

Equips doctoral students with the skills to understand solutions for emerging environmental and occupational health problems. It is organized around several real world environmental and occupational health scenarios, and will offer students a chance to analyze and discuss how evidence-based science can be used to design and implement effective interventions. Through the course, students will also gain a better understanding of the role that social justice and equity plan in environmental and occupational health. The course also reviews how science, communication and policy interweave in public health decision-making, and shows how public health leaders can act to address environmental and occupational health threats and prepare communities to protect against them. The concept of a one health approach is also introduced.

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

1 Propose effective, evidence-based environmental and occupational health interventions
2 Evaluate how environmental and worker health problems arise in practice by investigating three real world situations
3 Critique the social justice and environmental equity problems that confront public health practitioners and leaders seeking to solve environmental and occupational health problems
4 Analyze and assess preparedness strategies and policies in environmental and occupational health
5 Identify the interaction between science, communication, and policy in environmental and worker health problems, and develop strategies to prevent, and/or confront them when they arise
6 Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
Propose strategies to promote inclusion and equity within public health programs, policies and systems
Understand the one health approach in public health and its application to environmental and occupational health problems

Method of Assessment  Percentage
1. Homework  40
2. Group Work  50
3. Participation  10

Email: plocke@jhu.edu
Enrollment: Minimum 10, Maximum 53, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Consent is required for all students

180.626.81 Environmental Justice and Public Health Practice
3 credits - Course offered this year - Internet
Smith, Genee
Explores environmental justice through a historical, ethical and political lens with discussions on the impacts of environmental injustice on health disparities, particularly in low income and minority communities. Critical assessment of existing environmental justice approaches will be used to foster discussions and strategies for alleviating inequities in environmental exposure and disease at multiple levels and domains of public health. This course will highlight various approaches for public health officials, advocacy groups, health professionals, policymakers, and stakeholders to contribute to environmental justice, and guide students through integrating existing expertise into environmental justice solutions.

Upon successfully completing this course, students will be able to:
1. Summarize the evolution of the environmental justice movement in an accurate historical and ethical context
2. Explain the impact of inequities in neighborhood-level environmental exposures on health disparities
3. Explain the need for collaborative partnerships and the various roles of scientists, community members, public health officials, and policy makers in addressing environmental justice concerns
4. Identify present-day environmental justice concerns, the impact of these on public health, and potential financial, political, and logistic hurdles to achieving environmental equity
5. Critique current approaches to addressing concerns of environmental justice
6. Use existing skill sets to construct environmental justice solutions at various levels and within various domains

Email: genee.smith@jhu.edu
Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 180.609 Principles of Environmental Health or 180.601 Environmental Health or an equivalent introductory course in environmental health

180.650.01 Fundamentals of Clinical Oncology for Public Health Practitioners (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Trock, Bruce
Presents lectures by surgical oncolgists and medical oncologists covering clinical issues and controversies in diagnosis, treatment, and prevention of the commonest and most deadly adult cancers including lung, breast, prostate, colon/rectal, pancreas, stomach, esophagus, liver, brain, head & neck, and melanoma. The focus is on clinical, rather than biological aspects of cancer.

Upon successfully completing this course, students will be able to:
1. Describe cancer presentation and progression, and treatment approaches for major cancers
2. Describe factors and complexities that influence clinical decision-making
3. Define controversies in diagnosis, treatment, and screening

Email: btrock@jhmi.edu
Lecture: TH 5:30 PM - 8:00 PM
Enrollment: Minimum 10, Maximum 30, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent is required for undergraduate students.
180.663.01 Grant Writing I
1 credits - Course offered this year - East Baltimore
Wills-Karp, Marsha
Enables doctoral students to attain skills in writing successful funding proposals—that is, proposals that are likely to receive approval for funding. Introduces students to grant writing, funding sources, types of NIH grants, how to read an RFA, PA or other announcements, and develop a biosketch. Explores the requirements of a successful NIH style grant proposal.

Upon successfully completing this course, students will be able to:
1 Identify the appropriate grant mechanism for his or her idea
2 Analyze and interpret Requests For Applications (RFAs)
3 Distinguish the appropriate study sections for submissions
4 Ascertain scoring systems and review processes for a variety of proposals
5 Construct an F31 Proposal in the requested format

Method of Assessment Percentage
1. Participation 10
2. Assignments 20
3. Grant submission 70

Email: mwkarp@jhu.edu
Lecture: T 1:00 PM - 1:50 PM

Enrollment: Minimum 5, Maximum 15, Waitlist Enabled: Yes
EHE PhD students only
Grading Options: Pass/Fail
Consent required for some students; Consent is required for students not in EHE
Prerequisite: 180.661.01 WRITING SCIENTIFIC PAPERS I

Final grade applies to all terms
to be held in departmental space

180.820.01 Doctoral Thesis Research
variable credits 1-22 - Course offered this year - East Baltimore
Departmental Faculty
Provides an opportunity to actively conduct research in environmental health

Upon successfully completing this course, students will be able to:
1 Write a publishable manuscript

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Doctoral students in EHE only
Grading Options: Pass/Fail
Register with adviser

180.840.01 Doctoral Special Studies & Research
variable credits 1-22 - Course offered this year - East Baltimore
Departmental Faculty
Provides a forum for students to get feedback on their research ideas and projects. Acquaints students with research of leading environmental health experts.

Upon successfully completing this course, students will be able to:
1 Identify areas of interest for current and future research

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Doctoral students in EHE only
Grading Options: Pass/Fail
Register with adviser
180.860.01 EHE Student Seminar & Grand Rounds
1 credits - Course offered this year - East Baltimore

Departmental Faculty
Provides a forum for students to present their current research project and receive feedback from faculty and students. Introduces students to research of leading environmental health experts.

Upon successfully completing this course, students will be able to:
1 Discuss and provide feedback on research proposals and projects

Lecture: T 12:00 PM - 1:20 PM
Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Only PhD students in EHE may enroll
Grading Options: Pass/Fail

181.845.01 MHS Special Studies & Research
variable credits 1-22 - Course offered this year - East Baltimore

Departmental Faculty
Provides a forum for students to receive feedback on essay topics and outlines.

Upon successfully completing this course, students will be able to:
1 Identify an essay topic relevant to environmental health

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
MHS students in the Department of Environmental Health & Engineering
Grading Options: Pass/Fail
Register with adviser.

MHS students will enroll in this course during terms 2 and 3.

181.850.01 MHS Essay
1 credits - Course offered this year - East Baltimore

Departmental Faculty
Provides the opportunity for the student to work with their adviser to formulate, research, finalize, and gain approval of the required essay.

Upon successfully completing this course, students will be able to:
1 Identify and propose solutions to environmental health issues
2 Apply analytical and technical skills to conducting literature reviews
3 Produce a high quality written document

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
MHS students in EHE only
Grading Options: Pass/Fail
Register with adviser.

182.614.01 Industrial Hygiene Laboratory (Cancelled - Department)
5 credits - Course offered this year - East Baltimore

Rule, Ana Maria
Provides the knowledge and skill to perform air sampling for occupational and environmental air pollutants. Focuses on how to analyze and present results. Discusses calibration, passive and active sampling, gases and vapors, particulate matter (PM), size-selective sampling; special methods for PM sampling (i.e. fibers, bioaerosols), and direct reading instruments. Addresses concepts of limit of detection, exposure assessment, standards and guidelines, and significant figures.

Upon successfully completing this course, students will be able to:
1 Calibrate air sampling pumps using primary and secondary standards
2 Conduct air sampling for airborne particulate matter
3 Define criteria and equipment used for size-selective particulate matter sampling
4 Conduct air sampling for airborne gases and vapors
5. Describe adsorptive and absorptive sampling techniques
6. Select appropriate analytical techniques for air sample analysis
7. Conduct air sampling using direct-reading instruments
8. Perform a survey for airborne contaminants
9. Write a professional report for air sample survey results

Method of Assessment | Percentage
--- | ---
1. Lab Assignments | 70
2. Field project | 20
3. Participation | 10

Email: arule1@jhu.edu

Lecture: T TH 1:30 PM - 4:50 PM

Enrollment: Minimum 2, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite: College chemistry and physics

**182.621.01 Introduction to Ergonomics**

4 credits - Course offered this year - **East Baltimore**

Pentikis, John

Introduces the fundamental principles of ergonomics, including terminology, concepts, and applications of physiology, anthropometry, biomechanics, psychology, and engineering to work place and work methods design. Emphasizes the complex relationships among workers, job demands, work place designs, and work methods. Prepares students for advanced study in safety science, industrial hygiene, injury prevention, industrial engineering, and safety and health management.

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

1. Identify ergonomic risk factors, select the appropriate assessment tool, and conduct a detailed ergonomic risk assessment
2. Identify and analyze the biomechanical aspects of a manual material handling task and develop design recommendations to reduce the risk of injury
3. Evaluate an office work area for ergonomic concerns and provide design recommendations to improve performance and reduce injury risk
4. Assess a work-rest schedule and develop recommendations based on the physical demands of the task, worker characteristics and environmental conditions
5. Discuss the applicability of various standardized ergonomic assessment tools, including OWAS, RULA, REBA, and the Strain Index

6. Discuss various program management issues and the value-added of an integrated ergonomics program

Method of Assessment | Percentage
--- | ---
1. Journal Review 1 | 20
2. Journal Review 2 | 20
3. Midterm | 30
4. "Putting It All Together" | 30

Email: jpentik1@jhu.edu

Lecture: F 8:30 AM - 11:50 AM

Enrollment: Minimum 4, Maximum 25, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Prerequisite: No prerequisites are required.

**182.623.81 Occupational Health Management (Cancelled - Minimum Not Met)**

3 credits - Course offered this year - **Internet**

Averill, Dennis

Examines modern Lean management methodology and how it can be leveraged to design and implement an effective health, safety, and environmental (HSE) management system in an organization. Focuses on Lean management methods and tools and how they impact organizational structure, SHE planning, risk assessment, training, and continuous HSE improvement.
Upon successfully completing this course, students will be able to:

1. Demonstrate an understanding of the evolution of management thought and how it has influenced occupational health, safety, and environmental (HSE) management
2. Demonstrate an understanding of and apply Lean management methodology to improving health, safety, and sustainability performance in organizations
3. Apply continuous improvement and Lean management tools to occupational health and safety including; loss trees, root cause analysis, OPLs, 5S, visual methods, and Kaizen
4. Utilize current concepts of leadership and change management to improve HSE management
5. Demonstrate an understanding of HSE risk assessment methods

Method of Assessment Percentage
1. Participation 10
2. Exam(s) 20
3. Final case study 40
4. 2 assignments (15% each) 30

Email: daveril1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite: Introduction to Online Learning

**182.625.01 Principles of Occupational and Environmental Hygiene (Cancelled - Department)**

4 credits - Course offered this year - **East Baltimore**

Zerbe, Diane

Introduces concepts, terminology, and methodology in the practice of industrial hygiene, and identifies resource materials. Includes lectures, typical problems, demonstrations, and a walk-through survey.

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

1. Describe the legal, professional, and ethical framework for the practice of industrial hygiene
2. Define basic terms and technical concepts integral to the practice of industrial hygiene
3. Explain the differences between chemical (gases/vapors, dusts/mists/fumes), physical, and biological agents in the workplace
4. Calculate time-weighted averages
5. Convert between various units of exposure (for example, mg/m3 to ppm)
6. Calculate and interpret noise exposures and doses
7. Identify the basic concepts of workplace exposure assessment
8. Describe the hierarchy of controls and how it applies to hazard control
9. Integrate various concepts into a broader occupational/environmental health practice

Method of Assessment Percentage
1. Quizzes 20
2. Midterm 30
3. Final Paper 35
4. Participation 15

Email: Dzerbe1@jhu.edu

Lecture: W F 1:30 PM - 3:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

Not designed to prepare you for the Certified Industrial Hygienist qualifying exam.

**182.625.81 Principles of Occupational and Environmental Hygiene**

4 credits - Course offered only this year - **Internet**

Zerbe, Diane
Introduces concepts, terminology, and methodology in the practice of industrial hygiene, and identifies resource materials. Includes lectures, typical problems, demonstrations, and a walk-through survey.

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

Email: Dzerbe1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning.

Not designed to prepare you for the Certified Industrial Hygienist qualifying exam.

182.637.01 Noise and Other Physical Agents in the Environment
4 credits - Course offered this year - East Baltimore
Anna, Daniel

Addresses noise-related topics such as physics of noise propagation and control, noise measurement, hearing physiology, and noise-induced hearing loss. Covers ionizing and non-ionizing radiation, lasers, and heat stress.

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

1. Describe the components of an acceptable hearing conservation program
2. Define the mechanisms by which noise induces hearing loss
3. Calculate noise exposure metrics and compare them to acceptable exposure criteria
4. Operate sound level meters and noise dosimeters
5. Define the hazard classification system for laser safety programs
6. Assess the acceptability of exposures to radiofrequency non-ionizing radiation
7. Describe basic radiation health concepts and methods for detecting ionizing radiation
8. Assess occupational heat stress risk

Email: danna1@jhu.edu
Lecture: W F 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: College chemistry and physics, or consent of instructor.

182.810.01 MS Field Placement
variable credits 1-22 - Course offered this year - East Baltimore
Departmental Faculty

Focuses on a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

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

1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
MS students in EHE only
Grading Options: Pass/Fail
Register with adviser

182.845.01 Ms Special Studies and Research
variable credits 1-22 - Course offered this year - East Baltimore
Departmental Faculty

Prepares students to identify and research the central issues in environmental health.

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

1. Identify areas of interest for current and future research

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
MS students in EHE only
Grading Options: Pass/Fail
Register with adviser

182.850.01 Ms Essay
variable credits 1-22 - Course offered this year - East Baltimore

Departmental Faculty
Students work with their adviser to formulate, research, finalize, and gain approval of their master’s essay, which is based on a required Independent Professional Project (IPP). Students write the essay as a professional report summarizing the findings of the IPP. This represents a substantive application of professional technical skills through the process of collecting and summarizing data and reviewing appropriate literature.

Upon successfully completing this course, students will be able to:
1 Augment their training by pursuing an independent project within their particular area of interest or specialized competency
2 Prepare a professional report on their findings
3 Present in an oral seminar setting

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
MS students in EHE
Grading Options: Pass/Fail
The student’s adviser serves as course instructor. Successful completion of the MS essay is required for graduation from the program.

183.631.01 Fundamentals of Human Physiology (Cancelled - Department)
4 credits - Course offered this year - East Baltimore
Kohr, Mark
Provides an in-depth view of integrated human systems physiology by covering the key aspects of a number of different organ systems. Offers a unique perspective on physiology by incorporating environmental, clinical and public health aspects, where possible.

Upon successfully completing this course, students will be able to:
1 Explain the fundamental principles of integrated systems physiology at the genetic, cellular and organ level
2 Apply basic physiological principles toward a better understanding of the health consequences of current and emerging environmental and public health issues
3 Describe the significance of physiological principles when interacting with a broad spectrum of public health professionals

Method of Assessment Percentage
1. 3 non-cumulative exams (30% each) 90
2. Non-cumulative quizzes (2% each) 10

Email: mkohr1@jhu.edu
Lecture: M W 1:30 PM - 3:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Although not required as a prerequisite, background courses in biology and/or related disciplines will help greatly with the comprehension of course material.

183.631.81 Fundamentals of Human Physiology
4 credits - Course offered only this year - Internet
Kohr, Mark
Provides an in-depth view of integrated human systems physiology by covering the key aspects of a number of different organ systems. Offers a unique perspective on physiology by incorporating environmental, clinical and public health aspects, where possible.

Upon successfully completing this course, students will be able to:
1 Explain the fundamental principles of integrated systems physiology at the genetic, cellular and organ level
2 Apply basic physiological principles toward a better understanding of the health consequences of current and emerging environmental and public health issues
3 Describe the significance of physiological principles when interacting with a broad spectrum of public health professionals
Method of Assessment | Percentage
--- | ---
1. 3 non-cumulative exams (30% each) | 90
2. Non-cumulative quizzes (2% each) | 10

Method of Assessment Detail:
Exams and weekly quizzes will be administered through CoursePlus. Weekly quizzes will consist of 12-18 questions (6 questions per lecture). Exams will consist of 50 questions (5-10 questions per lecture).

Email: mkohr1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning; Biology and/or related coursework preferred

183.825.01 SCM Thesis Research
variable credits 1-22 - Course offered this year - *East Baltimore*
Departmental Faculty
Provides an opportunity to actively conduct research in environmental health
Upon successfully completing this course, students will be able to:
1. Write a publishable manuscript

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Only students in the ScM program in EHE may enroll
Grading Options: Pass/Fail
Register with adviser

183.840.01 SCM Special Studies & Research
variable credits 1-22 - Course offered this year - *East Baltimore*
Departmental Faculty
Provides a forum for students to receive feedback on research ideas and projects. ScM students enroll in this course prior to passing the written comprehensive exam.

Upon successfully completing this course, students will be able to:
1. Identify areas of interest for current and future research

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
EHE ScM students only
Grading Options: Pass/Fail
Register with adviser as the instructor

184.830.01 Postdoctoral Research Environmental Health and Engineering
variable credits 1-22 - Course offered this year - *East Baltimore*
Offers an opportunity for postdoctoral students to conduct research and write papers for publication
Upon successfully completing this course, students will be able to:
1. Conduct post-graduate research and write papers for publication

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

185.801.01 Exposure Sciences & Environmental Epi Journal Club
1 credits - Course offered this year - *East Baltimore*
Smith, Genee
Provides a forum for students and multiple faculty to keep up-to-date on the latest environmental health research and get feedback on their research ideas and projects. Emphasizes active participation in discussions of the peer-reviewed literature, the most up-to-date research, and the process of research development.
Upon successfully completing this course, students will be able to:

1. Critique peer-reviewed manuscripts
2. Explain the peer review process
3. Discuss and provide feedback on research ideas and projects

Method of Assessment Percentage
1. Participation 50
2. Individual presentation OR self-assessment 50

Email: genee.smith@jhu.edu
Lecture: M 12:00 PM - 1:20 PM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for some students; Consent is required for students not in EHE
Method of Assessment varies by term. Student assessment is a self-assessment unless the student is required to present that term.

**185.805.01 Toxicology, Physiology & Molecular Mechanisms Journal Club & Seminar**

1 credits - Course offered this year - East Baltimore

Kohr, Mark; Sille, Fenna

Provides a platform for doctoral and postdoctoral students (postdoctoral fellows) and faculty to present and discuss impactful scientific papers from the current literature that deal with mechanisms underlying environmental disease along with accompanying methods. Papers are organized around a term-specific theme selected by the course directors.

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

1. Critically read and evaluate scientific papers, and identify criteria for assessing the quality of the science
2. Analyze and assess new methodological approaches in the areas of biochemistry, physiology, biophysics, cell and molecular biology, genomics, epigenetics, proteomics, metabolomics, etc.
3. Evaluate the pathophysiologic pathways of environmental disease at the molecular, cellular, tissue, whole organ-whole animal, and individual-to-population levels
4. Give a high quality presentation that effectively conveys scientific results

Method of Assessment Percentage
1. Participation 50
2. Attendance 50

Email: mkohr1@jhu.edu
Lecture: M 3:30 PM - 4:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for some students; Consent required for students not in EHE
Consent required for students not in EHE

**186.800.01 MPH Capstone: Environmental Health & Engineering**

2 credits - Course offered this year - East Baltimore

Departmental Faculty

Provides students with the opportunity to work on a public health practice project on a chosen public health problem that simulates a professional practice experience.

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

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; Consent from the Capstone Supervisor is Required
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

186.895.01 MPH Practicum: EHE

variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - East Baltimore

Departmental Faculty

The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

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

1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

187.610.81 Public Health Toxicology

4 credits - Course offered this year - Internet

Bressler, Joseph

Examines basic concepts of toxicology as they apply to the effects of environmental agents present in air, water and food (e.g. chemicals, metals) on public health. Discusses the distribution, cellular uptake, metabolism, and elimination of toxic agents, as well as the fundamental principles governing the interaction of foreign chemicals with biological systems. Considers how population data on disease incidence (various cancers, lung, kidney, heart, etc.) can suggest possible etiologies and how genetic and epigenetic factors can influence risk for adverse health effects. Focuses on the application of how these concepts provide evidence relevant to the understanding and prevention of morbidity and mortality resulting from environmental exposures to toxic substances through presentation of case studies.

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

1. Describe the basic toxicokinetic principles that determine how various classes of environmentally important chemicals interact with molecules in cells, tissues and organs to cause adverse effects
2. Describe the basic toxicodynamic processes that can alter normal cell, tissue and organ functions resulting in adverse effects
3. Explain the importance of dose-response in determining the adverse effects of chemicals and the different dose response models for non-carcinogens and carcinogens
4. Provide examples of underlying genetic and social susceptibility factors that contribute to the ability of chemicals to elicit effects that contribute to human disease
5. Explain how evidence based on quantitative assessment of local, national and global cancer incidence data contributes to identification of susceptible populations, points to possible causative factors and suggests approaches to preventive interventions
6. Illustrate how the use of biomarkers and primary, secondary and tertiary prevention can come together to facilitate prevention of human disease
7. Explain the science underlying toxicity testing for the ability of chemicals to elicit adverse human health effects
8. Explain the risk assessment process and the role of toxicity testing and human epidemiology in it
9. Apply evidence from toxicity testing and human epidemiology studies to calculate an acceptable daily exposure (RfD)
10. Apply the toxicological concepts to specific chemicals to which people are exposed

Method of Assessment Percentage
1. Four Exams 61
2. Four Quizzes 18
3. Written Assignment(s) 21

Email: jbress11@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning; a background in organic chemistry and/or biochemistry and cell biology useful.

187.632.01 Molecular Toxicology

4 credits - Course offered this year - East Baltimore

Biswal, Shyam S.
Reviews the mechanisms by which environmental toxicants cause chronic diseases such as cancer, COPD, asthma and heart diseases that impact public health. Topics include cell signaling pathways involved in oxidative and nitrosative stress, cell growth, cell death, DNA repair, inflammation and carcinogenesis in response to exposure to air pollutants, metals and other environmental toxicants. Presents most recent technological advances in the molecular and genetic tools available to study how environmental toxicants cause diseases, which includes omics technologies (genomics, proteomics and metabolomics), next-generation sequencing for gene expression and genetic variations, transgenic animals and emerging alternative animal models.

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

1. Analyze and discuss the literature regarding a wide array of topics relevant to molecular toxicology, including the molecular response to environmental stress and pathways of carcinogenesis and DNA repair
2. Describe various gene-environment interactions that lead to either cell adaptation, cell death or disease in response to toxins in the environment
3. Discuss the application of various state-of-the-art techniques for molecular analyses, including genomics, proteomics and metabolomics, next-gen sequencing, transgenic animal model and alternative animal models for research

Method of Assessment Percentage
1. Midterm 25
2. Final Project 35
3. Group Presentation 30
4. Participation 10

Email: sbriswal@jhu.edu
Lecture: M W F 10:30 AM - 11:50 AM
Enrollment: Minimum 4, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: A basic course in molecular biology or consent of instructor

Students in the MS in Toxicology for Human Risk Assessment & MHS in Environmental Health, THRA area of interest must take 187.640 Toxicology 21: Scientific Foundations concurrently. Students in other programs are encouraged to do the same.

187.640.01 Toxicology 21: Scientific Foundations
1 credits - Course offered this year - East Baltimore
Bressler, Joseph; Yager, James
Provides students with fundamental knowledge of the emerging science driving new strategies for human risk assessment. Topics include toxicokinetics, xenobiotic activation and inactivation, systems biology, and databases for toxicity testing. Presents case studies that have used different data bases for toxicity testing. Students have hands-on experiences using the databases and other Web-based applications.

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

1. Discuss the metabolism of xenobiotics
2. Apply the principles of xenobiotic metabolism and drug-drug interaction to pharmacokinetics and toxicokinetics
3. Explain the basis of differences in xenobiotic metabolism in different populations
4. Analyze the scientific evidence for the development of new toxicity testing strategies

Email: jbressl1@jhu.edu
Lecture: W 3:30 PM - 4:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for students not in the MSPH Track in Toxicity Testing and Human Health Risk Assessment or MHS in Environmental Health, HTP focus area.
Prerequisite: 187.610 Public Health Toxicology
MSPH Track in Toxicity Testing and Human Health Risk Assessment & MHS in Environmental Health, HTP track Students must take 187.632 Molecular Toxicology concurrently.

Course will be held in departmental space.

188.688.01 Global Sustainability & Health Seminar
1 credits - Course offered this year - East Baltimore
Kuiper, Jordan
Discusses the causes, consequences, and implications of key global environmental challenges that we are facing and that are likely to become more challenging over time. Specifically addresses how land use (e.g., patterns of urban growth and suburban sprawl), energy use, food production and distribution, water use, and population growth are causing climate change, ecosystem degradation, biodiversity losses, species extinctions, and other resource depletion, and how all this in turn is a threat to human health as individuals, in communities, and globally. Focuses on discussion and not lectures and will utilize a mix of movies, guest discussants, and student-directed discussions.

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

1. Define the aspects of land use, energy use, food production and distribution, water use, and population growth that contribute to environmental degradation
2. Analyze how peak petroleum (AKA "after peak oil"), political obstacles, economic interests, and federal indebtedness influence how we address these issues
3. Define how the "drivers" in #1 above cause climate change, ecosystem degradation, species losses, biodiversity losses, and other resource depletions
4. Begin to develop an analytic framework for how we should address these issues to prevent the major health risks they present

Method of Assessment Percentage
1. Participation and attendance 99

Email: jkuiper1@jhmi.edu

Lecture: TH 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

188.840.01 Special Studies and Research Environmental Health & Engineering
variable credits 1-22 - Course offered this year - East Baltimore

Prepares students to identify and research the central issues in environmental health

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

1. Identify areas of interest for current and future research

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

188.861.01 Advanced Topics in Toxicology and Physiology (Cancelled - Department)
1 credits - Course offered this year - East Baltimore
Buckley, Jessie; Mitzner, Wayne

Reviews the unique and advanced topics in toxicology and physiology. Presents students with guidelines for understanding the basic knowledge as well as the advanced methodology in toxicology and physiology. Prepares students to be able to identify the environmental health problems and present the critical reviews on the original peer-review papers in selected topics.

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

1. Critically review experimental designs, methods, data presented and conclusions drawn in selected published papers
2. Orally present clear, critical summaries of assigned papers
3. Know how to formulate and ask critical questions following oral presentations by others
4. Able to identify the current trends in toxicology and physiology studies
5. Demonstrate skills needed to write brief summaries on selected topics

Method of Assessment Percentage
1. Discussion 50
2. Presentation(s) 25
3. Written Assignment(s) 25

Email: Jbuck19@jhu.edu

Lecture: T 12:00 PM - 1:20 PM

Enrollment: Minimum 5, Maximum 10, Waitlist Enabled: Yes
No undergraduates
Epidemiology

340.601.94 Principles of Epidemiology
5 credits - Course offered this year - India
Gupta, Shivam

Introduces principles and methods of epidemiologic investigation of infectious and noninfectious diseases. Illustrates methods by which studies of the distribution and dynamic behavior of disease in a population can contribute to an understanding of etiologic factors, modes of transmission, and pathogenesis. Presents different types of study design, including randomized trials, case-control and cohort studies, risk estimation and causal inferences. Demonstrates the relationship between epidemiology and the development of policy. Laboratory problems provide experience in epidemiologic methods and inferences, illustrating a common-vehicle epidemic; the spread of infectious disease in school, home, and community; epidemiological aspects of a noninfectious disease; vaccination; the epidemiological approach to health services evaluation; rates of morbidity and mortality; sensitivity and specificity; and life table methods. No auditors permitted.

Upon successfully completing this course, students will be able to:
1. Describe basic epidemiologic methods and study design
2. Critically review published epidemiologic papers and assess the validity of their design and their inferences
3. Explain the role of epidemiologic methods in uncovering the etiology of disease and other health states in order to prevent disease and improve health
4. Identify the place of epidemiology in outbreak investigation and surveillance
5. Explain how epidemiologic methods are used in evaluating screening programs and health interventions, and in the development of health policy

Method of Assessment Percentage
1. Midterm 33
2. Final Exam 67

Email: sgupta23@jhu.edu

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No

Only students enrolled in the MPH program with IIHMR, Jaipur are permitted in this section
Grading Options: Letter Grade or Pass/Fail

This section is offered in Jaipur, India

340.620.01 Principles of Clinical Epidemiology
2 credits - Course offered this year - East Baltimore
Matsushita, Kunihiro

Presents lectures and interactive sessions designed to expose students to basic principles of clinical epidemiology and introduce key methods utilized in clinical outcomes research. Focuses on principles and methods in clinical epidemiology which would be most utilized by clinicians/clinician researchers for screening and diagnosis of illness as well as for prognostication and decision-making.

Upon successfully completing this course, students will be able to:
1. Describe how epidemiological methods are applied to medicine and how scientific evidence drive decision on clinical practice.
2. Draw a ROC curve to understand and estimate the effect and implications of different cutoff points in diagnostic test
3. Evaluate the performance of diagnostic tests taking into account characteristics of the test (sensitivity, specificity, etc.), potential outcomes and the features of the population (prevalence of disease and risk factors)
4. Describe key factors for deciding optimal outcome measures for a clinical study
5. Describe advantages and disadvantages of clinical trials and observational studies for evaluating treatment effects
6. Build a decision analysis tree based on probabilities and see how different outcomes influence the decision making in clinical settings

Method of Assessment Percentage
1. Participation 15
2. Homework 60
3. Final Project 25

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 41 of 193
Email: kmatsus5@jhu.edu
Lecture: T 8:00 AM - 10:20 AM

Enrollment: Minimum 7, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 340.751 (Epidemiologic Methods 1)

340.620.20 Principles of Clinical Epidemiology
2 credits - Course offered this year - East Baltimore
Mueller, Noel; Matsushita, Kunihiro

Presents lectures and interactive sessions designed to expose students to basic principles of clinical epidemiology and introduce key methods utilized in clinical outcomes research. Focuses on principles and methods in clinical epidemiology which would be most utilized by clinicians/clinician researchers for screening and diagnosis of illness as well as for prognostication and decision-making.

Upon successfully completing this course, students will be able to:
1. Describe how epidemiological methods are applied to medicine and how scientific evidence drive decision on clinical practice.
2. Draw a ROC curve to understand and estimate the effect and implications of different cutoff points in diagnostic test
3. Evaluate the performance of diagnostic tests taking into account characteristics of the test (sensitivity, specificity, etc.), potential outcomes and the features of the population (prevalence of disease and risk factors)
4. Describe key factors for deciding optimal outcome measures for a clinical study
5. Describe advantages and disadvantages of clinical trials and observational studies for evaluating treatment effects
6. Build a decision analysis tree based on probabilities and see how different outcomes influence the decision making in clinical settings

Method of Assessment Percentage
1. Participation 15
2. Homework 60
3. Final Project 25

Email: noelmueller@jhu.edu

Days & Times with Start & End Dates: Feb 12, 2021 - Feb 13, 2021
Enrollment: Minimum 10, Maximum 32, Waitlist Enabled: Yes
Enrollment restricted to students in the Tsinghua DrPH cohort
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Students must be approved members of Tsinghua cohort to take the course.
Prerequisite: 340.751 (Epidemiologic Methods 1)

Students are required to complete assignments prior to the first class session.

340.624.01 Etiology, Prevention, and Control of Cancer
4 credits - Course offered this year - East Baltimore
Connor, Avonne

Emphasizes the role of epidemiology in cancer prevention and control. Compares and contrasts the descriptive epidemiology, natural history, and pathologic and biologic characteristics of selected common cancers, as well as factors related to their etiology. Describes specific resources available for cancer studies. Discusses the influence of environmental and genetic factors and their interplay on the development of cancer together with the epidemiologic issues involved in their investigation. Provides overview of problems involved in cancer prevention and screening.

Upon successfully completing this course, students will be able to:
1. Describe the epidemiology of common cancers in the United States
2. Discuss the major risk factors for common cancers
3. Identify effective strategies for cancer prevention and control at the population level

Email: aconnor8@jhu.edu
Lecture: M W F 1:30 PM - 2:50 PM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 340.751-752 or 340.721-722 concurrently or previously, 340.601
340.624 combines materials from 340.624 and 340.625 as well as 340.609. Students who have previously taken 340.625 or 340.609 should not take this course.

340.627.01 Epidemiology of Infectious Diseases
4 credits - Course offered this year - East Baltimore

Gurley, Emily; Moss, William

Introduces the basic methods for infectious disease epidemiology and case studies of important disease syndromes and entities. Methods include definitions and nomenclature, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Case-studies focus on acute respiratory infections, diarrheal diseases, hepatitis, HIV, tuberculosis, sexually transmitted diseases, malaria, and other vector-borne diseases.

Upon successfully completing this course, students will be able to:
1. Describe and discuss the main epidemiological characteristics of the major infectious diseases of humans
2. Describe how these epidemiological characteristics can be utilized to develop and evaluate strategies to prevent epedemics or endemic transmission of the major infections of humans
3. Identify and examine epidemiological characteristics such as incubation period, infectious period, means of transmission and reservoir of these infectious diseases

Method of Assessment | Percentage
--- | ---
1. Participation | 5
2. Quizzes | 5
3. In-class Exercises | 25
4. Midterm | 25
5. Final Exam | 40

Email: egurley1@jhu.edu

Lecture: M W F 3:30 PM - 5:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

340.627.81 Epidemiology of Infectious Diseases (Discontinued)
4 credits - Course offered this year - Internet

Nelson, Kenrad; Gurley, Emily

Introduces the basic methods for infectious disease epidemiology and case studies of important disease syndromes and entities. Methods include definitions and nomenclature, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Case-studies focus on acute respiratory infections, diarrheal diseases, hepatitis, HIV, tuberculosis, sexually transmitted diseases, malaria, and other vector-borne diseases.

Upon successfully completing this course, students will be able to:
1. Describe and discuss the main epidemiological characteristics of the major infectious diseases of humans
2. Describe how these epidemiological characteristics can be utilized to develop and evaluate strategies to prevent epedemics or endemic transmission of the major infections of humans
3. Identify and examine epidemiological characteristics such as incubation period, infectious period, means of transmission and reservoir of these infectious diseases

Method of Assessment | Percentage
--- | ---
1. Participation | 5
2. Quizzes | 5
3. In-class Exercises | 25
4. Midterm | 25
5. Final Exam | 40

Email: knelson3@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail
Prerequisite: 340.751 or 340.601; 140.621; AND Introduction to Online Learning
Must complete Internet skills course no later than October prior to enrollment.

340.629.01 The Epidemiology of LGBTQ Health
3 credits - Course offered this year - East Baltimore
Beckham, Will
Introduces constructs of sexual orientation and gender identity in the context of public health. Explores historical, epidemiological, and social perspectives related to the physical and mental health of lesbian, gay, bisexual, transgender and queer (LGBTQ) individuals and communities. Orient students to current and historic epidemiological and contextual issues that shape what is known about LGBTQ health, presents an overview of LGBTQ health disparities and interventions, and develops a foundation for critical thinking about LGBTQ health research and intervention potential.
Upon successfully completing this course, students will be able to:
1 Assess what is known and unknown in LGBTQ health research
2 Discuss social, historical, and contextual factors that have shaped LGBTQ health
3 Critically read public health literature related to LGBTQ health
4 Apply an ecological perspective to LGBTQ health, identifying individual, social, community, and societal influences on the health and health behaviors of LGBTQ individuals
5 Identify and compare examples of effective public health interventions for LGBTQ populations
Email: Sbeckha4@jhu.edu
Lecture: T TH 3:30 PM - 4:50 PM
Enrollment: Minimum 7, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 340.601 or 340.751, or permission from the instructors
Jointly offered with EPI,HBS

340.640.01 Eye Disease: Epidemiology and Control (Cancelled - Minimum Not Met)
1 credits - Course offered this year - East Baltimore
Swenor, Bonniein Sceurman
Lectures and group discussions present the pathology, clinical manifestations, epidemiology, treatment, and control of the major blinding diseases, including diabetic retinopathy, cataract, glaucoma, trachoma, and age-related macular degeneration, as well as refractive error and ocular complications of Ebola and Zika.
Upon successfully completing this course, students will be able to:
1 Understand fundamental pathology and clinical manifestations of major blinding eye diseases
2 Describe features of the epidemiology, treatment, and control of the major blinding diseases
3 Write a short paper describing a new research project addressing risk factors for a major blinding eye disease
Email: bswenor@jhmi.edu
Lecture: TH 1:30 PM - 2:20 PM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 340.601 or another introductory level epidemiology course and 140.621

340.641.01 Healthcare Epidemiology
4 credits - Course offered this year - East Baltimore
Korpe, Poonum
Prepares students for a career in healthcare epidemiology, examines the epidemiology, pathogenesis and prevention of healthcare associated infections and the evidence behind interventions to control these infections. Uses analytic tools to answer important research questions and practical skills such as conducting root cause analyses, utilizing CUSP methodology for process improvement, performing surveillance, and evaluating outbreaks.
Upon successfully completing this course, students will be able to:
1 Introduce the principles of identifying healthcare-associated infections, organisms resistant to antimicrobial agents, or organisms that are epidemiologically important
2 Identify strategies for infection surveillance in healthcare settings
3 Effectively communicate about exposure of communicable diseases
4. Ascertain appropriate prevention and control strategies in healthcare settings
5. Explain the impact that healthcare associated infections have on patient safety

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<th>Method of Assessment</th>
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<tr>
<td>1. Written Assignment(s)</td>
<td>33</td>
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<td>2. Group Work</td>
<td>33</td>
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<td>3. Final Exam</td>
<td>33</td>
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<tr>
<td>4. Participation</td>
<td>1</td>
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</tbody>
</table>

Email: pkorpe1@jhu.edu
Lecture: T TH 1:30 PM - 3:20 PM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Instructor consent required for auditors only.
Prerequisite:

**340.645.01 Introduction to Clinical Trials (Cancelled - Department)**

3 credits - Course offered this year - **East Baltimore**
Holbrook, Janet; Mayo-Wilson, Evan
Introduces clinical trial design in the context of epidemiological concepts, covers various topics in the design and conduct of clinical trials, and profiles clinical trials that illustrate these issues. Topics include the definition and history of clinical trials; trial designs, including phase I-IV, cross-over, factorial, and large, simple designs; internal and external validity; controls, randomization, and masking; ethical issues; data analysis principles; monitoring of accumulating safety and efficacy data; and use of data from randomized trials.
Upon successfully completing this course, students will be able to:
1. Present the scientific rationale for conducting clinical trials
2. Assess various clinical trial designs
3. Discuss randomization and the principle of analysis by assigned treatment
4. Discuss ethical issues in clinical trials and with related U.S. regulations and guidelines for the conduct of trials
5. Illustrate topics with examples of clinical trials

Email: jholbro1@jhu.edu
Lecture: M W F 1:30 PM - 2:20 PM
Enrollment: Minimum 15, Maximum 75, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Please contact instructor only if auditing, or if prerequisite not met
Prerequisite: 340.601, 340.721 or 340.751

**340.645.81 Introduction to Clinical Trials**
3 credits - Course offered this year - **Internet**
Holbrook, Janet
Introduces clinical trial design in the context of epidemiological concepts, covers various topics in the design and conduct of clinical trials, and profiles clinical trials that illustrate these issues. Topics include the definition and history of clinical trials; trial designs, including phase I-IV, cross-over, factorial, and large, simple designs; internal and external validity; controls, randomization, and masking; ethical issues; data analysis principles; monitoring of accumulating safety and efficacy data; and use of data from randomized trials.
Upon successfully completing this course, students will be able to:
1. Present the scientific rationale for conducting clinical trials
2. Assess various clinical trial designs
3. Discuss randomization and the principle of analysis by assigned treatment
4. Discuss ethical issues in clinical trials and with related U.S. regulations and guidelines for the conduct of trials
5. Illustrate topics with examples of clinical trials

Email: jholbro1@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning and one of the following: 340.601, 340.721 or 340.751.
The course 340.613.11 is a subset of this course and may present duplicate information.

340.646.81 Epidemiology and Public Health Impact of HIV and AIDS
4 credits - Course offered this year - Internet
Farzadegan, Homayoon
Provides an overview of the historical and public health aspects of the AIDS epidemic with review and analysis of virology, immunology, clinical and laboratory manifestations, legal issues, clinical management, coinfection, economic impact, and needs for future research and intervention for global control of the HIV epidemic.
Upon successfully completing this course, students will be able to:
1. Apply knowledge in the biological and genetic basis of HIV infection and host response in the human body
2. Recognize and compare HIV/AIDS epidemics at the global level
3. Explain the basis of clinical management of HIV infection at individual and population levels
4. Analyze the economics of HIV treatments
5. Analyze vertical transmission of HIV from pregnant women to their newborns in the US and other parts of the world
6. Analyze intervention modalities used to interrupt vertical transmission of HIV
7. Predict future issues and trends of HIV/AIDS by discussing the concept of HIV candidate vaccines (biology, genetics, uptake, and dispersal), the economic burden of HIV/AIDS in the world, and the future projections of HIV/AIDS cases during the upcoming decade
8. Identify and discuss several HIV-1 co-infection with other important infectious agents
9. Compare risk factors for HIV infection and the behavioral interventions for prevention of HIV infection

Method of Assessment Percentage
1. Self-assessments 20
2. Group Presentation 25
3. Final Paper 35
4. Participation 20

Email: hfarzad1@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning.

340.666.60 Foundations of Social Epidemiology
3 credits - Course not offered until 2021 - 2022 - East Baltimore
Latimore, Amanda
Students learn to apply social epidemiologic concepts, introduced through weekly online lectures and readings, and the use of discussions and case studies. Prepares students to understand and appreciate the contribution of social factors to disease etiology, course and the distribution of states of health in populations. After reviewing the conceptual and theoretical underpinnings of social epidemiology from an historical perspective, we focus on the scientific findings in the field from the 1970's until today. The influence of social context on behavior is well known, and forms the backbone for most health promotion interventions; we focus initially on how the social environment influences behavior, by shaping norms, reinforcing social control, providing environmental opportunity, and coping strategies.
Upon successfully completing this course, students will be able to:
1. Explain the historical and theoretical underpinnings of the field of social epidemiology and discuss the major unsolved issues confronting the field
2. Demonstrate the quality and limitations of measurement of key social conditions influencing health and illness of populations
3. Distinguish between psychological (individual-based) approaches to discussing health disparities from the social perspective (community-based), and demonstrate how the empirical literature critically supports these differences for a particular health or disease state.
4. Operate within and facilitate a discussion group format

Method of Assessment Percentage
1. Quizzes 30
2. Discussion Board 30
3. Assignments 30
4. LiveTalks 10

Email: alatimore@jhu.edu

Lecture: T 10:30 AM - 11:50 AM

Enrollment: Minimum 10, Maximum 50, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Prerequisite: 340.751 or 340.601 or equivalent. Students must complete Introduction to Online Learning prior to enrolling in this course.

Course is a modified blended course. Students are expected to prepare, listen and read materials PRIOR to the class meetings. It is critical that students participate in the online lectures and readings in order to be prepared for the class meetings.

340.682.81 Pharmacoepidemiology Methods

3 credits - Course offered this year - Internet

Segal, Jodi; Shermock, Kenneth

Introduces the key elements of pharmacoepidemiology. Explores the utilization and effects of drugs in large numbers of people. Discusses the application of epidemiological methods to pharmacological issues. Focuses heavily on questions of drug safety and effectiveness, concentrating on clinical patient outcomes and on evaluating the use of therapies. Applies the research methods of clinical epidemiology (e.g., randomized trials, cohort studies, case-control studies, use of secondary data, attention to biases and confounding) to the content area of pharmacology (e.g., determinants of beneficial and adverse drug effects, effects of patient heterogeneity on drug effect, effects of non-adherence, active and passive surveillance for adverse events).

Upon successfully completing this course, students will be able to:
1. Describe the development of the drug regulation processes in the United States
2. Recognize the role of industry in drug development
3. Appraise pharmacovigilance systems
4. Access different data sources for pharmacoepidemiology studies and their strengths and limitations
5. Apply epidemiological techniques to questions about drug effectiveness or drug safety
6. Recognize the role of industry in drug development
7. Explain the drug approval process in the US

Email: jsegal@jhsph.edu

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No graduate students only

Grading Options: Letter Grade or Pass/Fail

Prerequisite: 340.601 or 340.751 or 340.721

340.697.01 Spatial Analysis II: Spatial Data Technologies

2 credits - Course offered this year - East Baltimore

Shields, Timothy

Examines technologies for collecting, obtaining and creating spatial data. Technologies considered include, but are not limited to GPS, tablets, tracking devices, cell phones, mHealth, Google Earth, remote sensing applications, and the Internet. Introduces software applications such as ArcGIS, QGIS, ERDAS, and R for integrating spatial data from the aforementioned technologies into useable forms for spatial analysis. Also covers metadata, data accuracy, and confidentiality/disclosure issues.

Upon successfully completing this course, students will be able to:
1. Incorporate appropriate spatial data technologies for public health research and practice applications
2. Design a protocol for collecting, obtaining and/or creating spatial data for a public health research or practice application
3. Assess the accuracy of spatial data and develop proper metadata files

Email: tshields@jhu.edu

Lecture: W 3:30 PM - 5:20 PM

Enrollment: Minimum 10, Maximum 80, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail
Consent required for some students; For Auditors and for those who have not yet completed 340.696 (Spatial Analysis 1)
Prerequisite: 340.696 Spatial Analysis 1 or consent of instructor
Jointly offered with BIOSTAT

340.717.01 Health Survey Research Methods
4 credits - Course offered this year - East Baltimore
Wirtz, Andrea; Genberg, Becky
Exposes students to the practical aspects of health survey research methods. Emphasizes the development of skills to design
and administer a survey. Introduces formative research, sampling methods, questionnaire development, recruitment
techniques, interviewer training, and quality assurance/quality control.

Upon successfully completing this course, students will be able to:
1. Develop, test, revise and administer a questionnaire
2. Identify and discuss sources of information bias in survey research
3. Define different types of formative research and discuss how these inform survey development
4. Discuss theory, frameworks, and contexts of questionnaire development
5. Gain experience in designing, revising and administering questionnaires
6. Compare and contrast sampling and recruitment methods appropriate for survey research
7. Describe and apply the process of data collection and quality control
8. Successfully prepare a research report and present results from a survey

Method of Assessment Percentage
0. Quizzes 35
1. Group Presentation 20
2. Final Paper 45

Method of Assessment Detail:
Participant observation 5%, 1 survey critiques 5%, 2 group presentations 20% (10% each), 2 quizzes 35% (15%, 20%),
final paper 35%.

Email: awirtz1@jhu.edu
Lecture: T TH 1:30 PM - 3:20 PM
Enrollment: Minimum 10, Maximum 55, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; limit of three auditors
Prerequisite: 340.601 or 340.721 or 340.751 (one course in epidemiologic methods) and 140.621 or 140.651.

340.722.60 Epidemiologic Inference in Public Health II
4 credits - Course offered this year - East Baltimore
Tarwater, Patrick
Expands knowledge beyond introductory level epidemiologic concepts and methods material, using examples from the
published literature. Emphasizes interpretation and the ability to critically evaluate issues related to populations/study design,
measurement, population comparisons and inference, including: modern cohort study designs; advanced nested designs;
novel techniques for exposure assessment; interpretation and utility of measures of impact; sources of bias and methods for
their prevention; descriptive and analytical goals for observational study inference; the counterfactual model for defining
exchangeability, cause, and confounding; and synthesis of inferences from observational studies.

Upon successfully completing this course, students will be able to:
1. Critically analyze public health literature and utilize a framework to illustrate strengths and limitations in the
   epidemiologic approach
2. Compare and contrast advanced aspects of randomized clinical trials, cohort, and nested study designs, with an
   emphasis on methods for participant selection, data summarization and population comparisons based on these
designs
3. Identify and differentiate sources of bias resulting from participant selection, measurement and misallocation of person-
time, describe the impact of these biases on epidemiologic inferences, and identify approaches for ameliorating their
influence
4. Articulate concepts and terminology used to define a ‘cause’ in epidemiology; utilize graphical tools (e.g., DAGs) to
   illustrate and explain causal inference concepts

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 48 of 193
5. Distinguish and illustrate confounding, effect modification, and mediation, and contrast ‘classical’ (e.g., regression-based) and modern (e.g., propensity-score) approaches for addressing these phenomena.

6. Evaluate the strengths and weaknesses of epidemiological investigations with non-causal inferential goals, including ‘risk-factor’ studies and prediction.

### Method of Assessment

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<tbody>
<tr>
<td>1. Quizzes</td>
<td>25</td>
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<tr>
<td>2. Project(s)</td>
<td>35</td>
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<tr>
<td>3. Assignments</td>
<td>15</td>
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<tr>
<td>4. Final Exam</td>
<td>25</td>
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### Email
ptarwat1@jhmi.edu

### Lecture
M F 9:00 AM - 10:20 AM

### Enrollment
Minimum 10, No maximum enrollment required, Waitlist Enabled: No

### Grading Options
Letter Grade or Pass/Fail

### Prerequisite
340.601 or 340.721 or 340.751; 140.621 or equivalent.

### 340.722.81 Epidemiologic Inference in Public Health II (Cancelled - Department)

4 credits - Course offered this year - Internet

Tarwater, Patrick

Expands knowledge beyond introductory level epidemiologic concepts and methods material, using examples from the published literature. Emphasizes interpretation and the ability to critically evaluate issues related to populations/study design, measurement, population comparisons and inference, including: modern cohort study designs; advanced nested designs; novel techniques for exposure assessment; interpretation and utility of measures of impact; sources of bias and methods for their prevention; descriptive and analytical goals for observational study inference; the counterfactual model for defining exchangeability, cause, and confounding; and synthesis of inferences from observational studies.

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

1. Critically analyze public health literature and utilize a framework to illustrate strengths and limitations in the epidemiologic approach.
2. Compare and contrast advanced aspects of randomized clinical trials, cohort, and nested study designs, with an emphasis on methods for participant selection, data summarization and population comparisons based on these designs.
3. Identify and differentiate sources of bias resulting from participant selection, measurement and misallocation of person-time, describe the impact of these biases on epidemiologic inferences, and identify approaches for ameliorating their influence.
4. Articulate concepts and terminology used to define a ‘cause’ in epidemiology; utilize graphical tools (e.g., DAGs) to illustrate and explain causal inference concepts.
5. Distinguish and illustrate confounding, effect modification, and mediation, and contrast ‘classical’ (e.g., regression-based) and modern (e.g., propensity-score) approaches for addressing these phenomena.
6. Evaluate the strengths and weaknesses of epidemiological investigations with non-causal inferential goals, including ‘risk-factor’ studies and prediction.

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<td>3. Assignments</td>
<td>15</td>
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<tr>
<td>4. Final Exam</td>
<td>25</td>
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### Method of Assessment Detail:

Student evaluation based on: 25% - 5 Quizzes (5% each); 35% - Project (25% Part A (Group) & 10% Part B (individual)); 15% - Assignment; 25% - Final Exam

### Email
ptarwat1@jhmi.edu

### Enrollment
Minimum 10, No maximum enrollment required, Waitlist Enabled: No

### Masters and doctoral students from the School (non-Epidemiology)

### Grading Options
Letter Grade or Pass/Fail

### Prerequisite
340.601 or 340.721 or 340.751; 140.621 or equivalent.
Course replaces 340.608 Observational Epidemiology. Students who have successfully completed 340.608 should not take this course. This is the second course in the Professional Epidemiology methods sequence.

340.732.01 Principles of Genetic Epidemiology 2
3 credits - Course offered this year - East Baltimore
Ladd-Acosta, Christine; Wojcik, Genevieve L.
Second offering in a three-part series of graduate courses in Genetic Epidemiology. Details the concepts of linkage disequilibrium and population genetics, including methods for admixture analysis useful for adjusting for individual variation in genetic ancestry/background. Presents the principles of genetic association analyses for quantitative and qualitative phenotypes for population-based studies. Details the concepts and tools related to confounding due to population stratification, and approaches for genome-wide and epigenome association studies. Introduces concepts for linkage analysis in families and use of high-throughput sequence data (whole exome and whole genome). Selected class sessions are dedicated to computer labs to illustrate the methods covered.

Upon successfully completing this course, students will be able to:
1. Demonstrate the concepts of linkage disequilibrium and explain haplotype analysis
2. Discuss the concept of genetic admixture and confounding by ancestry in the context of epidemiology studies
3. Describe the various design strategies for genetic studies and discuss the advantages and disadvantages of each
4. Perform genetic association tests in population-based samples, in either prospective or retrospective designs
5. Apply tools to adjust for confounding by ancestry
6. Apply the above concepts in the context of genome-wide association studies
7. Perform and interpret linkage analyses on family data
8. Explain the difference between genetic association and genetic linkage studies
9. Explain the advantages and disadvantages of sequencing (whole exome/whole genome) studies compared to candidate gene or genome-wide marker based studies
10. Describe and evaluate methods for quality control of data from genome-wide marker studies

Method of Assessment

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<tr>
<td>0. Quizzes</td>
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<tr>
<td>1. Lab Assignments</td>
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<tr>
<td>2. Written Assignment(s)</td>
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Email: claddac1@jhu.edu
Lecture: T TH 9:00 AM - 10:20 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Undergraduates and those without 340.731.
Prerequisite: Principles of genetic epidemiology 1(340.731.01) and/or permission of instructor.

340.744.01 Advanced Topics on Control and Prevention of HIV/AIDS
4 credits - Course offered this year - East Baltimore
Farzadegan, Homayoon
Focuses on directed readings and discussion on the science and pathogenesis of HIV/AIDS. Covers dynamics of the HIV epidemic in the populated world, difficulties and contrasts between clinical management of HIV/AIDS in developed and developing countries, prevention and control modalities against HIV/AIDS, and predicting patterns of future growth of the HIV/AIDS epidemic with special reference to global economic impact of HIV vaccine and eradication issues of HIV/AIDS.

Upon successfully completing this course, students will be able to:
1. Discuss the genetics, biology, and physiology of the newest discoveries of HIV/AIDS pathogenesis
2. Describe the new targets for anti-HIV drugs and long-term side effects of current drugs
3. Discuss HIV treatment issues in developed and developing countries
4. Analyze the impact of co-infections with other microbial infections of HIV/AIDS epidemiology and pathogenesis
5. Identify preventive measures against HIV infection in the forms of microbicides and behavioral changes
6. Compare and contrast the HIV pandemic in different countries, particularly with respect to the potential explosion of the HIV epidemic

Email: hfarzad1@jhu.edu
Lecture: M W 1:30 PM - 3:20 PM
Enrollment: Minimum 7, Maximum 25, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Basic HIV knowledge or experience is adequate for enrollment in the course. Prior enrollment in 340.646 is not required.

340.752.01 Epidemiologic Methods 2
5 credits - Course offered this year - East Baltimore
Joshu, Corinne; Jones, Miranda
Second offering in the Epidemiologic Methods sequence. Builds on the concepts of epidemiologic reasoning, population health measures, validity, and study design taught in Epidemiologic Methods 1. Provides a detailed presentation of causal inference, study design and threats to validity (confounding, information bias and selection bias). Discusses a wide range of epidemiologic designs in detail, together with their advantages and limitations. Laboratory exercises, assignments, and the MiniProject provide experience with applying concepts and calculations to problems drawn from real epidemiological data and published literature.

Upon successfully completing this course, students will be able to:
1. Understand how epidemiologists evaluate whether an observed association likely reflects a causal relationship
2. Compare and contrast epidemiologic study designs and identify questions that can be appropriately answered with these different designs
3. Recognize and analyze the most important threats to validity: confounding, information bias, and selection bias
4. Analyze and interpret effect modification
5. Design and critically assess epidemiologic studies

Method of Assessment Percentage
1. Midterm 40
2. Final Exam 40
3. Group Project(s) 4
4. Quizzes 9
5. Attendance 7

Email: cjoshu1@jhu.edu
Lecture: M W F 8:30 AM - 9:50 AM
Lab Section: 01 M W 10:00 AM-11:50 AM
Lab Section: 02 M W 10:00 AM-11:50 AM
Lab Section: 03 M F 10:00 AM-11:50 AM
Lab Section: 04 M F 10:00 AM-11:50 AM
Special Lab Number: 340.952
Enrollment: Minimum 30, No maximum enrollment required, Waitlist Enabled: No
No auditors permitted.
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for special students and non-JHSPH students.
Prerequisite: Epidemiologic Methods 1 (340.751) (or an A in 340.601), Statistical Methods in Public Health I (140.621) or Methods in Biostatistics I (140.651), and prior or concurrent enrollment in Statistical Methods in Public Health II (140.622) or Methods in Biostatistics II (140.652).
You must register for one lab 340.952 when you register for this course. Labs begin at 10:15 AM.

340.770.01 Public Health Surveillance
3 credits - Course offered this year - East Baltimore
Castillo-Salgado, Carlos
Acquaints students with Public Health Surveillance, which is a core public health function essential for understanding and monitoring population health. Covers the theory, data collection methods, data analysis techniques, and presentation strategies of the systematic, continuous, analysis and interpretation of population health data to inform planning, implementation, and evaluation of public health practice. Students identify the different types of surveillance, and how each is applied in varied settings. Practical experiences/labs involve creating data collection tools, and reviewing how they can be applied in practice. Real-world surveillance data is used to illustrate methods for analysis, and how surveillance data should be presented to different audiences. Guests who are coordinating and conducting surveillance in different community settings lead interactive discussion sessions.

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

1. Describe different designs in basic public health surveillance including active and passive surveillance programs
2. List and describe the technical and legal requirements of the International Health Regulations (IHR-2005)
3. Identify the essential components of the surveillance cycle
4. List the attributes of a functional public health surveillance program
5. Identify the key methods and use of descriptive/analytical epidemiology for surveillance data, including new methods for “real time” surveillance
6. Describe and use epidemiological methods for evaluating public health surveillance systems
7. Describe methods for presentation of surveillance data

Method of Assessment | Percentage
--- | ---
1. Lab Assignments | 40
2. Participation | 10
3. Midterm | 20
4. Final Exam | 30

Email: ccastil3@jhu.edu

Lecture: T TH 3:30 PM - 4:50 PM

Enrollment: Minimum 10, Maximum 55, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Prerequisite: 340.601 or 340.721 or 340.751

340.770.98 Public Health Surveillance

3 credits - Course offered only this year - Barcelona, Spain

Castillo-Salgado, Carlos

Acquaints students with Public Health Surveillance, which is a core public health function essential for understanding and monitoring population health. Covers the theory, data collection methods, data analysis techniques, and presentation strategies of the systematic, continuous, analysis and interpretation of population health data to inform planning, implementation, and evaluation of public health practice. Students identify the different types of surveillance, and how each is applied in varied settings. Practical experiences/labs involve creating data collection tools, and reviewing how they can be applied in practice. Real-world surveillance data is used to illustrate methods for analysis, and how surveillance data should be presented to different audiences. Guests who are coordinating and conducting surveillance in different community settings lead interactive discussion sessions.

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

1. Describe different designs in basic public health surveillance including active and passive surveillance programs
2. List and describe the technical and legal requirements of the International Health Regulations (IHR-2005)
3. Identify the essential components of the surveillance cycle
4. List the attributes of a functional public health surveillance program
5. Identify the key methods and use of descriptive/analytical epidemiology for surveillance data, including new methods for “real time” surveillance
6. Describe and use epidemiological methods for evaluating public health surveillance systems
7. Describe methods for presentation of surveillance data

Method of Assessment | Percentage
--- | ---
1. Lab Assignments | 40
2. Participation | 10
3. Midterm | 20
4. Final Exam | 30
Method of Assessment Detail:

x

Email: ccastil3@jhu.edu

Days & Times with Start & End Dates: Nov 04, 2020 - Nov 25, 2020

Lecture: W 9:00 AM - 11:20 AM

Enrollment: Minimum 10, Maximum 20, Waitlist Enabled: Yes

undergraduates and interdivisional registration is not permitted for this course

Grading Options: Letter Grade or Pass/Fail

Consent required for all students;

Prerequisite: 340.601 or 340.721

This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

340.774.01 Advanced Theory and Methods in Epidemiology

4 credits - Course offered this year - East Baltimore

Abraham, Ali; Lau, Bryan

Integrates and extends content taught in the Epidemiologic Methods 340.751-753 sequence. Focus is on the conceptual underpinnings and application of strategies for addressing key methodologic challenges that arise when carrying out epidemiologic research. Incorporates experiential learning components, including a term-long self-directed group research project, and provides resources for students to acquire a working knowledge of how to apply presented methodological tools.

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

1. Identify complex methodologic problems in epidemiologic research, such as: a) Missing data, b) Information bias, c) Confounding bias, d) Time-varying Confounding bias, e) Selection bias, f) Generalizability and state implications for etiologic inference
2. Apply appropriate analytic tool(s) to diagnose and account for complex methodologic problems, such as those listed above
3. Evaluate the sensitivity of an etiologic inference to possible bias due to complex methodologic problems, such as those listed above

Method of Assessment

<table>
<thead>
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<th>Percentage</th>
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<tbody>
<tr>
<td>1. Homework</td>
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<tr>
<td>2. Participation</td>
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<tr>
<td>3. Lab Assignments</td>
</tr>
</tbody>
</table>

Email: alison.abraham@jhu.edu

Lecture: T TH 10:30 AM - 11:50 AM

Lab Section: 01 T TH 1:30 PM-2:50 PM

Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes

Restricted to graduate students pursuing degrees at JHSPH.

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Consent required for students outside of the Epidemiology department

Prerequisite: 340.751-753 AND either 140.621-624 or 140.651-654

Course follows similar content to 340.754. Practicum session, not lab, meets in the afternoons following a break for lunch.

340.800.01 MPH Capstone Epidemiology

2 credits Must have 1-4 credits per term for two terms. - Course offered this year - East Baltimore

Departmental Faculty

The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.

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

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

Consent required for all students; Consent from the Capstone Supervisor is Required

Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.

Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

340.802.81 Expert Searching for High Quality Evidence in the online Environment

2 credits - Course offered only this year - Internet
Ehrhardt, Stephan; Twose, Claire; Rosman, Lori

Introduces students to effective and efficient searching of the medical literature, in particular the skills and knowledge needed to produce an effective search in support of a systematic review of the medical literature. Discusses existing standards and evidence for these standards. Familiarizes students with software that helps with managing the results of literature searches. Addresses the competencies needed to complete comprehensive, systematic, transparent searches of the literature.

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

1. Describe the iterative steps involved in conducting an expert search for a literature review
2. Identify databases, online tools, and help guides that are available to use when conducting an expert search for a literature review
3. Develop an effective search strategy to locate relevant literature in at least two core databases of medical information
4. Document searches conducted for a literature review in a way that is transparent and reproducible
5. Create a bibliography using a citation management tool such as RefWorks or Mendeley

Method of Assessment Percentage
1. Assignments 95
2. Participation 5

Email: sehhrar6@jhu.edu

Enrollment: Minimum 10, Maximum 50, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Students looking to audit must submit a copy of approval of the audit request to the academic coordinator's office prior to registering. jhsphepiasc@jhu.edu

Prerequisite:
The class moves extremely fast. It is not recommended to join the course after the first session.

340.810.01 Field Placement Epidemiology

variable credits 1-16 - Course offered this year - East Baltimore

Provides a mechanism for recognizing student work off-site. Students may elect this option to reflect research experiences outside of the on-campus research and analysis positions open to students. International students completing Curricular Practical Training must register for a minimum of one credit while working.

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

1. Apply epidemiologic methodology and biostatistical theory in actual public health settings.
2. Perform epidemiologic analysis to existing datasets
3. Demonstrate professionalism in industry, education, or government agencies

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

340.820.01 Thesis Research Epidemiology

variable credits - Course offered this year - East Baltimore

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

1. Write a publishable quality manuscript

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail
340.830.01 Postdoctoral Research Epidemiology
variable credits - Course offered this year - East Baltimore

Upon successfully completing this course, students will be able to:
1. Conduct post-graduate research and write papers for publication

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

340.840.01 Special Studies and Research Epidemiology
variable credits - Course offered this year - East Baltimore

Upon successfully completing this course, students will be able to:
1. Become proficient in field of research; perform literature reviews; or conduct secondary data analysis at an advanced level

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

340.853.01 First Year Epidemiology Doctoral Seminar
1 credits - Course offered this year - East Baltimore
Hamra, Ghassan; Dowdy, David; Rositch, Anne

Introduces current discussion, controversies, and applications of epidemiology. Reviews landmark papers and current literature and provides guided discussions of the materials. Focuses on exploring key paradigms that have influenced the field of epidemiology. Includes discussion of current trends influencing epidemiologic research and training, mentorship, controversies in the assessment of populations and outcomes, individual-level vs. population-health, and the relationship of epidemiology to the health care system.

Upon successfully completing this course, students will be able to:
1. Identify and discuss current controversies in epidemiology
2. Articulate the importance and context for key papers in the field
3. Explain key paradigms that have influenced the field of epidemiology

Method of Assessment Percentage
1. Reflection 33
2. Homework 33
3. Participation 33

Method of Assessment Detail:
Analysis of Readings: 33%; Discussion preparation: 33%; Discussion contributions: 33%
Email: ghassanhamra@jhu.edu
Lecture: W 10:30 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to first year PhD students in the Department of Epidemiology
Grading Options: Pass/Fail
Prerequisite: Concurrent registration in 340.752.

340.860.01 Current Topics in Epidemiologic Research
1 credits - Course offered this year - East Baltimore
Camarata, Laura

Attendied by staff, students, fellows, and faculty, this seminar series is an opportunity for engaging with the Department of Epidemiology for exposure to epidemiologic methods as applied in research settings. Provides a broader perspective on contemporary issues in epidemiology and its research, through presentations of current research in the field of epidemiology.

Upon successfully completing this course, students will be able to:
1. Discuss current epidemiologic research being conducted by, or in collaboration with, the JHSPH Department of Epidemiology
2 Interact with Department faculty and epidemiologic researchers
3 Discuss topics related to professional development as an epidemiologist
4 Increase awareness of the context of Epidemiology in current topics.

Method of Assessment | Percentage
--- | ---
1. Participation | 50
2. Discussion | 25
3. Active Listening | 25

Email: icamarat@jhsph.edu
Lecture: F 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for some students; For special students and interdivisional students
Prerequisite: Basic understanding of epidemiology concepts is helpful.
Meets every Friday during the term. Seminars begin promptly at 12:15pm. Students must engage at least 6 sessions per term to pass the course.

340.863.01 Doctoral Seminars in Epidemiology
3 credits - Course offered this year - East Baltimore
Duggal, Priya; Mehta, Shruti
Provides an opportunity for doctoral students to discuss challenges in epidemiology and apply methods and principles learned in didactic courses to formulate research questions and specific aims. Students participate in the preparation of dissertation proposal components, develop skills to effectively communicate research questions, and critically evaluate the scientific merit of research proposals.
Upon successfully completing this course, students will be able to:
1. Characterize contemporary directions and challenges in Epidemiology
2. Explain the process for conceptualizing and articulating research questions
3. Formulate, refine and critique a conceptual framework for doctoral thesis work
Email: pduggal@jhu.edu
Lecture: T 3:30 PM - 5:20 PM

Enrollment: Minimum 5, Maximum 30, Waitlist Enabled: Yes
Restricted to post-comprehensive exam second year doctoral students in Epidemiology
Grading Options: Pass/Fail
Consent required for some students; Consent required for students who have not passed the comprehensive exam.
Prerequisite: Successful completion of 340.753 and pass of the departmental written comprehensive exam at the doctoral level

340.865.01 Teaching Epidemiologic Methods and Concepts At the Graduate Level
variable credits 1 to 4 credits - Course offered this year - East Baltimore
Camarata, Laura
Review and evaluate critical skills in teaching and communicating science, epidemiology, methods, and theory to a wide range of individuals. Provides a feedback mechanism for learning best practices in education at the graduate level.
Upon successfully completing this course, students will be able to:
1. Guide learners to interpret and critique epidemiological studies, epidemiologic data and make valid inferences from study findings
2. Communicate effectively in oral and written formats with students, professionals and the public on issues related to epidemiology and public health
3. Provide epidemiologic critique and advice though advising students and professionals on epidemiologic concepts and methods and conducting peer review activities

Method of Assessment | Percentage
--- | ---
1. Reflection | 50
2. Discussion | 50

Method of Assessment Detail:
Students will prepare their goals and objectives for evaluation by the teaching faculty as the culminating project per term.

Email: icamarat@jhsph.edu

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
PHD students in Epidemiology
Grading Options: Pass/Fail
Consent required for all students; Doctoral students must be approved to serve as a teaching assistant prior to registration
Prerequisite: 340.753 AND passing the department of epidemiology's written comprehensive exam at the doctoral level
Doctoral students must complete and communicate their teaching goals for the term prior to the start of the term. Students should attend all course activities assigned to the TA role.

340.871.01 Welch Center Research Seminar
1 credits - Course offered this year - East Baltimore
Selvin, Elizabeth
Students, postdoctoral fellows, and faculty present scientific papers from the current and/or classic literature dealing with epidemiologic research, with a focus on clinical and cardiovascular epidemiology. Emphasizes presentation skills and the ability to critically evaluate scientific papers. Uses a journal-club format in which one or more papers are distributed in advance. Participants are expected to read and discuss the assigned material. Media reporting/coverage in the lay and medical press is explicitly discussed related to the article. Provides a forum for the discussion of the appropriate use of statistical methods for various study designs.
Upon successfully completing this course, students will be able to:
  1. Read and critically evaluate scientific papers
  2. Give a presentation and lead a discussion related to a research article
  3. Critique analytic methods in the published literature
  4. Describe the strengths and weaknesses of various methodological approaches in clinical epidemiology and cardiovascular epidemiology

Email: eselvin@jhu.edu
Lecture: T 12:00 PM - 1:20 PM
Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes
MHS, ScM, PhD, and ScD students in Cardiovascular and Clinical Epidemiology only.
Grading Options: Pass/Fail
Consent required for some students; Course is restricted to MHS, ScM, DrPH, PhD, and ScD students in the Cardiovascular and Clinical Epidemiology Track in the Department of Epidemiology only.
Prerequisite:
Course is restricted to MHS, ScM, DrPH, PhD, and ScD students in the Cardiovascular and Clinical Epidemiology Track in the Department of Epidemiology only. Students are expected to read and post discussion points prior to the day of class.

340.872.01 Genetic Epidemiologic Seminars in Current Research and Methodology
1 credits - Course offered this year - East Baltimore
Ray, Debashree
Emphasizes the importance of reading, understanding, and discussing literature. Students, postdoctoral fellows, and faculty present scientific papers from the current literature in genetic epidemiology. Provides students the opportunity to interact with faculty regularly. Reviews current topics and methodology in genetic epidemiology with current faculty and research leaders and practitioners.
Upon successfully completing this course, students will be able to:
  1. Critically evaluate scientific literature in genetic epidemiology
  2. Consider bio-ethical and social concerns in genetic epidemiology studies
  3. Critically examine current topics in genetic epidemiology that are not covered in traditional coursework.
  4. Practice and improve presentation skills regarding big picture and key take-aways from genetic scientific papers

Method of Assessment  Percentage
  1. Participation  70
  2. Paper Critiques  10
  3. Presentation(s)  20

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 57 of 193
Method of Assessment Detail:
- Participation in class/discussion (70%), paper critique (10%), presentations (20%)
Email: dray@jhu.edu
Lecture: T 12:00 PM - 1:20 PM
Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Consent required for some students; Undergraduate students or students with no genetic background.

340.895.01 MPH Practicum: Epidemiology
variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - East Baltimore
Departmental Faculty
The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.
Upon successfully completing this course, students will be able to:
1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

Extradepartmental
550.002.01 English for Academic Purposes II
0 credits - Course offered this year - East Baltimore
Hong Smith, Vicki
Focuses on academic writing skills including documentation styles, and combines Saturday class meetings with online assignments and one individual conference.
Upon successfully completing this course, students will be able to:
1. Apply strategies used in the three main stages of the writing process; spiral strategies include brain storming, outlining, drafting, proofreading, rewriting and editing
2. Formulate an effective thesis statement
3. Support thesis with concrete supporting details
4. Avoid global errors such as fragments, run-on/splice sentences, dangling modifiers
5. Avoid errors in tenses and agreements
6. Correctly incorporate quotation, summary, and paraphrase when citing outside sources
7. Correctly apply required parenthetical documentation and bibliographical documentation format

Method of Assessment Percentage
1. class attendance 99

Email: vhongs@jhsph.edu
Enrollment: Minimum 5, Maximum 15, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Consent required for all students;
Multi-term with 550.001
Final grade applies to all terms
Final grade applies to all terms
Online with optional individual conferences via Teams or Zoom if it is possible to reasonably synchronize our meeting time across different time zones. 2020 dates are 9/11, 9/13, 10/11, 11/1, 11/22, and 12/13.

550.002.01 English for Academic Purposes II
0 credits - Course offered this year - East Baltimore
Hong Smith, Vicki
Focuses on academic writing skills including documentation styles, and combines Saturday class meetings with online assignments and one individual conference.

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

1. Apply strategies used in the three main stages of the writing process; spiral strategies include brain storming, outlining, drafting, proofreading, rewriting and editing
2. Formulate an effective thesis statement
3. Support thesis with concrete supporting details
4. Avoid global errors such as fragments, run-on/splice sentences, dangling modifiers
5. Avoid errors in tenses and agreements
6. Correctly incorporate quotation, summary, and paraphrase when citing outside sources
7. Correctly apply required parenthetical documentation and bibliographical documentation format

Method of Assessment | Percentage
--- | ---
1. class attendance | 99

Email: vhongs@jhsph.edu

Enrollment: Minimum 5, Maximum 15, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Consent required for all students;
Multi-term with 550.002
Final grade applies to all terms
Final grade applies to all terms

Online with optional individual conferences via Teams or Zoom if it is possible to reasonably synchronize our meeting time across different time zones. 2020 dates are 9/11, 9/13, 10/11, 11/1, 11/22, and 12/13.

550.601.01 Implementation Research and Practice (Cancelled - Department)

3 credits - Course offered this year - East Baltimore

Davey-Rothwell, Melissa; Frattaroli, Shannon; Alonge, Olakunle

Combines didactic methods and activities to explore the rapidly evolving topic of implementation as it pertains to public health research and practice. Provides an overview of the concepts, the theories, tools, and methods used to advance implementation research and practice. Presents key principles of implementation science from a multidisciplinary perspective and provides practical applications of those principles in both practice and research-based settings.

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

1. Identify the relevant nomenclature and disciplines that contribute to implementation research and practice in order to develop future implementation projects.
2. Apply key implementation science constructs and theories to public health problems.
3. Distinguish implementation outcomes from efficacy, service, and client outcomes.
4. Apply strategies for improving the adoption of evidence-based interventions in a variety of settings.
5. Characterize different types of evidence in public health interventions and frameworks for evaluating evidence.
6. Recognize and critically evaluate common study designs and methods for addressing implementation research aims.
7. Develop an implementation research and practice grant proposal by applying concepts, theories, and methods in implementation science to public health problems.

Method of Assessment | Percentage
--- | ---
1. Participation | 10
2. Assignments | 50
3. Final Exam | 40

Email: mdavey1@jhu.edu

Lecture: M W 3:30 PM - 4:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Graduate students and postdoctoral fellows

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

Jointly offered with EPI, HBS, HPM, IH
550.601.81 Implementation Research and Practice

3 credits - Course offered this year - Internet
Davey-Rothwell, Melissa; Frattaroli, Shannon; Alonge, Olakunle

Combines didactic methods and activities to explore the rapidly evolving topic of implementation as it pertains to public health research and practice. Provides an overview of the concepts, the theories, tools, and methods used to advance implementation research and practice. Presents key principles of implementation science from a multidisciplinary perspective and provides practical applications of those principles in both practice and research-based settings.

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

1. Identify the relevant nomenclature and disciplines that contribute to implementation research and practice in order to develop future implementation projects.
2. Apply key implementation science constructs and theories to public health problems.
3. Distinguish implementation outcomes from efficacy, service, and client outcomes.
4. Apply strategies for improving the adoption of evidence-based interventions in a variety of setting.
5. Characterize different types of evidence in public health interventions and frameworks for evaluating evidence.
6. Recognize and critically evaluate common study designs and methods for addressing implementation research aims.
7. Develop an implementation research and practice grant proposal by applying concepts, theories, and methods in implementation science to public health problems.

Method of Assessment | Percentage
--- | ---
1. Participation | 10
2. Assignments | 50
3. Final Exam | 40

Email: mdavey1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Graduate students and postdoctoral fellows
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online learning
Jointly offered with EPI, HBS, HPM, IH

550.604.81 Qualitative Reasoning in Public Health

2 credits - Course offered this year - Internet
Frattaroli, Shannon; Smith, Katherine Clegg; Kennedy, Caitlin

Provides students with a broad overview of qualitative methods and concepts used in the public health sciences. Emphasizes the conceptual foundations of qualitative research and how it is used in public health.

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

1. Explain the basic concepts of iterative design, purposive sampling, and reflexivity
2. Distinguish between objectivist and constructivist epistemologies
3. Provide examples of different types of qualitative data arising in public health studies
4. Identify when qualitative or quantitative methods are best suited to address a given research question
5. Describe key features of study quality (rigor) for qualitative studies
6. Examine and contrast different approaches to qualitative data analysis
7. Describe ways in which qualitative research is incorporated into research projects

Method of Assessment | Percentage
--- | ---
0. Quizzes | 40
1. In-class Exercises | 20
2. Written Assignment(s) | 40

Method of Assessment Detail:
Lecture activities (30% -- 6% each): There will be six interactive, in-class activities throughout the course for which a completed document will be collected at the end of the activity. Students are only required to submit five of the six lecture activities to receive full credit. Activities are graded based on completion (credit/no credit); there is no grade or partial credit given.

Reflections (30% -- 15% each): There will be two short reflections throughout the course that will be building blocks for the final memo assignment.

Final Memo (40%): Building and expanding on the short reflections, students will be expected to develop a memo answering a range of questions about qualitative research methodology related to the set of articles chosen. The final memo will be due Saturday, October 27th by 12:00pm. For more detailed guidelines, please refer to the Assignment Instructions on CoursePlus.

Email: sfatta1@jhu.edu

Enrollment: Minimum 10, Maximum 150, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

Jointly offered with HBS, HPM, IH

550.608.98 Problem Solving in Public Health

4 credits - Course offered this year - Barcelona, Spain

Engineer, Cyrus

Uses divergent public health issues to illustrate a systematic problem solving process for use in addressing public health problems. The problem solving process includes defining the problem, measuring its magnitude, understanding the key determinants, developing a conceptual framework of the relationships between the key determinants, identifying and developing intervention and prevention strategies (either interventions or policies), setting priorities among intervention options, understanding barriers to implementation and evaluation, and developing an effective communication strategy. Consists of lectures, discussions, small-group exercises, a group project, and individual assignments.

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

1. Analyze a public health problem and evaluate intervention/policy alternatives using the problem solving methodology
2. Compare and contrast the utility of the methodology to solve public health problems that emerge at different periods in the life cycle and in different cultures, including: HIV/AIDS, childhood immunization, radioactive iodine exposure and thyroid cancer, unintended injuries and their prevention, obesity prevention, tobacco abuse, screening mammography and breast cancer
3. Carry out a group project in which student groups will research a specific public health problem, prepare a written report and present their recommendations to the class following the problem-solving methodology
4. Recognize the complexity of policy development, including a discussion of the politics of public health issues, the roles of interest groups and stakeholders, and the laws and social values that must be woven into successful policies
5. Integrate human rights and ethical principles into the analysis of public health problems and recommended strategies
6. Recognize the critical role of communication in public health practice
7. Work together in multi-disciplinary groups that model the way public health agencies conduct problem-solving activities
8. Demonstrate critical and analytical thinking by preparing three individual products (a self-assessment of the process, an individual critique of a paper submitted by another group, and a health and human rights assessment)

Method of Assessment

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<tr>
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<tbody>
<tr>
<td>1. Participation</td>
<td>10</td>
</tr>
<tr>
<td>2. Assignments</td>
<td>10</td>
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<tr>
<td>3. Group Work</td>
<td>20</td>
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<tr>
<td>4. Group Presentation</td>
<td>20</td>
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<tr>
<td>5. Final Paper</td>
<td>40</td>
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Method of Assessment Detail:

20% Group Presentation  25% Lab Assignments  20% Assignments  35% Group Work
Email: cengine1@jhu.edu
Lecture: T 7:30 PM - 8:30 PM

Enrollment: Minimum 10, Maximum 50, Waitlist Enabled: Yes
undergraduates and interdivisional registration is not permitted for this course
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;
Prerequisite:
This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

550.845.20 Comprehensive Or Preliminary Oral Exam for Part Time International DRPH Students
2 credits - Course offered this year - East Baltimore
Departmental Faculty
Since US Immigration laws require that all international students must be enrolled full time when on campus, students must complete their departmental/program comprehensive examination or their School preliminary oral examination enrolled as a full-time student during the time period of the exam.
Information not required for this course type
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Enrollment restricted to international part time Doctor of Public Health degree students who intend to be on campus to complete their departmental/program comprehensive exam or their Departmental or School preliminary oral exam.
Grading Options: Pass/Fail
Please enroll with your advisor. Full time enrollment for part time students engaged in on campus/in person academic activities is defined as 2 term credits (16 contact hours) per week.

550.854.01 Seminar for MPH Concentration in Social and Behavioral Sciences II
1 credits - Course offered this year - East Baltimore
Kennedy, Ryan;Denison, Julie
Provides additional skills necessary to successfully complete a Capstone Project related to social and behavioral sciences. Identifies career paths that MPH graduates interested in social and behavioral aspects of public health can follow.
Upon successfully completing this course, students will be able to:
1. List the steps in protocol or grant development, conducting a comprehensive literature review and other types of Capstone Projects
2. Identify career paths that MPH graduates interested in social and behavioral aspects of public health can follow

Email: rdkennedy@jhu.edu
Lecture: W 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Jointly offered with HBS, IH

550.855.81 Ma Public Health Biology Thesis
variable credits 5-6 - Course offered this year - Internet
Zirkin, Barry
Provides an opportunity for students to, in consultation with a faculty mentor from the Dept of Biochem and Molecular Bio, Environmental Health or Molecular Microbiology and Immunology, prepare a critical, scholarly paper on an agreed upon subject area.
Upon successfully completing this course, students will be able to:
1. Compose, explain and defend a 20-30 page scholarly thesis that demonstrates a deep understanding of how biological principles and methods are used to understand, treat and/or prevent a particular condition of importance in the public health arena.
2. Critically evaluate data described in scientific papers and integrate data from multiple papers into coherent theories about the regulation of complex biological processes and diseases.
3. Synthesize public health principles learned during prior coursework through original writing project.

Email: brzirkin@jhu.edu

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 62 of 193
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only for students in the Master of Arts program in Public Health Biology.
Grading Options: Pass/Fail
Jointly offered with BIOCHEM,EHE,MMI
Students must take MA in Public Health Biology Thesis in addition to a minimum of 42-43 didactic course credits in order to complete the degree program. A primary and secondary reader will be assigned to evaluate each student's Thesis. At least one reader will be from one of the three departments offering the program; Biochemistry and Molecular Biology, Environmental Health and Engineering, and Molecular Microbiology and Immunology.

550.860.82 Academic & Research Ethics at JHSPH
0 credits - Course offered this year - Internet module
Vernick, Jon
Examines academic and research ethics at JHSPH in a series of online interactive modules. Focuses on information about the academic ethics code and responsible conduct of research at the School. Explores issues of academic integrity such as proper ethical conduct and referencing, and discusses violations such as plagiarism and cheating, relative to case studies that illustrate situations faced by students and faculty in the academic setting. Addresses topics that include responsible conduct of research, authorship, data management, data ownership, guidelines for professional conduct, research fraud or scientific misconduct, federal and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.
Upon successfully completing this course, students will be able to:
1. Describe and explain the policies and procedures that govern academic integrity and ethical conduct of research in the school
2. Practice proper attribution when referencing sources in academic assignments and scholarly works
3. Avoid violations of academic and research integrity such as plagiarism, cheating, research fraud and scientific misconduct
4. Conduct research in a responsible and professional manner with attention to maintaining integrity relative to authorship, data management and ownership, and protection of human and animal rights
Email: jvern1c@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Auditing not permitted
Grading Options: Pass/Fail
All students must complete during their first term of matriculation; failure to do so will result in blockage of further course registration.

550.864.01 Baltimore Community Practicum
variable credits 1-4 per term - Course offered this year - East Baltimore
Levin, Mindi; Levin, Mindi
Students conduct a project involving a defined denominator population at a community-based organization or local health department. They also participate in seminar sessions which cover basic methods of outreach to community organizations, attitudes and values about the role of professionals in community-based work, the social contract required of service professionals, and the attitudes required for effective public health practice.
Upon successfully completing this course, students will be able to:
1. Describe in detail, as well as summarize, the development and operation of an on-going community-based public health project
2. Describe the organizational structure of one particular public health practice site and its relationship with its community
3. Demonstrate practical methods for promoting partnerships between communities, public health agencies, academic institutions, and community-based organizations
4. Explain the basic concepts of community-based participatory research, service-learning, and civic professionalism
5. Articulate their values and attitudes about community engagement and ways of developing partnerships
6. Demonstrate effective communication and presentation skills, as well as how to give and receive constructive feedback from peers, supervisors, and community members
7. List and briefly describe in their final presentation and paper, the ten most important items of content learned from their faculty and preceptors and documented in their journal
Email: mlevin@jhu.edu
Lecture: T 3:30 PM - 4:20 PM

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 63 of 193
Enrollment: Minimum 10, Maximum 20, Waitlist Enabled: Yes

Grading Options: Pass/Fail

Consent required for all students; Consent to register for the course will be provided following the application process. Applications open on the 1st day of 1st term each year.

Prerequisite: None

Students must apply to the Baltimore Community Practicum course. Applications open on the 1st day of 1st term each year. Students will be able to review all available projects for the year, and determine which projects they are most interested in pursuing. More details can be found online at http://SOURCE.jhu.edu/practice. Once students apply to the course and are accepted, students will be granted permission to register for the course. Students must enroll in both 2nd and 3rd terms of the course each year. Weekly seminars will run at the following times: 2nd term - Tuesdays from 3:30 pm - 4:20 pm; 3rd term - Tuesdays from 12:15 pm - 1:05 pm

550.870.01 SS/R: Occupational Medicine Residency-Practicum Year

variable credits Depends on rotations, courses, and research workload. - Course offered this year - East Baltimore

Rivera, Aisha

Occupational medicine resident physicians perform a series of clinical, administrative, regulatory, and plant-based rotations throughout the year.

Upon successfully completing this course, students will be able to:
1. Demonstrate that they have had a mentored occupational medicine practicum experience

Method of Assessment  Percentage
1. Participation  90
2. Preceptor Evaluation  10

Email: Ariver28@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Residency training

Grading Options: Pass/Fail

Consent required for all students; Must have approval of program director

550.880.01 SS/R: General Preventive Medicine Residency-MPH

1 credits - Course offered this year - East Baltimore

Lam, Clarence; Hatef, Elham

Prepare residents in the theoretical, practical, and clinical knowledge and skills essential to leadership roles in the design, management, and evaluation of population-based approaches to health.

Upon successfully completing this course, students will be able to:
1. Prepare residents in the theoretical, practical, and clinical knowledge and skills essential to leadership roles in the design, management, and evaluation of population-based approaches to health
2. Provide training in the teaching, research, and practice of preventive medicine
3. Instill in residents the ability to synthesize clinical and population-based approaches to disease prevention and health promotion
4. Enable residents to view health issues on a broad continuum from local to international perspective
5. Apply knowledge toward the protection of the public’s health
6. Provide residents with the management and epidemiologic skills needed to address the overall health needs of underserved populations

Email: ckl@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to MPH/GPMR during MPH year.

Grading Options: Pass/Fail

550.890.01 SS/R: General Preventive Medicine Residency-Residency Year

variable credits Range of 3-16 credits - Course offered this year - East Baltimore

Lam, Clarence

Prepare residents in the theoretical, practical, and clinical knowledge and skills essential to leadership roles in the design, management, and evaluation of population-based approaches to health.
Upon successfully completing this course, students will be able to:

1. Prepare residents in the theoretical, practical, and clinical knowledge and skills essential to leadership roles in the design, management, and evaluation of population-based approaches to health
2. Provide training in the teaching, research, and practice of preventive medicine
3. Instill in residents the ability to synthesize clinical and population-based approaches to disease prevention and health promotion
4. Enable residents to view health issues on a broad continuum from local to international perspective
5. Apply knowledge toward the protection of the public's health
6. Provide residents with the management and epidemiologic skills needed to address the overall health needs of underserved populations
7. Residents will participate in a core course of modules known as "Fundamentals of General Preventive Medicine." Approximately 10 modules will be offered annually. Examples include Health Care Delivery; Injury Epidemiology and Prevention; Health Promotion; and Public Health Preparedness

Method of Assessment Percentage
1. Participation 99
2. Assignments 1

Email: ckj@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to GPMR during post MPH year.
Grading Options: Pass/Fail
All assignments will be submitted to the course instructor electronically (by email), unless otherwise noted.

550.895.01 MPH Practicum (Non Departmental)

variable credits Credits are determined in conjunction with the MPH practicum coordinator - Course offered this year - East Baltimore

Departmental Faculty

The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

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

1. Demonstrate that they have had a mentored public health practicum experience
2. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Please consult MPH Program Office before registering for course, mphprog@jhsph.edu

551.895.01 Source Practicum Special Studies

variable credits 1 credit if work 4 hours/week with community 2 credit if work 8 hours/week with community 3 credit if work 12 hours/week with community - Course offered this year - East Baltimore

Levin, Mindi

Special studies for practicum activities with SOURCE and participating Baltimore City community-based organizations.

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

1. Develop a collaboration with a community-based organization to address public health issues in Baltimore.

Email: mlevin@jhu.edu

Enrollment: Minimum 1, Maximum 20, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Consent required for all students; All students must seek permission from SOURCE Director, Mindi Levin. Students must have already identified collaboration/project with SOURCE non-profit
Prerequisite: Student must first be matched with a SOURCE partnering community-based organization

552.601.81 Foundational Principles of Public Health

0.5 credits - Course offered this year - Internet
Departmental Faculty

Provides a broad systematic understanding of the executive practice of public health from its inception to modern day. Uses case studies, as well as ethical and practice frameworks to provide students with a grounding in “what is public health practice,” why it is important, and why it is contested.

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

1. Recognize key factors that precipitate the establishment and evolution as well as erosion and destruction of public health systems in the U.S. and globally
2. Articulate the mission, vision, and core functions and essential services of public health
3. Explore the role of public health systems to address key public health challenges
4. Use ethical and practice frameworks to reflect on the role and practice of public health

Method of Assessment | Percentage
1. Participation | 20
2. Interim | 40
3. Final Exam | 40

Method of Assessment Detail:

Days & Times with Start & End Dates: Oct 27, 2020 - Nov 22, 2020

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory

552.603.81 The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health

0.5 credits - Course offered this year - Internet

Departmental Faculty

Acquaints students with a broad overview of the use of qualitative research methods in public health. Explores the types of critical public health questions best addressed through a qualitative approach and introduces conceptual principles that are foundational to qualitative research. Exposes students to key issues in planning and conducting qualitative research, as well as strategies for analyzing qualitative data.

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

1. Identify when qualitative methods are best suited to generate insight on a public health concern
2. Distinguish between objectivist and constructivist epistemologies
3. Provide examples of different types of qualitative data arising in public health studies
4. Describe ways in which qualitative research is incorporated into current public health research
5. Describe different qualitative analytic approaches and means to evaluate rigor

Method of Assessment | Percentage
1. Participation | 20
2. Midterm | 40
3. Final Exam | 40

Method of Assessment Detail:

Days & Times with Start & End Dates: Nov 23, 2020 - Dec 23, 2020

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory

552.604.81 Causes and Trends in Morbidity and Mortality (Discontinued)

0.5 credits - Course offered this year - Internet

Departmental Faculty

Provides a broad understanding of the top causes of morbidity and mortality globally, in the U.S., and in Baltimore City, as well as the trends in these estimates. Introduces measurement of morbidity and mortality, and threats to the quality of measurements. Addresses the role of population characteristics (age, sex, region, race/ethnicity) in estimates and trends. Discusses case studies of major causes and trends in morbidity and mortality in defined populations.

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

1. Describe the trends and major causes of morbidity and mortality in the world, U.S., and Baltimore
2. Articulate the concepts that guide the methodology for measuring morbidity and mortality
3. Explain the role of population characteristics in differentiating major causes of morbidity and mortality

Method of Assessment | Percentage
--- | ---
1. Participation | 20
2. Interim | 40
3. Final | 40

Method of Assessment Detail:

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory

**552.607.81 Essentials of Environmental Health**
0.5 credits - Course offered this year - Internet
Departmental Faculty
Summarizes the public health impact of environmental agents (e.g. chemical, biological, physical) present in air, water, soil, food, and the community. Discusses how these agents cause adverse health effects as well as ways to assess the risk of such effects and apply strategies for preventive interventions. Presents systems that have major impacts on environmental health, as well as applications of the science in the real domestic and international world. Through four modules: Foundations; Exposures in Air, Water and Food; Systems; and Cases, exemplifies effects of specific environmental exposures.

Upon successfully completing this course, students will be able to:
1. Describe the foundations of environmental health, including toxicology and risk assessment
2. List the main types of environmental exposures that impact domestic and international public health
3. Use examples to explain the importance of systems thinking in environmental health, such as the climate or the built environment
4. Discuss applications of environmental health to solve issues in the workplace or community

Method of Assessment | Percentage
--- | ---
1. Participation | 20
2. Interim | 40
3. Final Exam | 40

Method of Assessment Detail:

Days & Times with Start & End Dates: Oct 27, 2020 - Nov 22, 2020
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory

**552.608.81 Biologic, Genetic and Infectious Bases of Human Disease**
0.5 credits - Course offered this year - Internet
Departmental Faculty
Focuses on the basics of cellular and molecular biology, genetics, and infectious agents. Explains concepts that link basic biology to disease and population health. Illustrates application of biologic and genetic principles to population health using case studies.

Upon successfully completing this course, students will be able to:
1. Describe the basics of cellular function and how cellular dysfunction contributes to pathology
2. Explain how infectious agents contribute to disease in human populations
3. Explain how genetic factors contribute to disease in human populations
4. Apply cellular and genetic principles to understanding of model disease

Method of Assessment | Percentage
--- | ---
1. Participation | 20
2. Interim | 40
3. Final | 40
Method of Assessment Detail:

Days & Times with Start & End Dates: Nov 23, 2020 - Dec 23, 2020
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory

552.609.81 Psychological and Behavioral Factors That Affect A Population's Health
0.5 credits - Course offered this year - Internet
Departmental Faculty
Shows the role of behavior in health, drawing from smoking and other risk behaviors. Examines factors along the socioecological continuum that influence such behavior. Highlights key determinants for achieving behavior change to improve health outcomes, such as feasibility, self-efficacy and social support. And introduces common types of behavior change interventions, such as counseling and social marketing.
Upon successfully completing this course, students will be able to:
1 Define psychological factors and explain their direct and indirect influence on population health
2 Define and distinguish between behavior, behavioral factor and public health outcome
3 Explain the role of behavior on poor and good health
4 Name and define socioecological factors along the continuum that influence behavior
5 Name and define key factors for behavior change
6 Recognize common types of behavior change interventions

Method of Assessment Percentage
1. Participation 20
2. Interim Assessment 40
3. Final Exam 40

Method of Assessment Detail:

Days & Times with Start & End Dates: Nov 23, 2020 - Dec 23, 2020
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory

552.610.81 The Social Determinants of Health
0.5 credits - Course offered this year - Internet
Departmental Faculty
Provides an overview of social, political, and economic influences on health and their role in producing health inequalities within and among populations. Emphasizes key axes of inequality: gender, race/ethnicity, and socioeconomic status. Explains conceptual foundations for social determinants of health and health inequalities. Summarizes evidence linking selected social, political, and economic factors to health and the pathways by which they influence health. Highlights importance of understanding social determinants of health, despite challenges of designing interventions targeting social determinants.
Upon successfully completing this course, students will be able to:
1 Identify and define the primary social, political and economic factors that influence population health
2 Describe the evidence linking these factors to health outcomes within and among populations
3 Explain the ways that these factors lead to health inequalities within and among populations
4 Explain what is meant by structural determinants of health, how they contribute to understanding population health, and why they can be difficult to target with interventions
5 Describe the general pathways through which social, political and economic factors affect health outcomes

Method of Assessment Percentage
1. Participation 20
2. Interim 40
3. Final 40

Method of Assessment Detail:

Days & Times with Start & End Dates: Oct 27, 2020 - Nov 22, 2020
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory
Jointly offered with PFRH

552.611.81 Globalization and Population Health
0.5 credits - Course offered this year - Internet
Departmental Faculty
Evaluates in depth the complex relationship between globalization and health. Discusses this relationship across the four main dimensions of globalization (economic, political, cultural and environmental). Examines the existing evidence on the impact of globalization on global burdens of disease. Explores the opportunities of globalization and strategies for mitigating its negative effects.
Upon successfully completing this course, students will be able to:
1. Characterize the existing evidence on the impact of globalization on population health
2. Identify and explain the challenges of globalization and its effect on population health
3. Propose strategies for catalyzing the opportunities of globalization and mitigating its negative effects

Method of Assessment Percentage
0. Participation 20
1. Interim Assessment 40
2. Final Exam 40

Method of Assessment Detail:

Days & Times with Start & End Dates: Nov 23, 2020 - Dec 23, 2020
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Satisfactory/Unsatisfactory
Prerequisite:

552.621.81 Basic Resources Management for Public Health
1 credits - Course offered this year - Internet
Ward, William
Provides an overview of budgeting and resource management for public health practitioners working in health settings. Discusses the role and functions of governing bodies. Considers the types and categories of performance problems as well as how to determine causes of performance deviations and approaches for remedying them. Explores the tools and resources of budget and resource management.
Upon successfully completing this course, students will be able to:
1. Explain the role and importance of various types of budgets in organizations
2. Describe the role and functions of governing bodies
3. Identify the types or categories of performance problems
4. Discuss approaches to determining causes of performance deviations and approaches to remedy them
5. Implement remedial plans to mitigate performance deviations

Email: wwardjr1@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Prerequisite:

552.622.81 Creating, Implementing and Monitoring Budgets for Projects and Programs (Discontinued)
1 credits - Course offered this year - Internet
Martin, Pamala
Addresses strategies for creating budgets for projects and programs. Stresses the essential role of budgets in promoting the health of organizations and resource management. Explores how budgets are used to facilitate project and program management, including assessing whether high-quality outcomes are being achieved on time and within resource constraints or whether changes to the work plan, budget, or available resources are needed.
Upon successfully completing this course, students will be able to:
1. Explain the basic principles of budget and resource management
2. Explain how to create and implement a work plan
3. Apply cost-benefit principles
4. Evaluate productivity monitoring tools
5. Evaluate the strengths of budgets and budget justifications

Method of Assessment          Percentage
1. Participation              20
2. Synthesis Assignments      80

Method of Assessment Detail:
Participation: 20%; Synthesis Assignments 1 & 2: 80%

Email: pcmartin@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Prerequisite: 
Jointly offered with PFRH

552.623.81 Principles of Negotiation and Mediation for Public Health Professionals
0.5 credits - Course offered this year - Internet
Lynch, Susan

Examines the theory and principles of negotiation and mediation. Through readings and didactic instruction, explores negotiation and mediation processes, models and techniques. Investigates verbal and nonverbal communication and persuasion as well as other factors that influence successfully negotiated compromises of complex public health issues.

Upon successfully completing this course, students will be able to:
1. Describe the theories, principles, and models of negotiation and mediation
2. Explain the art of negotiation and how to explore issue positions, the needs and strategic positions of other parties, and why and how various negotiation strategies and techniques work
3. Explain strategies in verbal and non-verbal communication and persuasion
4. Identify and analyze ethical issues in negotiation

Method of Assessment          Percentage
1. Participation              20
2. Quizzes                    30
3. Final Exam                 50

Method of Assessment Detail:

Email: slynch5@jhu.edu

Days & Times with Start & End Dates: Oct 27, 2020 - Nov 29, 2020
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

552.624.81 Applications of Negotiation and Mediation for Public Health Professionals
0.5 credits - Course offered this year - Internet
Lynch, Susan

Offers students opportunities to apply negotiation and mediation principles and models to "get to yes" in their public health negotiation simulations. Uses a negotiation and mediation simulation that will enable students to practice the art of negotiating and examine their personal strengths and weaknesses in these processes.

Upon successfully completing this course, students will be able to:
1. Apply mediation and negotiation theory to the practice of skillful mediation and negotiation
2. Analyze how mediation and negotiation models work for each student personally in the course simulation
3. Address ethical issues in negotiation and mediation in public health problem simulations
552.626.81 Systems Thinking: Concepts and Methods

0.5 credits - Course offered this year - Internet

Bishai, David; Paina, Licia

Provides students with an understanding of how to apply systems thinking in public health. Trains students on the fundamentals of systems thinking theory and offers opportunities to apply key methods and approaches to health policy and health questions. Prepares students to ask relevant research questions and apply systems thinking to describe, understand, and anticipate complex behavior. Examines how systems models can be critically appraised and communicated with others so public health policymakers can exercise a greater degree of wisdom and insight.

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

1. Identify characteristics of a system and critically appraise systems models
2. Identify unintended consequences of public health system changes
3. Assess strengths and weaknesses of applying the systems approach to public health problems
4. Use systems diagrams and figures to show how feedback loops might lead to unanticipated consequences

Method of Assessment
1. Participation 40
2. Quizzes 60

Health Behavior and Society

410.601.81 Emerging Tobacco Products and Regulatory Approaches (Cancelled - Committee Decision)

3 credits - Course offered this year - Internet

Kennedy, Ryan

This course provides students with an overview of tobacco product regulation, including cigarettes, smokeless tobacco, shisha, and emerging nicotine delivery systems, such as e-cigarettes and heated tobacco products. Students will explore tobacco regulatory frameworks and national policies; review past regulatory successes and emerging regulatory strategies; search industry patents to understand how product innovation is protected and presented; and study the tobacco industry’s tactics to counter tobacco regulation by critically assessing media stories.

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

1. Have a working knowledge of tobacco product design and how regulation could reduce or eliminate product addictiveness
2. Understand tobacco product regulation including jurisdictional authority.
3. Gain expertise in tobacco industry tactics against regulation of tobacco product contents, design, and emissions
4. Understand how the tobacco industry uses product design features to target populations.
Method of Assessment Percentage
1. Exam(s) 20
2. Final Presentation 20
3. Assignments 40
4. Discussion 10
5. Participation 10

Method of Assessment Detail:
- 2 Quizzes – 20%
- Presentation - 20%
- Assignments - 40%
- Leadership of discussion - 10%
- Class participation - 10%

Email: rdkennedy@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

410.604.81 Harm Reduction: A Framework for Evidence-Based Policy and Practice
3 credits - Course offered this year - Internet

Sherman, Susan; Tobin, Karin

Discusses a variety of harm reduction strategies as they pertain to substance use issues. Introduces various programs that address substance use problems from a harm reduction perspective. Describes the evidence base supporting harm reduction programs. Explores the complicated legal and contextual issues associated with implementation of harm reduction programs.

Upon successfully completing this course, students will be able to:
1. Summarize the principles of harm reduction as a part of a comprehensive public health approach to drug use and abuse
2. Describe the current context of harm reduction and challenges for the implementation of such programs
3. Critique various conceptualizations of drug use and abuse (e.g., brain vs. social disease vs. moral failing)
4. Examine how drug regulation and criminalization (crack vs. cocaine; opioid vs. heroin) contribute to health disparities and how harm reduction approaches can reduce these disparities
5. Explore the evidence (e.g., efficacy, cost effectiveness) of various harm reduction strategies (e.g., syringe exchange programs, naloxone, safe consumption spaces, medication assisted treatment, fentanyl testing)
6. Develop and present a range of evidence-based arguments to gain broad support of implementing harm reduction programs

Method of Assessment Percentage
0. Team debate 25
1. Livetalk attendance/participation 35
2. Final presentation 40

Email: ssherman@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

Prerequisite:

410.604.98 Harm Reduction: A Framework for Evidence-Based Policy and Practice (Cancelled - Department)
3 credits - Course offered only this year - Barcelona, Spain

Sherman, Susan

Discusses a variety of harm reduction strategies as they pertain to substance use issues. Introduces various programs that address substance use problems from a harm reduction perspective. Describes the evidence base supporting harm reduction programs. Explores the complicated legal and contextual issues associated with implementation of harm reduction programs.

Upon successfully completing this course, students will be able to:
1. Summarize the principles of harm reduction as a part of a comprehensive public health approach to drug use and abuse
2. Describe the current context of harm reduction and challenges for the implementation of such programs
3. Critique various conceptualizations of drug use and abuse (e.g., brain vs. social disease vs. moral failing)
4. Examine how drug regulation and criminalization (crack vs. cocaine; opioid vs. heroin) contribute to health disparities and how harm reduction approaches can reduce these disparities.

5. Explore the evidence (e.g., efficacy, cost effectiveness) of various harm reduction strategies (e.g., syringe exchange programs, naloxone, safe consumption spaces, medication assisted treatment, fentanyl testing).

6. Develop and present a range of evidence-based arguments to gain broad support of implementing harm reduction programs.

Method of Assessment

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<th>Percentage</th>
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<tbody>
<tr>
<td>Team debate</td>
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<tr>
<td>Livetalk attendance/participation</td>
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<tr>
<td>Final presentation</td>
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Method of Assessment Detail:

x

Email: ssherman@jhu.edu

Days & Times with Start & End Dates: Nov 17, 2020 - Nov 19, 2020

Lecture: T W TH 8:30 AM - 6:00 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

undergraduates and interdivisional registration is not permitted for this course

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Full-time BSPH degree-seeking students must obtain permission to register from Judy Holzer in HPM

This course will be taught for 3 days in Barcelona Spain. Some assigned readings must be completed prior to the first class session.

410.605.81 Fundamental Tools for Promoting Health Equity

3 credits - Course offered this year - Internet

Thorpe, Roland; Gaskin, Darrell J.

Prepare DrPH students to apply health equity frameworks and measurement tools in their everyday functions: includes four components: definitions and historical perspectives of health equity, health disparity, and social justice; common theoretical frameworks and their applications to different aspects of health equity, health disparities, and social justice; measurement tools used for health equity and health disparities in context; strategies and policies to reduce health disparities and promote health equity; Students complete a final project in which they must propose a program based in theory and proven need within their professional capacity.

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

1. Define the concepts of health disparity, health equity, and social justice
2. Identify theoretical frameworks for health disparity and equity issues and use them appropriately
3. Identify measurement tools for health disparities and health equity
4. Identify strategies and policies to reduce health disparities and promote health equity

Email: rthorpe@jhu.edu

Enrollment: Minimum 10, Maximum 30, Waitlist Enabled: Yes

Limited to DrPH students

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Consent required for students outside of the Health Equity and Social Justice Track

Prerequisite: None.

This course is being created in response to a request from Dr. Thorpe and Dr. Gaskin from the DrPH program in order to fill an observed gap for the Health Equity and Social Justice Concentration. It will be important for them to learn relevant frameworks to use in order to conceptualize specific health disparities and health equity issues, decide how to measure their progress, and create real change. As students compile a toolbox of useful techniques, they will move into third term to take Dr. Cooper’s course, “Applications of Innovative Methods in Health Equity Research”, which largely addresses communication with stakeholders and health equity interventions.

410.615.01 Research Design in the Social and Behavioral Sciences

3 credits - Course offered this year - East Baltimore

Rimal, Rajiv
Provides an overview of the design and conduct of research in the social and behavioral sciences as applied to public health. Drawing primarily from the research perspectives and methodologies of sociology, anthropology, and health promotion, students examine: formulation of a research question, selection of a research design, selection of a study site and population, issues and methods of data collection, and measurement validity and reliability. Evaluates the strengths and weaknesses of the major types of research design used in the social sciences.

Upon successfully completing this course, students will be able to:
1. Identify the role and importance of the scientific method
2. Identify relevant ethical issues surrounding social science research
3. Evaluate and critique existing social science research
4. Evaluate qualitative and quantitative research designs
5. Develop research aims intended to answer social science questions relevant to public health

### Method of Assessment Percentage

1. Participation 10
2. Homework 5
3. Presentation(s) 20
4. Midterm 30
5. Final Paper 35

Email: riimal1@jhu.edu

Lecture: T TH 9:00 AM - 10:20 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite: One term biostatistics or consent of instructor. Social or behavioral sciences recommended.

**410.631.01 Introduction to Community-Based Participatory Research: Principles and Methods**

3 credits - Course offered this year - **East Baltimore**

Bowie, Janice; Bone, Lee; Grieb, Suzanne

Introduces students to the fundamental principles of, rationale for, and key considerations in conducting community-based participatory research (CBPR). Offers knowledge of and skills in CBPR that emphasize the importance of community inclusion and partnership as a viable approach to constructing and increasing the acceptance of interventions and improving the health and well-being of populations. Also uses case-based learning as an approach for real world application of CBPR concepts.

Upon successfully completing this course, students will be able to:
1. Describe the principles of CBPR
2. Determine the rationale and appropriateness for conducting CBPR
3. Assess the strengths and limitations of using CBPR approaches
4. Distinguish how CBPR differs from community-based research and basic research
5. Critique the application of CBPR in planning, implementation, dissemination, and translation via review of CBPR case studies
6. Increase understanding of and practice application of methods and strategies of case based learning

### Method of Assessment Percentage

0. Lab Assignments 40
1. Written Assignment(s) 60

### Method of Assessment Detail:

15% Classroom participation (Students are expected to thoroughly read required case materials before each class and be prepared to discuss issues and answer questions pertaining to the course and respective cases). Participation will be tracked; 30% Reflection assignments (Two reflection assignments worth 15% each); 5% Paper topic and community partner description; 10% Outline of final project; 40% Final write up

Email: jbowie2@jhu.edu

Lecture: M W 10:30 AM - 11:50 AM

Enrollment: Minimum 15, Maximum 40, Waitlist Enabled: Yes
410.640.81 Global Tobacco Control
3 credits - Course offered this year - Internet
Stillman, Frances A.
Introduces tobacco control strategies, policies, and practices to provide an understanding of what is being done to address this public health problem. Provides a historical context in which to understand the consequences of smoking and tobacco use. Provides a framework to understand how tobacco control has evolved and to understand practical approaches to tobacco prevention, control, cessation, advocacy, surveillance, and evaluation being implemented in the U.S. and in other countries. Discusses the transnational tobacco companies and their role in undermining actions to control tobacco use. Examines international tobacco control issues including the determinants of tobacco addiction, tobacco control strategies, tobacco products such as novel tobacco products (e.g., e-cigarettes), tobacco industry strategies, the Framework Convention on Tobacco Control (FCTC), legal foundations for regulation, and basic surveillance and evaluation methods using lectures, case studies, and discussion.

Upon successfully completing this course, students will be able to:
1. Identify the concepts and principles of tobacco control and describe the components of a comprehensive tobacco control approach
2. Describe the scope of the social, health, and economic burden of tobacco use worldwide
3. Describe the historical context upon which current evidence-based policies and practices are built
4. Discern the different approaches occurring in the U.S. and in other regions of the world
5. Discuss different types of tobacco products as well as use by different populations
6. Identify the interference employed by transnational tobacco companies to undermine tobacco control

Method of Assessment Percentage
1. Participation 30
2. Written Assignment(s) 30
3. Final Paper 40

Email: fstillm1@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning

410.650.01 Introduction to Persuasive Communications: Theories and Practice
4 credits - Course offered this year - East Baltimore
Moran, Meghan
Examines and interrogates theories of persuasion using lectures, discussions, readings, and assignments so that these theories can be applied to health behavior change interventions. Presents psychological, social, and environmental theories of persuasion as they relate to health behavior. Examines the theoretical underpinnings of persuasive health behavior change interventions. Addresses the strengths and challenges of applying persuasive communication theory to complex health issues. Emphasizes the role of theory in the design, implementation and evaluation of health behavior change interventions.

Upon successfully completing this course, students will be able to:
1. Explain the features, constructs, and core assumptions of each of the theories covered in the course
2. Use the theories covered in the course for the design, implementation, and evaluation of health behavior change interventions
3. Compare and contrast the utility of different theories of persuasion for use in different types of behavior change interventions
4. Identify which theories of persuasion are being used when given examples of persuasive health behavior change interventions

Method of Assessment Percentage
1. Quizzes 40
2. three written assignments - 250-500 word each 30
3. one written assignment - 6-7 pages 30
Email: mmoran@jhu.edu
Lecture: M W 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Previous course in psychology, preferably social psychology, required of undergraduates

410.651.81 Health Literacy: Challenges and Strategies for Effective Communication
3 credits - Course offered this year - Internet
Roter, Debra
Introduces the broad areas of literacy and health literacy. Discusses approaches to the assessment of key health literacy skills linked to behavioral and health outcomes. Prepares students to create and evaluate print-based health education materials suitable for low literate audiences. Introduces frameworks suitable for literacy assessment of web-based health information and oral literacy demand of medical encounters.

Upon successfully completing this course, students will be able to:
1. Discuss the common definitions and measures of literacy, functional literacy and health literacy in the U.S. and worldwide, and the consequences of literacy deficits for patient empowerment, health-related behaviors and health outcomes.
2. Describe the nature of the literacy environment and key attributes of literate health care organizations
3. Develop skill in producing and evaluating health education materials suitable for users with restricted literacy skills
4. Develop skill in evaluating the suitability of websites for users with restricted literacy
5. Critically assess health information presented through advertising, news and entertainment and how it is perceived across the literacy continuum.

Method of Assessment

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<tr>
<th>Method</th>
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<tbody>
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<td>Discussion Board</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Group Presentation</td>
<td>20</td>
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<tr>
<td>Assignments</td>
<td>25</td>
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<td>Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Plain Language Module</td>
<td>5</td>
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</tbody>
</table>

Method of Assessment Detail:
- Participate on the course discussion forum - 10%; complete the NIH.gov Plain Language module - 5%; Submit Health Literacy Scan after walk through lab - 15%; Develop and critically evaluate the suitability of a 2-page health education leaflet - 35%; Conduct a suitability analysis of a set of websites targeting an audience with restricted literacy on a topic of your choice - 35%.

Email: droter1@jhu.edu

Enrollment: Minimum 25, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

410.668.01 Policy Interventions for Health Behavior Change
3 credits - Course offered this year - East Baltimore
Cohen, Joanna
Examines the major theoretical frameworks that are relevant to the development, enactment, implementation and evaluation of policy interventions that support healthy behavior change. Explores the roles of ideas, interests, institutions, key actors and ethics in the policy process. Discusses how the environment can be influenced to improve the chances of implementing effective interventions to improve the public's health. Presents case studies to critically explore the strengths and limitations of policy change theories as they relate to current hot topics in the area of health, behavior and society.

Upon successfully completing this course, students will be able to:
1. Explain and critically evaluate the major theoretical frameworks used to analyze policy change
2. Discuss the major influences that determine which interventions are chosen and implemented
3. Describe the major policy tools and players involved in developing and implementing policy interventions to support health behavior change and improve health.

4. Identify the key factors that affect the successful implementation of policy interventions.

5. Describe primary approaches used to evaluate policy interventions.

Method of Assessment | Percentage
--- | ---
0. Concept note | 5%
1. Meeting with teaching team | 5%
2. Brief Report #1 | 25%
3. Viewing assignment | 5%
4. Brief Report #2 | 30%
5. Evaluation proposal | 10%
6. Reading assignment | 10%
7. Op-ed assignment | 10%

Email: jcohen@jhu.edu

Lecture: F 9:00 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Graduate students

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Undergraduate students require permission from the instructor.

Prerequisite:

410.679.60 Global Communication and Social Change (Cancelled - Committee Decision)

3 credits - Course offered this year - East Baltimore

Underwood, Carol

Critically examines the intersection of theories of economic development, social change, and communication as applied to public health. Introduces the complex and dynamic role of global communication in the social determinants of health. Interrogates “development” discourses as applied to health communication in middle- and low-resource areas countries. Presents evaluations of communication interventions in low- and middle-resource nation-states. Investigates health communication endeavors abroad as well as in low-resource settings in the U.S.

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

1. Compare and contrast competing theories of social and economic development (or social change)
2. Describe communication and/or sociological theories relevant to social change at various levels of the social ecological model
3. Distinguish between social normative change and social change; articulate when they overlap
4. Consider the diversity of peoples and cultures, the significance and impact of communication across social ecological levels in a global society, and how they affect health policies and health outcomes
5. Describe the role of global communication in health interventions across social ecological levels
6. Identify interventions at various levels of the social ecological model that are applicable to global communication and social change
7. Identify and discuss future directions for global health communication

Method of Assessment | Percentage
--- | ---
1. Discussion | 20%
2. Group Presentation | 20%
3. Midterm Paper | 20%
4. Final Paper | 40%

Email: carol.underwood@jhu.edu

Lecture: W 1:30 PM - 3:20 PM

Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail
This course blends traditional classroom time and outside-of-class activities with a corresponding reduction in class sessions. This class will meet once a week for two hours. Students are expected to spend one hour a week on class work in addition to regular homework.

Outside-of-class activities will include required attendance at four JHSPH events (seminars, discussion series, symposiums) over the course of the term. Instructor approval prior to attendance at selected events and a one-page summary of each event will be required.

**Learning Materials:**

- (Book) *Saving the world: A brief history of communication for development and social change*
  McAnany, Emile G.
  University of Illinois Press $27.00
  2012

**410.684.60 Effective Risk Communication to Overcome Health Disparities During a Pandemic (Cancelled - Committee Decision)**

2 credits - Course offered this year - **East Baltimore**

Underwood, Carol; Bharath Kumar, Uttara

Prepares students to develop effective risk communication strategies and materials for use during a pandemic. Reviews common theories of social and behavior change communication across the socioecological spectrum. Examines the disproportionate impact of pandemics on marginalized and vulnerable population groups. Challenges students to critically assess risk communication messages and approaches using an equity and disparities lens. Challenges students to develop communication strategies that mitigate the effects of social and structural disparities.

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

1. Use a communication theoretic perspective to critique the responses of non-profit, governmental and other public health agencies to the COVID-19 pandemic in the United States
2. Recommend communication strategies appropriate for achieving behavioral change in an emergency response situation
3. Design appropriate communication content according to audience segmentation principles
4. Describe the impact of COVID-19 on historically marginalized or vulnerable communities through the lens of cultural values and disparities
5. Differentiate the COVID-19 experiences of people across the socioeconomic spectrum in terms of access to information and ability to act

**Method of Assessment**

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<thead>
<tr>
<th>Method of Assessment</th>
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<tr>
<td>Participation</td>
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<td>Discussion</td>
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<td>Paper(s)</td>
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<tr>
<td>Final Project</td>
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**Method of Assessment Detail:**

- Class participation: 10%
- Class discussion: 10%
- Individual paper: 30%
- Final project: 50%

**Email:** carol.underwood@jhu.edu

**Lecture:** M 9:30 AM - 10:20 AM

**Enrollment:** Minimum 10, No maximum enrollment required, Waitlist Enabled: No

**Grading Options:** Letter Grade or Pass/Fail

Course is offered remotely.

**410.710.01 Concepts in Qualitative Research for Social and Behavioral Sciences**

3 credits - Course offered this year - **East Baltimore**

Hannum, Susan

Provides an overview of the development of a qualitative approach within public health research and practice, focusing on the philosophical underpinnings to qualitative research and the application of such methods to key contemporary public health questions. Considers questions such as, "What counts as knowledge?", "What are appropriate and useful public health data?", and "How do we learn about new issues?" Focuses on concepts, particularly highlighting the nature of qualitative questions and data. Not intended to provide training in conducting independent qualitative research.
Upon successfully completing this course, students will be able to:

1. Summarize the epistemological and ontological bases for qualitative research
2. Apply the main qualitative approaches to a pertinent public health research question
3. Discuss a wide range of health-focused qualitative studies
4. Identify many of the main journals in which qualitative public health research is published
5. Analyze the strengths and weaknesses of adopting a qualitative approach to addressing a particular research question

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<th>Method of Assessment</th>
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<tr>
<td>Participation</td>
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<td>Assignments</td>
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<td>Presentation(s)</td>
<td>10</td>
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Email: shannum1@jhu.edu
Lecture: T TH 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No undergraduates not permitted
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 410.615

**410.800.01 MPH Capstone Health, Behavior and Society**

2 credits Number of credits depends upon the scope and nature of their project. - Course offered this year - **East Baltimore**

Departmental Faculty

The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.

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

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

**410.810.01 Field Placement Health Behavior and Society**

variable credits - Course offered this year - **East Baltimore**

McDonald, Eileen
Information not required for this course type

Email: emcdona1@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**410.820.01 Thesis Research in Health Behavior and Society**

variable credits - Course offered this year - **East Baltimore**
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**410.830.01 Postdoctoral Research in Health Behavior and Society**

variable credits - Course offered this year - **East Baltimore**
Information not required for this course type
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

410.840.01 Special Studies and Research in Health Behavior and Society
variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

410.850.01 MHS Research Practicum in Health Behavior and Society
variable credits Can vary per term depending on hours spent on research practicum - Course offered this year - East Baltimore

Owczarzak, Jill
Introduces MHS Social Factors students to hands-on social science research for public health. Provides an opportunity to work extensively with a doctorally trained research mentor. Prepares students to participate in social science research initiatives. Builds students' research knowledge and skills.
Upon successfully completing this course, students will be able to:
1. Participate in a social factors research initiative

Method of Assessment Percentage
1. Final Paper 99

Email: jillowczarzak@jhu.edu

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
HBS MHS students
Grading Options: Pass/Fail

410.860.01 Graduate Seminar in Social and Behavioral Sciences
2 credits - Course offered this year - East Baltimore

Smith, Katherine Clegg
Explores and debates theoretical concepts and orientations in the social and behavioral sciences and their application to public health research and practice through readings, discussion, and writing assignments.
Upon successfully completing this course, students will be able to:
1. Critically discuss theoretical concepts and orientations in the social and behavioral sciences
2. Present syntheses and critiques of foundational social and behavioral science texts
3. Develop a theoretically driven argument in the form of an original essay or manuscript

Email: ksm103@jhu.edu
Lecture: TH 1:30 PM - 3:20 PM

Enrollment: Minimum 5, Maximum 20, Waitlist Enabled: Yes
Restricted to HBS doctoral students
Grading Options: Letter Grade or Pass/Fail

410.861.01 Graduate Seminar in Community-Based Research
1 credits - Course offered this year - East Baltimore

Bone, Lee; Bowie, Janice
Explores faculty-community partnership in community-based research (CBPR), education, and practice. Seminar topics may include CBPR principles and ethics, coalition and partnership building, implementation, dissemination, translation and sustainability, media and marketing, advocacy, policy, cultural diversity, collaborative grant writing, and publishing. Speakers include faculty and also community patrons.
Upon successfully completing this course, students will be able to:
1. Engage with students, faculty, scholars, and community members from different disciplines and backgrounds in scholarly exchange on issues of community-based research.
2. Apply CBPR principles across the continuum of the research process, including planning, implementation, evaluation, dissemination and policy implications.
3 Explain the need for and added value of using CBPR.
4 Discuss the strengths and challenges associated with community-university partnerships, as well as the successful co-development and impact of interventions to address community issues.

Email: ibone1@jhu.edu
Lecture: M 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

410.863.01 Doctoral Seminar in Social and Behavioral Research and Practice
1 credits - Course offered this year - East Baltimore
German, Danielle
Explores and critiques social and behavioral sciences research and practice, emphasizing key constructs and methods of department faculty through presentations, readings, and group discussions.
Upon successfully completing this course, students will be able to:
1. Discuss key social and behavioral science theoretical constructs and methods used by department faculty in their research and practice
2. Develop and model oral presentation skills in social and behavioral sciences

Method of Assessment Percentage
1. Participation
   
   Email: danielle.german@jhu.edu
Lecture: TH 12:00 PM - 1:20 PM
Enrollment: Minimum 7, No maximum enrollment required, Waitlist Enabled: No
HBS students only
Grading Options: Pass/Fail

410.864.01 Critical Issues in Health Disparities
1 credits - Course offered this year - East Baltimore
Thorpe, Roland
Provides an opportunity for students, postdoctoral trainees, and faculty to present scientific papers from the current and/or classic health disparities literature. Emphasizes presentation skills and the ability to critically evaluate scientific papers.
Requires participants to read and discuss the assigned material.
Upon successfully completing this course, students will be able to:
1. Read and critically evaluate scientific papers
2. Lead discussions and present research related to health and/or healthcare disparities
3. Describe patterns of health outcomes by race, geography, and socioeconomic status

Method of Assessment Percentage
1. Presentation(s)
   
   25
2. Discussion
   
   25
3. Participation
   
   25

Email: rthorpe@jhu.edu
Lecture: T 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

410.866.01 Careers in Health Education and Health Promotion
1 credits - Course offered this year - East Baltimore
McDonald, Eileen
Introduces a variety of settings in which health education, promotion, and communication work takes place, including but not limited to local, state, and federal government agencies, voluntary health agencies, educational institutions, and consulting firms. Describes health education, promotion, and communication projects, programs, and campaigns covering a wide array of health topics.
Upon successfully completing this course, students will be able to:
1. Provide examples of different types of work settings where health educators are employed
2. Identify the breadth and depth of job skills needed by health educators in the current market place

Email: emcdona1@jhu.edu
Lecture: W 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to MSPH students in HBS
Grading Options: Pass/Fail

410.871.01 HBS Research and Proposal Writing Process for Doctoral Students II
2 credits - Course offered this year - East Baltimore
Davey-Rothwell, Melissa
Acquaints doctoral students with the dissertation proposal and preparation for preliminary oral examination processes. Assists students in making progress on their own proposal through refinement of writing, literature synthesis and critique, and peer review skills. Each session focuses on a specific stage of proposal development for behavioral research including developing a comprehensive conceptual framework, formulating research questions and hypotheses, choosing appropriate study design and methodologies, identifying reliable and valid measures, developing a sound data analysis plan, and ensuring compliance with Human Subjects regulations. Reviews departmental and school-wide requirements for dissertation proposals and preliminary examinations. Discusses application of dissertation proposal and examination preparation skills to professional activities such as manuscript development and conference presentations.

Upon successfully completing this course, students will be able to:
1. Make progress on their dissertation proposals and discuss the dissertation proposal writing process
2. Build competencies for peer review and manuscript development that will enhance their proposal development skills
3. Demonstrate skills for oral presentation and defense of their research in both academic and professional settings

Method of Assessment Percentage
1. Participation 5
2. In-class Exercises 5
3. Written Assignment(s) 40
4. Presentation(s) 20
5. Final Paper 30

Email: mdavey1@jhu.edu
Lecture: F 10:00 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
HBS doctoral students
Grading Options: Pass/Fail
Consent required for all students; Required for HBS doctoral students in their 2nd year
Multi-term with 410.870
Final grade applies to all terms
Grade is given for both 410.870 and 410.871 upon completion of 410.871.

410.882.01 MHS Seminar in Social Factors in Health II
1 credits - Course offered this year - East Baltimore
Owczarzak, Jill
Provides additional skills in social science concepts for public health research. Introduces research methods for social factors research. Identifies current social factors research of interest to students.

Upon successfully completing this course, students will be able to:
1. Describe methods for social factors research in public health
2. Identify current social factors research projects

Method of Assessment Percentage
1. Participation 99

Email: jillowczarzak@jhu.edu
410.895.01 MPH Practicum: Health Behavior and Society

variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - East Baltimore

Departmental Faculty

The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

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

1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

415.612.92 Introduction to Human Genetics II

2 credits - Course offered this year - NIH - Bethesda, MD

Erby, Lori; Biesekcr, Leslie

415.610 addresses the chromosomal basis of heredity, chromosomes and genes, tools of human molecular genetics, single gene inheritance, variation, polymorphism and mutation, genes in populations and genes in families. 415.611 presents the role of genetic counseling in health care and emphasizes the essential components of prenatal, pediatric, and adult genetics services. Indications for referral and genetics education and counseling components are illustrated using care examples. Clinical skills and tools are taught including family, medical and development history taking and pedigree construction. Additional case management skills such as those of laboratory and test interpretation, and issues in billing and reimbursement of genetic counseling services are addressed. 415.612 and 415.613 expand on the previous two courses to examine the Hemyoglobinopathics and Thalassemias as models of molecular pathology, the molecular/biochemical basis of genetic disease, genetics of cancer, gene mapping

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

1. Discuss basic structure and function of chromosomes and genes
2. Recognize inheritance patterns in pedigrees and assess risks
3. Discuss when and how screening and diagnostic tests are performed and how to interpret results of such tests
4. Discuss basic mechanisms of mutation and how mutations can lead to disease
5. Discuss how the inheritance pattern of a disease is determined by the molecular mechanisms by which mutations alter gene function and cause the disease
6. Discuss the features of common genetic diseases seen in genetic counseling practice, including natural history and management

Method of Assessment Percentage
1. Midterm 33
2. Final Exam 33
3. Participation 33

Email: lorierby@jhu.edu

Lecture: TH 4:30 PM - 6:30 PM

Enrollment: Minimum 4, Maximum 8, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Consent required for students not in the ScM in Genetic Counseling program.
Prerequisite: 415.611
Jointly offered with NIH

415.621.92 Introduction to Genetic Counseling II

2 credits - Course offered this year - NIH - Bethesda, MD

Cho, Megan; Erby, Lori
SECOND TERM COURSE SCHEDULE 2020-2021

Compares definitions of genetic counseling (GC) with objectives and service outcomes. Explores counselor values as they relate to roles and responsibilities toward clients. Introduces ethical and policy issues specific to GC in conjunction with a research agenda. Discusses and practices basic tools, including interviewing, history gathering, and case assessment, and nondirective counseling approaches.

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

1. Describe the history and goals of genetic counseling
2. Discuss the genetic counseling process and the roles that the counselor and client play in the counseling interaction
3. Evaluate the role of genetic risk information in disease discussing and decision making
4. Discuss the professional, legal, cultural, and ethical implications of how genetic counseling is practiced, today and in the future

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<td>1. Assignments</td>
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<tr>
<td>2. Reflection</td>
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<tr>
<td>3. Self-assessments</td>
<td>10</td>
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Email: megan.cho@nih.gov

Lecture: TH 1:30 PM - 3:20 PM

Enrollment: Minimum 4, Maximum 10, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 415.620; Must be enrolled in ScM in Genetic Counseling Program
Multi-term with 415.620
Final grade applies to all terms
Jointly offered with NIH

415.651.92 Facilitating Family Adaptation to Loss and Disability II

2 credits - Course offered this year - NIH - Bethesda, MD

Erby, Lori

Provides an overview of disability awareness and the inter- and intrapersonal experience of disability, as well as a family-system theoretical approach to adaptation to disability. Reviews specific examples of adaptation include family adaptation, adaptation in children, adolescents and adults with disabilities, and sibling adaptation. Covers topics including adaptation throughout the lifespan, acute vs. episodic vs. chronic illness, visible vs. invisible disabilities, cancer, terminal illness, and counseling techniques that would facilitate adjustment for these situations

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

1. Describe the adaptation process and main issues for: children, adolescents and adults with disabilities, parents who have a child with a illness/disability, siblings of persons with illness/disabilities, those with physical disabilities, invisible illness/disability, cancer diagnoses and terminal illness
2. Analyze cases in terms of adaptation theories discussed in class
3. Develop counseling interventions for couples, children and families who are affected with disabilities, chronic illness, cancer or terminal illness
4. Describe the grief associated with adaptation to terminal illness for children and adults
5. Recognize their own history with illness/disability, including attitudes, behaviors and counter-transference issues that affect their development as a genetic counselor

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<tr>
<td>1. Written Assignment(s)</td>
<td>85</td>
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<tr>
<td>2. Participation</td>
<td>15</td>
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</tbody>
</table>

Email: lori@jhu.edu

Lecture: F 9:00 AM - 10:50 AM

Enrollment: Minimum 10, Maximum 12, Waitlist Enabled: Yes
ScM in Genetic Counseling students
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 415.650
Jointly offered with NIH
Grades submitted at the end of the term.
415.671.92 Developmental Biology and Human Malformations II

1 credits - Course not offered until 2021 - 2022 - NIH - Bethesda, MD

Bieseker, Leslie

Familiarizes students with modern developmental biology and the use of this knowledge to understand common human malformations. Includes lectures on the methodology and model systems of developmental biology; a review of preimplantation development and gastrulation, and embryogenesis/organogenesis. Subsequent lectures focus on the development of organ systems.

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

1. Explain the different ways to analyze birth defects: analytically, embryologically, and by developmental biological analysis
2. Describe the basic stages of development: preimplantation, gastrulation, organogenesis, and fetal growth
3. Describe the basic genetic molecular control mechanisms of development
4. Describe the basic concept of evolutionary conservation of ontogeny
5. Define the concepts of homologous genes and structures
6. Describe the mechanism of laterality determination in vertebrates
7. Analyze a congenital anomaly including the embryology and developmental biology of the genesis of the abnormality using sources including appropriate textbooks, journal articles and online resources

Email: lesb@mail.nih.gov

Lecture: W 5:30 PM - 6:30 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for non-ScM students.

Multi-term with 415.670
Jointly offered with NIH

415.702.92 Genetic Counseling Lab II

2 credits - Course offered this year - NIH - Bethesda, MD

Erby, Lori

This literature-driven course applies interactive genetic counseling techniques to specific settings and client needs. Faculty and students present key issues in client education for various medical specialties, and identify research needs related to genetic counseling. Explores counseling issues through role-play.

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

1. Practice genetic counseling in a specific setting using a challenging case example
2. Utilize role play to integrate peer feedback and critique
3. Outline educational objectives and create innovative application of tools found in the literature
4. Compare potential teaching methods
5. Explore psychological theory as applied to the case/setting
6. Evaluate relevant research and develop research questions

Method of Assessment Percentage
1. Participation 35
2. Discussion 15
3. Final Paper 10
4. weekly selection of and presentation of journal articles relevant to the case 40

Email: lorianerby@jhu.edu

Lecture: F 11:00 AM - 12:50 PM

Enrollment: Minimum 4, Maximum 12, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Must be enrolled in ScM in Genetic Counseling Program

Prerequisite: 415.701; Must be enrolled in ScM in Genetic Counseling Program

Multi-term with 315.701
Jointly offered with NIH

**415.711.92 Medical Genetics and Genomic Medicine: from Diagnosis to Treatment II**

2 credits - Course offered this year - NIH - Bethesda, MD

Hart, Suzanne

Examines advances in the diagnosis of genetic disorders and treatments that result with a focus on neurocutaneous syndromes, muscular dystrophies, connective tissue disorders and ciliopathies. Both terms aim to prepare students for the board certification exam given by the American Board of Genetic Counseling upon completion of the ScM in genetic counseling.

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

1. Contrast features among groups of disorders that lead to diagnosis
2. Identify a variety of successful treatments using chemical genomics
3. Assess the potential role of genomic sequencing in improvements in both diagnosis and treatment
4. Utilize medical history-taking skills toward diagnosis of genetic conditions

Method of Assessment: Percentage

1. Midterm 50
2. Final Exam 50

Email: shart@mail.nih.gov

Lecture: W 5:30 PM - 7:30 PM

Enrollment: Minimum 5, Maximum 50, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Consent required for students other than ScM in Genetic Counseling students.

Prerequisite: 415.613

Multi-term with 415.710

Changed first term of this multiterm course to the correct, current course number - 415.710 - as the one originally listed was 415.712 (no longer exists). Added/updated this in comments as well.

Final grade applies to all terms

Jointly offered with NIH

Course is multi-term with 415.710, *not* 415.712 as originally listed. Students must take 415.710 before 415.711.

**415.820.92 Thesis Research: Genetic Counseling**

variable credits - Course offered this year - NIH - Bethesda, MD

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

Jointly offered with NIH

**415.840.92 SS/R: Genetic Counseling**

variable credits - Course offered this year - NIH - Bethesda, MD

Departmental Faculty

Information not required for this course type

Lecture: TBA

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

**415.851.92 Supervised Clinical Rotations: Genetic Counseling**

variable credits Students should register for 4 credits in terms 1-4 and 2 credits in the summer term. - Course offered this year - NIH - Bethesda, MD

Erby, Lori; Cho, Megan
Offers clinical placements in adult, pediatric, and prenatal genetic centers in the Baltimore-Washington area. Provides opportunity to learn about genetic conditions by their impact on individuals and their families, and about roles of the genetic counselor. Provides a wide range of clinical experiences over the course of multiple placements.

Upon successfully completing this course, students will be able to:
1. Demonstrate skills required to practice in a clinical genetic counseling setting
2. Critique developing counseling skills

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<tr>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Assignments</td>
<td>80</td>
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<tr>
<td>2. Reflection</td>
<td>10</td>
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<tr>
<td>3. Self-assessments</td>
<td>10</td>
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</tbody>
</table>

Email: lori@johnshopkins.edu

Enrollment: Minimum 10, Maximum 16, Waitlist Enabled: Yes

ScM in Genetic Counseling students

Grading Options: Pass/Fail

Prerequisite: Must be enrolled in ScM in Genetic Counseling Program

Jointly offered with HBS, NIH

**415.861.92 Genetic Counseling Seminar: Topics in the Field**

2 credits - Course offered this year - NIH - Bethesda, MD

Erby, Lori

Offers a dynamic forum for discussion that focuses on genetic counseling research, policy, and education and their impact on clinical practice. Invites a diverse group of professionals to present topics well suited for class discussion. Includes student-led case presentations to highlight the psychological, social, and ethical issues in genetic counseling. Exposes students to a variety of client attitudes, reactions, and experiences by including clients who have personal experience with a genetic condition or familial risk as speakers.

Upon successfully completing this course, students will be able to:
1. Present concise case summaries and exchange impressions of the psychological, social, and ethical aspects of genetic counseling
2. Establish relationships with other students to facilitate mentoring, strategizing, and camaraderie
3. Describe provocative issues in the field of genetic counseling
4. Explain the types of cases and professional issues encountered by genetic counselors
5. Describe the variety of genetic counseling research topics
6. Describe programs in policy and ethics related to genetic counseling
7. Describe the personal experiences of those with genetic conditions or living at increased risk

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<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>50</td>
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<tr>
<td>2. Assignments</td>
<td>50</td>
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</tbody>
</table>

Email: lori@johnshopkins.edu

Lecture: F 1:30 PM - 3:20 PM

Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes

ScM in Genetic Counseling students

Grading Options: Pass/Fail

Consent required for some students; Consent required for non-ScM in Genetic Counseling students.

Prerequisite: Must be enrolled in ScM in Genetic Counseling Program

Multi-term with 415.861

First and second terms should be listed as multi-term together

Jointly offered with NIH

ScM in Genetic Counseling students must register for all four terms. Non-ScM in Genetic Counseling students are only required to register for either the two fall or two spring terms.
415.870.92 Genetic Counseling Clinical Supervision
1 credits - Course offered this year - NIH - Bethesda, MD
Erby, Lori
Assists the student in recognizing the impact of personal styles and biases on the counseling process through individual supervision sessions. Uses audiotapes and/or videotapes of student counseling sessions to review, analyze, and process student-client interactions throughout the student's clinical rotations, and develop strategies for addressing barriers in the counseling process.

Upon successfully completing this course, students will be able to:
1. Demonstrate professional growth in establishing a therapeutic relationship with clients
2. Recognize the impact of personal styles and biases on the counseling process
3. Demonstrate strategies to best meet each individual client's needs
4. Provide genetic counseling services using techniques that are consistent with the student's developing personal style

Email: lori.erby@jhu.edu

Enrollment: Minimum 10, Maximum 15, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Prerequisite: Must be enrolled in ScM in Genetic Counseling Program; students must register for four terms.
Jointly offered with NIH

415.882.01 Genetic Counseling Program Thesis Proposal Development III
2 credits - Course offered this year - East Baltimore
Roter, Debra
This is the third of a series of three courses which provide students with the skills needed to turn a research idea into a formally presented and orally defended thesis proposal. In this final course of the series, students refine their working proposal for submission to the Executive Committee and prepare for the oral examination.
Students are expected to have turned a nascent research idea into a workable proposal for the conduct of a research study that will constitute the ScM thesis.

Upon successfully completing this course, students will be able to:
1) Demonstrate skills necessary to finalize a written protocol addressing an independent research question by: a) succinctly summarizing and orally presenting literature to support an original genetic-counseling related research question, b) justify a research question or hypotheses and a study design to address your research question, c) critically assess and defend the design, methods and instruments proposed, d) consider and address protection of human subjects issues associated with the research, particularly in light of COVID-related research restrictions.
2) Demonstrate review and feedback skills by participating in the peer review process
3) Orally present and defend a formal proposal for independent thesis research to classmates and other peer reviewers in preparation for the oral exam
4) Submit a formal proposal for independent thesis research to the Executive Committee in advance of oral exams

Method of Assessment | Percentage
1. Participation | 10
2. Written Assignment(s) | 20
3. Written Assignment(s) | 35
4. Presentation(s) | 35

Method of Assessment Detail:
A. Demonstrate review and feedback skills by participating in the peer review process by completing the NHGRI Feedback form for Scientific Review of Clinical Research Protocols for one student (20 points); and, reading 2 other student protocols and preparation of 2 questions (10 points). These assignments will be scheduled at the first class.

B. Mock oral presentation (35 pts for protocol presentation and adequate response to oral questions based on the presentation). Each student will be asked to give a 10 minute power point presentation of their proposed research and respond to round-robin questions from classmates and faculty about the proposed research. Each student will be allotted approximately 45 minutes for their mock exam.

C. Submit a finalized written proposal for original thesis research that incorporates peer and faculty feedback (35 pts).

Email: droter1@jhu.edu
Lecture: T 8:30 AM - 10:20 AM
Enrollment: Minimum 4, Maximum 8, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Prerequisite: 415.880 and 415.881

1. For Methods of Assessment percentages, the first written assignment is worth 20% and the second one is worth 35%.
2. Leila Jamal (NIH) will also be a Co-Instructor for this course. Although she has initially been approved as JHU faculty, the last part of the approval process is ongoing so her name is not yet in the drop down list as of 10/22/20.

300.600.93 Introduction to Health Policy

4 credits - Course offered this year - Beijing, China

Departmental Faculty

Introduces students to the concepts and tools of health policy. Provides the opportunity to hear healthcare and health policy concerns from others and a chance to apply tools for policy analysis. Introduces skills necessary to be an effective policy analyst/policy advocate. Lecturers illustrate policy issues with examples from many fields of health services ranging from medical care, to current public health issues including the Affordable Care Act and population health, as well as health service delivery improvement efforts.

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

1. Identify the main health policy issues facing public health leaders
2. Use a model of rational decision making to approach to health policy making
3. Write a literature synthesis
4. Identify policy options and evaluate policy alternatives
5. Write effective policy documents
6. Differentiate options for communicating policy recommendations

Method of Assessment Percentage

1. Discussion 20
2. Final Paper 45
3. Group Project(s) 35

Days & Times with Start & End Dates: Dec 17, 2020 - Dec 20, 2020
Lecture: TH F SA 8:30 AM - 4:50 PM

Enrollment: Minimum 10, Maximum 32, Waitlist Enabled: Yes
Part-time DrPH students in the Tsinghua cohort only
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Enrollment restricted to students in the Tsinghua DrPH cohort only

This course will be offered over a 4-day period in Beijing China. Students are required to complete assignments prior to the start of class.
300.603.98 The Tools of Public Health Practice and Decision Making (Cancelled - Department)

3 credits - Course offered only this year - Barcelona, Spain

Resnick, Beth A.

Introduces the core functions of public health and the core competencies for public health professionals. Students assess their strengths and academic goals while building their toolbox of public health competencies. Uses case studies to examine the application of the competencies in public health practices. Provides an opportunity to apply knowledge by working in teams to assess a public health problem and propose potential solutions.

Upon successfully completing this course, students will be able to:
1. Identify the core functions of public health and their application in public health practice
2. Identify the steps in the public health problem solving approach
3. Apply the core competencies for public health professions as developed by the ASPH and Council on Linkages between Academia and Public Health Practice
4. Conduct a self assessment to determine personal strengths and weaknesses, and goals for competency development
5. Identify the qualities (positive and negative) of leaders within the public health practice setting
6. Apply the problem solving approach and core competencies to reach decisions to address real world public health problems
7. Identify the challenges of communication in public health practice and develop strategies for addressing multiple audiences
8. Identify the role of the media in public health communication and be equipped to craft a message for the media
9. Review the importance of surveillance and public health indicators in the practice setting
10. Identify the importance of social, economic, and political drivers in the development of public health strategies
11. Develop a plan for building a toolbox of competencies

Method of Assessment Percentage
1. Discussion 20
2. Group Presentation 40
3. Assignments 40

Email: bresnick@jhu.edu

Days & Times with Start & End Dates: Nov 09, 2020 - Nov 11, 2020

Lecture: M T W 8:30 AM - 6:00 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
undergraduate students are not permitted in this section

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Full-time BSPH students must obtain permission from Judy Holzer or Pam Davis in HPM before registering for this course.

300.651.93 Introduction to the U.S. Healthcare System (Cancelled - Department)

4 credits - Course offered this year - Beijing, China

Shi, Leiyu

Focuses on the organization, financing, and delivery of healthcare in the U.S. Contrasts the private and public sectors and examines the effects of market competition and government regulation. Examines the ways that medical providers are paid, and explores the major issues currently facing physicians, hospitals, and the pharmaceutical industry. Also discusses several potential small and large scale reforms to the U.S. healthcare system and evaluates their likely effects on healthcare spending, quality of care, and access to care.

Upon successfully completing this course, students will be able to:
1. Apply basic economic concepts related to health insurance coverage
2. Explain how both private health insurance and public health insurance are financed
3. Evaluate the ways in which private and public health insurers reimburse medical providers
4. Assess private and public models of financing and delivery of healthcare services
5. Analyze various aspects of the hospital, physician, and pharmaceutical drug sectors
6. Explain how nonprofit status, competition, quality, and safety affect medical providers
7. Identify the various determinants of access to care for low-income and vulnerable populations
8. Evaluate how specific policy proposals will likely affect access to care and healthcare spending
9 Critique how the political process affects how healthcare reform is undertaken in the U.S.

Method of Assessment  Percentage
1. Quizzes 60
2. Final Exam 40

Email: Ishi2@jhu.edu

Days & Times with Start & End Dates: Nov 19, 2020 - Nov 22, 2020

Lecture: TH F SA 8:30 AM - 4:50 PM

Enrollment: Minimum 10, Maximum 35, Waitlist Enabled: Yes

Part-time DrPH students in the Tsinghua cohort only

Grading Options: Letter Grade or Pass/Fail

Consent required for all students; enrollment restricted to students in the Tsinghua DrPH cohort only

Prerequisite:

This course will be offered over a 4-day period in Beijing China. Students are required to complete assignments prior to the start of class.

300.712.01 Formulating Policy: Strategies and Systems of Policymaking in the 21st Century

3 credits - Course offered this year - East Baltimore

Frattaroli, Shannon

Considers theories, strategies, and participants involved in formulating health and social policies. Discusses defining health and social problems, selecting and assessing policy options, and the role of stakeholders in policy processes, as well as the context in which policy decisions are made. By analyzing case studies, discussing theories, participating in service-learning projects, and writing, students learn how policymakers interact with stakeholders and use evidence to help shape the laws that govern societies.

Upon successfully completing this course, students will be able to:
1. Articulate policy solutions to health and social problems
2. Assess policy options to address a defined problem
3. Identify the role of government in policy formulation
4. Assess the feasibility of translating a good policy idea into a viable policy option
5. Explain how policy makers and other stakeholders interact in the context of formulating policy
6. Define the role of academic researchers in policy making
7. Provide examples of how policy has addressed health and social problems
8. Write more effectively for a policy audience
9. Apply skills and knowledge about policy formulation to advance health and social policy initiatives

Method of Assessment  Percentage
1. Written Assignment(s) 50
2. Group Project(s) 40
3. Completed SOURCE Service-Learning Modules 5
4. Final Presentation 5

Email: Sfratta1@jhu.edu

Lecture: M W 9:00 AM - 10:20 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No undergraduate and interdivisional students are not permitted in this section

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; audit students must obtain permission from instructor to register

Prerequisite:

300.722.01 Foundations in Health Policy II

2 credits - Course offered this year - East Baltimore

Saloner, Brendan
Familiarizes students with some of the foundational readings in health policy and provides an understanding of the theories and conceptual frameworks used in the development, implementation and analysis of health policies. Explores how different disciplines (political science, ethics, law, economics, sociology, behavioral sciences and history) inform thinking about the development, implementation and analysis of health policies that make a difference in the public’s health. Emphasizes critical reading and thinking, informed debate with respect for a range of opinions, and communication skills.

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

1. Discuss and critique foundational readings from the disciplines that inform health policy
2. Demonstrate how different disciplines and theories are relevant to contemporary problems in health policy and conducting research to better understand these problems
3. Describe how theories and disciplines are used to develop conceptual frameworks helpful for guiding scholarly inquiry
4. Identify key sources of disagreements in a body of literature and discuss what kinds of evidence would be persuasive in supporting, refuting or refining a particular line of argument
5. Demonstrate how research can test a theory and help to re-formulate the theory based on new knowledge

Email: bsalone1@jhu.edu
Lecture: W 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
restricted to HPM PhD students only
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 300.721
students must register for both 300.721 and 300.722 in order to receive grade at conclusion of 300.722
Final grade applies to all terms

**300.800.01 MPH Capstone Health Policy and Management**
2 credits - Course offered this year - East Baltimore
Departmental Faculty
The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.

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

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

**300.830.01 Postdoctoral Research Health Policy and Management**
variable credits credit registration is negotiated with faculty mentor - Course offered this year - East Baltimore
Departmental Faculty
information not required for this course type
Information not required for this course type
Lecture: TBA
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**300.840.01 Special Studies and Research in Health Policy and Management**
variable credits student and faculty determine appropriate number of credits for each registration period - Course offered this year - East Baltimore
Departmental Faculty
Not required for this course type

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

1. Not required for this course type
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
For MPH students who register for SS/R in HPM.
Grading Options: Pass/Fail
For non-departmental students who register for SS/R in HPM.

300.862.81 Current Issues in Public Health (Cancelled - Department)
1 credits - Course offered this year - Internet
McGinty, Meghan D.
Faculty experts present public health topics of current interest such as health promotion and disease prevention, U.S. health care delivery systems, environmental problems and the spectrum of factors influencing the health status of diverse populations and communities.
Upon successfully completing this course, students will be able to:
  1. Advocate for political, social or economic policies and programs that will improve health in diverse populations
  2. Select communication strategies for different audiences
  3. Communicate audience-appropriate public health content, in writing and orally
Email: mmcginty@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Prerequisite: Introduction to Online Learning

300.870.01 The Research and Proposal Writing Process I
2 credits - Course offered this year - East Baltimore
Reider, Lisa; Kasper, Judith
First of 2-term HPM proposal writing course to assist PhD students in developing their dissertation proposal through updates and discussion of progress, and faculty lectures on relevant topics. Structured to cover major components of the proposal including, thesis topics and conceptualization, formulating specific aims, research questions and hypotheses, identifying sources of data, study design and methods, and logistical aspects of the oral examination process.
Upon successfully completing this course, students will be able to:
  1. Refine a dissertation research topic, specific research questions, and potential data sources
  2. Prepare a detailed beta version of the specific aims section of their proposal
  3. Prepare for the departmental and school-wide oral exams
Method of Assessment Percentage
  1. Participation 20
  2. Preparing a dissertation proposal 80
Email: isemani1@jhu.edu
Lecture: TH 3:30 PM - 5:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to 2nd year HPM doctoral students, or consent of department.
Grading Options: Pass/Fail
Prerequisite: successful completion of 1st year PhD qualifying exam

300.895.01 MPH Practicum: HPM
variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - East Baltimore
Departmental Faculty
The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.
Upon successfully completing this course, students will be able to:
  1. Demonstrate that they have had a mentored public health practicum experience
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
301.615.01 Seminar in Health Disparities
3 credits - Course offered this year - East Baltimore
Gaskin, Darrell J.
Addresses the nature of racial and ethnic disparities in health status and introduces the research literature on race disparities. Develops an annotated bibliography of research on a minority health topic selected by the class and produces a literature review on that topic.

Upon successfully completing this course, students will be able to:
1. Identify demographic and epidemiological patterns in health status by race, ethnicity, gender, and socioeconomic status
2. Identify racial/ethnic disparities in access and quality of health care
3. Identify theories explaining racial/ethnic disparities in health status and healthcare access and quality
4. Identify conceptual models and frameworks for reducing and/or eliminating health status and healthcare disparities

Method of Assessment

1. Participation 50
2. Final Paper 50

Method of Assessment Detail:
Student evaluation based on class participation, one class presentation, one annotated bibliography and an 8-12 page literature review.

Email: dgaskin1@jhu.edu
Lecture: M 3:30 PM - 5:50 PM
Enrollment: Minimum 10, Maximum 60, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

301.627.01 Understanding and Preventing Violence
3 credits - Course offered this year - East Baltimore
Webster, Daniel
Explores the role of public health in reducing violence and associated injuries. Focuses on factors that contribute to interpersonal violence, policy issues relevant to violence and violence prevention, and approaches to violence prevention and their effectiveness. Topics include the epidemiology of violence; biological, psychological, social, and environmental factors related to violence; intimate partner violence; the role of alcohol and other drugs; firearms policy; behavioral approaches to violence prevention; and community efforts to prevent violence.

Upon successfully completing this course, students will be able to:
1. Identify societal, neighborhood, family, situational, and individual (biological and psychological) factors influence the likelihood and severity of violence
2. Explain how and why these factors influence the likelihood or severity of violence, drawing upon existing theories
3. Appropriately apply public health methods, strategies, and paradigms to the problem of violence and its prevention
4. Identify strengths and weaknesses of policies and programs intended to reduce violence

Email: dwebster@jhu.edu
Lecture: M W 10:30 AM - 11:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

301.820.01 Thesis Research in Health Policy and Management
variable credits students and faculty determine appropriate number of credits of registration for each term - Course offered this year - East Baltimore
PhD students register after successful passing of the school-wide preliminary oral exam to conduct their dissertation work.

Upon successfully completing this course, students will be able to:
1. Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

301.861.01 Graduate Seminar in Health and Public Policy
1 credits - Course offered this year - East Baltimore
McGinty, Beth
Reviews and critiques current literature in health and public policy and evaluates studies from a methodological and conceptual basis.
Upon successfully completing this course, students will be able to:
1 Knowledgeable of the faculty of Health and Public Policy and their research and practice interests
2 Familiar with the literature that pertains to HPP subject areas
3 Provided with a forum for discussing that literature and for understanding relationships between health policy and other areas within public health
4 Exposed to an environment that welcomes and promotes a strong, engaged cohort of doctoral students within the HPP faculty
5 Identify and develop skills that facilitate the translation of public health research into policy and practice
Email: bmcginty@jhu.edu
Lecture: W 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to Health & Public Policy concentration HPM PhD students.
Grading Options: Pass/Fail

302.675.98 Crisis Response in Public Health Practice: International Perspectives
2 credits - Course offered only this year - Barcelona, Spain
Sharfstein, Joshua
Examines crises from the point of view of an agency leader responsible for designing and implementing an effective response while maintaining credibility and securing long-term policy change. Discusses recent crises including: global response to Ebola and Zika, responses to regulatory failures, foodborne outbreaks, and vaccine controversies. Offers students an opportunity to apply their knowledge by proposing a crisis response plan for a public health agency.
Upon successfully completing this course, students will be able to:
1 Describe the central role of crises in the work of public health agencies
2 Assess the credibility of a public health agency's work during a crisis
3 Analyze key elements of effective and ineffective day-to-day responses to crises at the local, state, national, and global levels – including public communication and language, management, planning, and politics
4 Articulate how public health leaders can manage existing crises effectively to win significant, long-term policy advances
Method of Assessment
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Final Paper</td>
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</table>
Email: joshua.sharfstein@jhu.edu
Days & Times with Start & End Dates: Nov 12, 2020 - Nov 13, 2020
Lecture: TH F 9:00 AM - 1:20 PM
Enrollment: Minimum 10, Maximum 30, Waitlist Enabled: Yes
undergraduate and interdivisional students are not permitted in this section
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;
Course is an offspring of 300.650
This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

305.607.01 Public Health Practice
4 credits - Course offered this year - East Baltimore
Resnick, Beth A.
Allows students to engage in a significant practical experience in a public health priority area(s) pre-identified by a collaborating organization. Students complete the public health practicum under the direction and supervision of course faculty. Practicum work is designed with a pre-identified collaborating organization around pre-identified priority areas and projects; students are not able to select topics/projects outside of the pre-identified options. All practicum work is shared with the collaborating organization for use at their discretion.

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

1. Assess population health of a specific jurisdiction
2. Develop strategies and approaches to address public health priorities
3. Apply public health and social determinants of health knowledge and theory to address specific public health challenges
4. Assess and develop public health communications to targeted audiences
5. Advance personal career growth and development, using the core competencies for public health professionals as a framework

Method of Assessment

<table>
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<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Assignments</td>
</tr>
</tbody>
</table>

Email: bresnick@jhu.edu

Lecture: M W 1:30 PM - 3:20 PM

Enrollment: Minimum 20, No maximum enrollment required, Waitlist Enabled: No
Undergraduates are not permitted in this course
Grading Options: Letter Grade or Pass/Fail

Open to all JHSPH graduate students. Satisfies the MPH practicum requirement through hands-on application of knowledge and skills to real-world practice concerns and settings in collaboration with a public health practice organization

305.612.01 Epidemiologic Methods in Injury and Violence Control (Discontinued)

3 credits - Course offered this year - East Baltimore

Departmental Faculty

Prepares students to conduct research regarding the distribution, determinants, and outcomes of unintentional and intentional injuries, and also to evaluate injury research studies.

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

1. Describe various sources of data for injury research
2. Identify the appropriate methodological approach for studying injuries
3. Understand some of the methodological challenges in studying an acute outcome such as injury;
4. Appreciate how epidemiologic data can be used to inform injury prevention policy and critically evaluate published injury studies

Lecture: M W 1:30 PM - 2:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite: 340.601 & 305.610 or consent of instructor

Jointly offered with EPI

305.630.98 Transportation Policy and Health

2 credits - Course offered only this year - Barcelona, Spain

Ehsani, Johnathon P.

Provides an overview of the significant effect of transportation on health in terms of safety, air quality, physical activity, noise pollution, and equitable access to opportunities, and importance of this sector for public health. Covers topics including transportation policies that (a) promote safe travel by vehicle, aviation, and rail, (b) foster active transportation (e.g., walking, bicycling), (c) expand public transportation, (d) address air quality and the built environment; and (e) promote equitable access. Uses case studies to highlight transportation policies that have been developed and implemented at the federal, state, and local levels, and describes how they have promoted health or had the unintended consequence of adversely affecting health.

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

1. Summarize the significant effects of transportation on public health

http://www.jhsph.edu/office-of-graduate-affairs/registration-office/graduate-students.html
2 Explain how transportation policies at the local, state, and federal levels can maximize the health-promoting aspects of transportation and mitigate its adverse health impacts.

3 Analyze a specific transportation policy and its effects on health.

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<tr>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Participation</td>
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<tr>
<td>2. Paper(s)</td>
<td>60</td>
</tr>
<tr>
<td>3. Presentation addressing a transportation policy issue</td>
<td>20</td>
</tr>
</tbody>
</table>

Method of Assessment Detail:

Email: Johnathon.ehsani@jhu.edu

Days & Times with Start & End Dates: Nov 09, 2020 - Nov 10, 2020
Lecture: M T 9:00 AM - 1:20 PM

Enrollment: Minimum 8, Maximum 40, Waitlist Enabled: Yes
undergraduates and interdivisional registration is not permitted for this course.
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;
This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

**305.684.98 Health Impact Assessment**

3 credits - Course offered only this year - **Barcelona, Spain**
Pollack, Keshia

Introduces students to health impact assessments (HIA), a systematic approach that informs decision-makers about the potential health impacts of proposed projects, programs, and policies that do not traditionally focus on health outcomes (e.g. education or housing), but are likely to affect the public’s health, is rapidly growing in the U.S. as one way to assess potential health impacts and promote health equity. Focuses on the application of HIA for policymaking. Students study the rationale for conducting HIAs, how HIAs fit within the broader concept of Health in All Policies, review a range of analytic methods used to conduct HIAs, analyze cases from international and domestic settings, and walk through the steps of how to conduct a HIA.

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

1. Understand how HIA fits within a Health in All Policies approach.
2. Appreciate the development of HIA as an approach separate from Environmental Impact Assessments.
3. Compare the use of HIA internationally and domestically.
4. Discuss the core steps needed to conduct HIA.
5. Recognize the range of methodological approaches used to conduct HIA.
6. Explore the effectiveness and impacts of HIA for decision-making.
7. Examine the application of HIA to the policymaking process.

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<th>Method of Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. HIA critique</td>
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<td>2. Reflection</td>
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<td>3. HIA scoping assignment</td>
<td>15</td>
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<tr>
<td>4. Participation</td>
<td>15</td>
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</table>

Method of Assessment Detail:

x

Email: kpollac1@jhu.edu

Days & Times with Start & End Dates: Nov 03, 2020 - Nov 05, 2020
Lecture: T W TH 9:00 AM - 1:20 PM

Enrollment: Minimum 10, Maximum 30, Waitlist Enabled: Yes
undergraduates and interdivisional registration is not permitted for this course.
Grading Options: Letter Grade or Pass/Fail

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 97 of 193
Consent required for all students; All students must obtain consent of Judy Holzer or Pamela Davis in HPM to register for this class.

Prerequisite: policy background

This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

305.861.01 Graduate Seminar in Injury Research and Policy
1 credits - Course offered this year - East Baltimore

Michael, Jeffrey

Students attend weekly seminars sponsored by the Center for Injury Research and Policy that advance one’s understanding of injury, violence, and resulting disability as public health problems. Seminar topics include methodological approaches, occupational injury, violence prevention, disability, and emerging topics, as well as the application of policy, law, and practice for injury and violence prevention. Students hear from leading experts in the field and read literature provided to accompany each presentation.

Upon successfully completing this course, students will be able to:
1. Explain the epidemiology of specific injuries and related consequences in the population
2. Identify effective or promising strategies for preventing injury and disability
3. Describe how injury research informs policy and practice to reduce the burden of injury in the population

<table>
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<th>Method of Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>30</td>
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<tr>
<td>2. Seminar critiques</td>
<td>70</td>
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</tbody>
</table>

Email: jmicha30@jhu.edu

Lecture: M 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

306.625.01 Ethical Issues in Health Policy: Public Health and Health Care (Discontinued)
3 credits - Course offered this year - East Baltimore

Taylor, Holly

Explores ethics, the moral relevance of health and the use of ethics in the assessment of health policy. Acquaints students with a number of theories of social justice. Also explores contemporary public health and health care policy issues (e.g. environmental toxin, pay for performance), using the lens of ethical analysis to supplement other approaches to policy analysis. Students develop their skills in ethical analysis and reasoning in order to critique and compare alternative strategies for to address public health and health care policy issues.

Upon successfully completing this course, students will be able to:
1. Identify and consider ethical issues relevant to health policy, including analysis of issues in public health and health care (medical care and health services)
2. Analyze the role of ethics in the assessment of policy options
3. Analyze policy options with new-found ethical skills and begin to reason through appropriate courses of action

Email: htaylor@jhu.edu

Lecture: F 9:00 AM - 11:50 AM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No

undergraduates must obtain instructor consent to register

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Undergraduates must have completed coursework in health policy and philosophy or bioethics.

Prerequisite: Undergraduates must have completed coursework in health policy and philosophy or bioethics.

306.655.01 Ethical Issues in Public Health
3 credits - Course offered this year - East Baltimore

Barnhill, Anne
Provides an introduction to ethical issues in public health. Considers how the pursuit of public health can come into conflict with important values and ethical concerns, such as individual autonomy, privacy, and social justice. Also considers the ethical values and moral imperatives that underlie and support public health efforts, and the ethics of a range of public health programs and public health policies, across multiple different public health issues, including obesity prevention, tobacco control, childhood vaccination efforts, and other topics.

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

1. Identify and consider ethical issues relevant to public health efforts
2. Articulate moral arguments for or against different kinds of public health programs and policies
3. Use ethical skills to interpret ethical debates about current public health issues

Method of Assessment | Percentage
--- | ---
1. Written Assignment(s) | 50
2. Final Paper | 50

Email: abarnhi1@jhu.edu
Lecture: T 3:30 PM - 6:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Undergraduates must obtain permission of instructor to enroll in this class.

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Undergraduates must have completed coursework in health policy and philosophy or bioethics and obtain permission of instructor to register

306.670.01 Issues in LGBTQ Health Policy

3 credits - Course offered this year - East Baltimore
Rosen, Joanne

Examines the impact and importance of health policy on the health, well-being, and lives of LGBTQ people. Explores how particular health policies, both historically and currently, have contributed to and/or reduced health disparities within LGBTQ communities.

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

1. Explain the role of evidence-based health policy in reducing health disparities among LGBTQ individuals
2. Recognize the role of specific health policies in contributing to or exacerbating health disparities among LGBTQ individuals
3. Analyze the impact of specific policies, both historical and current, on the health of LGBTQ individuals
4. Identify the scientific, cultural, sociopolitical, attitudinal and other factors that have impeded the adoption of policies that are responsive to the health needs of LGBTQ communities

Method of Assessment | Percentage
--- | ---
1. Paper(s) | 40
2. Written Assignment(s) | 30
3. Participation | 10
4. Presentation(s) | 20

Method of Assessment Detail:

Two written comments (~500 words each) based on the assigned readings. Comments should provide an analysis of the research, arguments or ideas contained in the assigned readings (15% each, Total: 30%)
- Research paper (1250 to 1500 words) on a topic related to LGBTQ health policy (40%)
- Brief presentation of the final research paper (20%)
- Active and thoughtful participation in class discussion (10%)

Email: jrosen55@jhu.edu
Lecture: M W 3:30 PM - 4:50 PM

Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

306.861.01 Graduate Doctoral Seminar in Bioethics

1 credits - Course offered this year - East Baltimore
Rieder, Travis
Familiarizes students with contemporary and classic literature in bioethics and demonstrates how to rigorously critique empirical and normative writings in the field of bioethics. Readings for the seminar include recent publications in bioethics and some classic pieces in the field. Students are primarily responsible for selection of articles and for presentation of articles for discussion.

Upon successfully completing this course, students will be able to:
1. Understand the literature in bioethics and public health
2. Analyze arguments in existing bioethics literature and respond to them independently
3. Synthesize literature across different content areas of bioethics in order to provide linkages in the field
4. Critique one another’s work and scholarly arguments

Email: trieder@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Non HPM PhD bioethics students must obtain instructor consent to register
Grading Options: Pass/Fail

307.864.01 Mental Health Services and Systems Practicum I (Cancelled - Department)
0.5 credits - Course offered this year - East Baltimore
Barry, Colleen; Stuart, Elizabeth; Kennedy-Hendricks, Alene
Part I of a year-long practicum that complements traditional coursework by providing exposure to the real-world settings and organizations that compose the mental health care infrastructure. Through site visits and opportunities to interact with representatives from different components of the mental health care system, students will develop an understanding of the historical evolution of the mental health care system in the U.S. and be introduced to the various settings through which mental health services are delivered, including emergency psychiatric services, intensive outpatient treatment, psychiatric rehabilitation, and early intervention.

Upon successfully completing this course, students will be able to:
1. Summarize the historical evolution of the mental health care system in the U.S.
2. Illustrate the functions of emergency psychiatric services, intensive outpatient treatment, psychiatric rehabilitation, and early intervention within the broader mental health system.
3. Differentiate the range of services available in the community to support recovery for long-term mental illnesses
4. Assess the evidence on effectiveness of approaches to intervening in the treatment of mental illnesses

Method of Assessment

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<tr>
<th>Method of Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflection</td>
<td>60</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td>Grant concept paper</td>
<td>30</td>
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Method of Assessment Detail:
60% Reflection Forms (4 short, structured reflection forms each 15% responding to 4 different observations/visits/tours experienced); 30% Grant Concept Paper; 10% Participation

Email: cbarry@jhu.edu

Enrollment: Minimum 4, Maximum 10, Waitlist Enabled: Yes
PhD students and post-doctoral trainees only
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; PhD students and post-doctoral trainees who are not NIMH MHSS T32 trainees may enroll with instructor approval
Prerequisite: 307.864.01 1st term
Jointly offered with MH

Course will involve student field trips to offsite organizations. Course will require students to register as Student Observers of Clinical Care with the Johns Hopkins Health System.

308.600.98 SS/R: Managing the COVID-19 Pandemic: From Epidemiology to Policy
1 credits - Course offered only this year - Barcelona, Spain
McGinty, Meghan D.; Labrique, Alain; Atwell, Jessica E.
Enriches knowledge about the emergence of novel severe acute respiratory syndrome 2 (SARS-CoV-2) virus, which causes the disease known as COVID-19. Discusses cutting edge knowledge about virology and epidemiology of SARS-CoV-2, and its clinical presentation and treatment. Examines key policy and ethical challenges in managing this pandemic that require us to balance individual liberty with public safety.

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

1. Describe key characteristics of the novel coronavirus SARS-CoV-2, including epidemiology and virology
2. Assess non-pharmaceutical interventions implemented to manage the pandemic in the context of historical epidemics
3. Explain immunization and therapeutic strategies to treat COVID-19
4. Identify and discuss key ethical, legal, and system challenges in responding to COVID-19

Method of Assessment: Percentage
1. Participation 50
2. Final Paper 50

Method of Assessment Detail:

Students taking this course for graduate academic credit will be evaluated based on participation (50%) and an Op-Ed final assignment (50%).

Email: mmcginty@jhu.edu

Days & Times with Start & End Dates: Nov 10, 2020 - Nov 10, 2020
Lecture: T 9:00 AM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;

Students are expected to listen to four hours of pre-recorded content before November 10, 2020. This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

**308.610.98 The Political Economy of Social Inequalities and Its Consequences for Health and Quality of Life**

3 credits - Course offered this year - **Barcelona, Spain**

Navarro, Vicente

Focuses on the economic, financial, political, and social causes for the growth of social inequalities, in both developed and underdeveloped countries, and its consequences for health and quality of life. Emphasizes the analysis of public policies that have been developed by national and international agencies and how they have impacted the growth of those inequalities. Analyzes social class, race, and gender inequalities and their reproduction through national and international policies. Also emphasizes the increasing concentration of power and the way it appears in health and vital statistics. Requires active participation of the students in the discussion of the issues involved.

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

1. Understand how globalization impacts the economy
2. Distinguish the difference between the globalization and regionalization of economies
3. Identify what changes are occurring in public health and social policies that are attributable to the process of globalization
4. Identify the causes of the recent growth in social inequalities
5. Distinguish what are the health and social consequences of greater inequality

Method of Assessment: Percentage
1. In class debates 50
2. Final Paper 50

Email: vnavarr2@jhu.edu

Days & Times with Start & End Dates: Nov 30, 2020 - Dec 02, 2020
Lecture: M T W 9:00 AM - 1:20 PM

Enrollment: Minimum 10, Maximum 35, Waitlist Enabled: Yes
undergraduate and interdivisional students are not permitted in this section
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; All students must obtain consent from Judy Holzer to register for this course.
This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

308.701.98 Effective Presentations and News Media Interviews: Practical Skills for Public Health Practitioners
3 credits - Course offered only this year - Barcelona, Spain
Truant Anderson, Patti; McGinty, Meghan D.
Enhances skills to construct and deliver oral presentations with clarity and impact. Provides techniques and guidelines to increase your effectiveness in translating public health information to various audiences, as well as communicating through the news media during both crisis and non-crisis situations. Topics include: basics of effective presentations, non-verbal communications, case studies, giving an interview, preparing talking points, advocacy and the news media, and communicating in a public health emergency. Students review videotapes of news coverage and participate as spokespersons in on-camera simulation exercises.

Upon successfully completing this course, students will be able to:
1. Discuss the challenges involved in communicating health information to the media and other stakeholders
2. Explain the news media’s role in and perspective on health and risk communication
3. Describe techniques to improve a spokesperson’s effectiveness in both crisis and non-crisis communication
4. Prepare talking points for news media interviews and other presentations
5. Demonstrate strategies for effectively communicating information

Method of Assessment
1. Pre-course assignment
2. Participation
3. In-class Exercises
4. Cast study analysis

Percentage
20
25
25
30

Method of Assessment Detail:
Pre-course assignment 20%, Class participation 25%, In-class exercises 25%, Case study analysis 30%
Email: ptruant1@jhu.edu
Days & Times with Start & End Dates: Nov 09, 2020 - Nov 18, 2020
Lecture: M W 9:00 AM - 11:20 AM
Enrollment: Minimum 10, Maximum 45, Waitlist Enabled: Yes
Interdivisional and undergraduate registrations not permitted in this section
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;
Prerequisite:
Students who have taken one or both of the following courses should not enroll in this course: Making Effective Public Presentations (301.772) or Case Studies in Communicating with the Media (301.771). This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

308.810.01 Field Placement Health Policy-MSPH
variable credits most students will register for 16 credits but on occasion, with program permission, fewer credits may be registered for - Course offered this year - East Baltimore
Resnick, Beth A.
Provides students with an intensive “hands on” extension of their academic training under the guidance of one or two senior level health policy professionals and program faculty. Students gain a deeper understanding of how health policies affect the public’s health and further develop their professional health policy skills.

Upon successfully completing this course, students will be able to:
1. Contribute to the organization by participating in and completing all assigned work.
2. Discern their own role in the organization and explain how their work contributes to the mission of the organization
3. Recognize the role of the host organization within the health policy arena and how the organization fits into the “big picture” of health policy

Email: bresnick@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No matriculated msp/hp students only
Grading Options: Pass/Fail
Prerequisite: successful completion of 1st year required coursework.

308.842.98 SS/R: Emerging Dimensions of Social Determinants of Health Inequalities: A Transdisciplinary Integrated Approach
3 credits - Course offered only this year - Barcelona, Spain
Benach, Joan

Introduces a novel transdisciplinary approach on Social Determinants of Health Inequities (SDHI). Provides an in-depth understanding of macro, meso and micro levels, all of which generate health inequities. Prepares students to examine the changes, causes, and potential policies to address systemic public health and equity-related subjects and the complex interactions between biology, behaviors, society and politics. Integrates a broad range of disciplines, ‘systems thinking’ practices, and methodological pluralism. Reviews research advances, including explanatory case studies and the evaluation of policies and interventions to reduce health inequities.

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

1. Identify and critically analyze some limitations of mainstream Public Health Research
2. Review causalities in SDHI research identifying a complex systems thinking approach across a broad range of disciplines and tools
3. Describe the usefulness of a complex systems research paradigm for the monitoring, implementation, and evaluation of policies to reduce health inequities
4. Describe key issues on SDHI (e.g., politics, social class, precariousness, geography) under a transdisciplinary systemic research approach

Method of Assessment Percentage
1. In-class topic debates 30
2. Group Presentation 30
3. Final Paper 40

Email: joan.benach@upf.edu

Days & Times with Start & End Dates: Nov 16, 2020 - Nov 18, 2020
Lecture: M T W 9:00 AM - 1:20 PM

Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes
undergraduate and interdivisional students are not permitted in this section
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;

This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times). Students are required to complete readings prior to the start of the course in order to participate in active debates and will be contacted prior to the start of class to identify a topic in which they will take the lead and to identify the topic of the final paper. The final paper due on Dec 23, 2020.

308.851.01 Phase Internship
variable credits 1-12 - Course offered this year - East Baltimore
Resnick, Beth A.;Mui, Paulani

Public Health Applications for Student Experience (PHASE), offers students the opportunity to gain real world public health practice experience. PHASE internships require students to synthesize, integrate and apply academic theory in public health practice settings. Through PHASE, students have the opportunity to learn first-hand how public health agencies function and engage in public health decision-making on a daily basis.

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

1. Apply academic knowledge and theory in a real world public health practice setting
2. Write an outline of the project aims, objectives, timeline, and specific deliverables
3. Perform background research and data analysis as necessary
4. Synthesize the PHASE experience and project findings in a final presentation
5. Present completed project deliverables to the host agency upon completion of the internship

Method of Assessment Percentage
1. Completion of PHASE Internship Agreement Form 10
2. Participation 40

Email: joan.benach@upf.edu

Days & Times with Start & End Dates: Nov 16, 2020 - Nov 18, 2020
Lecture: M T W 9:00 AM - 1:20 PM

Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes
undergraduate and interdivisional students are not permitted in this section
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;

This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times). Students are required to complete readings prior to the start of the course in order to participate in active debates and will be contacted prior to the start of class to identify a topic in which they will take the lead and to identify the topic of the final paper. The final paper due on Dec 23, 2020.
3. Final Presentation 30
4. Student performance evaluation by faculty/preceptor 20

Method of Assessment Detail:
- Completion of PHASE Internship Agreement Form: 10%;
- Student Participation (Attendance at PHASE Check-in meetings; Completion of required weekly hours with partnering agency; Student Monthly Update Reports; Student Evaluation of PHASE Internship Program): 40%; Final Presentation (Evaluated by Course Faculty/Preceptor); 30%;
- Student Performance Evaluation by Course Faculty/Preceptor: 20%

Email: bresnick@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No undergraduate students not permitted
Grading Options: Pass/Fail
Consent required for all students; all students must obtain consent.
Prerequisite:
PHASE is a non-paid, for-credit two or three term internship program sponsored by the JHSPH, the Maryland Department of Health & Mental Hygiene (DHMH), and the Mid-Atlantic Public Health Training Center (MAPHTC). Students must apply and be accepted for a PHASE internship.

308.851.02 Phase Internship
variable credits 1-12 - Course offered this year - East Baltimore

Resnick, Beth A.

Public Health Applications for Student Experience (PHASE), offers students the opportunity to gain real world public health practice experience. PHASE internships require students to synthesize, integrate and apply academic theory in public health practice settings. Through PHASE, students have the opportunity to learn first-hand how public health agencies function and engage in public health decision-making on a daily basis.

Upon successfully completing this course, students will be able to:
1. Apply academic knowledge and theory in a real world public health practice setting
2. Write an outline of the project aims, objectives, timeline, and specific deliverables
3. Perform background research and data analysis as necessary
4. Synthesize the PHASE experience and project findings in a final presentation
5. Present completed project deliverables to the host agency upon completion of the internship

Method of Assessment

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<th>Method of Assessment</th>
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<tr>
<td>1. Completion of PHASE Internship Agreement Form</td>
<td>10</td>
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<tr>
<td>2. Participation</td>
<td>40</td>
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<tr>
<td>3. Final Presentation</td>
<td>30</td>
</tr>
<tr>
<td>4. Student performance evaluation by faculty/preceptor</td>
<td>20</td>
</tr>
</tbody>
</table>

Method of Assessment Detail:

Email: bresnick@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No undergraduate students not permitted
Grading Options: Pass/Fail
Consent required for all students; all students must obtain consent.

PHASE is a non-paid, for-credit two or three term internship program sponsored by the JHSPH, the Maryland Department of Health & Mental Hygiene (DHMH), and the Mid-Atlantic Public Health Training Center (MAPHTC). Students must apply and be accepted for a PHASE internship.

308.867.01 MSPH Seminar in Health Policy
1 credits - Course offered this year - **East Baltimore**

Resnick, Beth A.
Introduces work undertaken in health policy settings and prepares students for professional career development.

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

1. Describe themselves, their strengths, and their personality preferences through use of MBTI and StrengthFinder 2.0 assessments.
2. Identify the Public Health Competencies and related skills
3. Develop a Career Development Action Plan

Email: bresnick@jhu.edu
Lecture: W 3:30 PM - 4:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to masters students in HPM
Grading Options: Pass/Fail

**309.605.01 Health Issues for Aging Populations**

3 credits - Course offered this year - **East Baltimore**

Fabius, Chanee
Survey course introduces students to topics that pertain to aging societies. Organized around three modules that explore (1) broad social and policy implications of an aging society (demography, socially defined roles and expectations, disability dynamics and trends, housing and the built environment), (2) clinical issues in aging (aging and geriatric medicine, chronic care, long term care delivery, ethical issues in the health care of older adults, and death and dying), and (3) financial consequences for individuals and society (financing of health and long-term care, retirement and economic security, sustainability of entitlement programs).

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

1. Identify determinants of population aging and consequences for individuals and society
2. Analyze conceptual frameworks and measures in gerontology
3. Critique seminal and current readings in gerontology
4. Explain policy programs, financing considerations, and workforce issues that pertain to meeting economic, health, and social needs of aging societies
5. Apply concepts covered in this course to a contemporary aging-related issue
6. Translate frameworks and methods from gerontology to one or more contemporary policy topic

**Method of Assessment**

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<tr>
<td>1. Participation</td>
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<td>2. Quizzes</td>
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<tr>
<td>3. Presentation(s)</td>
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<tr>
<td>4. Reflection</td>
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</tbody>
</table>

Email: Cfabius1@jhu.edu
Lecture: T TH 9:00 AM - 10:20 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; undergraduate students must obtain instructor permission prior to registering

**Prerequisite:**

**309.607.81 Innovations in Health Care for Aging Populations** *(Discontinued)*

3 credits - Course offered this year - **Internet**

Willink, Amber
Acquaints students with the nature of the health care received by older Americans at home and in hospitals, nursing homes, emergency departments, rehabilitation facilities, and outpatient offices. Presents successful and promising innovations in the health care of older people. Provides students with available evidence about the costs and effectiveness of these innovations.

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

1. Describe the nature of health care received by older Americans in hospitals, nursing homes, emergency departments, rehabilitation facilities, outpatient offices and at home
2 Discuss the nature of successful and promising innovations in the health care of older people
3 Appraise the available evidence on the costs and the effectiveness of these innovations
4 Identify how innovations are affected by public policies, organizational characteristics, provider incentives and interests, and patient behaviors and expectations

Email: awillin2@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; undergraduates and those taking the class for audit must obtain consent from the instructor
Prerequisite: Introduction to On-line Learning

309.631.81 Population Health Informatics
3 credits - Course offered this year - Internet
Kharrazi, Hadi
Introduces students to concepts, methods, and issues related to the application of health IT to population health. Covers the uses of health IT to define and identify populations and sub-populations of interest, describe the health status and needs of populations, improve the health of populations, and evaluate services provided to populations. Reviews the potential value of various data sources for risk stratification of populations including: insurance claims, comprehensive electronic health records (EHRs), personal health records (PHRs), health information exchanges (HIEs), and mobile health data. Emphasizes the challenges of “Big Data” and data quality in population health management. Lessons are mainly US oriented but are also applicable to other high and middle income countries.

Upon successfully completing this course, students will be able to:
1 Describe the high-level terms, concepts, and challenges in health informatics
2 Summarize common terms, paradigms, methods and standards used in population health IT
3 Describe the role of consumer health IT in population health management
4 Identify traditional and emerging data types that can be used to improve population health risk stratification
5 Summarize health IT tools, analytical methods, and visualization tools that are used to explore and stratify risk among patient populations
6 Discuss the challenges of using big and non-interoperable data sources for population health analytic
7 Identify health information exchange history, architecture, data types, functions, and its role in population health management
8 Identify the benefits and challenges of using electronic health records within learning health systems to empower population health management efforts
9 Describe government policies and health IT advancements that align and target both population and public health outcomes

Email: kharrazi@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to On-line learning

309.670.01 Comparative Health Insurance (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Anderson, Gerard
Reviews the organization and financing of health systems in middle and high-income countries – focusing on population coverage, in terms of both how different groups are covered and the benefits package provided. Begins with a conceptual framework of financing flows in the health sector, and proceeds to identify a series of topics and case studies as the subject of specific lectures. Explores in depth the principal models for population coverage – including national health insurance, national health service, social insurance, private insurance, and mixed hybrid models. Provides case studies of health insurance coverage in specific countries, including the United Kingdom, France, Germany, Japan, Taiwan, Chile – with lessons drawn for transitional countries interested in expanding health insurance coverage.

Upon successfully completing this course, students will be able to:
1 Describe the financing flows underpinning the delivery of health care services across various countries
2 Describe the differences in financing and organizing health care services among countries at different levels of income and development
3 Describe various pooling arrangements and the rationale for each
4 Describe alternative roles for government in the health sector
5 Describe the options for coordinating financing and service provision between the public and private sectors
6 Make informed recommendations for how countries could reform their health sectors
7 Conduct an analysis of a particular issue in comparative health insurance

Email: ganderson@jhu.edu
Lecture: M W 3:30 PM - 4:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
undergraduate students are not permitted in this course
Grading Options: Letter Grade or Pass/Fail

309.712.81 Assessing Health Status and Patient Outcomes
3 credits - Course offered this year - Internet
Wu, Albert
Provides an understanding of the conceptual basis for measures of health; some of the common measures, their properties, and strengths and weaknesses; and a framework for judging the appropriateness of a particular measure for students' own work.

Upon successfully completing this course, students will be able to:
1 Describe the current methods of assessing health status
2 Discuss health status measurement
3 Judge the appropriateness of particular measures for their own or other's work

Email: awu@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning

309.861.01 Graduate Seminar in Health Services Research and Policy
1 credits - Course offered this year - East Baltimore
Wolff, Jennifer
Provides opportunity to learn about the PhD process, faculty research, discuss issues and concepts relevant to the field of health services research, and learn skills important for academic and professional success in the field of health services research.

Upon successfully completing this course, students will be able to:
1 Describe the key substantive areas that comprise health services research
2 Articulate how their own research interests align with the field of health services research

Method of Assessment Percentage
1. Participation 80
2. Reflection 20

Email: jwolff2@jhu.edu
Lecture: W 12:00 PM - 1:20 PM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
PhD students in HPM -Health Services Research and Policy program only
Grading Options: Pass/Fail
Consent required for some students; Any student wanting to take this class who is not an HPM doctoral student must obtain consent
Prerequisite:

309.864.01 Quality, Patient Safety, and Outcomes Research Practicum
3 credits - Course offered this year - East Baltimore
Departmental Faculty
Provides students in the Quality, Patient Safety, and Outcomes Research Certificate Program with an integrated experience in quality, patient safety, outcomes research, or a combination of the 3 domains in any one of a wide variety of settings in the health service delivery environment. Students are placed based on their individual goals and interests and the preceptors' needs. Students join an active work group and are supervised directly or indirectly by the practicum preceptor.

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

1. Apply the skills and competencies learned over the entire certificate curriculum to the real world in a health care setting.

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No

Students enrolled in the Quality, Patient Safety, and Outcomes Research Certificate only

Grading Options: Pass/Fail

Consent required for all students; practicum site must be approved and completion of required coursework confirmed prior to registration

Prerequisite: All certificate requirements must be taken before or concurrently with the practicum.

Students already in degree seeking programs may use their required capstone/practicum to count towards their Quality practicum as long as it is relevant to the field of Quality, Patient Safety, and Outcomes Research.

**311.820.01 Thesis Research HPM-DRPH**

variable credits Students register for thesis research credits per consultation with advisor. - Course offered this year - **East Baltimore**

Departmental Faculty

HPM/DrPH students conduct their thesis research.

Information not required for this course type

Lecture: TBA

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

**311.861.01 Graduate Seminar in Health Care Management and Leadership**

1 credits - Course offered this year - **East Baltimore**

Morlock, Laura; Engineer, Lilly

Provides opportunity to discuss concepts and issues related to organizational performance improvement, organizational performance indicators, and change strategies. Facilitates preparation for comprehensive exams and the design and conduct of dissertation projects. Intended for DrPH students concentrating in Health Care Management and Leadership. Student evaluation based on seminar presentations and participation.

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

1. Apply concepts and skills in organizational performance improvement
2. Develop and monitor organizational performance indicators on a variety of dimensions (clinical, services, financial)
3. Demonstrate change management, communication and leadership skills

Method of Assessment  

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<tr>
<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Presentation(s)</td>
<td>70</td>
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</table>

Email: lmorloc1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

DrPH students in health care management and leadership concentration only

Grading Options: Pass/Fail

Consent required for all students;

**311.865.20 Tsinghua DRPH Seminar (Cancelled - Department)**

1 credits - Course offered this year - **East Baltimore**

Shi, Leiyu

Provides opportunity to learn about faculty research, discuss issues and concepts relevant to the field of health management and leadership, and learn skills important for academic and professional success in the field. Intended for DrPH students from the Tsinghua cohort.
Upon successfully completing this course, students will be able to:
1. Articulate how their own research interests align with the field of health care management and leadership
2. Discuss the key substantive areas that comprise health care management and leadership

Method of Assessment Percentage
1. Participation 20
2. Reflection 80

Email: lshi2@jhu.edu

Days & Times with Start & End Dates: Oct 08, 2020 - Oct 08, 2020
Lecture: TH 8:30 AM - 4:50 PM

Enrollment: Minimum 10, Maximum 32, Waitlist Enabled: Yes
Enrollment restricted to students in the Tsinghua DrPH cohort
Grading Options: Pass/Fail
Consent required for all students; Restricted to students enrolled in the Tsinghua DrPH cohort
Course offered for 1-day in Baltimore. Students required to complete assignment prior to the class session.

311.865.93 Tsinghua DRPH Seminar
1 credits - Course offered this year - Beijing, China
Shi, Lei Yu
Provides opportunity to learn about faculty research, discuss issues and concepts relevant to the field of health management and leadership, and learn skills important for academic and professional success in the field. Intended for DrPH students from the Tsinghua cohort.

Upon successfully completing this course, students will be able to:
1. Articulate how their own research interests align with the field of health care management and leadership
2. Discuss the key substantive areas that comprise health care management and leadership

Method of Assessment Percentage
1. Participation 20
2. Reflection 80

Email: lshi2@jhu.edu

Lecture: F 8:30 AM - 5:20 PM

Enrollment: Minimum 10, Maximum 32, Waitlist Enabled: Yes
Enrollment restricted to students in the Tsinghua DrPH cohort
Grading Options: Pass/Fail
Consent required for all students; Restricted to students enrolled in the Tsinghua DrPH cohort
Course offered for 1-day in Beijing. Students required to complete assignment prior to the class session.

311.867.93 Tsinghua Graduate Seminar
1 credits - Course offered this year - Beijing, China
Shi, Lei Yu
Provides opportunity to discuss concepts and issues related to organizational performance improvement, organizational performance indicators, and change strategies. Facilitates preparation for comprehensive exams and the design and conduct of dissertation projects. Intended for DrPH students in the Tsinghua cohort program.

Upon successfully completing this course, students will be able to:
1. Apply concepts and skills in organizational performance improvement
2. Develop and monitor organizational performance indicators on a variety of dimensions (clinical, services, financial)
3. Demonstrate change management, communication and leadership skills

Method of Assessment Percentage
1. Participation 20
2. Presentation(s) 40
3. Reflection 40

Email: lshi2@jhu.edu
Days & Times with Start & End Dates: Nov 12, 2020 - Nov 12, 2020
Lecture: TH 8:30 AM - 4:50 PM
Enrollment: Minimum 10, Maximum 32, Waitlist Enabled: Yes
Enrollment restricted to students in the Tsinghua DrPH cohort
Grading Options: Pass/Fail
Consent required for all students; Restricted to students enrolled in the Tsinghua DrPh cohort only.
This course will be offered for 1-day in Beijing China. Students are required to complete assignment prior to the first class session

312.601.01 Fundamentals of Management for Health Care Organizations
3 credits - Course offered this year - East Baltimore
Bittle, Mark
Focusing on U.S. health care delivery systems, discusses how to manage in health care organizations including management processes organizational structures and types of governance and management issues of U.S.-based health care delivery systems. Introduces key topics and concepts including health care systems; managing health care organizations; administrative management responsibilities of health care environments; approaches to performance improvement and financial management.
Upon successfully completing this course, students will be able to:
1. Compare and contrast the functions and processes required to manage an effective healthcare organization
2. Create job designs for managerial roles and expectations of managers in health care organizations
3. Analyze health care organizations and their functions in order to facilitate change and performance improvement
4. Apply management theories and tools to the analysis of a current health care organizational issues
5. Practice and reflect on the working collaboratively in team-based assignments
6. Evaluate the managerial and technical challenges of managing health care organizations

Method of Assessment Percentage
1. Midterm 25
2. Final Exam 35
3. Participation 10
4. Implications for Management Analysis final paper 30

Email: mbittle1@jhu.edu
Lecture: T TH 1:30 PM - 2:50 PM
Enrollment: Minimum 20, No maximum enrollment required, Waitlist Enabled: No
Open to graduate students only
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Consent required.
Prerequisite: 300.651 Introduction to the US Healthcare System
(May be waived with instructor consent ONLY with significant prior U.S. healthcare experience)
Students who take this course should NOT register for 312.600.81 or 221.602.60.

312.603.81 Fundamentals of Budgeting and Financial Management
3 credits - Course offered this year - Internet
Ward, William
Provides students with an understanding of budgeting as an important management tool. Focuses on budget development, evaluation of the financial status of a department or operating unit and the ability to determine what, if any, corrective actions need to be taken. Includes strategies for measuring and reporting skills. Considers the analytical tools used to support evaluation and decision-making including: volume adjusted variance analysis, benefit-cost ratio analysis, breakeven analysis, process flow analysis, benchmarking, and methods for building cost standards.
Upon successfully completing this course, students will be able to:
1. Demonstrate an understanding of budgeting’s role as a key component of the administrative process
2. Develop budgets for revenues, staffing and salaries, supplies and services, and equipment
3. Evaluate the financial status of a department or operating unit using volume adjusted variance analysis to determine the cause(s) of performance deviation

2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses - Page 110 of 193
4 Use a variety of analytical methods to support sound business decision-making: marginal analysis, benefit:cost ratio analysis, and breakeven analysis
5 Discuss revenue, cost, and productivity improvement techniques
6 Build cost standards, perform bilateral performance mapping, and analyze process flow
7 Discuss how to perform useful benchmarking analysis
8 Develop effective action/implementation plans

Method of Assessment Percentage
1. Midterm 40
2. Final Exam 60

Method of Assessment Detail:
"Midterm: 40%; Final Exam: 60%"

Email: wwardjr1@jhu.edu

Enrollment: Minimum 10, Maximum 120, Waitlist Enabled: Yes
Restricted to graduate students
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning.

312.604.01 Quantitative Tools for Managers
3 credits - Course offered this year - East Baltimore
Dickson, Conan; Evans, Sean
Introduces the fundamentals of data analysis; critical tools for data analysis (MS Access, MS Excel, Tableau); and practical applications in health care finance, operations, quality, and market analysis. Challenges students to synthesize data into effective storytelling through graphic presentation.

Upon successfully completing this course, students will be able to:
1 Utilize financial, market, quality, operational, and utilization data to apply in decision making
2 Define the various data needs within healthcare and how data impacts decision making and accountability
3 Identify the appropriate analytical tools for financial, market, quality, operational, and utilization analysis, and evaluate the analytic methods used by other students and provide feedback for improvement
4 Explain how the application of quantitative tools and methods influences the quality and efficiency of decision making
5 Combine various datasets in an integrated approach to demonstrate the impact on the overall organization
6 Develop and present recommendations based on findings from hospital-based case study

Method of Assessment Percentage
0. Homework 50
1. Group Project(s) 30
2. Participation 20

Email: cdickso1@jhmi.edu
Lecture: TH 3:30 PM - 6:20 PM

Enrollment: Minimum 10, Maximum 25, Waitlist Enabled: Yes
undergraduate students are not permitted in this class
Grading Options: Letter Grade or Pass/Fail
Consent required for all students.
Prerequisite: Intermediate level of Excel competence
Jointly offered with HPM, IH
For MAC users, a parallel software that can run Windows-based programs is required

312.701.01 Leading Strategically: Creating and Leading Change in Organizations
3 credits - Course offered this year - East Baltimore
Dickson, Conan
Examines how leaders formulate coherent and effective strategies for policy-making in a complex and unpredictable environment, consider planning, organization, persuasion, and adaptation to changing national and international pressures, as well as broader studies of strategic decision-making in the modern world. Students gain a greater appreciation for what it means to be an effective strategist, policy-maker, agenda-setter, and change agent and acquire a certain humility about the difficulties involved with fulfilling these often difficult tasks within and outside of the organizational setting.

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

1. Explain and apply models of social systems and processes at many levels, such as individuals and personal growth process, relationships and how they change, group dynamics and business processes, organizations and their strategic management, and communities and macro-change processes
2. Analyze and evaluate a system’s (person / relationship / group / organization / community) situation using concepts of Systems Perspectives and analyses at various levels
3. Visualize the system’s future with the help of frameworks learned in this course
4. Synthesize and implement strategies / courses of action / projects to achieve the transformation
5. Apply written, oral, and electronic communication skills

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<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Final Presentation</td>
<td>25</td>
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<tr>
<td>2. Group Presentation</td>
<td>25</td>
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<tr>
<td>3. Individual Case Study Analysis</td>
<td>25</td>
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<tr>
<td>4. Group Case Study Analysis</td>
<td>25</td>
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</table>

Method of Assessment Detail:

4. Case studies: Individual and Group Analysis and Presentation:
   Final presentation 25%, Group presentation 25%, Individual Case Study Analysis 25%, Group Case Study Analysis 25%

Email: cdickso1@jhmi.edu

Lecture: T 3:30 PM - 6:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Consent required for all students;

Prerequisite: 312.700 or consent of instructor

312.810.01 MHA Residency

variable credits students typically register for 16 credits but may be modified at the program's discretion - Course offered this year - East Baltimore

Charron, Karen

Complements and reinforces the didactic portion of the MHA program by providing students with an opportunity to apply the knowledge gained during the first year, to develop skills in management according to individually designed learning objectives, and to work as part of a management team in a health care organization. Students are placed in a variety of professional settings, which may include: the community sector (community and university-affiliated hospitals), the for-profit sector (investor-owned hospitals, consulting firms, long-term care facilities, and managed care organizations.)

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

1. Translate and apply financial, economic, market and performance information and models to improve and optimize organizational performance
2. Demonstrate knowledge of the healthcare system and environment in which health services are provided
3. Develop and define a vision, take initiative, provide direction, manage change, and participate in the planning, development and monitoring required to establish and achieve organizational goals
4. Communicate effectively, manage relationships and influence individuals and groups to take action in the pursuit of organizational goals

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<tr>
<td>1. Final Paper</td>
<td>34</td>
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<tr>
<td>2. Residency program reports</td>
<td>33</td>
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<tr>
<td>3. Evaluation of performance by residency organization</td>
<td>33</td>
</tr>
</tbody>
</table>
Email: kcharron@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

312.867.01 MHA Seminar in Health Finance and Management
1 credits - Course offered this year - East Baltimore
Charron, Karen
Introduces students to current health care finance and management issues through a series of discussion sessions with program directors and guest lecturers. Prepares students for the program’s fourth term case competition and the second year field placement requirement.

Upon successfully completing this course, students will be able to:
1. Discuss current and emerging health care issues; develop effective listening, questioning and critical thinking skills, and actively engage in small group discussions with health care leaders
2. Assume responsibility for developing a professional network
3. Work effectively in a team and produce a professional and persuasive presentation for a case competition
4. Develop a career strategy, write an effective resume and business letter, and perform effectively in job interviews
5. Identify key issues related to the importance of developing effective relationships between clinicians and hospital administrators

Method of Assessment Percentage
1. Participation 20
2. Assignments 80

Email: kcharron@jhu.edu

Lecture: M W 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to MHA students only
Grading Options: Pass/Fail
Consent required for all students;
Administrative Course Fee: 25.0000
fee will cover the cost of course materials

313.601.01 Economic Evaluation I (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Ballreich, Jeromie
Presents an introduction to the theory, methods, and application of economic evaluation in health care. Provides a specific focus on cost-effectiveness analysis, with an emphasis on identifying and measuring outcomes, understanding incremental cost-effectiveness ratios (ICERs), conducting sensitivity analyses, and incorporating time preferences. Considers decisions about the allocation of funds to different population segments or different types of programs, and to programs with great benefit for a few versus modest benefit for many. Prepares students for advanced topics in Economic Evaluation II-IV.

Upon successfully completing this course, students will be able to:
1. Recognize commonly used methods of economic evaluation, their main features, and appropriate use to enhance decision-making and inform policy
2. Describe the role of economic evaluation in health policy and allocation of health care resources
3. Explain the concept of “value” in health care from the perspective of economic theory
4. Read and critique a published report of an economic evaluation with reference to the statement of the problem, sources of data, methods, and presentation of findings

Method of Assessment Percentage
1. Homework 40
2. Midterm 25
3. Final Exam 25
4. Participation 10

Email: jballre2@jhu.edu

Lecture: M W 3:30 PM - 4:50 PM
SECOND TERM COURSE SCHEDULE 2020-2021

313.601.81 Economic Evaluation I
3 credits - Course offered this year - Internet
Ballreich, Jeromie

Prepares an introduction to the theory, methods, and application of economic evaluation in health care. Provides a specific focus on cost-effectiveness analysis, with an emphasis on identifying and measuring outcomes, understanding incremental cost-effectiveness ratios (ICERs), conducting sensitivity analyses, and incorporating time preferences. Considers decisions about the allocation of funds to different population segments or different types of programs, and to programs with great benefit for a few versus modest benefit for many. Prepares students for advanced topics in Economic Evaluation II-IV.

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

1. Recognize commonly used methods of economic evaluation, their main features, and appropriate use to enhance decision-making and inform policy
2. Describe the role of economic evaluation in health policy and allocation of health care resources
3. Explain the concept of "value" in health care from the perspective of economic theory
4. Read and critique a published report of an economic evaluation with reference to the statement of the problem, sources of data, methods, and presentation of findings

Method of Assessment Percentage
1. Homework 40
2. Midterm 25
3. Final Exam 25
4. Participation 10

Method of Assessment Detail:

Email: jballre2@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Undergraduate students are not permitted in this course
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning and prior coursework in microeconomics, or Applied Microeconomics for Policymaking (318.603)

Prior or concurrent coursework in basic microeconomic theory will enable participants to gain deeper understanding of course material. Students are encouraged to enroll in the second-term course Health Economics (313.643).

313.610.01 Health Economics for Managers
3 credits - Course offered this year - East Baltimore
Hough, Douglas

Applies the analytical tools of economics to issues in health care that are especially relevant to managers and leaders of health care organizations. Examines topics including: the use of economic incentives to influence health behavior; asymmetric information and the role of agency in health care; the application of behavioral economics to health care; government as payer and regulator, and equity/ethical considerations; the role of health insurance; and the theory of the firm as it applies to physicians, hospitals, and systems.

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

1. Apply economic tools appropriately to analyze business issues in health care
2. Develop an analytical, logically-ordered, critically constructive style of analysis of issues in health care organization, delivery, and financing
3 Integrate current literature on economic concepts, methods, and applications to issues in health care and the general political economy

4 Apply lessons from class to real-life situations, in health care and in the general political economy

Email: Douglas.Hough@jhu.edu
Lecture: W F 10:30 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Microeconomics (313.639) or equivalent course in basic microeconomics

313.643.01 Health Economics (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Sen, Aditi

Introduces the analytical tools of economics and applies them to issues in healthcare. Topics include: resource allocation in health care; government as payor and regulator; asymmetric information and the role of agency; the market for health insurance; market structure and competitive strategy as it applies to health care organizations; the market for labor in health care; and the market for innovations and technology. Uses mainstream neoclassical microeconomic theory as the basis for analysis, but also explores the implications when the assumptions of this model are violated. Uses a standard health economics text as the main reading, but uses journal articles in the field to examine how the profession is analyzing health care and public health issues.

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

1. Apply economic tools and thinking to analyze issues in health care delivery and financing, public health, health care organizations, and health policy
2. Develop a critically constructive style of analysis of issues in health care organizations, delivery, and financing, as well as health policy
3. Integrate current literature on economic concepts, methods, and applications to issues in health care and public health
4. Apply lessons from class to real-life situations, in health care and public health

Method of Assessment | Percentage
--- | ---
1. Problem sets | 30
2. Policy Memo | 30
3. Quizzes | 30
4. Participation | 10

Email: asen@jhu.edu
Lecture: T TH 3:30 PM - 4:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Undergraduates are NOT permitted in this course
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 318.603.01 or similar prior coursework in basic microeconomic theory
Jointly offered with HPM,IH,PFRH

313.643.81 Health Economics
3 credits - Course offered this year - Internet
Sen, Aditi

Introduces the analytical tools of economics and applies them to issues in healthcare. Topics include: resource allocation in health care; government as payor and regulator; asymmetric information and the role of agency; the market for health insurance; market structure and competitive strategy as it applies to health care organizations; the market for labor in health care; and the market for innovations and technology. Uses mainstream neoclassical microeconomic theory as the basis for analysis, but also explores the implications when the assumptions of this model are violated. Uses a standard health economics text as the main reading, but uses journal articles in the field to examine how the profession is analyzing health care and public health issues.

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

1. Apply economic tools and thinking to analyze issues in health care delivery and financing, public health, health care organizations, and health policy
2. Develop a critically constructive style of analysis of issues in health care organizations, delivery, and financing, as well as health policy
3. Integrate current literature on economic concepts, methods, and applications to issues in health care and public health
4. Apply lessons from class to real-life situations, in health care and public health

Method of Assessment | Percentage
--- | ---
1. Problem sets | 30
2. Policy Memo | 30
3. Quizzes | 30
4. Participation | 10

Method of Assessment Detail:
- Problem Sets (30%), Policy Memos (30%), Quizzes (30%), Participation (10%)

Email: asen@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Undergraduates are NOT permitted in this course

Grading Options: Letter Grade or Pass/Fail

Prerequisite: Introduction to Online Learning and 318.603.01 or similar prior coursework in basic microeconomic theory

**313.654.01 Advanced Health Economics II**

2 credits - Course offered this year - **East Baltimore**

Gaskin, Darrell J.

Covers seminal publications in health economics and is targeted towards advanced Ph.D. students. Describes theoretical models in health economics for the determinants of health and demand for healthcare services, the foundations for cost-effectiveness analysis, the supply of healthcare services in competitive, monopolistic, and government-regulated markets, and the provision of private and public health insurance

Upon successfully completing this course, students will be able to:
1. Describe the core concepts in health economics and some standard empirical techniques in employed in the literature
2. Apply comparative statics to health economic problems
3. Create their own models of health economic phenomenon
4. Produce advanced articles in health economics literature

Method of Assessment | Percentage
--- | ---
1. Participation | 25
2. Presentation(s) | 25
3. Final Paper | 50

Email: dgaskin1@jhu.edu

Lecture: F 1:30 PM - 3:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Consent required for all students; all students must obtain consent from instructor

Prerequisite: 313.653

Multi-term with 313.653

Final grade awarded at the end of 4th term

**313.654.01 Advanced Health Economics II**

2 credits - Course offered this year - **East Baltimore**

Gaskin, Darrell J.

Covers seminal publications in health economics and is targeted towards advanced Ph.D. students. Describes theoretical models in health economics for the determinants of health and demand for healthcare services, the foundations for cost-effectiveness analysis, the supply of healthcare services in competitive, monopolistic, and government-regulated markets, and the provision of private and public health insurance

Upon successfully completing this course, students will be able to:
1. Describe the core concepts in health economics and some standard empirical techniques in employed in the literature
2. Apply comparative statics to health economic problems
3 Create their own models of health economic phenomenon
4 Produce advanced articles in health economics literature

Method of Assessment Percentage
1. Participation 25
2. Presentation(s) 25
3. Final Paper 50

Email: dgaskin1@jhu.edu
Lecture: F 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; all students must obtain consent from instructor
Prerequisite: 313.653
Multi-term with 313.655
final grade awarded at the end of 4th term

313.654.01 Advanced Health Economics II
2 credits - Course offered this year - East Baltimore
Gaskin, Darrell J.
Covers seminal publications in health economics and is targeted towards advanced Ph.D. students. Describes theoretical models in health economics for the determinants of health and demand for healthcare services, the foundations for cost-effectiveness analysis, the supply of healthcare services in competitive, monopolistic, and government-regulated markets, and the provision of private and public health insurance
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2. Apply comparative statics to health economic problems
3. Create their own models of health economic phenomenon
4. Produce advanced articles in health economics literature

Method of Assessment Percentage
1. Participation 25
2. Presentation(s) 25
3. Final Paper 50

Email: dgaskin1@jhu.edu
Lecture: F 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; all students must obtain consent from instructor
Prerequisite: 313.653
Multi-term with 313.656
final grade awarded at the end of 4th term

313.685.81 The Economics of Tobacco Control
1 credits - Course offered this year - Internet
Waters, Hugh
Introduces students to the economic tools and analysis used to confront the public health challenges caused by smoking. Reviews the evidence of the health and economic consequences of tobacco use. Emphasizes the rationale for increases in taxes, financial incentives to discontinue tobacco cultivation, and regulatory measures such as bans on smoking in public places and restrictions on access for minors. Provides economic tools and background information for public health specialists, policymakers, the news media, and others interested in using evidence-based policy to prioritize and address public health concerns related to tobacco control.
Upon successfully completing this course, students will be able to:
1. Calculate the economic impacts of tobacco consumption
2. Discuss the role that economic analysis plays in the tools and policies available to confront this public health challenge
Method of Assessment Percentage
1. LiveTalks 20
2. Final Paper 80

Email: waters@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning
This course was offered in 2009/10 as 313.841.51

313.793.93 Extended Exercises in Cost Effectiveness
2 credits - Course offered this year - Beijing, China

Departmental Faculty
Provides students with experience in seven short exercises that explore a variety of aspects of cost-effectiveness analysis. Students learn how to link all the steps together to complete a full cost-effectiveness analysis from start to finish. During the two day course, students work in Microsoft Excel to setup a workbook that will allow them to complete a cost-effectiveness analysis, manipulate the results to explore multiple possible assumptions, and have the opportunity to share their work in a format that is easily accessible.

Upon successfully completing this course, students will be able to:
1. Perform the technical steps necessary to produce a cost-effectiveness analysis using Microsoft Excel that includes a base-case analysis and univariate sensitivity analysis and that can be shared with other users of Microsoft Excel
2. Interpret the results
3. Write up the results in a format that is useful for decision makers, noting the perspective, the assumptions, the results, and the policy implications

Method of Assessment Percentage
1. Participation 40
2. Quizzes 60

Days & Times with Start & End Dates: Nov 13, 2020 - Nov 14, 2020
Lecture: F SA 8:30 AM - 4:50 PM
Enrollment: Minimum 10, Maximum 32, Waitlist Enabled: Yes
Part-time DrPH students in the Tsinghua cohort only
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Restricted to students in the Tsinghua DrPH cohort only
This course will be offered over a 2-day period in Beijing China. Students may be required to complete an assignment prior to the first session.

315.703.81 Leading Change Through Health Informatics
3 credits - Course offered this year - Internet

Davison, Ashwini
Prepares learners to lead organizations implementing new IT systems. Covers the knowledge and skills that enable clinical and public health informaticians to lead and manage changes associated with implementation, adoption, and evaluation of effective use of clinical and public health information systems.

Upon successfully completing this course, students will be able to:
1. Evaluate the opportunity for changing health information systems with organizational goals and culture in mind
2. Outline the steps involved in leading health information system implementation
3. Determine the strategies involved in conducting organizational change management and establishing governance
4. Articulate a plan for mitigating the risks involved in managing health IT related projects
5. Anticipate the changes to clinical or public health-related workflow resulting from deployment of a health IT system
6. Communicate the importance of bridging the gap between clinical and non-clinical team members while implementing changes in health IT

Email: ashdavison@jhmi.edu

Enrollment: Minimum 15, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to On-line learning
Jointly offered with ME
This is the same course as SOM 600.902

317.610.01 Risk Policy, Management and Communication
3 credits - Course offered this year - East Baltimore
Fox, Mary; Burke, Thomas
Examines the role of the risk sciences in the public policy process. A case study approach presents the broad societal context of risk-based decision making, including the scientific, social, economic, legal and political factors that drive the policy process. Provides an overview of risk management tools and the application of risk communication principles and strategies. The goal is to provide an understanding of how the risk sciences are applied in the formulation and implementation of public health risk policy in "the real world."
Upon successfully completing this course, students will be able to:
1. Prepare a health risk policy case study distinguishing among relevant policy options
2. Select and present scientific data to inform the policy development and decision-making processes
3. Practice good risk communication skills
4. Evaluate the influence of economic, social, and political factors on health risk policy debates

Method of Assessment | Percentage
--- | ---
1. Participation | 20
2. Assignments | 80

Email: mfox9@jhu.edu
Lecture: M W 5:00 PM - 6:30 PM
Enrollment: Minimum 10, Maximum 50, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 317.600
Jointly offered with EPI

317.615.81 Topics in Risk Assessment
2 credits - Course offered this year - Internet
Fox, Mary; Nachman, Keeve
Uses a case study approach of a selected risk-based public health issue to integrate student’s application of the skills in the risk sciences (risk assessment, risk management, and risk communication).
Upon successfully completing this course, students will be able to:
1. Identify and critically assess key science and policy issues involved in the application of the risk sciences to public health policy decision-making
2. Develop solutions for addressing public health problems

Method of Assessment | Percentage
--- | ---
0. Written Assignment(s) | 60
1. Discussion | 40

Email: mfox9@jhu.edu
Enrollment: Minimum 5, Maximum 40, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 317.600, 317.605, 317.610 and Introduction to Online Learning
Jointly offered with EPI
This is the capstone experience to the four-course sequence required for the Certificate in the Risk Sciences and Public Policy.

317.700.98 Climate Change Adaptation in Public Health: Large World Cities
3 credits - Course offered this year - Barcelona, Spain
Sheehan, Mary
Provides an overview of the science behind climate change and highlights the particular risks of global mega-cities due to their concentrated populations, urban heat-island effect, frequent proximity to coasts and rivers, and locus of transport and trade. Uses the WHO and US CDC Guides to Vulnerability for Public Health and the UN Habitat Guide to Vulnerability Assessment for Cities to identify populations at greatest risk from climate impacts. Critically evaluates through case studies actual climate and health adaptive policies as they are implemented in real-life contexts in several large, innovative world cities including San Francisco, London, Rio de Janeiro, Durban, and Copenhagen.

Upon successfully completing this course, students will be able to:
1. Describe the basic science behind climate change and the epidemiological evidence for its adverse health impacts
2. Organize and conduct a public health climate vulnerability assessment in a multi-hazard urban context
3. Critically evaluate a range of current and newly-emerging policy and practice tools available to public health policymakers and practitioners to target resilience and preparedness efforts toward the most vulnerable
4. Compare and contrast how these tools are being implemented today in several large world cities

Method of Assessment | Percentage
--- | ---
1. Participation | 20
2. Final paper outline | 10
3. Final Paper | 70

Email: msheeh10@jhu.edu

Days & Times with Start & End Dates: Nov 23, 2020 - Nov 25, 2020
Lecture: M T W 9:00 AM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
undergraduates and interdivisional registration is not permitted for this course
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;
This course will not be offered in Barcelona, Spain this year but through a combo of pre-recorded lectures and live Zoom sessions (offered at specified times).

317.864.98 Advanced Topics in Climate Change Policy (Cancelled - Committee Decision)
2 credits - Course offered this year - Barcelona, Spain
Sheehan, Mary
Focuses on advanced issues at the forefront of climate change and public health policy and practice. Takes a complex-systems view that traverses the boundaries between sectors, spans government levels, and integrates perspectives across public and private actors. Topics to be determined each year according to faculty interest and student need. Uses case studies, policy analysis readings, and discussions to foster student learning.

Upon successfully completing this course, students will be able to:
1. Identify both traditional and unexpected climate impacts on populations, and understand their prioritization based on adaptive, iterative risk and vulnerability assessment tools
2. Recognize approaches for incremental vs transformational adaptation, including understanding dynamic adaptive capacity and short vs longer term planning horizons
3. Recognize co-benefits to health from climate mitigation actions, and understand approaches to evaluating trade-offs and synergies among mitigation and adaptation policies
4. Critique climate change-related communication strategies
5. Apply strategies for proactive cross-disciplinary collaboration, and develop and link climate and health monitoring indicators to both local and global interventions

Email: msheeh10@jhu.edu

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
interdivisional and undergraduate registration is not permitted for this section.
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Full-time degree-seeking students must obtain permission from Judy Holzer or Pam Davis prior to registering for this course.

This course will be offered for 2 days in Barcelona. Students must physically be in Barcelona to participate. Students are required to complete readings prior to the start of class. Final outline due Dec 6, 2019. Final paper due Dec 20, 2019

318.616.01 Program Evaluation in Public Policy II (Discontinued)
3 credits - Course offered this year - East Baltimore
Orr, Larry
Introduces the fundamental principles and practices involved in the design, implementation, and analysis of program evaluations. Topics to be considered include the evaluation of ongoing programs and tests of new interventions being considered for broader adoption; determining whether programs are ‘working’; procedures involved in implementing an evaluation in the field, including potential pitfalls; procedures for collecting and analyzing data.

Upon successfully completing this course, students will be able to:
1. Outline the fundamental principles and practices involved in the design, implementation and analysis of program evaluation
2. Discuss the evaluation of ongoing programs and tests of new interventions being adopted
3. Describe the basic statistics principles for designing an evaluation
4. Examine procedures involved in implementing an evaluation
5. Identify the basic ideas of cost-benefit and process analyses
6. Discuss the role of evaluation results in the policy process

Email: lorr5@jhu.edu
Lecture: TH 3:30 PM - 6:30 PM
Enrollment: Minimum 10, Maximum 27, Waitlist Enabled: Yes
undergraduates are not permitted in this course
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; students enrolled in programs other then the MPP must obtain permission of department prior to registering for this course.
Prerequisite: 318.615
Multi-term with 318.615
Students must register for both 318.615 and 318.616 in order to receive a grade.
Final grade applies to all terms

318.623.01 Social Policy for Vulnerable Populations in the U.S. (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
McGinty, Beth
Explores the social determinants underlying poor health outcomes among vulnerable populations in the U.S. and considers policy approaches to address those determinants. Explores examples of vulnerable populations including but not limited to groups facing extreme poverty, homelessness, serious mental illness, addiction, and disability. Examines definitions of vulnerability; the array of social determinants contributing to poor health outcomes among vulnerable populations in the U.S.; current U.S. social policy approaches for vulnerable populations in the areas of healthcare, disability, poverty, housing, and criminal justice policy; and the politics of social policy in the US. Provides students with opportunities for integrating social policy concepts, theories, and frameworks through an in-depth analysis of the sources of vulnerability and related policy approaches to improve health and social outcomes in specific vulnerable populations.

Upon successfully completing this course, students will be able to:
1. Assess the array of social determinants contributing to inequitable distribution of resources and poor health outcomes among vulnerable populations in the U.S.
2. Appraise the range of policy mechanisms that can be used to influence health and social outcomes among vulnerable populations
3. Critique existing U.S. social policy approaches for vulnerable populations in a range of areas including healthcare, housing, and disability policy
4. Discuss the politics of social policy in the U.S.
5. Critically evaluate the sources of vulnerability and related policy approaches to improve health and social outcomes in a specific vulnerable population

Email: bmcginty@jhu.edu
Lecture: T TH 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

318.623.81 Social Policy for Vulnerable Populations in the U.S.
3 credits - Course offered this year - Internet
McGinty, Beth
Explores the social determinants underlying poor health outcomes among vulnerable populations in the U.S. and considers policy approaches to address those determinants. Explores examples of vulnerable populations including but not limited to groups facing extreme poverty, homelessness, serious mental illness, addiction, and disability. Examines definitions of vulnerability; the array of social determinants contributing to poor health outcomes among vulnerable populations in the U.S.; current U.S. social policy approaches for vulnerable populations in the areas of healthcare, disability, poverty, housing, and criminal justice policy; and the politics of social policy in the US. Provides students with opportunities for integrating social policy concepts, theories, and frameworks through an in-depth analysis of the sources of vulnerability and related policy approaches to improve health and social outcomes in specific vulnerable populations.

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

1. Assess the array of social determinants contributing to inequitable distribution of resources and poor health outcomes among vulnerable populations in the U.S.
2. Appraise the range of policy mechanisms that can be used to influence health and social outcomes among vulnerable populations
3. Critique existing U.S. social policy approaches for vulnerable populations in a range of areas including healthcare, housing, and disability policy
4. Discuss the politics of social policy in the U.S.
5. Critically evaluate the sources of vulnerability and related policy approaches to improve health and social outcomes in a specific vulnerable population

Method of Assessment

<table>
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<tr>
<th>Method of Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>10</td>
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<td>2. Problem Statement</td>
<td>10</td>
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<td>3. Midterm</td>
<td>30</td>
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<td>4. Policy Memo</td>
<td>20</td>
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<td>5. Final Paper</td>
<td>30</td>
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Method of Assessment Detail:
Class participation (10%), Problem statement (10%), Midterm exam (30%), Policy memo (20%), Final paper (30%)

Email: bmcginty@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required. Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite: Introduction to Online Learning

319.610.94 Principles of Management in Public Health

3 credits - Course offered this year - India

Departmental Faculty

Introduces the basic principles of management in the context of public health. Covers basic management functions such as planning, organizing, implementation, coordination, monitoring, supervision, leading and controlling. Explores strategic management and decision making tools. Addresses core management areas in public health – planning, human resources management, management information systems, logistics and supply chain, financial management and budgeting, communication, and organizational culture and behavior. Discusses concepts of leadership and motivation.

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

1. Discuss the importance of management in improving performance, efficiency and effectiveness in public health
2. Describe critical management functions in public health
3. Explain organization culture and its influence on performance
4. Review strategies and decision making process
5. Discuss critical principles of management and core functional areas in public health

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No

Only students enrolled in the MPH program with IIHMR, Jaipur are permitted in this section

Grading Options: Letter Grade or Pass/Fail

This section is offered in Jaipur, India

International Health

220.600.81 International Travel Preparation, Safety, & Wellness
1 credits - Course offered this year - **Internet**
Kalbarczyk, Anna

Prepares students who aim to work and live overseas. Explores the epidemiology of common morbidity and mortality among travelers. Examines key prevention, safety, and travel medicine principles and services to contextualize risks and maintain wellness. Reviews applicable interventions, appropriate vaccines, and personal protection methods to prepare students to respond to expected and unexpected situations. Assists students with personal preparations for travel through country-specific assignments. Challenges students to examine travel health and safety priorities through case studies and discussions.

Upon successfully completing this course, students will be able to:
1. Determine what resources and services (visas, consular services, insurance, travel assistance etc.) are required for international travel and work and understand when to engage them
2. Locate and evaluate resources for identifying region-specific health concerns, required immunizations, and travel medicine services
3. Practice safe travel protocols, including registering with your embassy, understanding different organizations’ evacuation plans, and traveling in groups
4. Create a travel plan using knowledge of risks, preventive measures, and interventions as applied to a country
5. Examine ethical dilemmas in global health field experiences
6. Define cultural competence and consider the impact of cultural differences on overseas experiences

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<tr>
<td>0. Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>1. Discussion Board</td>
<td>20</td>
</tr>
<tr>
<td>2. Reflection</td>
<td>40</td>
</tr>
<tr>
<td>3. Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Email: akalbarc@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Prerequisite:

**220.606.01 Doctoral Seminar in International Health II**
3 credits - Course offered this year - **East Baltimore**
Knoll, Maria

Discusses how to identify a thesis topic, write a proposal, seek funding, understand challenges in execution, and thesis format and write up. Students read five doctoral theses, one from each Department of International Health program, and student groups lead discussions with the former students and their thesis advisors in class.

Upon successfully completing this course, students will be able to:
1. Think and write critically
2. Use a case-based approach to identify a doctoral thesis topic and to understand the challenges of conducting doctoral work from initiation to publication

<table>
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<tr>
<th>Method of Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>99</td>
</tr>
</tbody>
</table>

Email: mknoll2@jhu.edu

Lecture: F 12:00 PM - 2:50 PM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Only first year International Health doctoral students
Grading Options: Pass/Fail
Prerequisite: 220.605 Doctoral Seminar in International Health I
Terms graded individually

**220.800.01 MPH Capstone International Health**
2 credits Must have 1-4 credits per term for two terms. - Course offered this year - **East Baltimore**

Departmental Faculty

The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.
Upon successfully completing this course, students will be able to:

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Lecture: TBA

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

Consent required for all students; Consent from the Capstone Supervisor is Required

Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.

Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

220.810.01 Field Placement DRPH Program International Health

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

220.820.01 Thesis Research DRPH Program International Health

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

220.840.01 Special Studies and Research DRPH Program International Health

variable credits 1-16 - Course offered this year - East Baltimore

Special Studies and Research in International Health for DrPH students

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

1. TBD

Method of Assessment Percentage

1. TBD 99

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

220.842.01 Doctoral Independent Goals Analysis - International Health

1 credits - Course offered this year - East Baltimore

Departmental Faculty

Develop a doctoral academic plan through discussions with faculty advisor resulting in the development of a written document called the Individual Development Plan. Review course tracking sheet based on skills and methods student plans to learn. The IDP is a living document that is part of the student's self-assessment and departmental annual review. Supports the student's successful performance in the program and prepares students for their intended future career.

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

1. Assess current skills, interests, and strengths
2. Develop skills to meet academic and professional goals
3. Communicate and collaborate with supervisors, advisors, potential employers, and mentors about evolving goals and related skills
4. Receive written feedback from the International Health department on the student's academic progress

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Only PhD and postdoctoral students in International Health
Grading Options: Pass/Fail

Student registers for one credit with their academic advisor (or if postdoc, with faculty mentor) every year.

**220.895.01 MPH Practicum: International Health**

variable credits Students who have not met the practicum requirement, must register for at least two credits. - Course offered this year - **East Baltimore**

The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

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

1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; Student must receive faculty advisor approval

**221.612.01 Confronting the Burden of Injuries: A Global Perspective (Cancelled - Committee Decision)**

3 credits - Course offered this year - **East Baltimore**

Bachani, Abdulgafoor

Provides an understanding of approaches to measuring the burden of injuries around the world and familiarizes students with current estimates of the burden of injuries in the global and developing world. Develops basic skills for assessment of injury epidemiology. Provides an appreciation of how to use these measures for planning interventions for injury prevention and creates awareness of the economic implications of injuries in the developing world. Promotes effective use of data for appropriate policy analysis for reduction of injury burden.

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

1. Identify the current estimates of the burden of injuries globally with special reference to the developing world
2. Describe approaches to measuring the burden of injuries, including costs
3. Assess the magnitude of the problem and evaluate the current/potential interventions
4. Use data for policy development and provide tools to present policy options for reduction of injury burden

<table>
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<tr>
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<tbody>
<tr>
<td>1. Participation</td>
<td>20</td>
</tr>
<tr>
<td>2. Assignments</td>
<td>30</td>
</tr>
<tr>
<td>3. Peer-feedback</td>
<td>10</td>
</tr>
<tr>
<td>4. Presentation(s)</td>
<td>40</td>
</tr>
</tbody>
</table>

Email: abachani@jhu.edu

Lecture: T TH 3:30 PM - 4:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Undergraduates allowed with instructor's consent
Prerequisite: 340.601; recommended 305.610
Undergraduates allowed with instructor's consent

**221.612.81 Confronting the Burden of Injuries: A Global Perspective**

3 credits - Course offered this year - **Internet**

Bachani, Abdulgafoor

Provides an understanding of approaches to measuring the burden of injuries around the world and familiarizes students with current estimates of the burden of injuries in the global and developing world. Develops basic skills for assessment of injury epidemiology. Provides an appreciation of how to use these measures for planning interventions for injury prevention and creates awareness of the economic implications of injuries in the developing world. Promotes effective use of data for appropriate policy analysis for reduction of injury burden.

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

1. Identify the current estimates of the burden of injuries globally with special reference to the developing world
2. Describe approaches to measuring the burden of injuries, including costs
3. Assess the magnitude of the problem and evaluate the current/potential interventions
4 Use data for policy development and provide tools to present policy options for reduction of injury burden

Method of Assessment  | Percentage
--- | ---
1. Participation | 20
2. Assignments | 30
3. Peer-feedback | 10
4. Presentation(s) | 40

Email: abachani@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Undergraduates allowed with instructor's consent
Prerequisite: Introduction to Online Learning; 340.601; 305.610 is recommended.
Undergraduates allowed with instructor's consent

221.614.01 International Political Science for Ph Practitioners
2 credits - Course offered this year - East Baltimore
Burnham, Gilbert
Provides a basic understanding of structures of authority and power; economics and political systems; role and limits of international organizations in development; current concepts of development and the political process; state collapse; and the origins of conflicts. Focus is on developing countries. Compares regional political trends and forces in Asia, Africa, Latin America, and the former Soviet bloc that affect health of populations and development of health services. It is an introduction for Public Health students to International Political Science. Stress aspects of political science which have the greatest impact on development and health of populations, particularly in developing countries.

Upon successfully completing this course, students will be able to:
1. Define a collapsed state and list the signs of impending state weakness
2. Discuss the limitations of fragile states and be able to set out the ways health systems must adapt to function in these circumstances
3. List the ways political trends affect disease patterns and development programs

Email: gburnha1@jhu.edu
Lecture: TH 3:30 PM - 5:20 PM
Enrollment: Minimum 10, Maximum 66, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

221.620.81 Applying Summary Measures of Population Health to Improve Health Systems
3 credits - Course offered this year - Internet
Bachani, Abdulgafour
Explores the conceptual basis and application of summary measures of population health status. Presents approaches to measuring the burden of disease in populations and their use for guiding resource allocation and planning efficient and equitable health care systems. Lectures, discussions, and group exercises focus on composite indicators, exploring social and ethical value choices, and assessing the burden of disease at national level.

Upon successfully completing this course, students will be able to:
1. Define measures and approaches to assess the burden of disease in populations
2. Examine social and ethical value choices in calculating summary measures of population health and their implications on population health
3. Assess approaches to assess the burden of disease at national level and risk factors (metabolic, behavioral and environmental)
4. Analyze use of summary measures of population health for policy development, resource allocation for programs and interventions, and planning efficient and equitable health care systems
5. Demonstrate effect of globalization on burden of disease at national and global level

Method of Assessment  | Percentage
--- | ---
1. LiveTalks | 10
2. Quizzes | 20
3. Written Assignment(s) | 40
4. Critique | 30
Method of Assessment Detail:
  Live Talks 10%, Quizzes 20%, Written Assignments 40%,
  Critique 30%
Email: abachani@jhu.edu

Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Undergraduates allowed with instructor's consent
Prerequisite: Introduction to Online Learning
Undergraduates allowed with instructor's consent

221.627.01 Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries
4 credits - Course offered this year - East Baltimore
Creanga, Andreea; Munos, Melinda
Designed so that students understand the clinical and social causes of high maternal and newborn mortality and morbidity. Exposes students to the clinical, program and policy interventions that address these issues, and evaluates the strength of the evidence supporting these interventions. Offers practical exercises for students to: 1.) understand the scope and epidemiology of both maternal and neonatal problems, and 2.) design and assess programmatic responses to address them. Upon completion, students will have the knowledge base to be able to contribute to program and policy responses with an informed perspective to avert maternal and newborn deaths in different contexts.
Upon successfully completing this course, students will be able to:
  1 Identify causes of maternal and newborn mortality and morbidity (from a biological, social and health systems perspective)
  2 Understand the effective elements of antenatal care, essential obstetric care, and post natal/newborn care at facility and community levels
  3 Critique and present the evidence base supporting different service delivery strategies at the health systems level to improve health of mothers and newborns
  4 Define and calculate indicators commonly used for baseline assessment, monitoring and evaluation of programs aimed at reducing maternal and newborn morbidity and mortality
  5 Discuss mechanisms to influence policy, as well as clinical, social and behavior interventions aimed at reducing maternal and newborn mortality
Email: acreang3@jhu.edu
Lecture: M W 3:30 PM - 5:20 PM
Enrollment: Minimum 6, Maximum 42, Waitlist Enabled: Yes
Restricted to graduate students.
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

221.634.01 Stress Management for Relief Workers
2 credits - Course offered this year - East Baltimore
Everly, George
Provides an introduction to the need for, strategic principles of, and tactics for the provision of stress management and crisis intervention to relief workers. Emphases will be placed upon providing assistance to others as well as self-care. Provides awareness of emotional stress faced by health workers providing humanitarian assistance in emergency situations. Topics include signs and symptoms of stress disorders (critical-incident stress), components of critical-incident management programs, and provision of services to prevent long-term mental health consequences.
Upon successfully completing this course, students will be able to:
  1 Separate normal responses to a disaster from events related to incident stress
  2 Identify the psychological "first aid" which is needed for persons demonstrating the signs and symptoms of stress in emergency situations
  3 Organize an effective response using appropriate resources to mitigate the effects of stress on relief workers

Method of Assessment
  1. Participation 10
  2. Group Project(s) 90

Email: geverly1@jhmi.edu
Lecture: M 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

221.637.81 Health Information Systems
3 credits - Course offered this year - Internet
Baqui, Abdullah
Systematically presents population-based and provider-based methods by which data are secured and analyzed to provide indicators of health service use, health risk behavior, and outcomes relative to health status. Targets health status indicators as the basis of planning and evaluation across a wide range of health objectives and measurement characteristics examined. Introduces health information resources available through the World Wide Web and develops skills to search and access data through the Internet.

Upon successfully completing this course, students will be able to:
1. Explain the objectives of a health information system (HIS)
2. Recognize the types of decisions that HIS are designed to make
3. Interpret the types of information (typical health indicators) needed for each of the decisions HIS is designed to make
4. Identify the major systems of health information with special reference to methods of data collection and problems of measurement
5. Demonstrate the use of different systems of health information for public health practice
6. Evaluate the strengths and limitations of different systems of health information
7. Decide the best health information system in a given context for calculating typical health indicators

Email: abaqui@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning.

221.639.01 Health Care in Humanitarian Emergencies
3 credits - Course offered this year - East Baltimore
Burnham, Gilbert
Introduces the provision of basic health requirements for refugees other displaced populations. This includes the health of persons displaced by conflict as well as natural and man-made disasters. Although its main concern is with the health needs of those displaced in low and middle-income countries it also touches on the issue of persons resettled to developed countries. Addresses epidemiologic assessment, control of communicable and noncommunicable diseases, nutrition, mental health needs, establishing and managing health services, reproductive health services, ethical decision making, application of International Humanitarian law, and coordinating activities among agencies in international contexts.

Upon successfully completing this course, students will be able to:
1. Determine the health needs of a disaster affected population
2. Discuss how a health surveillance system would be designed
3. Outline the principal components of reproductive health services
4. Examine the approaches suitable for mental health problems among displaced populations and the ethical issues in prioritizing health services in humanitarian emergencies
5. Explain the components of health services for displaced populations
6. Analyze how both communicable and non-communicable diseases would be managed for a displaced population

Method of Assessment
Percentage
0. Case studies
20
1. Quizzes
20
2. Participation
10
3. Final Paper
50

Email: gburnha1@jhu.edu
Lecture: M W 5:30 PM - 6:50 PM
Enrollment: Minimum 10, Maximum 72, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Some students taking this course will have completed the Introduction to Humanitarian Emergencies. However, completion of this course, while helpful, is not required.

221.641.01 Measurement Methods in Humanitarian Emergencies

2 credits - Course offered this year - East Baltimore

Robinson, Courtland

Gives students a basic understanding and skills needed for measurement of populations and health indicators in humanitarian emergencies, particularly when conventional methods may not always be appropriate. Provides an introduction to various types of assessment methods, including rapid and participatory assessments, qualitative and quantitative methods, different sampling approaches and surveillance systems. Appropriate for students intending to be humanitarian practitioners or for researchers who wish to have basic understanding of the range of methods applied and common challenges encountered when working in humanitarian contexts.

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

1. Describe the objectives and common challenges to assessment in humanitarian settings
2. Make informed decisions about the selection of measurement methods in humanitarian settings
3. Gain experience with various measurement methods in a classroom setting that can be applied in humanitarian contexts

Email: court.robinson@jhu.edu
Lecture: TH 1:30 PM - 3:20 PM
Enrollment: Minimum 10, Maximum 50, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for auditors and undergrads
Prerequisite: 221.613 Introduction to Humanitarian Emergencies
Consent required for auditors and undergraduate students

221.645.01 LARGE-SCALE EFFECTIVENESS EVALUATIONS OF HEALTH PROGRAMS

4 credits - Course offered this year - East Baltimore

Marx, Melissa; Munos, Melinda; Hazel, Elizabeth A.

Discusses evaluation of evidence-based public health programs, with a focus on low income countries. Addresses methodological challenges in designing and conducting effectiveness evaluations in these settings. Designs comprehensive measurement plans with knowledge gained about pros and cons of different ways to collect new data and use and/or model existing data to address all parts of impact chains. Discusses ways to design the evaluation and disseminate findings to maximize acceptance and use of findings.

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

1. Identify stakeholders of an impact evaluation
2. Identify and document key objectives and answerable evaluation research questions that meet key stakeholders’ needs and are appropriate for program and setting
3. Select and/or develop SMART indicators that answer the evaluation questions
4. Propose a technically-sound design for evaluating the impact of program, focusing on key evaluation questions
5. Identify pros and cons of evaluation designs under various constraints
6. Identify appropriate sources of data and data collection methods to evaluate programs across the impact pathway
7. Describe barriers and strategies to overcome barriers to promoting the uptake of results by policy makers and program planners
8. Interpret evaluation results based on the design
9. Prepare a conceptual model of the program being evaluated, linking program inputs to health impact
10. Write a comprehensive evaluation plan and proposal

Method of Assessment          Percentage
0. Assignments                50
1. Group Work                 40
2. Participation             10

Email: mmarx@jhu.edu
Lecture: T TH 8:30 AM - 10:20 AM
Lab Section: 01 TH 1:30 PM-3:20 PM
Lab Section: 02 TH 3:30 PM-5:20 PM
Lab Section: 03 F 1:30 PM-3:20 PM
Special Lab Number: 221.945
Enrollment: Minimum 10, Maximum 48, Waitlist Enabled: Yes
No undergraduate students
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Knowledge of basic biostatistics and epidemiology
Students are required to register for one of the three lab sections. There is a max of 16 for each section.
No undergraduate students

221.646.01 Health Systems in Low and Middle income Countries (Cancelled - Committee Decision)
3 credits - Course offered this year - East Baltimore
Bennett, Sara
Explores health systems in low and middle income countries (LMICs), and examines approaches to improving the performance of health systems. Focuses on frameworks, tools, skills, and strategies to understand, influence, and evaluate health systems in LMICs. Identifies key institutions, functions, and performance issues for national and local health systems. By using frameworks and tools, students gain experience in systematically analyzing health systems and methods to plan, implement, and evaluate changes in health systems in a variety of settings, including countries in various levels of demographic, epidemiologic and economic transitions. Covers key controversies in health systems, including issues in monitoring health systems performance, the role of the public sector, dealing with unregulated private health markets, linking priority health programs and health systems, raising accountability in the health system, etc.

Upon successfully completing this course, students will be able to:
1. Describe health systems frameworks, strategies and tools to analyze and evaluate health systems and their reforms in LMICs
2. Explain and assess key systems, functions and institutions: oversight (e.g. governance, policy, regulation, public information), health care organization, and health financing
3. Explain the role of different factors that contribute to health systems performance and health reforms
4. Debate health systems issues concerning the roles of communities, public sector, markets, and other key institutions

Method of Assessment Percentage
0. Listening to Online Lectures & 10
   LiveTalks
1. Discussion Board 15
2. Paper(s) 25
3. Final Paper 50

Email: sbennett@jhu.edu
Lecture: M W 1:30 PM - 2:50 PM
Enrollment: Minimum 10, Maximum 50, Waitlist Enabled: Yes
no undergraduates
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; No consent required for Health Systems MSPH and PhD students and IH DrPH students. Consent required for students not in the Health Systems program.
Prerequisite: 220.601, Introduction to International Health, Highly Recommended

221.646.81 Health Systems in Low and Middle income Countries
3 credits - Course offered this year - Internet
Bennett, Sara
Explores health systems in low and middle income countries (LMICs), and examines approaches to improving the performance of health systems. Focuses on frameworks, tools, skills, and strategies to understand, influence, and evaluate health systems in LMICs. Identifies key institutions, functions, and performance issues for national and local health systems. By using frameworks and tools, students gain experience in systematically analyzing health systems and methods to plan, implement, and evaluate changes in health systems in a variety of settings, including countries in various levels of demographic, epidemiologic and economic transitions. Covers key controversies in health systems, including issues in monitoring health systems performance, the role of the public sector, dealing with unregulated private health markets, linking priority health programs and health systems, raising accountability in the health system, etc.

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

1. Describe health systems frameworks, strategies and tools to analyze and evaluate health systems and their reforms in LMICs
2. Explain and assess key systems, functions and institutions: oversight (e.g. governance, policy, regulation, public information), health care organization, and health financing
3. Explain the role of different factors that contribute to health systems performance and health reforms
4. Debate health systems issues concerning the roles of communities, public sector, markets, and other key institutions

Method of Assessment

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<tr>
<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0. Listening to Online Lectures &amp; LiveTalks</td>
<td>10</td>
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<tr>
<td>1. Discussion Board</td>
<td>15</td>
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<tr>
<td>2. Paper(s)</td>
<td>25</td>
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<tr>
<td>3. Final Paper</td>
<td>50</td>
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</tbody>
</table>

Email: sbennett@jhu.edu

Enrollment: Minimum 10, Maximum 75, Waitlist Enabled: Yes

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; No consent required for Health Systems MSPH and PhD students and IH DrPH students. Consent required for students not in the Health Systems program.

Prerequisite: Introduction to Online Learning, and 220.601, Introduction to International Health

221.654.81 Systems Thinking in Public Health: Applications of Key Methods and Approaches

3 credits - Course offered this year - Internet

Paina, Ligia

Provides students with an understanding of how to apply ST in public health. Trains students on the fundamentals of ST theory and offers an opportunity to apply key methods and approaches to health policy and health questions. Prepares students to ask relevant research questions and apply a ST lens to describe, understand, and anticipate complex behavior. Examines how systems models can be critically appraised and communicated with others so public health policy makers can exercise a greater degree of wisdom and insight.

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

1. Identify characteristics of a system
2. Identify unintended consequences of public health system changes
3. Critically appraise systems models
4. Assess strengths and weaknesses of applying the systems approach to public health problems
5. Use participatory modelling approaches to understand how to engage with diverse stakeholders, how unanticipated consequences emerge, and what to do about them
6. Use systems diagrams and figures to show how feedback loops might lead to unanticipated consequences.

Method of Assessment

<table>
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<tr>
<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>20</td>
</tr>
<tr>
<td>2. Self-evaluation quizzes</td>
<td>20</td>
</tr>
<tr>
<td>3. Group paper</td>
<td>50</td>
</tr>
<tr>
<td>4. Peer-feedback</td>
<td>10</td>
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</tbody>
</table>

Email: lpaina@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail
**Prerequisite:** None

### 221.685.01 Modeling and Simulation for Health Workforce Analysis

2 credits - Course offered this year - **East Baltimore**

Roberton, Timothy

Introduces modeling tools and statistical techniques to simulate health workforce scenarios. Equips students to analyze the impact of health workforce policies and programs on population health. Focuses on the production, training, distribution, and retention of health workers for primary care in low- and middle-income countries.

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

1. Identify modeling tools and statistical techniques to simulate health workforce scenarios
2. Analyze the impact of health workforce policies and programs on population health

#### Method of Assessment

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<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Group Work</td>
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<tr>
<td>2. Final Paper</td>
<td>70</td>
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</table>

#### Method of Assessment Detail:

x

Email: timroberton@jhu.edu

Lecture: T 8:30 AM - 10:20 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Taught virtually via zoom

### 221.695.01 Seminar in Humanitarian Health

0.5 credits - Course offered this year - **East Baltimore**

Spiegel, Paul; Robinson, Courtland

Introduces important and evolving issues in global humanitarian health from various perspectives including experts, practitioner, policymakers and academics. Examines trending issues such as new emergencies, politics, human rights, humanitarian architecture, leadership, cash transfers, innovative financing among others. Prepares students to explore practicums, internships, develop capstone projects, and apply to careers in the humanitarian health field.

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

1. Explain new and evolving concepts, policies, and interventions in humanitarian emergencies and disasters
2. Apply concepts, policies and interventions to different contexts and scenarios using current emergencies
3. Analyze key issues in humanitarian health including (but not limited to) models in program financing, sector-specific interventions, and solutions for refugees, displaced populations and others affected by crisis.
4. Identify key elements of the humanitarian health architecture and important organizations involved in program interventions, policy, and research.
5. Critique existing humanitarian interventions and responses at global, regional and national levels.

#### Method of Assessment

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<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>30</td>
</tr>
<tr>
<td>2. Assignments</td>
<td>40</td>
</tr>
<tr>
<td>3. Practicum or capstone topic development</td>
<td>30</td>
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#### Method of Assessment Detail:

x

Email: pbspiegel@jhu.edu

Lecture: W 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Only students signed up for the MPH Concentration Health in Crisis and Humanitarian Assistance, or the Certificate in Humanitarian Assistance

Grading Options: Pass/Fail

Prerequisite:
Meets every other Wednesday except for last class.
Dates are 11/04, 11/18, 12/02, 12/16

221.701.01 Applications to Gender Analysis Within Health Research and Interventions

2 credits - Course offered this year - East Baltimore

Morgan, Rosemary

Introduces gender analysis as an integral part of health research and interventions. Focuses on teaching students on how to incorporate gender analysis into health research and interventions. Explores: (1) theoretical approaches to gender and health, including intersectionality, masculinities, and non-binary approaches; (2) how gender and gender relations affects health needs, risks, experiences, and outcomes; and (3) ways in which gender analysis can be incorporated into health research and interventions, including the use of gender frameworks and questions, gender assessments, and transformative approaches. Examples will cover a range of international settings, with a focus on low-and-middle income country settings.

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

1. Explain the role of gender in shaping health inequities
2. Recognize how gender health inequities affect health research and interventions
3. Explain how gender analysis is incorporated into health systems research
4. Incorporate gender analysis into their health research and interventions
5. Critically discuss different theoretical approaches to gender and health

Method of Assessment Percentage
0. Gender Analysis Matrix 30
1. Final Paper 70

Email: Rosemary.Morgan@jhu.edu
Lecture: T 1:30 PM - 3:20 PM
Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes
Only graduate students, no undergraduates
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

221.712.81 Leadership & Management in Humanitarian Health (Cancelled - Committee Decision)

2 credits - Course offered this year - Internet

Spiegel, Paul; Engineer, Cyrus; Ververs, Mija-tesse

Examines an array of leadership & management models. Applies theories and models to multiple humanitarian contexts. Assesses students' leadership & management styles, and how they may affect humanitarian work. Discusses organizational structures and design as well as culture, and how they can affect humanitarian response.

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

1. Apply leadership & management theories, their advantages and limitations, and how they may influence strategies, policies and interventions in humanitarian health
2. Contrast and critique important roles, functions, activities, and competencies of humanitarian health professionals during different types and phases of humanitarian emergencies
3. Differentiate and evaluate between organization structures and organization design, and indicate advantages and disadvantages of each according to different contexts
4. Discriminate and apply the different role that culture and environment play in motivating teams and conducting cross-cultural negotiations

Method of Assessment Percentage
1. Live Talks 20
2. Assignments 80

Method of Assessment Detail:
Class participation via Live Talk and discussion forum:
20%, Assignment 1: 40%, Assignment 2: 40%.
This course includes synchronous, online sessions
(“LiveTalks”) through CoursePlus using the Zoom platform. In
order to participate in a LiveTalk, each student is required to
be signed into a Zoom account on their computer or mobile
device before the session begins.

Email: pbspiegel@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

221.802.01 Health Systems Graduate Seminar 2

1 credits - Course offered this year - East Baltimore
Patenaude, Bryan; Shawar, Yusra
Familiarizes Health Systems students with ongoing faculty research and their areas of research, professionals and
organizations in the field of international health, and provides a forum for discussion for current topics in health systems and
international health. Focuses on topics like injuries, evaluation of health programs, health systems strengthening, universal
health coverage, among other topics
Upon successfully completing this course, students will be able to:
1 Identify research and practice opportunities in the Health System program
2 Learn select communication strategies for different audiences and sectors
3 Compare the organization, structure and function of health care, public health and regulatory systems across national
   and international settings
4 Discuss dimensions of the policy-making process
Email: bpatena1@jhu.edu
Lecture: T 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only Health Systems MSPH and PHD students, and Global Health Economics MHS students.
Grading Options: Pass/Fail

221.810.01 Health Systems Practicum

variable credits field placement - Course offered this year - East Baltimore
Creanga, Andreea; Alonge, Olakunle
Complements and reinforces the didactic portion of the MSPH program. Provides students with an opportunity to apply the
knowledge gained during the first year, to develop skills in management of health programs in low- and middle-income
countries according to individually designed learning objectives, and to work as part of a team in an applied research or
practice project. Students are placed in a variety of professional settings, which may include: government, non-government
organizations (NGOs), multi-lateral, private, and/or for-profit sector. Provide opportunity for feedback for student performance
and placement experience
Upon successfully completing this course, students will be able to:
1 Integrate and apply methods and skills learned in courses taken on the first year of the MSPH in a practical setting.
2 Develop new skills essential for functioning as an effective global health professional, in assuming responsibility on the
   ground and becoming a reliable and collaborative member of a project team, an effective communicator, writer, trainer
   and implementer.
3 Evaluate a program or field project as it relates to the management and control of health problems of public health
   importance in resource poor settings
4 Develop a proposal, take initiative, provide direction, and participate in the implementation, evaluation and/or analysis
   required to establish and achieve project goals.
5 Communicate effectively, manage relationships and participate in teams
6 To allow for the seamless transition from student to public health professional.
Email: acreanga3@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
221.820.01 Thesis Research Health Systems
variable credits thesis research - Course offered this year - East Baltimore

Students actively conduct research on topics of global health importance, including developing a research question, designing a study to answer the question, conducting the research and writing up the results in a scientific format.

This course will prepare you to be able to do the following:

1. Identify research questions of importance to health in underserved populations in low resource settings internationally and in the US.
2. Design a study or studies to answer the questions.
3. Develop an application to an Institutional Review Board to address human subjects research issues.
4. Write up the results of research for the scientific literature.

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

221.830.01 Postdoctoral Research Health Systems
variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

221.840.01 Special Studies and Research Health Systems
variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

221.850.01 MSPH Capstone Health Systems
variable credits 2-16 - Course offered this year - East Baltimore

Departmental Faculty

Offers students an opportunity to integrate and apply program skills and competencies to a public health problem in a format that approximates a professional practice experience. Fosters students' ability to produce scholarly papers that provide a meaningful contribution to knowledge of the health of underserved populations. Guides students' development of tangible evidence of expertise that addresses specific applied topics relevant to international health.

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

1. Develop a concise and cohesive written document that defines a public health problem, a population of interest, and have a defined geographic scope.
2. Conduct a comprehensive literature review.
3. Synthesize relevant literature in a specific public health topic.
4. Analyze and present public health data in a scholarly paper.

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only for MSPH Health Systems students in their 2nd year
Grading Options: Pass/Fail
Prerequisite: All other MSPH HS requirements must be taken before or concurrently with the capstone project.

221.861.01 Doctoral Seminar in Health Systems
1 credits - Course offered this year - East Baltimore

Bachani, Abdulgafour

Designed to prepare first-year PhD students in the Health Systems program area to develop and defend their research proposal. Students will practice formulating a research question, conducting a systematic literature review, and drafting, presenting and critiquing research proposals.
Upon successfully completing this course, students will be able to:

1. Describe the elements of a research proposal
2. Formulate a research question, develop or identify a conceptual framework, conduct a brief literature review, and describe a range of study designs
3. Analyze and present a critique of a scientific journal article
4. Draft, present and defend an outline of a research proposal and to critique the proposals of fellow students

Email: abachani@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

222.642.01 Assessment of Nutritional Status

3 credits - Course offered this year - East Baltimore

Schulze, Kerry

Covers dietary and physical activity assessment, anthropometry, body composition, and micronutrient status through lectures, in-class discussions, assignments, and data collection, analysis, and presentation. It is particularly oriented to techniques that are relevant for the assessment of populations and vulnerable groups. Laboratory sessions are used to teach and apply techniques of dietary data collection and interpretation, anthropometry (weight, height, skinfolds, and circumferences) and body composition (bioelectrical impedance analysis). Emphasizes using the topics as a basis for exploring the selection, reliability, applicability, and interpretation of different techniques in field settings.

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

1. Understand questions that can be addressed in populations using nutritional status indicators
2. Use indirect and direct nutritional status indicators to assess population needs and assets in order to characterize the nutritional health or risks of communities or vulnerable groups
3. Know means of assessing diet, energy expenditure and physical activity, body composition and growth, how biochemical indicators are applied to assessment of micronutrient status and metabolic dysfunction, and under what circumstances assessment techniques would be used
4. Participate in discussions about current controversies in nutritional status assessment
5. Describe performance characteristics (validity, reliability, dependability, sensitivity and specificity) of nutritional status indicators and measures and how they are assessed
6. Collect, analyze, interpret nutritional status data and be able to summarize findings in an abstract and powerpoint presentation

Method of Assessment | Percentage
--- | ---
1. Participation | 10
2. Quizzes | 45
3. Homework | 20
4. Group Presentation | 10
5. Abstract | 15

Email: kschulz1@jhu.edu

Lecture: T TH 9:00 AM - 10:20 AM

Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

Consent required for some students; if prerequisites are not met.
Prerequisite: Previous biology or nutrition class, Principles of Human Nutrition, IH 222.641 preferred

222.644.01 Cellular Biochemistry of Nutrients

3 credits - Course offered this year - East Baltimore

Lee, Sun Eun; De Luca, Luigi

Students learn biochemical processes of cellular macromolecules, such as DNA, RNA and protein synthesis, with particular emphasis on the function of essential nutrients in these processes. Covers biochemical aspects of carbohydrate, protein, and fat metabolism, and introduces essential concepts of molecular biology, such as structure and function of intracellular organelles and fundamental cellular processes. Topics also include nutritional and hormonal regulation of gene expression and concepts of detoxification to give the nutrition student a full appreciation of the relevance of nutritional biochemistry studies and cells to population perspectives. The course structure consists of core lectures led by faculty.
Upon successfully completing this course, students will be able to:

1. Discuss the most important biochemical processes, such as DNA, RNA and protein synthesis
2. Describe the role that different essential nutrients play in these and other life processes in higher organism with special emphasis on the human organism
3. Discuss fundamental processes that permit the maintenance or nutrient homeostasis in higher organisms
4. Discuss how essential nutrients govern the utilization of other nutrients and how they may control hormone synthesis and function
5. Discuss pathological observations in the field on the basis of our instructions on essential nutrient deficiency manifestations

Method of Assessment Percentage
0. Participation 20
1. Quizzes 45
2. Group Presentation 35

Email: slee278@jhu.edu

Lecture: M W 1:30 PM - 2:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

222.659.01 Critical Thinking in Nutrition II (Cancelled - Department)

1 credits - Course offered this year - East Baltimore

Introduces graduate students of nutrition to the seminal literature in the field. Teaches students how to interpret and evaluate literature, and foster discussion and debate among students and faculty on current issues. Faculty selects seminal papers and participates in the discussion. Students are expected to read each paper as well as discuss and explain the methods and results in class.

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

1. Discuss the peer review process and the construction of a research paper
2. Analyze critically the key elements of specific journal articles in the field of nutrition through guided discussions and written assignments
3. Construct alternative ways to answer research questions when the article being critically analyzed falls short or has limitations

Lecture: T 3:30 PM - 4:20 PM

Enrollment: Minimum 2, Maximum 20, Waitlist Enabled: Yes
limited to PhD students and master's students
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Consent required if 222.658 was not completed.
Prerequisite: 222.658

222.662.01 Obesity in Public Health (Cancelled - Department)

3 credits - Course offered this year - East Baltimore

Jones-Smith, Jessica

Examines obesity as a public health problem, (including prevalence, trends and disparities as well as the health, psychosocial, and economic consequences of obesity and its associated co-morbidities). Explores physiologic, psychological, economic, and cultural drivers of food consumption. Identifies key issues and approaches for current and future public health and environmental approaches to obesity

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

1. Explain global trends in obesity and disparities in risk
2. Explain the consequences of obesity at the individual and societal levels
3. Critique competing arguments about the causes of obesity and the obesity epidemic
4. Evaluate current practices of obesity prevention and treatment in various settings, such as schools, childcare settings, workplaces, and communities
5. Propose new approaches for preventing or treating obesity in a specific setting
Email: jonessmith@jhu.edu
Lecture: T TH 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: None
Jointly offered with HPM

222.810.01 Human Nutrition Practicum
variable credits field placement - Course offered this year - East Baltimore
Hurley, Kristen
Complements and reinforces the didactic portion of the MSPH program. Provides students with an opportunity to apply the knowledge gained during the first year, to develop field, laboratory, or clinical skills related to nutrition research or programs according to individually designed learning objectives, and to work as part of a team in an applied research or practice project. Students are placed in a variety of professional settings, which may include: government, non-government organizations (NGOs), university projects, and multi-lateral, private, and/or for-profit sector. Practicum locations exist in the US and typically most regions of the world. Provide opportunity for feedback for student performance and placement experience
Upon successfully completing this course, students will be able to:
1. Integrate and apply methods and skills learned in courses taken on the first year of the MSPH in a practical setting.
2. Develop new skills essential for functioning as an effective global health professional, in assuming responsibility on the ground and becoming a reliable and collaborative member of a project team, an effective communicator, writer, trainer and implementer.
3. Evaluate a program or field project as it relates to public health nutrition
4. Integrate and understand knowledge through critical literature reviews, and analysis and interpretation of scientific data
5. Develop a proposal, take initiative, provide direction, and participate in the implementation, evaluation and/or analysis required to establish and achieve project goals.
6. Communicate effectively, manage relationships and participate in teams
7. To allow for the seamless transition from student to public health professional.

Email: khurley2@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

222.815.01 Human Nutrition - Registered Dietitian (Rd) Program Practicum
variable credits 1-16 credits - Course offered this year - East Baltimore
Caulfield, Laura
Engages the student, the placement agency, and the faculty in shared responsibility for the provision and acquisition of practical experience in a nutrition-related public health area. Led by the Johns Hopkins Bayview Clinical Nutrition Department, the practicum extends from June (following the year of coursework) to February of the next calendar year (3rd quarter of the subsequent academic year). Consists of a series of specific rotations in clinical, food service and community nutrition, and culminates in a 10-week public health placement.
Upon successfully completing this course, students will be able to:
1. Integrate and apply methods and skills learned in courses taken on the first year of the MSPH in a practical setting.
2. Develop new skills essential for functioning as an effective global health professional, in assuming responsibility on the ground and becoming a reliable and collaborative member of a project team, an effective communicator, writer, trainer and implementer.
3. Evaluate a program or field project as it relates to public health nutrition
4. Integrate and understand knowledge through critical literature reviews, and analysis and interpretation of scientific data
5. Develop a proposal, take initiative, provide direction, and participate in the implementation, evaluation and/or analysis required to establish and achieve project goals.
6. Communicate effectively, manage relationships and participate in teams.
7. To allow for the seamless transition from student to public health professional.

Method of Assessment Percentage
1. Preceptor evaluation 45
2. Written Assignment(s) 15
3. Essay on entire practicum experience (individual rotations and overall experience) 20

4. Assignments 20

Email: Icaulfi1@jhu.edu

Enrollment: Minimum 4, Maximum 8, Waitlist Enabled: Yes

Only students previously accepted to the MSPH/Registered Dietitian program and on their 2nd year.

Grading Options: Pass/Fail

Community involvement: Rotations at PACE, Moveable Feast, WIC, & Baltimore City School System

222.820.01 Thesis Research Human Nutrition

variable credits thesis research - Course offered this year - East Baltimore

Students actively conduct research on topics of global health importance, including developing a research question, designing a study to answer the question, conducting the research and writing up the results in a scientific format.

This course will prepare you to be able to do the following:

1. Identify research questions of importance to health in underserved populations in low resource settings internationally and in the US.
2. Design a study or studies to answer the questions.
3. Develop an application to an Institutional Review Board to address human subjects research issues.
4. Write up the results of research for the scientific literature.

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

222.830.01 Postdoctoral Research Human Nutrition

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

222.840.01 Special Studies and Research Human Nutrition

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

222.850.01 MSPH Capstone Human Nutrition

variable credits 2-16 - Course offered this year - East Baltimore

Departmental Faculty

Offers students an opportunity to integrate and apply program skills and competencies to a public health problem in a format that approximates a professional practice experience. Fosters students’ ability to produce scholarly papers that provide a meaningful contribution to knowledge of the health of underserved populations. Guides students' development of tangible evidence of expertise that addresses specific applied topics relevant to international health.

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

1. Develop a concise and cohesive written document that defines a public health problem, a population of interest, and have a defined geographic scope.
2. Conduct a comprehensive literature review.
3. Synthesize relevant literature in a specific public health topic.
4. Analyze and present public health data in a scholarly paper.
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only for MSPH Human Nutrition students in their 2nd year
Grading Options: Pass/Fail
Prerequisite: All other MSPH HN requirements must be taken before or concurrently with the capstone project.

222.860.01 Graduate Nutrition Seminar
1 credits - Course offered this year - East Baltimore
Humphrey, Jean H.
Exposes students to the breadth of interests represented by Center for Human Nutrition faculty, as well as a range of researchers, clinicians, policymakers, and practitioners from the larger Johns Hopkins community and organizations such as the US Department of Agriculture (USDA), the National Institutes of Health (NIH), and UN Agencies. Specific topics vary over time. Emphasizes active listening, as well as the critical evaluation of research, practice, and policy.
Upon successfully completing this course, students will be able to:
1. Cite examples of state-of-the-art research, policy, or practice in the field of public health nutrition based on presentations by faculty and/or visiting speakers
2. Identify areas of overlapping interest with seminar speakers that may be of relevance to MSPH practicums, MPH capstone projects, or doctoral research
3. Recognize the features of an engaging presentation

Method of Assessment Percentage
1. Participation 75
2. Reflection 25

Email: jhumphr2@jhu.edu
Lecture: T 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

222.861.01 Doctoral Seminar in Proposal Development
1 credits - Course offered this year - East Baltimore
Caulfield, Laura
Facilitates doctoral students in the development of research ideas and their dissertation proposals. Topics will vary by term but will include the following: how to develop a research idea, and components of a solid research proposal — background, design, methods, sample size, analysis, writing to different audiences, research designs in nutrition, ethical review, funding sources and requirements, budgeting, staff management, thesis and manuscript preparation, and professional development.
Upon successfully completing this course, students will be able to:
1. Identify the differences between a resume and curriculum vitae
2. Identify the components of a research career that they would like to pursue and opportunities at JHU to support the process
3. Conduct a literature review in an area of interest
4. Develop a concept paper for a study in an area of interest
5. Write an NIH-style grant on a research topic of interest
6. Give presentations on a research topic of interest

Email: lcaulfi1@jhu.edu
Lecture: TBA
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
doctoral students only
Grading Options: Pass/Fail

223.620.01 Domestic Immigrant Health Issues and Emerging Diseases (Cancelled - Committee Decision)
3 credits - Course offered this year - East Baltimore
Gilman, Robert
Focuses on diseases prominent in domestic immigrant populations. Areas of emphasis are epidemiology, diagnosis, clinical presentations, pathophysiology, strategies for treatment and control, and effects on immigrant populations. Principal diseases covered include diarrheal diseases, tuberculosis, HIV/AIDS, Cysticercosis, Chagas, and Malaria. Covers how the U.S. handles emerging diseases such as Ebola, Nipah, and Zika (e.g., Ebola in volunteers, etc). Examines special topics such as the effects of climate change on infectious disease.

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

1. Describe the epidemiology, pathogenesis, diagnosis and treatment of the major diseases of domestic immigrant populations such as TB, HIV, Cysticercosis, Chagas, and Malaria
2. Characterize strategies for treatment and control of these diseases in immigrant settings
3. Evaluate the effect of these diseases on domestic immigrant populations, how this has changed over time (due to climate change, migration patterns, etc), and how to best address domestic immigrant health issues going forward

Email: rgilman1@jhu.edu
Lecture: T TH 3:30 PM - 4:50 PM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail

223.662.01 Vaccine Development and Application
4 credits - Course offered this year - East Baltimore
Karron, Ruth; Hammitt, Laura
Reviews the processes used to evaluate all aspects of vaccine development and the use of immunizations for disease prevention. Emphasizes in-depth understanding of vaccines successfully introduced into routine immunization schedules. Discusses procedures and oversight at each step in the process, including post-licensure policy making and monitoring for safety and effectiveness.

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

1. Describe vaccines that are currently in use throughout the world or vaccines for which licensure is likely within the near future
2. Discuss the processes involved in developing vaccines including: discuss and data needed, and decision-making at each step
3. Discuss problems that can occur at each step in the process of making vaccines
4. Discuss the different types of vaccines including the relative advantages and disadvantages of each type
5. Discuss the process of developing and revising guidelines for the use of vaccines
6. Learn where up-to-date information on vaccines and guidelines for their use can be found

Email: rkarron@jhu.edu
Lecture: T TH 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to graduate students.
Grading Options: Letter Grade or Pass/Fail
Prerequisite:
Students must listen to a one-hour online lecture during the week at their convenience.

Learning Materials:

- (Other) Epidemiology and Prevention of Vaccine-Preventable Diseases (The Pink Book)
  Centers for Disease Control and Prevention,
  $0.00
  Comment: http://www.cdc.gov/vaccines/pubs/pinkbook/index.html

223.682.81 Clinical and Epidemiologic Aspects of Tropical Diseases
4 credits - Course offered this year - Internet
Talaat, Kawsar; Sack, David
Focuses on infectious diseases that disproportionately affect those in developing countries. Some of these are major killers, others are neglected tropical diseases not covered in other courses. Discusses the epidemiological and clinical aspects of each disease, including diagnosis and treatment. Students will have been introduced to the major infectious diseases that are prevalent and of public health importance in tropical and developing countries.
Upon successfully completing this course, students will be able to:

1. Recognize and cite examples of the major infectious diseases that are prevalent and of public health importance in tropical and developing countries
2. Differentiate the clinical presentations of many of the tropical diseases of public health importance, including their modes of transmission, geographic distribution, means of diagnosis and modes of treatment
3. Appraise and assemble the resources available for gathering information on other tropical diseases
4. Evaluate the general recommendations for travelers visiting developing countries where transmission of tropical diseases is a risk
5. Debate programmatic strategies for improved disease control of select agents

Email: ktalaat@jhu.edu

Enrollment: Minimum 10, Maximum 40, Waitlist Enabled: Yes
Graduate students only. Undergraduates must take course 223.682.60
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning; Understanding of basic biomedical concepts and terminology

Learning Materials:
- (Book) Control of Communicable Diseases Manual
  Heymann, David L
  Amazon $42.93
  Comment: Mathews Book Center $50.00

223.802.01 Global Disease Epidemiology and Control Program Seminar 2
1 credits - Course offered this year - East Baltimore
Tam, Yvonne; Chou, Victoria
Introduces students to skills and resources for career development within the field of international health. Provides an opportunity for students to focus on skills such as giving presentations, tailoring their resume to a public health audience, and preparing for interviews. Equips students for the practicum application process.

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

1. Develop skills needed for public health practice, including problem-solving, analytic thinking, communication, and collaboration
2. Develop and deliver an audience appropriate oral presentation on a public health topic
3. Create a public health professional resume suitable for practicum and job searching

Method of Assessment Percentage
1. Presentation(s) 60
2. Homework 20
3. Participation 20

Email: yvonne@jhu.edu
Lecture: M 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Limited to GDEC MSPH students
Grading Options: Pass/Fail
Consent required for all students; Consent required for all students
Prerequisite: 223.861
Limited to GDEC MSPH students

223.810.01 Global Disease Epidemiology and Control Practicum
variable credits field placement - Course offered this year - East Baltimore
Tam, Yvonne
Complements and reinforces the didactic portion of the MSPH program. Provides students with an opportunity to apply the knowledge gained during the first year, to develop skills in epidemiologic and data analysis skills applied to diseases of importance in low and middle income countries according to individually designed learning objectives, and to work as part of a team in an applied research or practice project. Students are placed in a variety of professional settings, which may include: government, non-government organizations (NGOs), multi-lateral, private, and/or for-profit sector. Provide opportunity for feedback for student performance and placement experience

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

1. Integrate and apply knowledge, methods and skills learned in courses taken on the first year of the MSPH in a practical setting, to allow for the seamless transition from student to public health professional.

2. Develop new skills essential for functioning as an effective global health professional, in assuming responsibility on the ground and becoming a reliable and collaborative member of a project team, an effective communicator, writer, trainer and implementer.

3. Evaluate a program or field project as it relates to the socio-cultural and health context, behavioral and health impact, community involvement and program process.

4. Develop a proposal, and/or report, or other written document that analyzes and synthesizes public health data related to their practicum.

5. Take initiative, provide direction, and participate in the implementation, evaluation and/or analysis required to establish and achieve project goals.

6. Communicate effectively, manage relationships and participate in teams

Email: yvonneyotam@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

223.820.01 Thesis Research Disease Control

variable credits thesis research - Course offered this year - East Baltimore

Students actively conduct research on topics of global health importance, including developing a research question, designing a study to answer the question, conducting the research and writing up the results in a scientific format.

This course will prepare you to be able to do the following:

1. Identify research questions of importance to health in underserved populations in low resource settings internationally and in the US.

2. Design a study or studies to answer the questions.

3. Develop an application to an Institutional Review Board to address human subjects research issues

4. Write up the results of research for the scientific literature

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

223.830.01 Postdoctoral Research Disease Control

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

223.840.01 Special Studies and Research Disease Control

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

223.850.01 MSPH Capstone Global Disease Epidemiology and Control

variable credits 2-16 - Course offered this year - East Baltimore
Departmental Faculty

Offers students an opportunity to integrate and apply program skills and competencies to a public health problem in a format that approximates a professional practice experience. Fosters students' ability to produce scholarly papers that provide a meaningful contribution to knowledge of the health of underserved populations. Guides students' development of tangible evidence of expertise that addresses specific applied topics relevant to international health.

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

1. Develop a concise and cohesive written document that defines a public health problem, a population of interest, and have a defined geographic scope
2. Conduct a comprehensive literature review
3. Synthesize relevant literature in a specific public health topic
4. Analyze and present public health data in a scholarly paper

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only for MSPH GDEC students in their 2nd year
Grading Options: Pass/Fail
Prerequisite: All other MSPH GDEC requirements must be taken before or concurrently with the capstone project.

223.861.01 Global Disease Epidemiology and Control Program Doctoral Seminar
1 credits - Course offered this year - East Baltimore
Salmon, Daniel

Creates a focused, small group environment for the entering PhD students, which actively engages them in relevant, challenging content necessary for success in the PhD program. The content of the seminar will support and extend beyond those topics taught in the classroom setting. The doctoral student education does not merely consist of successful completion of required courses—each student is expected to become a leading scientific expert during the years spent at JHU. It provides an opportunity to engage with senior faculty and move meaningfully toward selection of a dissertation topic and the skills necessary to successfully complete the PhD.

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

1. Engage in intellectual discussion on a range of topics, including research study design, aims, and methods, career trajectories, doctoral level skill-sets, etc.
2. Intelligently discuss the role of research in the improvement of the health status of populations throughout the world
3. Constructively critique research methods employed by public health scientists
4. Formulate research questions that may develop into dissertation topics

Method of Assessment Percentage
1. Participation 50
2. Presentation(s) 50

Email: dsalmon1@jhu.edu
Lecture: W 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
IH GDEC doctoral students only
Grading Options: Pass/Fail

223.867.01 Special Topics in Vaccine Science
1 credits - Course offered this year - East Baltimore
Shet, Anita

Offers a series of seminars (4 per term) on research and access of vaccine against infectious diseases of global importance including COVID-19, emerging infections, childhood illnesses, and other important vaccine-preventable illnesses. Covers scientific, social, economic, political, and ethical dimensions of vaccine research, development and access. Leading vaccine experts at JHU, and from other institutions, organizations, government agencies and industry present seminars. Series provides the student with an understanding of the pathways leading to development and utilization of vaccines with public health impact.

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

1. Explain issues of global access to vaccines, including factors such as disease burden, population inequities, demand and access issues with respect to vaccines
2. Describe the key barriers along the process of research, development, testing, evaluation, acquisition, and distribution of vaccines
3. Cite specific examples of how social, political and economic factors interact with scientific issues to affect governmental and industry prioritization about vaccine development and distribution

4. Describe how stakeholder motives (investor, corporate, public health agency, individual) can influence the fate of a vaccine research and development project

Method of Assessment | Percentage
--- | ---
1. Participation | 100

Email: ashet1@jhu.edu

Lecture: TH 3:30 PM - 4:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

Prerequisite:

**224.689.01 Health Behavior Change At the Individual, Household and Community Levels**

4 credits - Course offered this year - **East Baltimore**

Winch, Peter

Provides students with conceptual tools to analyze health-related behaviors and the social, cultural and environmental context in which they occur. Applies concepts and theories from medical anthropology, psychology and sociolog to programmatic examples from Latin America, Africa and Asia concerning care-seeking, treatment of sick children, insecticide-treated mosquito nets, voluntary counseling and testing, sexual risk behaviors, intimate partner violence and other behavior change challenges in public health.

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

1. Describe conceptual tools drawn from medical anthropology pertinent to the design of behavior change interventions including standards of efficacy, illness taxonomies, illness etiology, levels of causality, meanings of medication, public and private domains, social risk and gender roles

2. Identify and map the key components of common models of health behavior change at the individual level, and difficulties encountered when trying to apply them in different cultural contexts

3. Describe psychological and anthropological perspectives on risk perceptions, diffusion of innovations and influence of the mass media

4. Recognize basic terminology for describing households, kinship systems, communities and social capital and identify their significance for public health interventions

5. Recognize the basic components of various intervention modalities, including Social Marketing, Counseling, Harm Reduction, Diffusion of Innovation, and Community Mobilization

6. Integrate the major theories covered in class with the various interventions modalities presented

7. Apply appropriate combinations of theoretically based intervention modalities to scenarios

8. Apply these conceptual tools, concepts and perspectives described above to the understanding of cultural, individual, environmental and structural factors that impact the design and implementation of public health programs

Method of Assessment | Percentage
--- | ---
0. Participation | 15
1. Quizzes | 15
2. Written Assignment(s) | 30
3. Final Exam | 40

Email: pwinch@jhu.edu

Lecture: T TH 8:30 AM - 10:20 AM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No

No enrollment restrictions

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

**224.691.81 Qualitative Data Analysis**

3 credits - Course offered this year - **Internet**

Harvey, Steve; Dalglish, Sarah L.
Comprises lecture, hands-on exercises, and work with individual data to guide students through several approaches to managing and analyzing qualitative data in the context of both international and domestic public health research. Offers instruction in how to create efficient and accessible qualitative databases, apply different coding and other analytic strategies to different types of qualitative data, write analytical memos, and present qualitative results in forms appropriate for different target audiences, both academic and programmatic. Provides a brief introduction to the use of computer-aided qualitative data analysis software (CAQDAS).

Upon successfully completing this course, students will be able to:
1. Manage qualitative data in an efficient and accessible manner
2. Develop a qualitative data analysis plan
3. Choose and apply different inductive and deductive approaches to coding appropriate to the data type and the context in which results will be used
4. Employ and write analytical memos to aid in interpretation of qualitative data
5. Understand the basic functions of computer-aided qualitative data analysis software
6. Present qualitative findings in different settings using formats appropriate for different audiences

Method of Assessment | Percentage
--- | ---
1. Cumulative qualitative analysis memo (5 entries) | 25
2. In-class Exercises | 20
3. Midterm Exam | 25
4. Final Exam | 30

Method of Assessment Detail:

Email: Steven.Harvey@jhu.edu

Enrollment: Minimum 18, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Consent required for some students; Anyone who has not met the prerequisite

Prerequisite: 224.690 highly recommended

**224.697.01 Qualitative Research Practicum I: Partnerships and Protocol Development**

2 credits - Course offered this year - East Baltimore

Saleem, Haneefa

Places students in teams collaborating with a local community-based organization or JHU faculty member to develop a qualitative research project. Introduces key topics in qualitative research including conducting field research, developing study protocols and data collection instruments, and interacting with qualitative research participants and collaborators. Addresses the practical aspects of qualitative study design (e.g. choosing between data collection methods, resolving logistical challenges, and operationalizing an iterative research design) as well as the practical aspects of ethical review (including the JHSPH IRB and school ethical review processes). Prepares students to develop the components needed to begin the qualitative research project conducted in 224.698.01: Qualitative Research Practicum II: Collecting Qualitative Data and 224.699.01: Qualitative Research Practicum III: Analyzing and Writing Qualitative Findings (NOTE: concurrent or prior enrollment required).

Upon successfully completing this course, students will be able to:
1. Describe the context (organizational, historical, economic, etc.) of the public health questions being answered through qualitative methods
2. Describe the basic features of qualitative research and design of qualitative studies
3. Develop qualitative interview guides, focus group discussion guides, and observation forms
4. Collaborate with community partners to prepare a qualitative research protocol and associated materials needed for submission to ethical review

Method of Assessment | Percentage
--- | ---
0. Participation | 20
1. Assignments | 80

Email: hsaleem1@jhu.edu

Lecture: W 1:30 PM - 3:20 PM

Enrollment: Minimum 10, Maximum 75, Waitlist Enabled: Yes
Restricted to students who have completed 224.690.01 Qualitative Research Theory and Methods & 224.691.01 Qualitative Data Analysis or are enrolled in these courses for the current academic year.

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

**224.810.01 Social and Behavioral Interventions Practicum**

variable credits field placement - Course offered this year - East Baltimore

Leontsini, Elli

Complements and reinforces the didactic portion of the MSPH program. Provides students with an opportunity to apply the knowledge gained during the first year, to develop skills in the development, implementation, and evaluation of social and behavioral global health interventions, according to individually designed learning objectives, and to work as part of a team in an applied research or practice project. Students are placed in a variety of professional settings, which may include: government, non-government organizations (NGOs), multi-lateral, private, and/or for-profit sector. Provide opportunity for feedback for student performance and placement experience

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

1. Integrate and apply knowledge, methods and skills learned in courses taken on the first year of the MSPH in a practical setting, to allow for the seamless transition from student to public health professional.

2. Develop new skills essential for functioning as an effective global health professional, in assuming responsibility on the ground and becoming a reliable and collaborative member of a project team, an effective communicator, writer, trainer and implementer.

3. Evaluate a program or field project as it relates to the socio-cultural and health context, behavioral and health impact, community involvement and program process.

4. Develop a proposal, report, or other written document.

5. Take initiative, provide direction, and participate in the implementation, evaluation and/or analysis required to establish and achieve project goals.

6. Communicate effectively, manage relationships and participate in teams

Email: eleontsi@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

**224.820.01 Thesis Research Social and Behavioral Interventions**

variable credits thesis research - Course offered this year - East Baltimore

Students actively conduct research on topics of global health importance, including developing a research question, designing a study to answer the question, conducting the research and writing up the results in a scientific format.

This course will prepare you to be able to do the following:

1. Identify research questions of importance to health in underserved populations in low resource settings internationally and in the US.

2. Design a study or studies to answer the questions.

3. Develop an application to an Institutional Review Board to address human subjects research issues

4. Write up the results of research for the scientific literature

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

**224.830.01 Postdoctoral Research Social and Behavioral Interventions**

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

**224.840.01 Special Studies and Research Social and Behavioral Interventions**

variable credits - Course offered this year - East Baltimore
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

224.850.01 MSPH Capstone Social and Behavioral Interventions
variable credits 2-16 - Course offered this year - East Baltimore

Departmental Faculty

Offers students an opportunity to integrate and apply program skills and competencies to a public health problem in a format that approximates a professional practice experience. Fosters students’ ability to produce scholarly papers that provide a meaningful contribution to knowledge of the health of underserved populations. Guides students’ development of tangible evidence of expertise that addresses specific applied topics relevant to international health.

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

1. Develop a concise and cohesive written document that defines a public health problem, a population of interest, and have a defined geographic scope
2. Conduct a comprehensive literature review
3. Synthesize relevant literature in a specific public health topic
4. Analyze and present public health data in a scholarly paper

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only for MSPH SBI students in their 2nd year
Grading Options: Pass/Fail
Prerequisite: All other MSPH SBI requirements must be taken before or concurrently with the capstone project.

224.861.01 Social and Behavioral Interventions Program Seminar II: Participatory Approaches and the Role of Community
1 credits - Course offered this year - East Baltimore

Leontsini, Elli

Creates space for discussion of participatory approaches and the role of researchers and implementers; introduces participatory methods and points out manuals that provide detailed guidance; discusses case studies; provides some direct contact with community actors.

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

1. Consider the role of community in global health interventions and draw from participatory approaches as needed

Email: eleontsi@jhu.edu
Lecture: M 12:00 PM - 1:20 PM

Enrollment: Minimum 5, Maximum 30, Waitlist Enabled: Yes
SBI MSPH students
Grading Options: Pass/Fail
Consent required for some students; Anyone who is not in the SBI MSPH program
Prerequisite:

224.864.01 Doctoral Seminar in Research Methods in Applied Medical Anthropology II
4 credits - Course offered this year - East Baltimore

Closser, Svea

Discusses how to construct robust research designs, including the appropriate combinations of methods, both qualitative and quantitative, for particular research questions; and critical discussions of sampling and bias in qualitative studies. Covers varied methods of the management and analysis of qualitative data, including grounded theory, narrative analysis, and thematic analysis, as well as the art of ethnography: writing culture. Also covers emerging topics in the anthropology of global health, including critical studies of epidemiological data production and Global Health Institutions.

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

1. Describe appropriate techniques for sampling and minimizing bias in the qualitative research context, and articulate why these techniques are very different from those appropriately used in quantitative research
2. Integrate medical anthropological theories of politics, power relations, and knowledge production into the framing of research questions and the analysis of results
3 Explain Michael Crotty's framework for the research process (epistemology, theoretical framework, methodology, method), and make the distinction between epistemology and theoretical framework, and between methodology and method

4 Describe types of research questions for which structured observation, free listing, and pile sorts would be appropriate (and not appropriate)

5 Design research that integrates qualitative and quantitative approaches to effectively answer specific questions

6 Evaluate strengths and weaknesses of a highly systematic approach to the management and analysis of textual data including translation, back-translation and double-coding of interview transcripts

7 Integrate ethnographic writing techniques into public health articles

Method of Assessment Percentage
1. Discussion 25
2. Participation 40
3. Final Project 25
4. Peer-feedback 10

Email: slosser@jhu.edu
Lecture: M W 8:30 AM - 10:20 AM
Enrollment: Minimum 5, Maximum 15, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; If prerequisite is not met
Prerequisite: 224.863

330.602.01 The Epidemiology of Substance Use and Related Problems (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Johnson, Renee

Presents an overview of the epidemiology of substance use and substance use disorders within a public health framework. Initially, we review how drugs are classified and regulated, and then we examine trends in estimates of prevalence of use and use disorders. Covers the most common drugs of abuse, including alcohol, tobacco/nicotine, marijuana, opioids, and cocaine. Included are lectures from those with expertise in specific drugs or areas of study within substance use epidemiology.

Upon successfully completing this course, students will be able to:
1. Describe drug policy in the US, including how substances are regulated;
2. Describe the leading drugs of abuse in the US and their prevalence of use and health and social impacts;
3. Examine the overlap between substance use and mental disorders;
4. Explain key concepts in substance use epidemiology, such as tolerance, withdrawal, addictive potential, etc;
5. Consider the role of epidemiology in informing and evaluating policy and public health interventions targeting substance use and substance use disorders;
6. Understand a variety of approaches to prevention of substance use, screening and treatment for substance use disorders, and diagnosis of substance use disorder; and
7. Be a competent consumer of substance use epidemiology research.

Method of Assessment Percentage
0. Quizzes 45
1. Data Interpretation Paper 25
2. Participation 20
3. Article Suggestion 10

Email: rjohnson@jhu.edu
Lecture: T TH 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: PH.340.601 - Principles of Epidemiology or any introductory epidemiology course including JHU undergrad course AS.280.350 Fundamentals of Epidemiology

330.602.81 The Epidemiology of Substance Use and Related Problems
3 credits - Course offered this year - Internet

Johnson, Renee

Presents an overview of the epidemiology of substance use and substance use disorders within a public health framework. Initially, we review how drugs are classified and regulated, and then we examine trends in estimates of prevalence of use and use disorders. Covers the most common drugs of abuse, including alcohol, tobacco/nicotine, marijuana, opioids, and cocaine. Included are lectures from those with expertise in specific drugs or areas of study within substance use epidemiology.

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

1. Describe drug policy in the US, including how substances are regulated;
2. Describe the leading drugs of abuse in the US and their prevalence of use and health and social impacts;
3. Examine the overlap between substance use and mental disorders;
4. Explain key concepts in substance use epidemiology, such as tolerance, withdrawal, addictive potential, etc;
5. Consider the role of epidemiology in informing and evaluating policy and public health interventions targeting substance use and substance use disorders;
6. Understand a variety of approaches to prevention of substance use, screening and treatment for substance use disorders, and diagnosis of substance use disorder; and
7. Be a competent consumer of substance use epidemiology research.

Method of Assessment Percentage
0. Quizzes 45
1. Data Interpretation Paper 25
2. Participation 20
3. Article Suggestion 10

Method of Assessment Detail:

Class Participation, including viewing Live Talks (live or recorded) and discussion board participating (22%); three quizzes with multiple choice and short-answer questions (36%); a 1000-word research brief on the epidemiology of substance use for a population (21%); and a 1,500 word article summary (21%).

Email: rjohson@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite: Introduction to Online Learning is required prior to participating in any of the School's Internet-based courses. PH.340.601 - Principles of Epidemiology or any introductory epidemiology course including JHU undergrad course AS.280.350 Fundamentals of Epidemiology

Methods of assessment include: Class Participation, including viewing Live Talks (live or recorded) and discussion board participating (22%); three quizzes with multiple choice and short-answer questions (36%); a 1000-word research brief on the epidemiology of substance use for a population (21%); and a 1,500 word article summary (21%).

330.603.01 Psychiatric Epidemiology

3 credits - Course offered this year - East Baltimore

Eaton, William; Volk, Heather

Reviews descriptive and analytic epidemiology for major mental disorders. Examines issues of classification and nosology of psychiatric disorders, operational case definitions and measurement techniques, prevalence and incidence rates, natural history, risk factor research and plausible explanations for credible risk factors. Considers aspects of psychiatric epidemiology that illustrate important problems and concepts in epidemiology generally.

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

1. Demonstrate knowledge of the descriptive epidemiology of the major mental disorders—prevalence, incidence, and natural history
2. Discuss the most important risk factors for the major mental disorders
3. Discuss gaps in knowledge, and future needs and trends in the field of psychiatric epidemiology
4. Discuss in detail the most recent scientific knowledge about one or more risk factors for psychiatric disorders
5. Discuss in detail the most recent scientific knowledge about two distinct psychiatric disorders
6. Define methodological and conceptual issues for the general field of epidemiology that are especially well-illustrated by the content of psychiatric epidemiology
Email: weaton1@jhu.edu

Lecture: M W 1:30 PM - 2:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

No undergraduates

Grading Options: Letter Grade or Pass/Fail

Prerequisite: 330.617.01—Psychopathology for Public Health. Those with a clinical background in psychiatry, psychology, or social work are exempted from this requirement.

And

340.601.01 Principles of Epidemiology; or
340.721.01 Epidemiologic Inference in Public Health; or
340.751.01 Epidemiologic Methods I; or
another prior or concurrent course in epidemiology, approved by the instructor.

Jointly offered with EPI

330.604.01 Seminars in Research in Public Mental Health

1 credits - Course offered this year - East Baltimore

Bass, Judy

Integrates academic training with current research in public mental health, including etiological, epidemiologic and intervention research for mental and behavioral disorders across the lifespan. Features presentations by researchers from JHU and other research and practice institutions on the results of state of the art investigations of mental and behavioral health problems and issues of public health significance, emphasizing experimental design and methodology for analysis and discussion.

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

1. Cite examples of current research, policy, or practice in the field of public mental health
2. Identify areas of interest for current and future research
3. Recognize the features of engaging presentations and participate in discussions with fellow researchers

Email: jbass1@jhu.edu

Lecture: W 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Only open to DMH Postdocs, PhD and MHS students.

Grading Options: Pass/Fail

330.605.01 Doctoral Seminar in Public Mental Health

1 credits - Course offered this year - East Baltimore

Bass, Judy

Explores and critiques public mental health research and practice, emphasizing key constructs and methods with department faculty through presentations, readings, and group discussions. Develops professional development skills for careers in public mental health.

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

1. Explore in depth key public mental health historical and cutting edge research
2. Gain skills in key professional development domains related to careers in public mental health

Email: jbass1@jhu.edu

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

330.611.01 Writing Publishable Manuscripts for the Social and Behavioral Sciences

2 credits - Course offered this year - East Baltimore

Letourneau, Elizabeth

Provides training in the preparation of manuscripts for submission to peer-reviewed journals, with a focus on empirical papers and systematic reviews. Develops students’ ability to serve as reviewers and critically evaluate the written work of peers. Covers topics relevant to effective communication and dissemination of ideas, including journal selection, preparation of cover letters, and responses to reviewers. Incorporates student critiques of other students’ works in progress and writing accountability group (WAG) activities.

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

1. Understand how to formulate and organize an empirical paper and systematic review
2. Produce a manuscript to be submitted to a peer-reviewed journal
3. Offer critical feedback as a peer reviewer

Method of Assessment | Percentage
---|---
1. Participation | 25
2. Peer-feedback | 25
3. Final Paper | 50

Email: ElizabethLetourneau@jhu.edu

Lecture: M 1:30 PM - 3:20 PM

Enrollment: Minimum 2, Maximum 20, Waitlist Enabled: Yes

Enrollment is restricted to PhD students in the second year or beyond.

Grading Options: Pass/Fail

Consent required for all students; Consent is required to establish that interested students have a well-developed paper idea and completed (or near completed) data analysis.

Prerequisite: Students must begin the course with a well-formulated idea for an empirical research paper and completed (or near completed) data analysis.

330.620.01 Qualitative and Quantitative Methods for Mental Health and Psychosocial Research in Low Resource Settings (Cancelled - Department)

3 credits - Course offered this year - East Baltimore

Bass, Judy

Introduces mental health as an integral part of global health research, including using qualitative and quantitative methods to conduct needs assessments and to monitor and evaluate interventions. Presents and critiques qualitative strategies for integrating local cultural perspectives into research models. Examines qualitative and quantitative methods of adapting psychiatric assessment tools for use cross-culturally and presents challenges for developing interventions for use in low-resource contexts. Encourages use of critical and creative thinking skills throughout to discuss the issues involved in this important area of study.

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

1. Describe prevalent mental health problems in developing countries and discuss the issues unique to understanding mental health in these contexts
2. Illustrate ways that culture can affect mental health conceptualization, identification and assessment
3. Define and compare methods of cross-cultural assessment of mental health problems
4. Recognize issues and challenges inherent in adapting strategies for prevention programming, intervention development and dissemination in developing countries
5. Describe strengths and usage of different qualitative methods in cross-cultural research

Method of Assessment | Percentage
---|---
1. Participation | 25
2. Written Assignment(s) | 60
3. Presentation(s) | 15

Email: jbass1@jhu.edu

Lecture: T TH 1:30 PM - 2:50 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Course restricted to graduate students only

Grading Options: Letter Grade or Pass/Fail

Prerequisite: 340.721.60 Epidemiologic Inference in Public Health I or 340.751.01 EPIDEMIOLOGIC METHODS 1 or permission of instructor

330.620.81 Qualitative and Quantitative Methods for Mental Health and Psychosocial Research in Low Resource Settings

3 credits - Course offered this year - Internet

Bass, Judy
Introduces mental health as an integral part of global health research, including using qualitative and quantitative methods to conduct needs assessments and to monitor and evaluate interventions. Presents and critiques qualitative strategies for integrating local cultural perspectives into research models. Examines qualitative and quantitative methods of adapting psychiatric assessment tools for use cross-culturally and presents challenges for developing interventions for use in low-resource contexts. Encourages use of critical and creative thinking skills throughout to discuss the issues involved in this important area of study.

Upon successfully completing this course, students will be able to:
1. Describe prevalent mental health problems in developing countries and discuss the issues unique to understanding mental health in these contexts
2. Illustrate ways that culture can affect mental health conceptualization, identification and assessment
3. Define and compare methods of cross-cultural assessment of mental health problems
4. Recognize issues and challenges inherent in adapting strategies for prevention programming, intervention development and dissemination in developing countries
5. Describe strengths and usage of different qualitative methods in cross-cultural research

Method of Assessment | Percentage
--- | ---
1. Participation | 25
2. Written Assignment(s) | 60
3. Presentation(s) | 15

Email: jbass1@jhu.edu

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Course restricted to graduate students only
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning required. 340.721.60 Epidemiologic Inference in Public Health I or 340.751.01 EPIDEMIOLOGIC METHODS 1 or permission of instructor

330.622.01 Neuroimaging: Methods and Applications in Mental and Behavioral Health *(Cancelled - Department)*

3 credits - Course not offered until 2021 - 2022 - East Baltimore
Bakker, Arnold; Carlson, Michelle

Provides an introduction to neuroimaging methods, relevance and possible implementations of these methods and background to critically evaluate neuroimaging applications in mental and behavioral health research. Introduces basic principles of neuroimaging as applied to human subjects research and specifically public health research. Reviews various imaging applications in the context of their specific methods, source of signal, goals and limitations, and research design and statistics and relevance to mental and behavioral health. Encourages critical evaluation of neuroimaging methods in public mental and behavioral health through review of published studies.

Upon successfully completing this course, students will be able to:
1. Describe the underlying principles of neuroimaging physics and image formation
2. Identify key technical aspects of imaging research
3. Describe the specific methods, source of the signal, goals and limitations and research design issues for functional MRI, diffusion tensor imaging, magnetic resonance spectroscopy, perfusion imaging and positron emission tomography applications
4. Evaluate possible uses of each imaging method to mental and behavioral health research
5. Critically evaluate research methods using neuroimaging applications in published literature

Method of Assessment | Percentage
--- | ---
1. Assignments | 30
2. Quizzes | 15
3. Final Exam | 50
4. Participation | 5

Email: abakker@jhu.edu

Lecture: T TH 3:30 PM - 4:50 PM

Enrollment: Minimum 5, Maximum 20, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: None
330.628.01 Gaps and Opportunities in Public Mental Health: A Systems Approach  (Cancelled - Department)
3 credits - Course offered this year - East Baltimore
Agus, Deborah
Acquaints students with mental health systems and the development of a comprehensive approach to the delivery of services to a variety of vulnerable populations living in difficult conditions in the community. Topics include a survey of the variety of current mental health services and evidence-based approaches, the impact on services of governance, organization and financing of services including a primer on Medicaid and Medicare, the link between poverty and mental health and the use of jails as mental asylums, the development of a competent workforce and an introduction to international community mental health issues. Features discussion and problem solving and involves a high degree of interaction between the participants as well as several field trips.
Upon successfully completing this course, students will be able to:
1 Define the components of a comprehensive and effective community mental health system
2 Analyze the governance structure of a system
3 Define and analyze the issues facing delivery of mental health services to a variety of vulnerable populations
4 Analyze a problem and the ramifications of various solutions
5 Design a model utilizing the concepts learned that effectively incorporates the most appropriate financing and service delivery approach to achieve values and goals and best address the specific issues identified

Email: dagus2@jhu.edu
Lecture: M W 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: None required but 330.603.01 is recommended.

330.800.01 MPH Capstone Mental Health
2 credits Must have 1-4 credits per term for two terms. - Course offered this year - East Baltimore
Departmental Faculty
The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.
Upon successfully completing this course, students will be able to:
1 Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Email: dagus2@jhu.edu
Lecture: M W 1:30 PM - 2:50 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; Consent from the Capstone Supervisor is Required.
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

330.802.01 Seminar on Aging, Cognition and Neurodegenerative Disorders
2 credits - Course not offered until 2021 - 2022 - East Baltimore
Rebok, George
Addresses age-related cognitive and neuropsychiatric disorders that are of particular importance with the rapid expansion of the aging population. Focuses on the major domains of cognition and comparison of the age-related changes that occur in each cognitive domain. Includes emphasis on contrasting the major neurodegenerative disorders related to age and describing the clinical presentation and pattern of cognitive change in each condition. Participants address current strategies for maximizing cognitive function with age and treatment strategies for the primary neurodegenerative disorders. Participants examine and identify gaps in knowledge and research approaches to fill these gaps. Explores concepts of cognitive systems, animal and imaging models, and neuropathological changes associated with aging and with disease.
Upon successfully completing this course, students will be able to:
1 Discuss age-related cognitive change in cognition in animal models
2 Discuss age-related cognitive change in major cognitive domains across the age range
3 Identify challenges of screening older persons for cognitive impairment
4 Review statistical challenges associated with clinical trials in older persons
5 Discuss approaches to modifying age-related cognitive declines

Email: grebok1@jhu.edu
Lecture: TH 3:30 PM - 5:20 PM

Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students;
Prerequisite:
Predoctoral and Postdoctoral students from A&S, SPH and Medicine students participating in training grant on age-related, cognitive and neuropsychiatric disorders.

**330.805.01 Seminar on Statistical Methods for Mental Health**
1 credits - Course offered this year - East Baltimore
Linton, Sabriya L.; Stuart, Elizabeth

Students discuss recent advances in statistical methods in mental health. Class sessions include student and faculty presentations as well as discussions of recent articles in the literature. Topics include missing data, longitudinal data analysis, causal inference, and measurement.

Upon successfully completing this course, students will be able to:
1. Identify the key areas of research in statistical methods for mental health
2. Describe recent developments in the field
3. Critically evaluate studies in this area

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<th>Method of Assessment</th>
<th>Percentage</th>
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<tr>
<td>1. Participation</td>
<td>50</td>
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<tr>
<td>2. regular attendance</td>
<td>50</td>
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Email: slinton1@jhu.edu
Lecture: TH 12:00 PM - 1:20 PM

Enrollment: Minimum 4, Maximum 50, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Consent required for some students; Master's students and undergraduates.
Prerequisite: 140.621-624 or 140.651-654, or consent of the instructor
Jointly offered with BIOSTAT

**330.811.01 MHS Thesis in Mental Health: from Proposal to Publication I**
1 credits - Course offered this year - East Baltimore
Parisi, Jeanine M.; Parisi, Jeanine M.

Students are required to conduct a systematic review of the literature or a data-driven paper in partial fulfillment of the Master of Health Science (MHS) degree in the Department of Mental Health. Students will be provided with basic research and organizational skills needed for successful completion of the MHS project.

Topics include: conducting a systematic review or literature review for data driven papers, selecting an appropriate research design, and interpreting findings.

Upon successfully completing this course, students will be able to:
1. Formulate and clearly communicate research questions, study design, and findings
2. Review and critically evaluate existing literature and/or analytical approaches
3. Critique and edit the final MHS project

Email: jparisi1@jhu.edu
Lecture: F 10:30 AM - 11:50 AM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
MHS students in Mental Health; no undergraduates
Grading Options: Pass/Fail

**330.820.01 Thesis Research Mental Health**
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**330.830.01 Postdoctoral Research Mental Health**
variable credits - Course offered this year - **East Baltimore**
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**330.840.01 Special Studies and Research Mental Health**
variable credits - Course offered this year - **East Baltimore**
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**330.895.01 MPH Practicum: Mental Health**
variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - **East Baltimore**
Departmental Faculty
The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.
Upon successfully completing this course, students will be able to:
  1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**Molecular Microbiology and Immunology**

**260.607.01 Methods in life sciences, literature and practice**
2 credits - Course offered this year - **East Baltimore**
Hardwick, J.-Marie
Focuses on understanding laboratory research technologies and applying this knowledge to evaluate current scientific literature. Achieves these goals through in-depth small group discussions with a range of faculty expertise, weekly assigned reading, short projects, short writing assignments or other activities. Each session has both faculty and student leaders; some sessions held in Core facilities. Topic areas include molecular biology, genomics, protein structure and strategies to evaluate the literature (primarily term 1), microscopy technologies, image analysis, flow cytometry and lab notebook archiving (primarily in term 2), cell biology, organelle dynamics, cell signaling, data management and experimental design (primarily term 3).
Upon successfully completing this course, students will be able to:
  1. Understand a wide range of research technologies used in the basic science laboratory and core facilities
  2. Assess whether the evidence supports published conclusions
  3. Identify the limitations of experimental methods
  4. Use some computational tools, online databases and resources

**Method of Assessment**

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<tr>
<th>Method of Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>50</td>
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<tr>
<td>2. Presentation(s)</td>
<td>25</td>
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<tr>
<td>3. Written Assignment(s)</td>
<td>25</td>
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</tbody>
</table>

Email: hardwick@jhu.edu
Lecture: T 1:30 PM - 2:50 PM
Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Designed for MMI PhD students; also open to masters students.

260.612.01 Principles of Immunology II
4 credits - Course offered this year - East Baltimore
Scott, Alan
Introduces biological concepts of immunology; molecular nature of antigens; molecular basis for antibody and T-cell receptor structure and diversity; complement; hypersensitivity reactions; cellular basis for the immune response; cell-mediated immunity; adhesion molecules and coreceptors cell activation; cytokines and other soluble mediators; major histocompatibility complex (MHC) antigens; tumor immunology; transplantation immunobiology; mechanisms of resistance to microorganisms; tolerance; autoimmunity; and immuno-deficiency.
Upon successfully completing this course, students will be able to:
1. Define the principles of autoimmunity and transplantation
2. Define the basis underlying primary and acquired immune deficiencies
3. Define the immune mechanisms employed to combat bacterial, viral and parasitic infections
4. Define the mechanisms that regulate allergy and hypersensitivity
5. Define the mechanisms for immunization
Email: ascott5@jhu.edu
Lecture: T TH 8:30 AM - 10:20 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent is required for undergraduate students.
Prerequisite: 260.611
Required for MMI PhD students.

260.615.01 Critically Reviewing the Scientific Literature (Cancelled - Committee Decision)
2 credits - Course offered this year - East Baltimore
Margolick, Joseph
Unlike the typical literature review course, focuses specifically on literature that is flawed in the approach or methods used to examine a scientific question and examines how well the conclusions drawn are justified by the data. Oral discussions of assigned literature are accompanied by weekly 2-3 page written reviews, which provides opportunities for students to get feedback on their writing skills, as well as their critical reading skills.
Upon successfully completing this course, students will be able to:
1. Critically review methods used to analyze a scientific question
2. Identify biases in scientific literature
3. Identify conclusions in literature that are not justified by the data
Email: jmargol1@jhu.edu
Lecture: W 3:30 PM - 5:20 PM
Enrollment: Minimum 8, No maximum enrollment required, Waitlist Enabled: No
MHS students in MMI
Grading Options: Letter Grade or Pass/Fail
Prerequisite: None

260.625.01 Scientific Grant Writing
2 credits - Course offered this year - East Baltimore
Hardwick, J.-Marie
Covers strategies for constructing a compelling scientific grant application, common errors in grantmanship and how to avoid them, grant application review criteria, ethics related to grant writing and reviewing, and identification of funding sources. Students prepare a short 6-page NIH-style proposal and a revision of this same proposal following review. Proposal topics are selected by the student and developed with the instructor. Students also prepare critiques of classmates’ anonymous, instructor-edited proposals for discussion in class.
Upon successfully completing this course, students will be able to:

1. Identify essential components of hypothesis-driven research plans
2. Construct a proposal intended to convince reviewers
3. Gain grantmanship skills by identifying the strengths and weaknesses of other proposals
4. Experience the strengths and caveats of a peer-review system

Email: hardwick@jhu.edu
Lecture: T 3:30 PM - 4:50 PM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Must be masters level or higher to enroll
Grading Options: Pass/Fail
Prerequisite:
Recommended for, but not restricted to PhD students in laboratory sciences.

260.631.01 Immunology, Infection and Disease
3 credits - Course offered this year - East Baltimore
Scott, Alan
Presents the fundamental cellular, molecular and genetic mechanisms that initiate and control immune responses elicited during pathogen challenge and vaccination.

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

1. Demonstrate the basic principles of the cellular and molecular basis for the vertebrate immune response
2. Discuss the pathogenesis of bacterial, viral and parasitic pathogens
3. Analyze the rationale behind vaccines and vaccination
4. Define the fundamentals of the genetics of immunity and how this impacts the susceptibility of individuals and populations to diseases of public health importance

Method of Assessment | Percentage
--- | ---
1. Midterm | 40
2. Final Exam | 40
3. Quizzes | 20

Email: ascot5@jhu.edu
Lecture: T TH 3:30 PM - 4:50 PM
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

260.635.01 Biology of Parasitism
3 credits - Course offered this year - East Baltimore
Sullivan, David; Shiff, Clive
Presents a biological basis of parasitic lifestyles including host responses and parasite evasion of host defense mechanisms, transmission, epidemiology, diagnosis, clinical manifestations, pathology, treatment, and control of the major helminthic and protozoan infections of man

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

1. Discuss the biological and genetic bases for host-parasite adaptation
2. Define the scope of parasitic infections of global public health importance
3. Explain epidemiological concepts of relevance to parasite infections, including ecological relationships between humans, vectors, and reservoirs of parasitic diseases
4. Explain the methods of diagnosis, identification and detection of parasites
5. Describe the pathological changes associated with parasite infections
6. Discuss the role of vectors and intermediate hosts in parasite transmission considering the concept of One Health
7. Explain the role of vertebrate innate and adaptive immune system in controlling parasites
8. Describe molecular biology concepts unique to parasite infections
9. Define the biochemical targets for drugs targeting parasites
10 Define the mechanisms of drug resistance
11 Define the immune evasion strategy employed by certain parasites

Method of Assessment | Percentage
--- | ---
1. Midterm | 50
2. Final Exam | 50

Email: dsulliv7@jhmi.edu
Lecture: M W F 1:30 PM - 2:20 PM
Enrollment: Minimum 5, Maximum 50, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

Required for MMI PhD students. MMI ScM and MHS students may opt to count this course towards their requirements. Laboratory sessions examine living and preserved parasites, gross pathology, histopathology, and vectors. Journal discussions based on research papers and topics of fundamental importance to parasitology involve student participation in a seminar format.

260.701.81 Anatomy of Scientific Error
3 credits - Course offered this year - Internet
Bosch, Gundula; Casadevall, Arturo
Examines sources of error in scientific practice (misconduct or honest mistakes, methodological or systematic errors). Presents real-world examples to analyze errors that cause problems in science across the disciplines. Introduces methodological and mathematical approaches to error reduction. Explores the review- and retraction mechanisms for journal articles and grants as methods of science self-correction. Discusses historic and contemporary cases where errors constitute sources of innovation.

Upon successfully completing this course, students will be able to:
1. Define the current understanding of experimental rigor, the meaning of academic ethics and the limits of reproducibility in an interdisciplinary context
2. Describe the sources of error in scientific practice as well as approaches for reducing errors
3. Formulate recommendations for avoiding mistakes and misconduct in scientific practice
4. Explain the procedures, advantages and disadvantages of review and retraction mechanisms for scientific journal articles
5. Appraise the role of errors in discovery and innovation

Email: gbosch2@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
none
Grading Options: Letter Grade or Pass/Fail
Prerequisite: none

260.708.60 Evidence-Based Teaching in the Biomedical and Health Sciences – Practice
3 credits - Course offered this year - East Baltimore
Bosch, Gundula
Provides students interested in gaining hands-on teaching experience with opportunities to plan and develop classroom materials on self-selected topics and deliver them in an interdisciplinary classroom setting, mentored by professional educators. Explores evidence-based instructional and assessment strategies to meet identified learner needs in the life and health sciences. Introduces students to a growing community of educational practitioners and scholars across the JHBSPH departments and JH divisions.

Upon successfully completing this course, students will be able to:
1. Apply the literature on adult learning theory to real-life, educational situations
2. Appraise and revise self-designed lesson plans and assessment strategies with classmates and mentors from other disciplines.
3. Practice teaching and assessment plans in the classroom and assess learning outcomes.
4. Critique classmates’ teaching and make recommendations for improvement.
5. Evaluate their own teaching based on learner assessments as well as mentor and peer feedback.
6. Formulate an action plan to enhance existing strengths and work areas for improvement in their teaching.
7. Implement and sustain their knowledge and skills in evidence-based teaching by joining a continuous, cross-disciplinary community of practice.
260.710.81 Communication Practice for Health Science Professionals

3 credits - Course offered this year - Internet

Klaas, Brian; Bosch, Gundula

Introduces students to current trends in presentation design and delivery. Focuses on narrative-oriented thinking to improve information dissemination. Emphasizes clarity and simplicity in communication practice in multiple settings, targeting both lay and interdisciplinary expert audiences.

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

1. Construct visual presentations around simple, clear narratives
2. Formulate concise statements and brief lightning speeches about current research topics without presentation aids
3. Explain the need for their research in multiple formats, targeted at interdisciplinary and lay audiences

Method of Assessment Percentage
1. Quizzes 5
2. Presentation(s) 30
3. Group Presentation 22
4. Written Assignment(s) 13
5. Project(s) 20
6. Written Assignment(s) 10

260.713.01 R3 Writing Seminar for Graduate Students

1 credits - Course offered this year - East Baltimore

Simpson, Brian; Bosch, Gundula

Acquaints students with established methods to overcome writing block and write productively. Introduces participants to realistic goal setting and achievement. Prepares students to structure their thoughts and bring them to paper in a reasonable time. Emphasizes the value of learning from others' work and helping others improve to constantly self-improve.

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

1. Describe established methods for successful writing planning, organization, and operationalization.
2. Implement a daily writing plan including self-set goals and accountability mechanisms.
3. Produce text outlines and drafts in daily portions according to the writing plan developed
4. Employ methods to help revise own others' text drafts
5. Create text versions of acceptable quality for further use in theses, prose or publications
Method of Assessment          Percentage
1.   Participation            15
2.   Project(s)              15
3.   Peer-feedback          30
4.   Written Assignment(s)  40

Method of Assessment Detail:
15% course participation; 15% Daily Writing Plan; 30% peer feedback; 40% written assignments (outlines, drafts, revisions)

Email: bsimpso1@jhu.edu
Lecture: W 9:00 AM - 9:50 AM

Enrollment: Minimum 2, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: none
This course is part of the JHSPH R3 Graduate Program Series.

260.715.81 Unleash Your Writing Superpower: Crafting Clear, Concise and Persuasive Prose
3 credits - Course offered this year - Internet

Simpson, Brian
Introduces a system of planning, organization, writing and revision. Emphasizes the importance of defining the message, audience and purpose for any piece of writing. Illuminates the basic elements of good writing. Focuses on clear, concise and persuasive writing. Explores the use of rhetoric and storytelling to maximize a piece of writing's impact. Emphasizes best practices in various forms of writing.

Upon successfully completing this course, students will be able to:
1.   Apply a variety of strategies to craft clear and concise written communications.
2.   Demonstrate mastery of standard grammar and style conventions in writing
3.   Organize any piece of writing effectively.
4.   Employ rhetoric and storytelling to strengthen the communication's impact.
5.   Integrate strategic revision into the writing process.
6.   Critique the effectiveness of peers' writing.

Method of Assessment          Percentage
1.   Participation            15
2.   Quizzes                 15
3.   In-class Exercises      20
4.   Written Assignment(s)  50

Method of Assessment Detail:
Writing assignments: 50%, Exercises: 20%, Quizzes: 15%, Participation: 15%

Email: bsimpso1@jhu.edu

Enrollment: Minimum 4, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: none
This course is part of the JHSPH R3 Graduate Program Series. It is distinct from and targets a different learner population from the Writing for Results course (600.612.86) in the OPAL program.

Learning Materials:
•   (Book) Better Business Writing
   Garner, Bryan A
   Amazon or other $19.95
   2012
260.720.81 Communications Primer for the Public Health Sciences
1 credits - Course offered this year - Internet
Klaas, Brian; Bosch, Gundula
Acquaints students with the basics of effective oral and written communications in the form of brief exercises.
Focuses on clarity and simplicity in presentation practice across disciplines and cultures to emphasize central messages.
Introduces students to writing succinctly for advocacy using "compelling writers strategies" for opinion pieces and short speeches.

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

1. Construct visual presentations around simple, clear narratives
2. Explain the rationale for important public health topics across disciplines and to the public
3. Formulate clear and concise oral and written messages in the form of motivational presentations and opinion pieces

Method of Assessment | Percentage
--- | ---
1. Quizzes | 10
2. Presentation(s) | 30
3. Written Assignment(s) | 30
4. Peer-feedback | 30

Method of Assessment Detail:
Weekly deliverables will have both formative and summative assessment character. Methods will comprise exercises that exemplify typical, authentic exercises in oral and written communication, i.e., a brief, motivational lightning talk presentation and an OpEd piece. An initial quiz as well as peer-to-peer feedback activities and participation factor into the modes of assessment as well.

Email: b klaas@jhu.edu

Enrollment: Minimum 4, Maximum 80, Waitlist Enabled: Yes

MPH and MSPH
Grading Options: Letter Grade or Pass/Fail
Course is an offspring of 260.710
Students interested in more extensive communications training are advised to enroll in 260.710.60/.81 Communications Practice for Health Science Professionals

260.800.01 MPH Capstone Molecular Microbiology and Immunology
2 credits - Course offered this year - East Baltimore
Departmental Faculty
The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.

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

1. Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Lecture: TBA

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail
Consent required for all students; Consent from the Capstone Supervisor is Required
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

260.802.01 Topics in Immunology II
1 credits - Course offered this year - East Baltimore
Scott, Alan
Employs a journal club presentation/discussion format to explore advanced topics in basic immunology, the tenants of experimental design in immunology and the theory and practice of immunological methods. This is the core discussion class for 260.611-612.

Upon successfully completing this course, students will be able to:
1. Explain the basic elements in the experimental design of immunological studies
2. Define the theory and practice behind major methods and techniques used in modern immunological research
3. Describe the components of well-constructed tables and figures
4. Realize improved presentation skills
5. Define the elements of a well-constructed manuscript

*Email: ascott5@jhu.edu
Lecture: T 10:30 AM - 11:50 AM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
PhD graduate students in MMI and CMM.
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Please contact the instructor for consent
Prerequisite: Restricted to PhD graduate students in MMI and the CMM program.

**260.810.01 Field Placement Molecular Microbiology and Immunology**
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**260.820.01 Thesis Research Molecular Microbiology and Immunology**
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**260.821.01 Research Forum in Molecular Microbiology and Immunology**
1 credits - Course offered this year - East Baltimore
Brady, Anne
Departmental students organize and present research findings, resulting from laboratory investigations or literature review, to faculty and fellow students. These oral reports consist of rationale and background of the working hypothesis, experimental design, presentation of results, and analysis in the context of the hypothesis. Usually, each student presents twice a year and weekly attendance is required.

Upon successfully completing this course, students will be able to:
1. Become skilled in presenting research data to a diverse audience
2. Become familiar with the research conducted in departmental laboratories

*Email: abrady9@jhu.edu
Lecture: M 12:00 PM - 1:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Required for MMI students.

**260.822.01 Seminars in Research in Molecular Microbiology and Immunology**
1 credits - Course offered this year - East Baltimore
Srinivasan, Prakash

Integrates academic training with current research in microbiology, immunology, and infectious diseases. Researchers from JHU and other biomedical research institutions present results of state of the art investigations of microbial diseases of public health significance, emphasizing experimental design and methodology for analysis and discussion.

Upon successfully completing this course, students will be able to:
1. Become familiar with current research in microbiology, immunology and infectious diseases

Email: psriniv3@jhu.edu

Lecture: TH 12:00 PM - 1:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

Required for MMI students.

260.830.01 Postdoctoral Research Molecular Microbiology and Immunology

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

260.840.01 SS/R: Molecular Microbiology and Immunology

variable credits - Course offered this year - East Baltimore

Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail

260.844.60 Causation

3 credits - Course offered this year - East Baltimore

Casadevall, Arturo; Bosch, Gundula

Acquaints students with fundamental ideas and historic theories about causation. Discusses how cause and effect relationships govern biomedical and public health research. Compares how sub-disciplines of the biomedical and public health sciences approach causation using concrete case examples. Addresses limitations of causal inference in biomedicine and public health. Examines strategies to mitigate the limitations of causal inference.

Upon successfully completing this course, students will be able to:
1. Explain three key concepts about causation: The Regularity Theory of Causation, The Counterfactual Theory of Causation, and the idea of necessary connection
2. Describe how causal inference has been historically used in the health sciences
3. Differentiate how causality is established among the public health disciplines and fields
4. Illustrate limitations of causal inference in the public health sciences
5. Appraise how limitations of causal inference can be mitigated in research and practice

Method of Assessment

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<tr>
<th>Method</th>
<th>Percentage</th>
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<tr>
<td>Case study work</td>
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<tr>
<td>Final Project</td>
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<tr>
<td>Course and discussion participation</td>
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Method of Assessment Detail:
30% participation in online and zoom-mediated discussions, 30% case study group work, 40% final project presentation

Email: acasade1@jhu.edu

Lecture: TH 4:00 PM - 5:00 PM

Enrollment: Minimum 4, Maximum 24, Waitlist Enabled: Yes
Grading Options: Pass/Fail
Prerequisite: none
Jointly offered with BIOCHEM, BIOSTAT, EHE, EPI, HBS, HPM, IH, MH, MMI, PFRH
This course is part of the JHSPH R3 Program series (jhsph.edu/r3gsi), and represents a collaborative effort of all 10 Departments at the School.

260.851.01 Laboratory Rotations
variable credits 4-8 - Course offered this year - East Baltimore
Departmental Faculty
All departmental Sc.M. and doctoral students spend one and three terms, respectively, participating in the research activities of departmental faculty's laboratories. Students select appropriate rotations in consultation with their academic advisors and the departmental Graduate Program Committee.
Upon successfully completing this course, students will be able to:
1. To broaden a student's knowledge of laboratory techniques and skills
2. To provide exposure to a variety of research areas
3. To provide the opportunity for interaction with several faculty members, so that a thesis laboratory may be identified
4. To develop the ability to carry out a research project
Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

260.854.01 Current Literature in Microbial Immunity
1 credits - Course offered this year - East Baltimore
Bream, Jay; Scott, Alan; Zavala, Fidel
Current Literature in Microbial Immunity is designed primarily for Master's level students to provide an overview of the current state of research relating to topics in microbial immunity.
Upon successfully completing this course, students will be able to:
1. Improve skills in critical evaluation of basic research (both scientifically and conceptually) relating to microbial immunity based on the primary literature
2. Expand skills in assessing hypothesis testing and scientific rigor in experimental approaches as they relate to established immunological paradigms
3. Become more adept in identifying weaknesses in the literature and exploring strategies to move fields forward
4. Determine the rationale and discuss the importance and relevance of basic research in microbial immunity to public health
5. Improve organizational, presentation and communication skills in summarizing, presenting and openly discussing complex scientific data/concepts with peers
6. Improve collaborative skills by working in small groups

Method of Assessment

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<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
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<tr>
<td>2. Presentation(s)</td>
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<tr>
<td>3. Attendance</td>
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</table>

Email: jbream1@jhu.edu
Lecture: W 1:30 PM - 2:50 PM
Enrollment: Minimum 5, Maximum 24, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Principles of Immunology I or other immunology course.
This is distinct from a journal club in that students are graded on the depth and quality of their presentation and understanding of topics discussed.

260.895.01 MPH Practicum: Mmi
variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - East Baltimore
Departmental Faculty
The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals. Upon successfully completing this course, students will be able to:

1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

Online Programs for Applied Learning

**600.602.86 Seminars in Public Health: Advanced Topics**

2 credits - Course offered this year - Internet
Chandran, Aruna

Expands upon the 1st term of Seminars in Public Health to focus on how to effect public health change. Uses a combination of expert presentations and engaging discussions to explore topics including identification of key stakeholders, acknowledging competing governance priorities, and gathering support for population-level interventions. Explores the dissemination of public health messages, understanding key aspects of speaking to a range of stakeholder audiences and utilizing available communication tools. Focuses on examples of successful advocacy for change, and key lessons learned. Encourages students to utilize the public health approach discussed over the two terms to refine their future career goals.

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

1. Explain how to identify and engage key stakeholders that affect population health, both within and outside of the health sector
2. Discuss communication strategies and tools that are important in the dissemination of public health messages
3. Explain using historical examples how population-level change has been achieved using a public health approach
4. Reflect on how personal career goals and aspirations have changed or been refined having learned about the importance of public health in improving population health and achieving health equity

Email: achanadr3@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to OPAL students
Grading Options: Pass/Fail
Prerequisite: 600.601.86 Seminars in Public Health

**600.702.86 Intermediate Epidemiology**

4 credits - Course offered this year - Internet
Golub, Elizabeth T.

Expands knowledge beyond introductory level epidemiologic concepts and methods material using examples from the published literature. Emphasizes interpretation and the ability to critically evaluate issues related to populations/study design, measurement, population comparisons and inference, including modern cohort study designs; advanced nested designs; novel techniques for exposure assessment; interpretation and utility of measures of impact; sources of bias and methods for their prevention; descriptive and analytical goals for observational study inference; the counterfactual model for defining exchangeability, cause, and confounding; and synthesis of inferences from observational studies as compared with randomized clinical trials.

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

1. Critically analyze public health literature and utilize a framework to illustrate strengths and limitations in the epidemiologic approach
2. Compare and contrast study design aspects of randomized clinical trials, cohort studies, and nested study designs, specifically regarding methods for participant selection, data summarization and population comparisons
3. Identify sources of bias resulting from participant selection and measurement
4. Describe the impact of biases resulting from participant selection and measurement on epidemiologic inferences and approaches for ameliorating their influence
5. Articulate and illustrate (using DAGs) concepts and terminology used to define a ‘cause’ in epidemiology
6. Define and distinguish confounding, effect modification, and mediation
7. Contrast classical (e.g., regression-based) and modern (e.g., propensity-score) approaches for addressing confounding and mediation

Method of Assessment | Percentage
--- | ---
1. Quizzes | 30
2. Written Assignment(s) 40
3. Project(s) 30

Email: egolub@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to students enrolled in OPAL programs
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Epidemiology (600.701.86) or equivalent (with instructor permission) and either Public Health Statistics 1 (600.711.86) or Statistical Concepts in Public Health 1 (600.709.86)

601.732.86 Spatial Data Technologies for Mapping
4 credits - Course offered this year - Internet
Shields, Timothy; Curriero, Frank

Examines technologies for collecting, obtaining and creating spatial data. Considers technologies including GPS, tablets, tracking devices, cell phones, mHealth, Google Earth, remote sensing applications, and the Internet. Integrates spatial data from the aforementioned technologies into ArcGIS for spatial analysis. Introduces other GIS related software applications such as QGIS, ERDAS, and R. Explores relevant properties of spatial data such as metadata, confidentiality/disclosure and spatial data accuracy. Covers additional topics and concepts that reinforce the spatial science paradigm: Spatial Data, GIS, and Spatial Statistics.

Upon successfully completing this course, students will be able to:
1. Identify appropriate spatial data technologies for public health research and practice applications
2. Design a protocol for collecting, obtaining and/or creating spatial data for a public health research or practice application
3. Integrate data from advancing technologies into ArcGIS for spatial analysis
4. Assess relevant features of spatial data accuracy and develop proper metadata methodology

Email: tshields@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to students enrolled in MAS and Certificate in Spatial Analysis for Public Health
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Spatial Analysis for Public Health (601.731.86)

601.932.86 Spatial Analysis Lab 2
2 credits - Course offered this year - Internet
Curriero, Frank

Applies spatial concepts and skills towards identifying a public health project that can be the focus of the MAS Integrative Activity. Prepares students to translate projects into a set of spatial objectives that align with the spatial science paradigm. Details out the mechanisms and processes needed for collecting, creating and/or obtaining necessary supporting data for the chosen project.

Upon successfully completing this course, students will be able to:
1. Identify a public health project that can be the focus of the MAS Integrative Activity
2. Translate a public health problem into a written set of spatial objectives that align with the spatial science paradigm
3. Describe how to collect, create and/or obtain spatial data supporting a public health problem
4. Write a literature review on the use of spatial science for a public health problem

Email: fcurriero@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to students enrolled in the MAS in Spatial Analysis Program
Grading Options: Pass/Fail
Prerequisite: Spatial Analysis for Public Health (601.731.86), Spatial Data Technologies for Mapping (601.732.86), Spatial Analysis Lab 1 (601.931.86), Introduction to Epidemiology (600.701.86), Public Health Statistics 1 (600.711.86).

602.671.81 Collective Impact: Developing and Leading Community Partnerships to Improve Population Health
3 credits - Course offered only this year - Internet
Bittle, Mark
Identifies the elements necessary to create a culture of collaboration. Following deliberate, evidence-based methods, evaluates components of cultural transformation. Examines strategies related to building infrastructure for collaboration, including application of the Collective Impact Framework.

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

1. Develop and articulate the role for their organization as a member of a community-oriented, population health management model using the Collective Impact framework
2. Understand and apply the key principles of cultural transformation in building lasting strategic collaborations with partners outside the 4 walls of the healthcare system
3. Create meaningful measures of success that encourage, align, and engage all members of the collaborative

Method of Assessment Percentage
0. Quizzes 25
1. Discussion Board 25
2. Assignments 50

Method of Assessment Detail:
Quizzes: 25%, Individual discussion board posts: 25%,
Evaluation case study: 25%, Application case study: 25%

Email: mbittle1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Section is only open to non-OPAL students. Students in OPAL programs must enroll in 602.671.86

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

**602.671.86 Collective Impact: Developing and Leading Community Partnerships to Improve Population Health**

3 credits - Course offered this year - Internet

Bittle, Mark

Identifies the elements necessary to create a culture of collaboration. Following deliberate, evidence-based methods, evaluates components of cultural transformation. Examines strategies related to building infrastructure for collaboration, including application of the Collective Impact Framework.

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

1. Develop and articulate the role for their organization as a member of a community-oriented, population health management model using the Collective Impact framework
2. Understand and apply the key principles of cultural transformation in building lasting strategic collaborations with partners outside the 4 walls of the healthcare system
3. Create meaningful measures of success that encourage, align, and engage all members of the collaborative

Method of Assessment Percentage
0. Quizzes 25
1. Discussion Board 25
2. Assignments 50

Email: mbittle1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to OPAL MAS in Population Health Management students and Certificate in Population Health Management students

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

**602.681.86 Applications in Accountable Care: Assessing Quality and Effectiveness of Population Health Initiatives**

3 credits - Course offered this year - Internet

Baker, David

This course examines approaches by health plans, employers, and providers to evaluate population health management initiatives, define and measure quality from a population perspective, and assess the impact of Delivery System Reform and multi-payer alignment on outcomes examine new approaches to outcome and cost measurement. By focusing on the role of value measurement as part of a strategic agenda to transform quality and costs, participants will learn how to enable systematic improvement in the care delivery process.
Upon successfully completing this course, students will be able to:
1. Describe the fundamental differences between contemporary approaches to evaluation and assessment of population health initiatives
2. Examine new approaches to outcome and cost measurement
3. Explain the essential competencies for health care quality assessment in population health and accountable care
4. Assess models of measuring quality and effectiveness at the population health level including application of methods to stratify and assess high- and low-risk individuals, wellness initiatives, and self-health management and define and measure outcomes at each level
5. Apply concepts that enable systematic improvement in the care delivery process

Email: dbaker26@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to OPAL MAS in Population Health Management students and Certificate in Population Health Management students
Grading Options: Letter Grade or Pass/Fail

**602.721.86 Organizing for Public Health: A Systems Approach**

2 credits - Course offered this year - Internet
Paina, Lijia; Bishai, David

Systems thinking, (ST), is a holistic approach to analyzing how components of complex systems interact and adapt. Through systems thinking we can understand how societies organize themselves to achieve collective health goals and how different actors contribute to policy outcomes. Provides students with an understanding of how to apply ST in public health. Trains students on the fundamentals of ST theory and offers an opportunity to apply key methods and approaches to health policy and health questions. Prepares students to ask relevant research questions and apply a ST lens to describe, understand, and anticipate complex behavior. Examines how systems models can be critically appraised and communicated with others so public health policy makers can exercise a greater degree of wisdom and insight.

Upon successfully completing this course, students will be able to:
1. Identify characteristics of a system and the unintended consequences of public health system changes
2. Critically appraise systems models
3. Assess strengths and weaknesses of applying the systems approach to public health problems
4. Use participatory modeling approaches to understand how to engage with diverse stakeholders, how unanticipated consequences emerge, and what to do about them
5. Use systems diagrams and figures to show how feedback loops might lead to unanticipated consequences

**Method of Assessment**

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<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
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</tr>
<tr>
<td>Quizzes</td>
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<td>Paper(s)</td>
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<tr>
<td>Peer assessment for Group Paper</td>
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</table>

**Method of Assessment Detail:**
- Participation 15% (10% participation in 2 LiveTalks; 5% discussion forum)
- Self-evaluation quizzes 35% (4 self-evaluation quizzes + 1 extra credit)
- Group paper 40% (Part 1 - 20%; Part 2 - 20%)
- Peer assessment linked to Group paper 10% (Part 1 - 5%; Part 2 - 5%)

Email: lpaina@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to students in an OPAL certificate or degree program
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Must have completed all 1st year courses to enroll in this course

**602.741.86 Behavioral Economics and Risk: Value-Based Payment Methods and Incentives**

4 credits - Course offered this year - Internet
Hough, Douglas
Provides students with tools from mainstream and behavioral economics that can be used for managing population health. Demonstrates the value – and limitations – of these approaches for influencing the decision-making of providers and the health behaviors of individuals, with particular attention to value-based payment methods and incentives. Examines the influence of payment design on provider and patient behaviors and applies concepts of behavioral economics to evaluate and propose essential elements of effective payment models and incentives designed to improve health and reduce costs. Draws on articles from the popular press and professional journals that illustrate how these approaches have been applied in experimental and real situations.

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

1. Compare and contrast the different approaches of mainstream and behavioral economics
2. Articulate the advantages and limitations of economic principles — both mainstream and behavioral — to influence human behavior
3. Apply the principles and concepts of mainstream and behavioral economics to design incentive-based interventions to improve individual health behavior
4. Apply the principles and concepts of mainstream and behavioral economics to design payment systems that reward providers for addressing population health issues that their patients and communities face

Email: Douglas.Hough@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to students in MAS in Population Health Management

Grading Options: Letter Grade or Pass/Fail

Prerequisite: Must have completed all 1st year courses to enroll in this course

Learning Materials:

- (Book) Against the Gods
  Bernstein, P.L.
  Amazon or other $11.00
  1998

- (Book) Behavioral economics and healthy behaviors: Key concepts and current research
  Hanoch, Yaniv
  Amazon or other $35.00
  2017

- (Book) Behavioral economics and public health
  Roberto, Christina
  Amazon or other $40.00
  2016

603.651.86 Case Studies in Quality and Patient Safety

2 credits - Course offered this year - Internet

Engineer, Lilly; Edrees, Hanan

- Provides an understanding of the approaches undertaken by US and international health care organizations (HCOs) to institute quality and patient safety initiatives in patient care
- Explores the extent, relevance and impact of the HCO's structure and strategy on quality and patient safety functions,
- Introduces the Baldridge Performance Excellence framework to assess the quality and patient safety functions,
- Describes the quality and safety domains using case studies of different HCOs in the US and international settings,
- Emphasizes how the internal HCO culture and external HCO environment serve as facilitators or barriers for implementing quality and patient safety initiatives, and
- Highlights key HCO roles senior- and middle-level management play both at the institutional and departmental levels to enable effective practical implementation of quality and patient safety initiatives, including resource allocation.

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

1. Describe an HCO’s quality and safety functions using the Baldridge Performance Excellence framework
2. Analyze the importance of the HCO’s context and culture in which the quality and patient safety initiatives are implemented
3 Assess the facilitators and potentially address the challenges that one may face while implementing quality and patient safety initiatives in an HCO

4 Critique the quality and patient safety functions within an HCO in the context of the HCO's overall structure and strategy

Email: lenginee@jhsp.h.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to OPAL MAS Patient Safety and Healthcare Quality students
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

603.701.86 Introduction to Quality of Care for Practitioners

4 credits - Course offered this year - Internet
Dy, Sydney M.; Boonyasai, Romsai (Tony)
Introduces quality issues, including quality assessment and assurance performed by clinicians, health systems, professional societies, and government and other third party organizations who pay for care. Provides a basis to evaluate the effectiveness of quality assessment and assurance activities. Describes different approaches to quality improvement and evaluation.

Upon successfully completing this course, students will be able to:
1. Describe several frameworks and theories for assessing and improving the quality of medical care
2. Describe key current regulatory areas in quality of care
4. Interpret published quality assessment and improvement studies
5. Develop a quality framework for an organization
6. Discuss approaches to improving patient experience outcomes
7. Briefly describe methods for quality improvement (PDSA, Lean, Six Sigma)

Method of Assessment Percentage
1. Quizzes 20
2. Assignments 10
3. Case Study 10
4. Interim Assessment 30
5. Quality Improvement memo 30

Email: dy1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to OPAL MAS Patient Safety and Healthcare Quality students
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

604.603.86 Ethics in Global Health Practice (Cancelled - Department)

2 credits - Course offered this year - Internet
Merritt, Maria
Equips students to identify and analyze critical ethical issues in global health practice. It provides a forum for discussion of and deliberation about these issues, enabling students to explore a range of possible solutions. Students will practice using central concepts and frameworks of public health ethics to consider systematically the responsibilities of public health professionals in real-world global health cases.

Upon successfully completing this course, students will be able to:
1. Identify critical ethical issues in the practice of public health (including research) in developing countries
2. Apply selected conceptual resources to elucidate key ethical concepts operating in case examples of public health practice
3 Consider systematically the ethical responsibilities of actors with decision-making authority over the practice of public health in developing countries
4 Analyze case examples that call for the application of key ethical concepts to developing-country contexts

Email: mmerrit2@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only MAS students
Grading Options: Letter Grade or Pass/Fail

604.621.86 Design and Planning of Primary Health Care Projects
4 credits - Course offered this year - Internet
Burnham, Gilbert; Edward, Anbrasi
This course will help participants to design a Primary Health Care (PHC) project in a low or middle-income country consider its implementation and evaluation. You will select one of several Request for Proposals (RFA) for a specific situation, conduct a needs assessment, create a problem statement, set goals and objectives, and a theory of change for this proposed project. In the course you will learn how to address community participation, human resources and their training and supervision, project information, approaches to sustainability, logistics of service delivery, project budgeting and financial management, monitoring, and evaluation, and finally close out of a project. At the conclusion, you will have developed a proposal ready for submission to a donor that embodies your PHC project design responsive to the RFA.

Upon successfully completing this course, students will be able to:
1 Explain the need for a project to improve health services or introduce new approaches or interventions
2 Create a background section and problem statement which considers the cultural environment and traditional practices of a population which would need to be included in the project design and plans for its implementation
3 Conduct a 30-cluster household survey to substantiate and quantify needs identified
4 Write realistic, appropriate and measurable project objectives
5 Develop an implementation strategy for a primary health care project
6 Develop a Human Resources plan and to manage project personnel
7 Create a health monitoring and evaluation component for the project
8 Write a budget and the narrative summary for the project you have designed

Method of Assessment                                  Percentage
1. Midterm                                             20
2. Final Project                                        40
3. Participation                                       20
4. Quizzes                                             20

Email: gburnha1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only students in MAS students in GHPM, Community-based PHCPGH, HH, and Certificate in GHP allowed
Grading Options: Letter Grade or Pass/Fail
Prerequisite: There are none
Only students in MAS students in GHPM, Community-based PHCPGH, HH, and Certificate in GHP allowed

604.641.81 Disaster Preparedness
2 credits - Course offered only this year - Internet
Sauer, Lauren
Introduces public health emergency preparedness concepts and procedures that are relevant for natural disasters, technological disasters, terrorism, and emerging threats such as infectious disease outbreaks and pandemics. Describes the roles of various agencies and organizations engaged in emergency preparedness and response and global health security. Describes the interactions across these agencies and organizations that help to ensure public health and safety. Provides an overview of methods to address different types of public health emergencies, including both planning and response perspectives with a focus on recent domestic and international public health emergencies and their consequences.

Upon successfully completing this course, students will be able to:
1 Identify and describe various types of public health emergencies, and the main public health activities associated with preparing for and responding to such events
2 Define the structure and organization of disaster preparedness and response efforts, including incident management system and the responsibilities of governmental and nongovernmental entities
3 Analyze the risks and consequences of various types of public health emergencies
4 Conduct post-emergency/catastrophe assessments for the purpose of informing future public health preparedness systems

Method of Assessment Percentage
1. Participation 25
2. Quizzes 30
3. Assignments 45

Method of Assessment Detail:
Class participation (25%), 2 quizzes (30%), 3 assignments (45% -15% each)

Email: lsauer2@jhmi.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Section is only open to non-OPAL students. Students in OPAL programs must enroll in 604.641.86
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

604.641.86 Disaster Preparedness
2 credits - Course offered this year - Internet
Sauer, Lauren
Introduces public health emergency preparedness concepts and procedures that are relevant for natural disasters, technological disasters, terrorism, and emerging threats such as infectious disease outbreaks and pandemics. Describes the roles of various agencies and organizations engaged in emergency preparedness and response and global health security. Describes the interactions across these agencies and organizations that help to ensure public health and safety. Provides an overview of methods to address different types of public health emergencies, including both planning and response perspectives with a focus on recent domestic and international public health emergencies and their consequences.

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3. Analyze the risks and consequences of various types of public health emergencies
4. Conduct post-emergency/catastrophe assessments for the purpose of informing future public health preparedness systems

Email: lsauer2@jhmi.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Only students in the MAS in Humanitarian Health
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

604.721.81 Securing Food Assistance and Nutrition in Humanitarian Emergencies
2 credits - Course offered only this year - Internet
Doocy, Shannon
Introduces food security, including the components of food security, causes for the deterioration of food security in humanitarian emergencies and nutritional deficiencies in humanitarian settings. Provides an overview of food and nutrition standards, nutrition surveys and response programming, including organizations involved in nutrition and food assistance and common programmatic interventions used in response to food crises. Addresses food assistance strategies, including in-kind assistance, cash transfers and livelihoods programming, as well as preventative and curative nutrition programs.

Upon successfully completing this course, students will be able to:
1. Define common nutritional deficiencies in emergencies and specify how these should be corrected
2. Assess population nutrition status and household food security
3. Select strategies for targeting, providing and monitoring food assistance
4. Recommend strategies for food assistance in the emergency context, including policy factors, key organizations involved in provision of food assistance, and current food crises
Method of Assessment | Percentage
--- | ---
1. Assignments | 60
2. Participation | 10
3. Problem sets | 30

Method of Assessment Detail:
- Assignments 60%, Participation 10%, Problem sets 30%

Email: doocy1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Section is only open to non-OPAL students. Students in OPAL programs must enroll in 604.721.86
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 604.601.86 Public Health in Humanitarian Emergencies

604.721.86 Securing Food Assistance and Nutrition in Humanitarian Emergencies
2 credits - Course offered this year - Internet
Doocy, Shannon
Introduces food security, including the components of food security, causes for the deterioration of food security in humanitarian emergencies and nutritional deficiencies in humanitarian settings. Provides an overview of food and nutrition standards, nutrition surveys and response programming, including organizations involved in nutrition and food assistance and common programmatic interventions used in response to food crises. Addresses food assistance strategies, including in-kind assistance, cash transfers and livelihoods programming, as well as preventative and curative nutrition programs.

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4. Recommend strategies for food assistance in the emergency context, including policy factors, key organizations involved in provision of food assistance, and current food crises

Method of Assessment | Percentage
--- | ---
1. Assignments | 60
2. Participation | 10
3. Problem sets | 30

Method of Assessment Detail:
- n/a

Email: doocy1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to students enrolled in the MAS in Humanitarian Health
Grading Options: Letter Grade or Pass/Fail
Prerequisite: 604.601.86 Public Health in Humanitarian Emergencies

604.731.81 Management and Leadership in Humanitarian Health
2 credits - Course offered only this year - Internet
Spiegel, Paul
Examines an array of management and leadership models. Applies management and leadership theories and models to multiple humanitarian contexts. Assesses students' management and leadership styles and how they may affect humanitarian work. Discusses organizational structures and design as well as culture, and how they can affect humanitarian response.

Upon successfully completing this course, students will be able to:
1. Outline why the study of management and leadership is important to professionals working in the field of humanitarian health
2. Outline why the study of management and leadership is important to professionals working in the field of humanitarian health
3. Outline why the study of management and leadership is important to professionals working in the field of humanitarian health

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2nd term information is correct as of October 30, 2020. For latest information visit Course Catalog at http://www.jhsph.edu/courses
1 Outline why the study of management and leadership is important to professionals working in the field of humanitarian health
2 Relate and discuss the role of evidence-based management and leadership in humanitarian health
3 Assess leadership style and dominant power and conflict management modes, and how they may influence work in humanitarian health
4 Explain major leadership theories, their advantages and limitations, how they may be suited for humanitarian health work
5 Describe how management has evolved as a field of knowledge, theory and practice
6 Identify important roles, functions, activities, and competencies for humanitarian health professionals
7 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
8 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
9 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
10 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
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13 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
14 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
15 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
7 Discuss leaders’ roles in developing people and high performing teams for humanitarian health
8 Describe and differentiate between organization structures and organization design, and indicate advantages and disadvantages of each
9 Assess the role of culture in motivating teams and conducting cross-cultural negotiations

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<thead>
<tr>
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<tbody>
<tr>
<td>0. Participation</td>
<td>20</td>
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<tr>
<td>1. Written Assignment(s)</td>
<td>40</td>
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<tr>
<td>2. Written Assignment(s)</td>
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</tbody>
</table>

Method of Assessment Detail:
Class participation via Live Talk and discussion forum:
20%, Assignment 1: 40%, Assignment 2: 40%

Email: pspsiegel@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Section is only open to non-OPAL students. Students in OPAL programs must enroll in 604.731.86
Grading Options: Letter Grade or Pass/Fail

Prerequisite:

604.731.86 Management and Leadership in Humanitarian Health
2 credits - Course offered this year - Internet
Spiegel, Paul; Engineer, Cyrus; Ververs, Mija-tesse
Examines an array of management and leadership models. Applies management and leadership theories and models to multiple humanitarian contexts. Assesses students' management and leadership styles and how they may affect humanitarian work. Discusses organizational structures and design as well as culture, and how they can affect humanitarian response.

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

1. Outline why the study of management and leadership is important to professionals working in the field of humanitarian health
2. Relate and discuss the role of evidence-based management and leadership in humanitarian health
3. Assess leadership style and dominant power and conflict management modes, and how they may influence work in humanitarian health
4. Explain major leadership theories, their advantages and limitations, how they may be suited for humanitarian health work
5. Describe how management has evolved as a field of knowledge, theory and practice
6. Identify important roles, functions, activities, and competencies for humanitarian health professionals
7. Discuss leaders' roles in developing people and high performing teams for humanitarian health
8. Describe and differentiate between organization structures and organization design, and indicate advantages and disadvantages of each
9. Assess the role of culture in motivating teams and conducting cross-cultural negotiations
Method of Assessment  Percentage
0. Participation  20
1. Written Assignment(s)  40
2. Written Assignment(s)  40

Method of Assessment Detail:
N/A

Email: pbspiegel@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to students in MAS in Humanitarian Health

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

605.671.81 Tobacco Regulatory Science
4 credits - Course offered this year - Internet

Kennedy, Ryan

This course will provide students with an overview of tobacco product regulation, including cigarettes, smokeless tobacco, shisha, and emerging nicotine delivery systems, such as e-cigarettes. Students will gain a working knowledge of tobacco regulatory frameworks, including the Framework Convention of Tobacco Control (Articles 9 and 10), and national policies, including the Family Smoking Prevention and Tobacco Control Act. Students will learn about past regulatory successes, including fire-safe cigarettes, flavor and menthol bans, and emerging strategies to limit nicotine content. Students will learn to search industry patents to understand how product innovation is protected and presented. Finally, they will study the tobacco industry’s tactics to counter tobacco regulation by critically assessing media stories.

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

1. Understand tobacco product design and the numerous techniques used to increase product attractiveness and addictiveness
2. Explore the complexity of tobacco product regulation, including regulating product contents such as additives and nicotine concentrations
3. Identify tobacco industry arguments and tactics against regulation of tobacco product contents, design, and emissions
4. Understand contemporary issues in the field of tobacco regulatory science, including emerging products such as electronic nicotine delivery systems

Method of Assessment  Percentage
1. Quizzes  20
2. Presentation(s)  15
3. Assignments  40
4. Discussion Board  20
5. Participation  5

Method of Assessment Detail:
N/A

Email: rd kennedy@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Section is only open to non-OPAL students. Students in OPAL programs must enroll in 605.671.86

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

605.671.86 Tobacco Regulatory Science
4 credits - Course offered this year - Internet

Kennedy, Ryan

This course will provide students with an overview of tobacco product regulation, including cigarettes, smokeless tobacco, shisha, and emerging nicotine delivery systems, such as e-cigarettes. Students will gain a working knowledge of tobacco regulatory frameworks, including the Framework Convention of Tobacco Control (Articles 9 and 10), and national policies, including the Family Smoking Prevention and Tobacco Control Act. Students will learn about past regulatory successes, including fire-safe cigarettes, flavor and menthol bans, and emerging strategies to limit nicotine content. Students will learn to search industry patents to understand how product innovation is protected and presented. Finally, they will study the tobacco industry’s tactics to counter tobacco regulation by critically assessing media stories.
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<td>4. Discussion Board</td>
<td>20</td>
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<tr>
<td>5. Participation</td>
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Email: rdkenney@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to students in the Certificate in Global Tobacco Control

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

605.701.81 Leadership in Tobacco Control

2 credits - Course offered only this year - Internet

Tamplin, Stephen

Through lectures, discussion, and exercises, students develop an understanding of the role of the tobacco control leader in policy development and implementation and the essential knowledge and skills this role requires. Provides a framework for understanding the process of working effectively with and leading others and emphasizes the role of the leader in leading change and developing a vision for the future of tobacco control.

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

1. Identify and articulate the "7 habits of highly effective people" and the "5 learning disciplines" of a learning organization
2. Articulate the fundamentals of leading and coordinating the efforts of an interdisciplinary team and developing the leadership capacity of team members
3. Apply a systems-thinking approach and related analytical tools to complex problem-solving
4. Understand the key elements of effectively communicating data to key stakeholders in support of policy development and implementation
5. Understand and describe contemporary approaches to leadership and management

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<tr>
<td>4. Presentation(s)</td>
<td>15</td>
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<tr>
<td>5. Discussion</td>
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</tbody>
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Method of Assessment Detail:

Writing assignment 20%, Writing assignment 2: 20%, Presentation 1: 20%, Presentation 2: 15%, Contemporary leadership issue reviews and discussions: 25%

Email: stampli1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Section is only open to non-OPAL students. Students in OPAL programs must enroll in 605.701.86

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

605.701.86 Leadership in Tobacco Control
2 credits - Course offered this year - Internet
Tamplin, Stephen
Through lectures, discussion, and exercises, students develop an understanding of the role of the tobacco control leader in policy development and implementation and the essential knowledge and skills this role requires. Provides a framework for understanding the process of working effectively with and leading others and emphasizes the role of the leader in leading change and developing a vision for the future of tobacco control.
Upon successfully completing this course, students will be able to:
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3 Apply a systems-thinking approach and related analytical tools to complex problem-solving
4 Understand the key elements of effectively communicating data to key stakeholders in support of policy development and implementation
5 Understand and describe contemporary approaches to leadership and management

Email: stompl1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to OPAL Certificate in Global Tobacco Control student
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

607.721.86 Urban Primary Health Care in Low and Middle-income Countries
3 credits - Course offered this year - Internet
Brieger, William; Baqui, Abdullah
Presents emergent public health issues related to the rapid growth of urban population in low- and middle-income countries. Explores the inadequacy of conventional health services for meeting the needs of the urban poor. Presents selected cases studies as examples of primary health care approaches that effectively addressed the public health consequences of rapid urbanization.
Upon successfully completing this course, students will be able to:
1 Identify the key issues associated with rapid growth of urban population in Low- and middle-income countries (LMICs)
2 Critically analyze urbanization in LMICs issues and their implications for public health and primary health care (PHC)
3 Apply methods for dealing with the emerging and complex issues of urban PHC in LMICs by reviewing successful case studies
4 Design a strategy to address health concerns related to rapid urbanization in LMICs

Email: wbiege1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Restricted to students in MAS in Community-based Primary Health Care Programs in Global Health
Grading Options: Letter Grade or Pass/Fail

607.724.86 Applying Household Surveys to Primary Health Care Programs
3 credits - Course offered this year - Internet
Winestone Luna, Jennifer; Weiss, Bill
Introduces participants to fundamental skills needed to design and manage implementation of household surveys. Presents real world experiences of using the Knowledge, Practice, and Coverage (KPC) tool for household surveys in middle and low-resource settings. Includes constructing a questionnaire from standard KPC modules, indicator selection, sampling plan development, use of parallel sampling, household selection, management and oversight plan, and ethical considerations. Introduces participants to adjustments that can be made so that the survey can be implemented within time and budget constraints.
Upon successfully completing this course, students will be able to:
1 Construct a questionnaire by extracting relevant questions from standard KPC modules, ensuring that questions are linked to program implementation design
2 Design a sampling plan with a sample size that is appropriate for the information needs of the project, but that fits into time and budget constraints
3 Describe how to use parallel sampling techniques for 30 cluster sampling methodology
4 Explain how to adjust indicator definitions in order to simply data collection
5. Design a plan for household selection
6. Explain ethical considerations to maintain during the study
7. Calculate estimates and confidence intervals as part of data analysis
8. Organize a management plan to oversee data collection, quality control and analysis

Method of Assessment Percentage
1. Participation 10
2. Assignments 30
3. Final Project 60

Method of Assessment Detail:
N/A

Email: lwinest1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to students enrolled in MAS in Community-based Primary Health Care Programs in Global Health

Grading Options: Letter Grade or Pass/Fail

Learning Materials:
- (Other) Rapid Health Surveys Principles and Sampling Design Handbook
  Davis, R.
  $0.00
  2009

608.725.86 Quality Management Concepts and Tools for Healthcare in Low and Middle income Countries
4 credits - Course offered this year - Internet

Edward, Anbrasi; Burnham, Gilbert

Presents the concepts, principles, and tools of total quality management methods for health systems in low and middle income economies. Emphasizes integrated health systems management; fostering a genuine team approach in the face of an hierarchical tradition; central importance of community governance; interventions designed based on evidence and standards of practice and in an equitable fashion; introducing a measurement-based approach to problem solving, emphasizing analysis of service delivery process and outcome; and integrating implementation science as an integral component of the management system.

Upon successfully completing this course, students will be able to:
1. Describe the principles, tools and methods for developing quality improvement initiatives
2. Determine stakeholder expectations to design appropriate delivery systems and metrics of performance standards
3. Determine the root cause of quality deficiencies and apply team based problem solving methods to optimize systems and address poor performance
4. Assess the costs of poor quality and of quality improvement
5. Develop performance monitoring systems and indicators to manage performance of healthcare
6. Apply concepts and tools to design quality improvement initiatives for healthcare improvement in various systems
7. Explain the importance of data in measuring the quality of a health activity
8. Discuss why good two-way communication up and down the health structure is critical to high quality of services

Email: aedward1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Restricted to students in MAS in Global Health Planning and Management

Grading Options: Letter Grade or Pass/Fail

Population, Family and Reproductive Health
380.600.01 Principles of Population Change
4 credits - Course offered this year - East Baltimore

Bell, Suzanne
Provides students with a basic understanding of the field of demography—the study of human populations and how they change by birth, death, and migration. Examines how and why birth and death rates change, and how governments and other groups attempt to take into account the effects of birth rates, death rates, and migration on public health, the economy, the environment, and other aspects of human well-being.

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

1. Describe the major trends in birth rates, morbidity and mortality rates, population growth, age composition, and causes of death historically up to the present.
2. Evaluate the major explanations for changes in birth rates, death rates, and causes of death historically and in recent years.
3. Describe ways in which demographic trends, population distribution, and globalization affect the health of populations and individuals.
4. Assess the major public policy issues related to birth rates, death rates, and migration affecting both more developed and less developed countries.
5. Critically evaluate demography related articles in the peer-reviewed and lay literature.

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<tr>
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<td>10</td>
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<tr>
<td>2. Group Presentation</td>
<td>25</td>
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<tr>
<td>3. Final Paper</td>
<td>25</td>
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Email: suzannebell@jhu.edu
Lecture: M W 1:30 PM - 3:20 PM
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: None.

380.602.94 Basic Demography and Population Dynamics
3 credits - Course offered this year - India
Kumar, Dhirendra; Das, Arindam
Acquaints students with global population trends and patterns; population and health. Enhances technical skills and knowledge regarding use of demographic data for policy analysis development, program strategies and priorities. Examines measures and indicators of nuptiality, fertility, mortality and migration, and migrant health issues. Provides skills in making population estimation and projection.

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

1. Explain population scenarios, trends, and patterns.
2. Discuss population composition and characteristics.
3. Discuss basic concepts in population dynamics, fertility, mortality, migration, urbanization and its relationship with health.

Email: dkumar@jhsph.edu
Enrollment: Minimum 5, No maximum enrollment required, Waitlist Enabled: No
Only students enrolled in the MPH program with IIHMR, Jaipur are permitted in this section
Grading Options: Letter Grade or Pass/Fail
This section is offered in Jaipur, India

380.603.01 Demographic Methods for Public Health
4 credits - Course offered this year - East Baltimore
Hughes, M. E.
Teaches students the basic methods demographers use to describe populations and analyze population change. Introduces the concept of a population, describes the demographic approach to populations, and identifies sources of population data. Covers four sets of methods with broad applicability in public health: 1) techniques for describing population composition, distribution, and growth; 2) methods to compare populations (age-period-cohort approaches and standardization and decomposition of rates); 3) single-decrement life tables; and 4) the cohort-component method for population projection. Also covers the basic tools used to study the fundamental population processes of fertility, mortality, and migration.
Upon successfully completing this course, students will be able to:

1. Analyze population growth, components of growth, composition, and distribution
2. Differentiate and apply age, period, and cohort approaches to population data
3. Utilize standardization to compare populations across time and space
4. Create and interpret single-decrement life tables
5. Project a population’s size and age-sex composition using the cohort-component method
6. Calculate and interpret measures of mortality, fertility, and migration
7. Locate appropriate sources of demographic data and describe their limitations
8. Explain the role of quantitative methods and sciences in describing and assessing a population’s health

Email: mehughes@jhu.edu
Lecture: T TH 3:30 PM - 5:20 PM
Enrollment: Minimum 10, Maximum 35, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

380.604.81 Life Course Perspectives on Health

4 credits - Course offered this year - Internet
Hughes, M. E.; Minkovitz, Cynthia
Teaches students to frame public health issues using a multilevel, life course perspective. Provides a conceptual framework with which to understand the development of health over time and the interrelated effects of biological, psychological, and social factors on health. Elaborates and illustrates the framework by considering health in specific life stages, highlighting multilevel, life course influences on health, processes by which social influences “get under the skin”, and multilevel, life course approaches to research and practice. Students create a conceptual framework illustrating the application of the framework to a public health outcome their choice.

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

1. Explain the life course approach to understanding population health
2. Explain the social, political and economic determinants of population health over the life course
3. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity
4. Describe the psychological and behavioral factors that affect a population’s health over the life course
5. Explain how societal, behavioral, psychological factors interact with biological and genetic factors to affect population health over the life course
6. Describe how a multilevel life course perspective integrates societal, behavioral, psychological and biological determinants of health over the life course
7. Create a conceptual framework that communicates a multilevel life course perspective on a specific public health outcome
8. Assess the advantages and challenges of applying a multilevel life course perspective on health in public health research and practice

Method of Assessment Percentage
1. Assignments 25
2. Participation 25
3. Conceptual framework illustrating a multilevel, life course perspective on a public health outcome (four assignments) 50

Email: mehughes@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning.
Students must have instructor’s permission to enroll in the class after the first week of the term.

380.624.01 Maternal and Child Health Legislation and Programs

4 credits - Course offered this year - East Baltimore
Minkovitz, Cynthia

Analyzes the structure, organization, administration and management of social and health service programs serving the maternal and child health populations. Lectures, discussions, and analysis of current research and practice present the goals and impact of national programs such as Title V MCH/CSHCN, Medicaid/CHIP, Head Start, Family Planning, WIC/Nutrition, community/migrant health centers, child welfare, and of privately sponsored programs.

Upon successfully completing this course, students will be able to:
1. Compare the organization, structure and function of health care, public health, and regulatory systems that provides services for women, children, and adolescents with a special focus on the public sector that serves low income populations in the United States and in developing countries
2. Explain how historical forces, philosophy and values have shaped maternal and child health services
3. Identify the core functions of public health and the 10 Essential Services as they relate to maternal and child health
4. Assess the extent to which the policies and programs embedded in United States federal legislation promote the health of maternal and child health populations
5. Apply strategies to influence the legislative, budget, and administrative processes at the federal, state, regional, and community levels
6. Discuss multiple dimensions of policy design, implementation and evaluation of maternal and child health programs, including the roles of ethics and evidence
7. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing maternal and child health outcomes

Email: cmink@jhu.edu

Lecture: T TH 1:30 PM - 3:20 PM

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

380.624.81 Maternal and Child Health Legislation and Programs
4 credits - Course offered this year - Internet

Riese, Sara

Analyzes the structure, organization, administration and management of social and health service programs serving the maternal and child health populations. Lectures, discussions, and analysis of current research and practice present the goals and impact of national programs such as Title V MCH/CSHCN, Medicaid/CHIP, Head Start, Family Planning, WIC/Nutrition, community/migrant health centers, child welfare, and of privately sponsored programs.

Upon successfully completing this course, students will be able to:
1. Compare the organization, structure and function of health care, public health, and regulatory systems that provides services for women, children, and adolescents with a special focus on the public sector that serves low income populations in the United States and in developing countries
2. Explain how historical forces, philosophy and values have shaped maternal and child health services
3. Identify the core functions of public health and the 10 Essential Services as they relate to maternal and child health
4. Assess the extent to which the policies and programs embedded in United States federal legislation promote the health of maternal and child health populations
5. Apply strategies to influence the legislative, budget, and administrative processes at the federal, state, regional, and community levels
6. Discuss multiple dimensions of policy design, implementation and evaluation of maternal and child health programs, including the roles of ethics and evidence
7. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing maternal and child health outcomes

Email: sriese3@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Letter Grade or Pass/Fail

Prerequisite:

380.633.81 Promoting Equity for Adolescents and Emerging Adults: Problem-Solving Seminar
3 credits - Course offered this year - Internet

Mendelson, Tamar
Introduces the scope, unequal distribution, and negative impacts of disconnection from school and the workforce among young people in the United States ("opportunity youth"). Discusses the importance of different sectors and stakeholders for promoting success and eliminating inequalities in outcomes among adolescents and young adults. Highlights the importance of involving young people in all phases of research and policy making. Describes communication strategies for addressing diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies for adolescents and young adults. Summarizes promising strategies for preventing youth disconnection and re-engaging young people who have become disconnected from school and the workforce.

Upon successfully completing this course, students will be able to:
1. Describe the scope, unequal distribution, and impact of young people’s disconnection in the U.S., including key subpopulations, and the importance of multi-sectoral collaboration for addressing the issue
2. Propose strategies for improving health and eliminating health inequalities for adolescents and young adults by organizing stakeholders, including researchers, practitioners, community leaders, and other partners
3. Propose strategies to promote young people’s inclusion and equity within public health programs, policies, and systems
4. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies for adolescents and young adults

Method of Assessment | Percentage
--- | ---
1. Assignments | 45
2. Participation | 20
3. Group Presentation | 35

Method of Assessment Detail:
45% Individual Assignments
• Summary of strengths and gaps in programs/services (25%)
• Recommendations for how to incorporate youth equity and inclusion (20%)

40% Final Group Projects
• Presentation to city stakeholders (40%)

15% Class Participation
• Discussion Forum introduction and attendance at LiveTalks (attend at least 2/3 talks) (5%)
• Peer review one final presentation (10%)

Email: tmendel1@jhu.edu

Enrollment: Minimum 10, Maximum 75, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Consent required for all students; Instructor consent needed for all students
Prerequisite:
Jointly offered with MH

**380.642.81 Child Health and Development**

3 credits - Course offered this year - **Internet**

Voegtle, Kristin

Focuses on the core processes of growth and development from the neonatal period through middle childhood. Considers developmental theories, issues and research findings related to physical growth and cognitive, emotional, and social development. Considers appropriate instruments to assess growth and development. Evaluates efficacy of popular early intervention programs designed to enhance development in at-risk populations of children.

Upon successfully completing this course, students will be able to:
1. Describe the critical domains of health and development in childhood
2. Describe and apply theoretical frameworks of child development that inform intervention programming designed to improve infant and child health
3. Explain the major determinants of health and development during childhood
4. Acquire skills needed to effectively communicate about child health and development research to policy makers and the public

Method of Assessment | Percentage
--- | ---
1. Participation | 40
2. Written Assignment(s) 60

Email: kvoegtl1@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Prerequisite: Introduction to Online Learning

There are two options for the 3 discussion sessions. A student may opt for either live chat or on-campus discussions to be held on November 5th, 12th, 19th and December 3rd and 17th.

380.655.01 Social and Economic Aspects of Human Fertility
3 credits - Course offered this year - East Baltimore

Zimmerman, Linnea

The study of fertility is integral to population studies and understanding population changes and dynamics (along with mortality and migration). It offers an essential background for those studying women’s, infant and perinatal health. Covers social and economic theories of fertility change, explores fertility transitions across geographic contexts, examines major distal and intermediate determinants of fertility, and considers policies affecting fertility globally. It is based on a mix of lectures, readings, and interactive discussion among students and faculty.

Upon successfully completing this course, students will be able to:
1. Define and interpret standard measures of human fertility
2. Describe trends and variations in fertility over time and across countries
3. Identify social and economic factors associated with fertility differences within and across populations
4. Discuss the demographic, social, and economic consequences of fertility levels and fertility change
5. Apply sociological, economic, and demographic frameworks to the study of fertility and evaluate how applications differ in high- and low- fertility settings

Method of Assessment Percentage
0. Written Assignment(s) 50
1. Presentation(s) 25
2. Outline for presentation 5
3. Participation 20

Email: linnea.zimmerman@jhu.edu

Lecture: T TH 3:30 PM - 4:50 PM

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent needed for undergraduate students
Prerequisite:

380.662.01 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health
4 credits - Course offered this year - East Baltimore

Strobin, Donna

Discusses the sources of data and analytic and conceptual basis for methodological approaches to the study of maternal, neonatal, and reproductive health. Critically evaluates selected research articles in maternal, neonatal, and reproductive health.

Upon successfully completing this course, students will be able to:
1. Identify the usefulness and limitations of data from routinely collected records and major national surveys for studying maternal, neonatal and reproductive health
2. Use the analytic and conceptual basis of various methodological approaches for studying pregnancy, maternal, newborn, and reproductive health as a guide to evaluating research
3. Evaluate measures of pregnancy, maternal, newborn, and reproductive health
4. Evaluate measures of social and biological factors and their relation to maternal, newborn, and reproductive health
5. Critically evaluate studies related to maternal, newborn and reproductive health and identify valid inferences from the studies

Method of Assessment Percentage
1. Participation 15
380.681.01 Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries
4 credits - Course offered this year - East Baltimore
Lozare, Benjamin; Mosley, Henry
Introduces students to the principles of strategic leadership, placing these in the context of facilitating health systems change in developing countries. Covers the following topics: mental models and the household production of health, systems thinking and strategic leverage, personal mastery and commitment to change, action-learning principles and practice, shared vision and creative tension, the theory of constraints and root cause analysis, strategy design and key moves, implementation with accountability, and linking data to action. Develops leadership skills via interactive computer exercises using STARGuide software, small group work and class presentations.
Upon successfully completing this course, students will be able to:
1. Recognize the importance of self reflection to clarify one's values and purpose in life, and understand how one's mindset (world mental models) shapes the reality that one observes
2. Describe the underlying relationships and deeper patterns that shape it, and identify leverage points for change
3. Engage stakeholders at every level in coalitions to generate a shared vision of a better future
4. Build committed action-learning teams based on shared goals and values, mutual respect, and a willingness to take risks and learn from mistakes
5. Negotiate conflict, accepting differences, but taking actions from which all sides can learn and benefit
6. Create organizations with a climate of trust, transparency, mutual cooperation and a desire to learn continuously
7. Communicate effectively by holding conversations focused on outcomes, balancing advocacy with inquiry, and clarifying assumptions, beliefs and feelings within oneself and others

380.720.01 Masculinity, Sexual Behavior & Health: Adolescence & Beyond
3 credits - Course offered this year - East Baltimore
Marcell, Ark
Focuses on male health with particular attention to sexual and reproductive health and healthcare use among adolescents, extending throughout the lifespan. Assesses the principal health concerns for sexual and reproductive health, the associated population-based risk factors, and the relative impact of each risk factor. Students critically examine the meaning of masculinity and the impact of masculinity beliefs on males' health and healthcare use. Students also evaluate strategies to promote population health including the policies and programs or health care delivery that address health concerns and behavior for male sexual and reproductive health.
Upon successfully completing this course, students will be able to:
1. Explore domestic and international perspectives to identify principle sexual and reproductive health concerns and approaches for men
2. Apply masculinity theory, in relation to the socio-ecological and other frameworks, to assess its relative influences on men's health, and healthcare use
3 Assess the principle concerns and relative impacts of associated population-based risk factors affecting sexual and reproductive health and healthcare needs for men across the lifespan
4 Consider necessary strategies to promote men’s sexual and reproductive health that address developmentally specific health needs and behaviors across the lifespan
5 Evaluate community- and clinic-based intervention studies for men’s sexual and reproductive health needs and their relative population-based risk factors
6 Learn about student generated topics of interest related to men’s sexual and reproductive health needs and their relative population-based risk factors
7 Evaluate strategies to promote population health including identifying further training needs for medicine and public health, policies, programs, health services, and systems delivery that address sexual and reproductive health and healthcare for men

Method of Assessment          Percentage
1. Midterm Paper            5
2. Presentation(s)         20
3. Final Paper             25
4. Class participation including leading at 50 least one discussion, preparation, and contributions to discussions

Email: amarcell@jhu.edu
Lecture: F 10:30 AM - 1:20 PM
Enrollment: Minimum 8, Maximum 15, Waitlist Enabled: Yes
Consent required for undergraduates.
Grading Options: Letter Grade or Pass/Fail
Consent required for all students;
Prerequisite:

380.721.01 Schools and Health
3 credits - Course offered this year - East Baltimore
Marshall, Beth
Highlights schools as public health contexts in three ways: shaping development and behavioral outcomes of youth, delivery of health information and services, and research. Explores the school context using the ten-component Whole School, Whole Community, Whole Child (WSCC) framework developed by the Centers for Disease Control and the Association for Supervision and Curriculum Development. Requires students to visit a school and explore the practical program implementation challenges related to provision and promotion of health in a school setting. Examines the research on the impact school health programs have on the health and wellbeing of school-age children using WSCC framework. Explores conducting research in schools and how that impacts knowledge of what works in school contexts through combination of introductory lectures, discussion, presentations, and a school site visit.
Upon successfully completing this course, students will be able to:
1 Identify the relationship between reciprocal relationship between health and education.
2 Analyze the structure and function of school health frameworks (including the Whole School, Whole Child, Whole Community framework(WSCC) )
3 Analyze how each of the WSCC components contributes to the health and academic outcomes of students, schools, families, and communities
4 Develop an action plan to address and/or support one component of the WSCC model in a local school
5 Critically reflect on the integration of health and education in a local school district
6 Identify the methodological challenges to conducting research and program evaluation in the school context

Email: bmarshal2@jhu.edu
Lecture: M 10:30 AM - 11:50 AM
Enrollment: Minimum 8, Maximum 35, Waitlist Enabled: Yes
Auditors not permitted
Grading Options: Letter Grade or Pass/Fail
Consent required for some students; Consent required for undergraduate students
Prerequisite:

3 credits - Course offered this year - Internet

Paige, David

Addresses nutrition programs, policies, and politics in the US, and their impact on economically disadvantaged mothers, children, and families. Defines and explores food insecurity. Examines nutrition programs directed at high-risk populations. Reviews the administrative and political considerations of nutrition programs and discusses the nutritional impact on health, growth and development. Discusses corporate and commercial interests, their role in shaping the political discussion and their impact on food and nutrition policy.

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

1. Explain the historical basis for domestic nutrition policy and programs directed at economically disadvantaged women, infants, children, and families
2. Describe the politics of nutrition supplementation programs in the United States
3. Define nutritional risk and food insecurity to understand the basis for characterizing individuals as food insecure, hungry, obese and malnourished; and to more accurately assess nutritional risk, and target public health interventions
4. Assess the efficacy and limitations of major nutrition programs
5. Describe how policy processes impact public health nutrition programs directed at pregnant women, children and families
6. Describe and apply an understanding of the varying stakeholder perspectives on current and critical issues pertaining to family nutrition policy
7. Advocate for a political, social or economic policy or program that will impact the health and nutritional status of pregnant women, children and families

Email: dpaige@jhu.edu

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

None

Grading Options: Letter Grade or Pass/Fail

Prerequisite: Introduction to Online Learning

380.742.01 Family - Health, Public Health and Policy (Cancelled - Department)

3 credits - Course offered this year - East Baltimore

Riley, Anne; Davis, Anna

Focuses on understanding how programs and policies are likely to affect the capacities of families to develop and maintain health, and on teaching students to apply analytic methods to evaluate the relative value and impact of various programs or policies.

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

1. Understand the role of family capacities in shaping family health and the health of family members
2. Apply Family Impact Analysis methodology to evaluate the likely effects of proposed policies on different types of families
3. Plan ways to include a family orientation in public health surveillance and assurance efforts

Method of Assessment

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<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. 2-4 page Policy Brief</td>
<td>30</td>
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<tr>
<td>2. Final Paper</td>
<td>35</td>
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<tr>
<td>3. Presentation(s)</td>
<td>20</td>
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<tr>
<td>4. Class participation &amp; Discussion Board entries</td>
<td>15</td>
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Method of Assessment Detail:

2-4 page Policy Brief - 30%

Individual Family Impact Analysis final paper - 35%

Individual Class participation & Discussion Board entries - 15%

Policy Brief presentation* - 20%
Email: ariley1@jhu.edu
Lecture: M W 3:30 PM - 4:50 PM
Enrollment: Minimum 7, Maximum 30, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail
Prerequisite:

Learning Materials:
- (Book) Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do
  Bogenschneider, Karen
  Amazon $51.44

380.756.01 Poverty, Economic Development, and Health
4 credits - Course offered this year - East Baltimore
Bishai, David
Introduces students to leading theories in economic development and in the macroeconomic determinants of the health of populations, communities, and individuals. Reviews both historical and current cases to answer the following questions: What is economic development? How does economic development occur? Which aspects of development improve and which aspects are detrimental to human health? Can policymakers plot more "hygienic" plans for economic development? Do investments in health and family planning cause economies to prosper?
Upon successfully completing this course, students will be able to:
1 Distinguish competing definitions of household poverty, macroeconomic development and describe the flaws in commonly used development indicators
2 Distinguish among the major theories that explain reasons behind economic development
3 Distinguish and evaluate leading theories that link economic development to health, demographic transition, and urbanization
4 Summarize current research on the interaction between urbanization, poverty, and health
5 Evaluate research claims that health investments stimulate economic development
6 Decide when historical public health interventions were and were not suited to the economic environment of the target population

Email: dbishai1@jhu.edu
Lecture: T TH 1:30 PM - 3:20 PM
Enrollment: Minimum 5, Maximum 30, Waitlist Enabled: Yes
Grading Options: Letter Grade or Pass/Fail

380.800.01 MPH Capstone Population, Family and Reproductive Health
2 credits Must have 1-4 credits per term for two terms. - Course offered this year - East Baltimore
Departmental Faculty
The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.
Upon successfully completing this course, students will be able to:
1 Synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail
Consent required for all students; Consent from the Capstone Supervisor is Required
Prerequisite: All other MPH core requirements must be taken before or concurrently with the capstone project.
Registration for this 2-credit course is required during the term that an MPH student completes the capstone project (e.g., 4th term for a full-time MPH student).

380.810.01 Field Placement Population, Family and Reproductive Health
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

380.817.01 PFRH First Year Doctoral Seminar Part 1
1 credits - Course offered this year - East Baltimore
Hughes, M. E.
Facilitates students’ transitions into the PFRH doctoral program. Reviews program requirements and school and departmental resources. Hones skills students need for success in a doctoral program. Develops students’ abilities to formulate scientific questions and understandings of the scientific process. Guides students as they focus their areas of research interest.
Upon successfully completing this course, students will be able to:
1. Describe the requirements, timeline, and benchmarks of the PFRH doctoral program
2. Locate opportunities and resources for doctoral students within PFRH, JHSPH, and JHU
3. Read scientific articles effectively and efficiently
4. Describe the nature of scientific questions and formulate hypotheses
5. Explain the role of the scientific community in the research process
6. Articulate their area of specialization orally and in writing
Method of Assessment Percentage
1. Participation 50
2. Weekly exercises 50

Email: mehughes@jhu.edu
Lecture: M 12:00 PM - 1:20 PM

Enrollment: Minimum 3, No maximum enrollment required, Waitlist Enabled: No
Only open to first-year PFRH doctoral students.
Grading Options: Pass/Fail
Prerequisite: None.

380.820.01 Thesis Research Population, Family and Reproductive Health
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

380.821.01 PFRH Proposal Writing Seminar
2 credits - Course offered this year - East Baltimore
Hughes, M. E.
Focuses on development of dissertation project, writing dissertation proposal, and preparation for Department and Schoolwide Preliminary Exams. Explains dissertation expectations and requirements. Reviews dissertation proposal structure and components. Discusses evaluation of existing research, identification of gaps and topics, and design of research projects. Emphasizes clear communication of ideas. Provides opportunity to present work-in-progress and receive peer feedback. Introduces proposal assessment through review of peers’ work. Provides forum to practice Preliminary Exam presentation including answering questions.
Upon successfully completing this course, students will be able to:
1. Demonstrate progress towards completion of a dissertation proposal and successfully completing the School-Wide Preliminary Examination.
2. Recognize and critically evaluate the elements of a research proposal.
3. Provide constructive feedback on research proposals.

Email: mehughes@jhu.edu
Lecture: T 12:00 PM - 1:20 PM

Enrollment: Minimum 1, No maximum enrollment required, Waitlist Enabled: No
PFRH Doctoral Students only
Grading Options: Pass/Fail
Prerequisite: Must be PFRH Doctoral Student; must have completed second-year comprehensive exams.

380.824.01 Research Seminar in Population, Family and Reproductive Health II
2 credits - Course offered this year - East Baltimore
Minkovitz, Cynthia; Strobin, Donna

Provides experience in critical evaluation of historical and contemporary research pertinent to the areas of interest within Population, Family and Reproductive Health. Addresses a range of topics, drawing on research from multiple academic disciplines. Students and faculty critique and discuss conceptual frameworks and empirical articles and examine their methodological and disciplinary perspectives of the research or articles related to the areas of interest.

Upon successfully completing this course, students will be able to:
1. Apply diverse conceptual frameworks to public health issues pertinent to areas of interest within PFRH
2. Critique empirical articles addressing public health issues related to areas of interest in PFRH
3. Compare and contrast the approaches of various academic disciplines to public health issues of relevance to areas of interest in PFRH
4. Recognize and critically evaluate common study designs and methods used in research relevant to areas of interest in PFRH
5. Compose and discuss written responses to analytic and conceptual questions about two studies presented as a practice comprehensive exam

Method of Assessment Percentage
1. Participation 40
2. Presentation(s) 35
3. Written Practice Exam 25

Method of Assessment Detail:
Oral presentations: 35%, participation: 40%; written practice exam: 25%
Email: cmink@jhu.edu
Lecture: M 12:00 PM - 1:20 PM

Enrollment: Minimum 5, Maximum 15, Waitlist Enabled: Yes
Second year doctoral students in Population, Family and Reproductive Health (PFRH)
Grading Options: Pass/Fail
Prerequisite: Successful completion of courses required in first year of doctoral program in PFRH

380.830.01 Postdoctoral Research Population, Family and Reproductive Health
variable credits - Course offered this year - East Baltimore
Information not required for this course type

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

380.840.01 Special Studies and Research Population, Family and Reproductive Health
variable credits 1-22 - Course offered this year - East Baltimore
Blum, Robert

Prepares students to identify and research the central issues in Population, Family and Reproductive Health.

Upon successfully completing this course, students will be able to:
1. Identify areas of interest for current and future research

Email: rblum@jhu.edu
Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

380.870.01 PFRH Special Studies in Public Health Practice
variable credits 0-22 - Course offered this year - **East Baltimore**

Provides students with the opportunity to receive academic or practicum experience for direct involvement in public health practice activities such as: on-site placement with a public health agency, community organization, or academic center involving active participation in public health practice activities; Development of public health practice or policy recommendations based upon current research findings (translation); advocacy activities, for example, testifying in the legislature, and presenting data for the purpose of influencing public health policy or practice; preparation and conduct of a presentation related to a public health problem for a broad audience, including public health practitioners, community members, and other professionals; and direct participation in the activities of community boards or advisory groups.

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

1. Identify areas of interest for current and future research

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<tbody>
<tr>
<td>1. Participation</td>
<td>50</td>
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<tr>
<td>2. Assignments</td>
<td>50</td>
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Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No
Grading Options: Pass/Fail

**380.881.01 Lessons in Leadership: Applications for Population, Family and Reproductive Health II**

1 credits - Course offered this year - **East Baltimore**

Blum, Robert

Focuses on instruments and tools that assess leadership styles, strengths and weaknesses. Explores communication strategies used by effective leaders and interview public health leaders to identify how they approach their work. Opportunity to read studies in leadership.

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

1. Analyze the components of effective leadership strategies used by effective leaders
2. Explore their own leadership styles so as to identify personal strengths and limitations
3. Explain team dynamics and effectively use small work groups
4. Manage conflict and give effective feedback
5. Practice communication skills associated with leadership

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<td>1. Assignments</td>
<td>50</td>
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<tr>
<td>2. Participation</td>
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</table>

Email: rblum@jhu.edu

Lecture: M 4:30 PM - 7:00 PM

Enrollment: Minimum 15, No maximum enrollment required, Waitlist Enabled: No
Restricted to graduate students. Preference is given to second year graduate students.
Grading Options: Letter Grade or Pass/Fail
Multi-term with 380.880

Final grade applies to all terms
Credit is only earned by completing 380.880 through 380.883; Grades are issued after completion of the series. Students must enroll consecutively. Failure to enroll consecutively, will result in a grade of W.

**380.881.01 Lessons in Leadership: Applications for Population, Family and Reproductive Health II**

1 credits - Course offered this year - **East Baltimore**

Blum, Robert

Focuses on instruments and tools that assess leadership styles, strengths and weaknesses. Explores communication strategies used by effective leaders and interview public health leaders to identify how they approach their work. Opportunity to read studies in leadership.

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

1. Analyze the components of effective leadership strategies used by effective leaders
2. Explore their own leadership styles so as to identify personal strengths and limitations
3. Explain team dynamics and effectively use small work groups
4. Manage conflict and give effective feedback
5 Practice communication skills associated with leadership

Method of Assessment Percentage
1. Assignments 50
2. Participation 50

Email: rblum@jhu.edu

Lecture: M 4:30 PM - 7:00 PM

Enrollment: Minimum 15, No maximum enrollment required, Waitlist Enabled: No

Restricted to graduate students. Preference is given to second year graduate students.

Grading Options: Letter Grade or Pass/Fail

Multi-term with 380.882

Final grade applies to all terms

Credit is only earned by completing 380.880 through 380.883; Grades are issued after completion of the series. Students must enroll consecutively. Failure to enroll consecutively, will result in a grade of W.

380.881.01 Lessons in Leadership: Applications for Population, Family and Reproductive Health II

1 credits - Course offered this year - East Baltimore

Blum, Robert

Focuses on instruments and tools that assess leadership styles, strengths and weaknesses. Explores communication strategies used by effective leaders and interview public health leaders to identify how they approach their work. Opportunity to read studies in leadership.

Upon successfully completing this course, students will be able to:
1. Analyze the components of effective leadership strategies used by effective leaders
2. Explore their own leadership styles so as to identify personal strengths and limitations
3. Explain team dynamics and effectively use small work groups
4. Manage conflict and give effective feedback
5. Practice communication skills associated with leadership

Method of Assessment Percentage
1. Assignments 50
2. Participation 50

Email: rblum@jhu.edu

Lecture: M 4:30 PM - 7:00 PM

Enrollment: Minimum 15, No maximum enrollment required, Waitlist Enabled: No

Restricted to graduate students. Preference is given to second year graduate students.

Grading Options: Letter Grade or Pass/Fail

Multi-term with 380.883

Final grade applies to all terms

Credit is only earned by completing 380.880 through 380.883; Grades are issued after completion of the series. Students must enroll consecutively. Failure to enroll consecutively, will result in a grade of W.

380.895.01 MPH Practicum: PFRH

variable credits Students who have not met the practicum requirement, must register for at least two credits - Course offered this year - East Baltimore

Departmental Faculty

The MPH Practicum is a mentored, hands-on practical public health experience, which involves meaningful participation and interaction with public health professionals.

Upon successfully completing this course, students will be able to:
1. Demonstrate that they have had a mentored public health practicum experience

Enrollment: Minimum 10, No maximum enrollment required, Waitlist Enabled: No

Grading Options: Pass/Fail