



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH



Master of Public Health
Program Manual
2023-2024

Part-time

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2023-2024 BSPH ACADEMIC YEAR CALENDAR

SUMMER INSTITUTES BEGIN.....	T May 30
MEMORIAL DAY HOLIDAY.....	M May 29
Part-time/Online MPH New Student Orientation	Sun June 4
Summer Institute Registration Begins	M Feb 13
Summer Institute Registration Ends	F May 26
<i>Summer Institute Add/Drop dates vary depending on length of course:</i>	
https://publichealth.jhu.edu/academics/accelerated-learning-institutes/summer-institutes/registration	
Juneteenth Holiday Recess	M, June 19
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/)	T May 30 – F Aug 25

SUMMER TERM	M July 3 – F Aug 25
Summer Term Registration Begins.....	M April 3
Summer Term Registration Ends.....	F June 30
NEW STUDENT ORIENTATION.....	Th June 29 – F June 30
INDEPENDENCE DAY HOLIDAY	T July 4
Instruction Begins for Summer Term	M July 3
Summer Term Add Period (full term courses)	M July 3 – F July 7
Summer Drop Period (full term courses)	M July 3 – FM July 14
Last Day to Make Summer Term Registration Changes	F Aug 11
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/)	F Aug 11 – F Aug 25
Last Class Day of Summer Term.....	F Aug 25
Grades Due for Summer Term.....	F Sept 1

1ST TERM	M Aug 28 – M Oct 23
1 st Term Registration Begins.....	M Apr 10
1 st Term Registration Ends.....	F Aug 25
Instruction Begins for 1 st Term	M Aug 28
Add Period.....	M Aug 28 – F Sept 1
Drop Period.....	M Aug 28 – F Sept 8
LABOR DAY HOLIDAY.....	M Sept 4
Last Day to Make Term 1 Registration Changes	M Oct 9
Last Class Day 1 st Term.....	M Oct 23
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/).....	M Oct 9 – M Oct 23
Grades Due for Term 1	F Nov 3

2ND TERM	W Oct 25 – F Dec 23
2 nd Term Registration Begins.....	M Apr 10
2 nd Term Registration Ends	F Oct 20
Instruction Begins for 2 nd Term.....	W Oct 25
Add Period.....	W Oct 25 – T Oct 31
Drop Period.....	W Oct 25 – T Nov 7
THANKSGIVING HOLIDAY	W Nov 22 – Su Nov 26
Last Day to Make Term 2 Registration Changes.....	F Dec 8
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/).....	F Dec 8 – F Dec 22
Last Class Day of 2 nd Term.....	F Dec 22
Grades Due for Term 2.....	W Jan 5

WINTER INSTITUTES	W Jan 2 – F Jan 19
Part-time/Online MPH New Student Orientation	S Jan 7
MLK Jr. HOLIDAY	M Jan 15
Winter Institute Registration Begins	M Oct 2
Winter Institute Registration Ends	F Dec 29
<i>Winter Institute Add/Drop Dates vary based on length of course:</i>	
https://publichealth.jhu.edu/academics/winter-institute/registration-credits-tuition-fees-and-cancellation-policies	
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/)	T Jan 2 – F Jan 19
Grades Due for Winter Institute	F Jan 26

3RD TERM	M Jan 22 - F Mar 15
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3 rd Term Registration Begins.....	M Nov 13
3 rd Term Registration Ends.....	F Jan 19
Instruction Begins for 3 rd Term.....	M Jan 22
Add Period.....	M Jan 22 – F Jan 26
Drop Period.....	M Jan 22 – F Feb 2
Last Day to Make Term 3 Registration Changes.....	F Mar 1
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/)	F Mar 1 – F Mar 15
Last Class Day of 3 rd Term.....	F Mar 15
SPRING RECESS	M Mar 18 - F Mar 22
Grades Due for Term 3	F March 29

4TH TERM	M Mar 25 – F May 17
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4 th Term Registration Begins	M Nov 13
4 th Term Registration Ends	F Mar 22
Instruction Begins for 4 th Term.....	M Mar 25
Add Period.....	M Mar 25 – F Mar 29
Drop Period.....	M Mar 25 – F Apr 5
Last Day to Make Term 4 Registration Changes.....	F May 3
Incomplete Contract Period (https://registrar.jhu.edu/incomplete-grade-contract/)	F May 3 – F May 17
Last Class Day of 4 th Term	F May 17
Grades Due for Term 4.....	F May 31*
* Grades Due for graduating students.....	F May 17
Public Health Convocation Ceremony	TBD
University Commencement Ceremony	Th May 23

<https://publichealth.jhu.edu/academics/academic-calendar/2023-2024>

MPH Executive Board

The Johns Hopkins MPH Program is governed by the MPH Executive Board composed of faculty from all departments of the Johns Hopkins Bloomberg School of Public Health.

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Program Overview

Objectives

The overarching goal of the MPH Program is to provide students with a population perspective on health. The Johns Hopkins MPH Program is designed to:

- prepare students to tackle current and emerging global public health problems
- provide students with critical multidisciplinary training to help solve global health problems
- equip students with foundational public health knowledge and competencies

Students are required to complete a core MPH curriculum that comprises approximately 45-50 of the 80 credits required for graduation. Students have flexibility to customize the remaining elective credits of their curriculum to their areas of interest to achieve an appropriate balance between depth and breadth.

Foundational Public Health Knowledge

All MPH students will attain grounding in foundational public health knowledge as measured by the following learning objectives:

Profession & Science of Public Health

- Explain public health history, philosophy, and values
- Identify the core functions of public health and the 10 Essential Services
- Explain the role of quantitative methods and sciences in describing and assessing a population's health
- Explain the role of qualitative methods and sciences in describing and assessing a population's health
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

- Explain effects of environmental factors on a population's health
- Explain biological factors that affect a population's health
- Explain genetic factors that affect a population's health
- Explain behavioral and psychological factors that affect a population's health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- Explain how globalization affects global burdens of disease
- Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Foundational Public Health Competencies

All MPH students will demonstrate achievement of the following competencies:

Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative data collection methods appropriate for a given public health context
- Select qualitative data collection methods appropriate for a given public health context
- Analyze quantitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
- Analyze qualitative data using computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy, or practice

Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
- Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project, or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs Policy in Public Health
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social, or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Summary of Graduation Requirements

- A minimum of 80 credits are required for graduation. Students must complete the MPH core curriculum as detailed in the next section entitled “MPH Core Curriculum.”
- At least 60 of the 80 credits must be completed in formal coursework that is not special studies, i.e. independent studies.
- At least five general competencies from the Customized Program of Study/Concentration Competencies must be completed.
- All courses that are part of the core curriculum must be taken for a letter grade, if the course is offered for a letter grade.
- All students are required to complete their individualized MPH Goals Analysis as part of the *Introduction to MPH Studies* course during their first term of registration in the program.
- All students must complete the MPH Practicum requirement, including course 300.615.
- All students must complete an MPH Capstone Project (xxx.800), along with course 260.710 or 260.720.
- Students are required to complete 550.860 Academic and Research Ethics at BSPH during their first term of registration in the program.
- All students must maintain minimum academic standards and have satisfactory grades as detailed in the *Academic Standards* section.

Note: A repeated course may only count once toward the 80-credit requirement. Classes taken for audit do not count towards the 80-credit requirement for graduation.

Special Note on Courses Taken at BSPH While Not Formally Matriculated as an MPH Degree Seeking Student: A limited number of course credits taken at Johns Hopkins prior to matriculation into the MPH Program (e.g., up to 16 as a special student and 40 credits from another degree program) can be applied toward the 80 total credits, provided the courses were completed not more than 5 years prior to the date of matriculation into the MPH Program.

It is the student's responsibility to ensure that all degree requirements will be met.

Academic Standards

Students must meet minimum academic standards to remain in the MPH Program. A student's failure to meet any of the criteria below is grounds for being placed on academic warning and/or being dismissed from the program.

1. To maintain good academic standing in the MPH program, students must maintain a minimum cumulative grade point average (GPA) of **2.75**. Students with a GPA falling below 2.75 will be placed on academic warning and will have one term, or 12 additional credits of coursework, to raise the GPA to 2.75 or above. These courses must be taken for a letter grade when offered for a letter grade. Students not meeting the 2.75 minimum after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA. Students on academic warning must meet with their academic network adviser and their MPH Academic Coordinator prior to registering for courses. Students with a cumulative GPA of less than 2.75 may not register for more than 18 credits per term. Any repeated courses count towards this 18-credit limit.

Note: Students with less than a 2.75 cumulative GPA are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 course series.

2. A student who earns a "D", "U", or "F" grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).
3. Students must complete the Public Health Policy/Problem Solving core, the Epidemiology core, and the Public Health Practice core requirement within the first twelve months of matriculation into the MPH program.
4. Students must complete the Goals Analysis within the set timeframe during the first two terms of the program.
5. Students must progress toward degree completion in four years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student's responsibility to contact in writing (email communication is sufficient) their academic network adviser and their MPH Academic Coordinator to request an extension beyond the four-year limit. An extension request should be submitted to their academic network adviser and their MPH Academic Coordinator at least one term prior to the end of the 4-year limit. If no extension has been requested before the four-year limit, a registration hold will be placed on the student's account. No further course registration will be allowed until the extension request is submitted and approved.
6. Students may not accrue more than 9 credits of "incomplete" coursework at any given time. Students exceeding this limit must immediately contact their academic network adviser and their MPH Academic Coordinator in writing (email communication is sufficient) to discuss their academic situation. Students may not be permitted to register for subsequent terms until the incompletes have been resolved.
7. Students who are inactive (not enrolled in courses) for two terms or more without notifying their MPH Academic Coordinator of their academic plans may be withdrawn from the program. Students who do notify in writing (email communication is sufficient) their MPH Academic Coordinator and academic network adviser of their circumstances may suspend enrollment, if they otherwise have met all other academic standards.

Academic and Research Ethics at BSPH

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

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

Students are automatically registered into the *Academic and Research Ethics* course (PH.550.860) when they matriculate into the MPH program. All BSPH students are required to complete this non-credit course by the end of the period in which they are registered.

The **BSPH Policy and Procedure Memorandum for Students for Academic Ethics** can be found at https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_063018.pdf

Student Handbook on Referencing The purpose of this handbook is to provide students with an overview of the school's standards and expectations regarding referencing and citation.

<https://my.jhsph.edu/Offices/AcademicIntegrity/Documents/Referencing%20Handbook.pdf#search=student%20referencing%20handbook>

MPH Core Curriculum

The core curriculum consists of core course areas and general competencies. All MPH graduates will demonstrate public health competencies that are informed by the critical disciplines in public health:

- biostatistics
- epidemiology
- social and behavioral determinants of health
- management sciences
- public health problem-solving
- computer applications
- demography, environmental health
- biological sciences
- public health policy
- cross-cutting and emerging public health areas

Students can apply the skills and competencies acquired during the program to practical public health problems through the MPH practicum experience and the MPH capstone project.

The tables on the following pages list courses that satisfy the foundational knowledge and public health competency core areas and when they are offered. While not a formal course, students are also required to complete the MPH Practicum Experience (please see *Practicum Experience in Population-based Health* section).

Listing of MPH Core Curriculum Course Options

Course schedules are subject to change.

It is the student's responsibility to check the Online Course Directory for the most up to date information.

Please check the Online Course Directory for the most up-to-date course listings at <http://www.jhsph.edu/courses>

2023-2024 Academic Year Course Schedule (subject to change)

Course	Title	Credits	Onsite	Online
ASSESSING POPULATION NEEDS (choose one)				
221.688	Social and Behavioral Foundations of Primary Health Care	4	No	Su, 3 rd
222.642	Assessment of Nutritional Status <i>(note prerequisite)</i>	3	2 nd	No
224.689	Health Behavior Change at the Individual, Household and Community Levels	4	2 nd	No
318.623	Social Policy for Vulnerable Populations in the US	3	No	2 nd *
380.640	Children in Crisis: An Asset-Based Approach to Working with Vulnerable Youth	3	3 rd	3 rd *
410.613	Psychosocial Factors in Health and Illness	3	3 rd	No
410.614	A New View: Improving Public Health Through Innovative Social and Behavioral Tools and Approaches	4	No	SI*
410.616	Social and Behavioral Aspects of Public Health	4	No	SI*
410.620	Program Planning for Health Behavior Change	3	1 st	WI*, SI

Course	Title	Credits	Onsite	Online
410.654 AND 410.655	Health Communication Programs I: Planning and Strategic Design AND Health Communication Programs II: Implementation and Evaluation	4 AND 4	3 rd AND 4 th	No
410.683	Global Perspectives in LGBT Health (<i>note prerequisite</i>)	3	3 rd	3 rd *
BIOLOGIC AND GENETIC FACTORS (552.608 is required)				
552.608	Biologic, Genetic and Infectious Bases of Human Disease	0.5	No	1 st , 2 nd , 3 rd
BIOLOGY AND PUBLIC HEALTH (choose one)				
<i>Appropriate for all students. Provides a broad introduction to public health biology:</i>				
183.631	Fundamentals of Human Physiology	4	2 nd	4 th
260.636	Evolution of Infectious Disease	3	1 st	No
550.630	Public Health Biology	3	1 st	Su, 4 th
550.631	Biological Basis of Public Health	3	No	1 st
550.844	Current Issues in Public Health: Covid-19 Pandemic Response	2	1 st	No
<i>For students possessing considerable breadth of biological competence, subject to concurrence of the adviser:</i>				
120.603	Molecular Biology of Pandemic Influenza	3	2 nd	No
120.620	Fundamentals of Reproductive Biology	3	1 st	No
120.627	Stem Cells & the Biology of Aging & Disease (<i>note prerequisite</i>)	3	3 rd	No
182.640	Food-and-Water Borne Diseases	3	3 rd	No
187.610	Public Health Toxicology	4	1 st	2 nd
222.641	Principles of Human Nutrition	4	1 st	No
223.689	Biologic Basis of Vaccine Development (<i>note prerequisite</i>)	3	4 th	No
260.603	Biology of the Next Pandemic	3	4 th	No
260.606	Major Global Infectious Diseases: Prospects for Control	2	No	WI
260.631	Immunology, Infection & Disease	3	2 nd	No
260.635	Biology of Parasitism	5	2 nd	No
260.650	Vector Biology & Vector-borne Diseases	3	3 rd	No
260.656	Malariology	4	No	3 rd *
340.612	Epidemiologic Basis for Tuberculosis Control	2	1 st	SI, 3 rd
340.646	Epidemiology & Public Health Impact of HIV & AIDS	4	1 st	2 nd
340.654	Epidemiology & Natural History of Human Viral Infections	6	No	1 st
340.744	Adv. Topics on Control & Prevention of HIV/AIDS	4	2 nd	No
380.761	STI's in Public Health Practice (<i>note prerequisite</i>)	4	No	4 th
CAPSTONE PROJECT (Choose either 260.710 or 260.720. xxx.800 is required)				
260.710	Communication Practice for Health Science Professionals	3	No	2 nd , 4 th
260.720	Communications Primer for the Public Health Sciences	1	No	SI, 1 st , 2 nd , WI, 3 rd , 4 th
xxx.800	MPH Capstone (<i>required</i>)	2	4 th	Su, 2 nd , 4 th

Course	Title	Credits	Onsite	Online
COMMUNICATION STRATEGIES (choose one)				
222.654	Food, Culture and Nutrition	4	4 th	No
224.692	Methods in Formative Research and Human Centered Design for Intervention Development (<i>note prerequisite</i>)	4	4 th	3 rd
300.860	Special Studies/Research: the Media and the Message: What Public Health Needs to Know About the News	3	4 th	No
301.645	Health Advocacy	3	4 th	2 nd
308.604	Effective Writing for Public Health Change	3	TBA	SI
380.620	A Coalition-Based Smart Approach to Public Health Advocacy	3	3 rd	3 rd
308.701	Media Interviews and Applied Public Health Communications	3	4 th	No
317.610	Risk Policy, Management and Communication (<i>note prerequisite</i>)	3	2 nd	4 th
410.650	Intro to Persuasive Communications: Theories & Practice	4	2 nd , WI	WI*
410.651	Health Literacy: Challenges and Strategies for Effective Communication	3	No	2 nd
410.654 AND 410.655	Health Communication Programs I: Planning and Strategic Design AND Health Communication Programs II: Implementation and Evaluation	4 AND 4	3 rd AND 4 th	No
ENVIRONMENTAL HEALTH (180.601 is required)				
180.601	Environmental Health	5	SI, Su	SI*, 3 rd
FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE (<u>ALL</u> the following courses are required)				
552.601	Foundational Principles of Public Health	0.5	No	Su, 1 st , 2 nd , 3 rd
552.609	Psychological and Behavioral Factors that Affect a Population's Health	0.5	No	Su, 1 st , 2 nd , 3 rd
552.610	The Social Determinants of Health	0.5	No	Su, 1 st , 2 nd , 3 rd
552.611	Globalization and Population Health	0.5	No	Su, 1 st , 2 nd , 3 rd
HEALTH EQUITY (choose one)				
188.694	Health of Vulnerable Worker Populations	3	No	4 th
305.684	Health Impact Assessment	3	3 rd	3 rd
318.623	Social Policy for Vulnerable Populations in the US	3	No	2 nd
330.661	Social, Psychological and Developmental Processes in the Etiology of Mental Disorders	3	3 rd	3 rd
380.604	Life Course Perspectives on Health	4	1 st	1 st *, 2 nd
410.600	Fundamentals of Health, Behavior and Society	4	1 st	1 st *
INTERPROFESSIONAL EDUCATION (<u>BOTH</u> 552.625 and 550.602 are required and must be taken in the terms as listed below)				
<u>OPTION 1:</u> 552.625 & 550.602	Building Collaborations Across Sectors to Improve Population Health Interprofessional Education Event	0.5 0	No No	1 st 1 st *
<u>OPTION 2:</u> 552.625 & 550.602	Building Collaborations Across Sectors to Improve Population Health Interprofessional Education Event	0.5 0	No No	3 rd 3 rd

Course	Title	Credits	Onsite	Online
INTRODUCTION TO MPH STUDIES				
550.867	Introduction to MPH Studies	0	Su	SI, 2 nd , WI, 4 th
LEADERSHIP, GOVERNANCE, AND MANAGEMENT (choose one)				
221.602	Applications in Managing Health Organizations in Low-and-Middle-Income Countries	3	1 st	No
312.600	Managing Health Services Organizations	4	No	3 rd
312.601	Fundamentals of Management for Health Care Organizations (<i>note prerequisite</i>)	3	2 nd	No
312.655	Organizational Behavior and Management	2	4 th	No
312.700	Leading Organizations	3	1 st	SI, 1 st
312.703	Learning Organizations & Knowledge Management	3	4 th	No
410.622	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	4	2 nd	2 nd *
380.883	Lessons in Leadership: Applications for Population, Family and Reproductive Health	4	4 th	No
NEGOTIATION AND MEDIATION (<u>BOTH</u> 552.623 AND 552.624 are required)				
552.623	Principles of Negotiation and Mediation for Public Health Professionals	0.5	No	1 st , 2 nd , 3 rd
552.624	Applications of Negotiation and Mediation for Public Health Professionals	0.5	No	1 st , 2 nd , 3 rd
POPULATION DYNAMICS (380.775 is required)				
380.755	Population Dynamics and Public Health	2	Su	1 st
PUBLIC HEALTH POLICY/PROBLEM SOLVING (choose one) <i>Must be completed during the 1st year of the MPH Program</i>				
300.610	Public Health Policy	4	Su	No
550.608	Problem Solving in Public Health	4	Fl	SI*, 3 rd
PUBLIC HEALTH PRACTICE (choose one) <i>Must be completed during the 1st year of the MPH Program</i>				
300.615	Tools of Public Health Practice	1	No	Su, 3 rd
QUALITATIVE METHODS (choose one)				
224.690	Qualitative Research Theory and Methods	3	3 rd	1 st
550.604	Qualitative Reasoning in Public Health	2	1 st	1 st , 2 nd
552.603	The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health	0.5	No	Su, 1 st , 2 nd , 3 rd
QUANTITATIVE METHODS (Must complete requirements for <u>BOTH</u> Biostatistics and Epidemiology)				
BIostatISTICS (choose one complete sequence) No switching permitted between Biostatistics sequences. Courses must be taken in sequence				
Provides conceptual understanding of statistical ideas and methods; limited calculations: Must complete both courses				
140.611	Statistical Reasoning in Public Health I	3	SI, 1 st	SI, 1 st
140.612	Statistical Reasoning in Public Health II	3	SI, 2 nd	SI, 2 nd
Covers statistical concepts and calculations for data analysis; develops statistical computing skills: Must complete all three courses				
140.621	Statistical Methods in Public Health I	4	1 st	1 st
140.622	Statistical Methods in Public Health II	4	2 nd	2 nd

Course	Title	Credits	Onsite	Online
140.623	Statistical Methods in Public Health III	4	3 rd	3 rd
Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra: Must complete all four courses				
140.651	Methods in Biostatistics I	4	1 st	1 st *
140.652	Methods in Biostatistics II	4	2 nd	2 nd *
140.653	Methods in Biostatistics III	4	3 rd	3 rd *
140.654	Methods in Biostatistics IV	4	4 th	4 th *
EPIDEMIOLOGY (choose one) Must be completed during the 1st year of the MPH Program				
340.601	Principles of Epidemiology	5	Su	No
340.721	Epidemiologic Inference I	5	No	SI, 1 st , 3 rd
RESOURCE MANAGEMENT AND BUDGETING (choose one)				
221.602	Applications in Managing Health Organizations in Low- and Middle-Income Countries	3	1 st	No
312.603	Fundamentals of Budgeting and Financial Management	3	No	SI, 1 st , 2 nd , 3 rd , 4 th
318.625	Management of Non-Profit Organizations	3	4 th	No
552.621	Basic Resources Management for Public Health	1	No	2 nd , 3 rd
552.622	Creating, Implementing and Monitoring Budgets for Projects and Programs	1	No	SI, 1 st , WI, 3 rd , 4 th
SYSTEMS THINKING (choose one)				
221.654	Systems Thinking in Public Health	3	No	2 nd
552.626	Systems Thinking: Concepts and Methods	0.5	No	2 nd , 4 th
GENERAL COMPETENCIES (choose five competencies from the Customized Program of Study/Concentration Competencies and the corresponding courses)				
Please refer to the General Competencies section for more information				
	Competency 1			
	Competency 2			
	Competency 3			
	Competency 4			
	Competency 5			

*The biostatistics 140.611-612 sequence (Statistical Reasoning in Public Health I-II) can be supplemented by the Data Analysis Workshops I-II (140.613-614) and Advanced Data Analysis Workshop (140.620), which are offered in our intensive learning institutes. Taken sequentially, this biostatistics sequence (140.611-612) and data analysis workshops cover statistical concepts and calculations for data analysis and develop statistical computing skills.

Abbreviation Key

SI = Offered in Summer Institute Term

SI* = Offered online in Summer Institute Term with online/synchronous lectures

Su = Offered in Summer Term

Su* = Offered in Summer Term with online/synchronous lectures

1st = Offered in Term 1

1st* = Offered in Term 1 with online/synchronous lectures

2nd = Offered in Term 2

2nd* = Offered in Term 2 with online/synchronous lectures

FI = Offered in Fall Institute in Barcelona, Spain

3rd = Offered in Term 3

3rd* = Offered in Term 3 with online/synchronous lectures

WI = Offered in Winter Institute Term

WI* = Offered in Winter Institute Term with online/synchronous lectures

4th = Offered in Term 4

4th* = Offered in Term 4 with online synchronous lectures

No = Not offered in this format

TBA = To be announced

Online Plus and Dual Degree Programs – Additional Course Requirements

Part-time/Online MPH: Online Plus Program

Students in the Part-time/Online MPH: Online Plus format are required to complete the same MPH program requirements **as well as** completing a *minimum* of 4 credits of onsite coursework in Baltimore, MD.

International students within the Part-time/Online MPH: Online Plus format, please take note of the following:

- I-20 applications are possible for taking four or more credits of instruction during the summer or winter institute in Baltimore.
- I-20 applications require four or more credits of instruction in two consecutive weeks for each visit.
- I-20 cannot be issued for instruction during an 8-week term. If an international part-time student wishes to take onsite courses during an 8-week term, they may transfer to the full-time program to complete their remaining requirements onsite as a full-time student.

JD/MPH

Completion of the following additional course requirements is needed for MPH completion:

- 306.650 Public Health and the Law
- One of the following elective courses in ethics and public health:
 - 180.638 Animals in Research: Ethics
 - 221.616 Ethics of Public Health Practice in Developing Countries
 - 221.666 Introduction to American Indian Health Research Ethics
 - 306.601 Introduction to Bioethics in Public Health Practice and Research
 - 306.655 Ethical Issues in Public Health
 - 306.663 Legal and Ethical Issues in Health Services Management
 - 306.665 Research Ethics and Integrity: U.S. and International Issues
 - 700.625 Bioethics and the Law
 - 700.601 Foundations of Bioethics
 - 700.602 Hot Topics in Bioethics
 - 700.603 Introduction to Ethical Theory
 - 700.604 Methods in Bioethics
 - 700.605 Critical Reasoning for Bioethics
 - 700.621 Ethics in Clinical Practice: Fundamentals, Problems and Approaches
 - 700.622 Bioethics, Human Rights, and Global Health
 - 700.630 Food Ethics
 - 700.632 Ethics, Policy, and Emerging Biomedical Technologies
 - 700.643 Understanding Addiction: Philosophy, Science, Ethics
 - 700.665 Introduction to Ethics of U.S. and International Human Subject Research
 - 700.667 Catastrophe Ethics: How to Respond to Public Health Disasters
 - 700.668 Nutrition Equity and Ethics

Please note that the MPH will be awarded upon completion of the JD degree. Students should submit a BSPH graduation application in January/February of the year that they'll earn the JD.

MBA/MPH (CEIBS)

There are no additional MPH core course requirements for MBA/MPH-CEIBS students.

MD/MPH

There are no additional MPH core course requirements for MD/MPH students.

MPH/MBA (Carey)

Completion of the following additional course requirements is needed for MPH completion:

Health Insurance course – select one of the following courses:

- 309.620 Managed Care and Health Insurance
- 309.670 Comparative Health Insurance
- 221.652 Financing Health Systems for Universal Health Coverage

The Biostatistics core requirement will be completed by the following courses (4 courses required):

- 140.621 Statistical Methods in PH I or BU.920.621 Data Science: Statistics
- 140.622 Statistical Methods II
- 140.623 Statistical Methods III
- BU.920.623 Data Science: Big Data Consulting Project

MPH Core Requirements That Are Fulfilled by MBA Curriculum for MPH/MBA (Carey) students:

- Communication Strategies- fulfilled by BU.920.601 Business Communication
- Leadership, Governance, and Management- fulfilled by BU.920.713 Ethical Leadership or BU.920.723 Ethics of Business of Health
- Negotiation and Mediation- fulfilled by BU.920.633 Behavioral Science: Negotiating Collaboratively I
- Resource Management and Budgeting- fulfilled by BU.920.604 Finance

Please note that the MPH will be awarded upon completion of the MBA degree. Students should submit a BSPH and Carey graduation application in January/February of the year that they'll earn both degrees.

MPH/MSW

There are no additional MPH core course requirements for MPH/MSW students.

Please note that the MPH will be awarded upon completion of the MSW degree. Students should submit a BSPH graduation application in January/February of the year that they'll earn the MSW.

MPH/Residency- General Preventive Medicine and Occupational Medicine

There are no additional MPH core course requirements for residency students.

Modifications of Core Course Requirements

In some exceptional circumstances, students may be granted a modification of some core requirements if they can demonstrate and document that they have previously acquired the associated core competencies. Even if a modification is granted of a core course, a minimum of 80 credits are still required for graduation.

Modifications or exceptions can only be granted in the following core areas:

Core Area	Modification Requirement	Contact
Biostatistics	Requires taking an examination.	Dr. Marie Diener-West, mdiener@jhu.edu .
Epidemiology	Requires taking an examination	Ms. Allyn Arnold, aarnold2@jhu.edu
Biology and Public Health	To request a core course substitution, submit the title of the desired BSPH course, name of instructor, textbook used, a summary of course syllabi, and grade received if you already completed the course.	Dr. Gary Ketner, gketner1@jhu.edu

All other core requirements must be completed with the approved course options ONLY.

General Competencies Requirement

In addition to fulfilling the Foundational Public Health competencies through completion of the MPH core requirements, all students must select 5 general competencies that they will develop as part of the MPH program.

- Students who are customizing their program of study will select 5 general competencies from the *Customized Program of Study General Competency List* section.
- Students who elect to pursue an MPH Concentration will be fulfilling the 5 competencies outlined by that specific concentration. Reference the *MPH Customized Program of Study and Optional Concentrations* section.

The competencies will be met by completing one of the corresponding, approved courses listed for each.

All courses taken to fulfill the general competencies must be taken for letter grading unless the course(s) is only offered for Pass/Fail grading.

Your general competency selections must be noted as part of your Goals Analysis: Part 2 – Curriculum Planning which will be completed as part of the *Introduction to MPH Studies* course. Courses selected to fulfill your 5 general competencies must be completed for graduation eligibility.

- This decision should be made in consultation with your academic network adviser.
- Please note that a single course may satisfy both an MPH core competency and a general program competency.
- Please note that a single course may satisfy more than one general program competency.

As you progress through the MPH program, if your general competency course selections change, you must notify your MPH Academic Coordinator and submit a new Core Curriculum Confirmation Form to reflect these changes.

Customized Program of Study General Competency List

Course schedules are subject to change.

It is the student's responsibility to check the Online Course Directory for the most up to date information.

Please check the Online Course Directory for the most up-to-date course listing.

<http://www.jhsph.edu/courses>

2023-2024 Academic Year Course Schedule (subject to change)

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
APH1	Evaluate how the biology of aging influences late-life vulnerability.	330.623 Brain & Behavior in Mental Disorders	3	4 th	4 th
APH2	Assess life-course perspectives and frameworks for studying aging systems.	380.604 Life Course Perspectives on Health	4	1 st	1 st *, 2 nd
APH3	Select appropriate research methods and metrics that account for the complexities associated with the gerontological study of aging adults.	340.616 Epidemiology of Aging (<i>note prerequisite</i>)	3	1 st	SI, 1 st
APH4	Evaluate interventions, programs, and policy to improve the health of diverse aging populations.	309.605 Health Issues for Aging Populations	3	2 nd	
APH5	Develop trainees' critical thinking, oral communication skills, and knowledge of issues integral to interdisciplinary aging research.	330.840 Special Studies and Research Mental Health	1	3 rd	
		AND 140.840 Special Studies and Research Biostatistics	1	4 th	
CAH1	Assess principal health concerns for the child and adolescent population, the associated population-based risk factors, including demographic and environmental factors, and the relative impact of each risk factor.	380.604 Life Course Perspectives on Health	4	1 st	1 st *, 2 nd
		OR 380.744 Nutrition and Growth in Maternal and Child Health	3		1 st
CAH2	Evaluate strategies, interventions, and programs to promote child and adolescent health, including health services and systems delivery strategies used to address health concerns in the child and adolescent population.	380.604 Life Course Perspectives on Health	4	1 st	1 st *, 2 nd
		OR 380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
CAH3	Apply frameworks specific to child and adolescent health for improving the health of the child and adolescent population.	380.604 Life Course Perspectives on Health OR	4	1 st	1 st , 2 nd
		380.744 Nutrition and Growth in Maternal and Child Health OR	3		1 st
		380.624 Maternal and Child Health Legislation and Programs	4		2 nd
CAH4	Examine political and social influences on child and adolescent health.	380.624 Maternal and Child Health Legislation and Programs OR	4		2 nd
		380.725 The Social Context of Adolescent Health and Development	3	4 th	
CAH5	Propose strategies to promote child and adolescent health through policy advocacy and/or program development and implementation.	380.624 Maternal and Child Health Legislation and Programs OR	4		2 nd
		380.725 The Social Context of Adolescent Health and Development	3	4 th	
EBM1	Compare and contrast epidemiologic study designs (cohort, case-control, clinical trial) and identify questions that can be appropriately answered with these different designs.	340.722 Epidemiologic Inference II OR	4	2 nd	2 nd , 4 th
		340.752 Epidemiologic Methods II	5	2 nd	2 nd *
EBM2	Link appropriate analytic models with public health research questions and epidemiologic study designs.	340.753 Epidemiologic Methods III	5	3 rd	3 rd *
EBM3	Distinguish the summary measures of association (linear and logistic regression coefficient expressing average change, odds, ratio, risk difference, risk ration) applicable to retrospective and prospective study designs.	140.612 Statistical Reasoning II OR	3	SI, 2 nd	SI*, 2 nd
		140.622 Statistical Methods in Public Health II OR	4	2 nd	2 nd *
		140.654 Methods in Biostatistics IV	4	4 th	4 th *
EBM4	Formulate and correctly interpret a multivariable survival regression (Poisson or Cox) model to estimate a health effect while minimizing confounding and identifying possible effect modification.	140.612 Statistical Reasoning II OR	3	SI, 2 nd	SI*, 2 nd
		140.623 Statistical Methods in Public Health III OR	4	3 rd	3 rd
		140.654 Methods in Biostatistics IV	4	4 th	4 th *
EBM5	Summarize the results of a regression model (linear, logistic, or survival) and write a description of the statistical methods, results, and main findings for a scientific report.	140.613 Data Analysis Workshop I AND 140.614 Data Analysis Workshops II OR	2 2	SI, WI SI, WI	SI*, WI* SI*, WI*
		140.624 Statistical Methods in Public Health IV OR	4	4 th	4 th *
		140.654 Methods in Biostatistics IV	4	4 th	4 th *

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
FNH1	Define the role of foods, nutrients and nutrition for human health and for disease risk and prevention	For those more generally interested in population-level nutrition: 222.641 Principles of Human Nutrition	4	1 st	
		For those with wish to understand nutrient metabolism, health, and disease in a public health context: 222.651 Nutrients of Biological Systems (<i>note prerequisite</i>)	2	3 rd	
		For those who wish to understand diet in the primary and secondary prevention of chronic diseases: 222.652 Nutrition in Disease Treatment and Prevention (<i>note prerequisite</i>)	3		4 th
FNH2	Characterize political, social, and economic influences affecting nutrition and well-being	222.657 Food and Nutrition Policy (<i>note prerequisite</i>) OR	2	1 st	
		380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd
FNH3	Identify the governmental and non- governmental organizations and processes involved in the development of public health nutrition initiatives	222.657 Food and Nutrition Policy (<i>note prerequisite</i>) OR	2	1 st	
		380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd
FNH4	Identify appropriate methods for studying food consumption and nutritional status and the use and interpretation of nutritional data	222.642 Assessment of Nutritional Status (<i>note prerequisite</i>) OR	3	2 nd	
		222.647 Nutrition Epidemiology	3	3 rd	
FNH5	Evaluate opportunities and approaches to advance nutrition and health through public health initiatives and policies	222.657 Food and Nutrition Policy (<i>note prerequisite</i>) OR	2	1 st	
		222.649 International Nutrition (<i>note prerequisite</i>) OR	3	4 th	4 th *
		222.664 Food Insecurity and Nutrition: Partnering with Community Organizations to Make Changes OR	2	4 th	
		380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health OR	3		2 nd
		180.620 Food Systems and Public Health	4		1 st

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
FS1	Define and describe the concepts of food systems, food security, food system sustainability, and resilience.	180.620 Food Systems and Public Health	4		1 st
FS2	Use a systems perspective to propose an evidence-based food system intervention	180.620 Food Systems and Public Health	4		1 st
FS3	Apply principles of OneHealth to case studies in food production	180.606 Case Studies in Food Production and Public Health OR	4		4 th
		180.635 Seafood and Public Health: Global Trade, Nutrition, and the Environment	3		3 rd
FS4	Apply an equity lens to food systems challenges and/or interventions	180.655 Baltimore Food Systems: A Case Study of Urban Food Environments OR	4	3 rd	
		180.644 Food System Resilience to Disasters: Covid-19, Climate Change, and Beyond OR	2		4 th
		180.605 Food Systems Practicum	3	2 nd	
FS5	Evaluate benefits and tradeoffs of existing or proposed policy-based strategies to address food systems challenges.	180.606 Case Studies in Food Production and Public Health OR	4		4 th
		180.644 Food System Resilience to Disasters: Covid-19, Climate Change, and Beyond OR	2		4 th
		180.635 Seafood and Public Health: Global Trade, Nutrition, and the Environment	3		3 rd
GESH1	Define climate change and describe multiple ways climate change will have an impact on public health to both a scientific and lay audience.	180.611 The Global Environment, Climate Change and Public Health	4	1 st	
GESH2	Define behaviors related to climate change and environmental sustainability, identify factors that affect them, and design a behavior change intervention to address either climate change or environmental sustainability.	224.689 Health Behavior Change at the Individual, Community and Household Levels	4	2 nd	
GESH3	Effectively communicate a position/opinion on a climate and/or sustainability topic.	188.688 Global Environmental Sustainability and Health Seminar <i>Note: students must enroll in this course for both 2nd and 4th term</i>	1	2 nd , 4 th	2 nd *, 4 th *

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
GESH4	Characterize the role of food systems in sustainability and the environment	180.620 An Introduction to Food Systems and Public Health OR	4		1 st
		180.606 Case Studies in Food Production and Public Health OR	4		4 th
		180.655 Baltimore Food Systems: A Case Study of Urban Food Environments (<i>consent required</i>)	4	3 rd	
GESH5	Apply principles of systems-thinking to understand the various causes and effects of climate change on the environment and public health	180.611 The Global Environment, Climate Change and Public Health	4	1 st	
HLM1	Evaluate leadership styles as applied to self, organizations, and the impact on organizational performance.	312.700: Leading Organizations	3	1 st	SI, 1 st
HLM2	Identify tools and techniques to build, maintain, and evaluate high performance teams.	312.702 Leading Change: Building and Empowering Teams	3	3	3
HLM3	Explain the relationship between a commitment to self-development including continuing education, networking, reflection and personal improvement and leadership effectiveness.	312.700: Leading Organizations	3	1 st	SI, 1 st
HLM4	Apply the concepts and tools of quality management to design and improve a healthcare delivery system contextualized for diverse socioeconomic contexts and addressing the barriers to access, clinical quality and patient perspectives, and socioeconomic equity.	221.722: Quality Assurance Management Methods for Developing Countries	4	1 st	SI, 1 st
HLM5	Collate relevant data and information and analyze and evaluate this information to support effective decision-making or recommendations.	312.604: Quantitative Tools for Managers	3	3 rd	4 th

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
HSP1	Assess the role of those health systems in addressing contemporary public health issues such as expanding health coverage, financial hardship, vulnerable populations, and system reform	221.646 Health Systems in LMIC (<i>note prerequisite</i>)	3	2 nd	2 nd
		OR 221.652 Financing Health Systems for Universal Health Coverage (<i>note prerequisite</i>)	3	3 rd	
		OR 300.651 Introduction to the U.S. Healthcare System	4	1 st	1 st , 4 th
HSP2	Assess the role of policy or law in addressing contemporary public health issues and problems in a selected field	221.650 Health Policy Analysis in LMIC	3	3 rd	3 rd
		OR 222.657 Food and Nutrition Policy (<i>note prerequisite</i>)	2	1 st	
		OR 300.600 Introduction to Health Policy	4		1 st
		OR 300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21 st Century	3		2 nd
		OR 306.650 Public Health and the Law	3	3 rd	
HSP3	Identify and apply data, evidence, models and expert knowledge in assessments, policy analyses and/or testimony to inform public health policies and interventions	180.620 Introduction to Food Systems and Public Health	4		1 st
		OR 221.650 Health Policy Analysis in LMIC	3	3 rd	3 rd
		OR 300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21 st Century	3		2 nd
		OR 301.645 Health Advocacy	3	4 th	2 nd , 4 th
		OR 305.684 Health Impact Assessment (HIA) (<i>note prerequisite</i>)	3	3 rd	3 rd
		OR 317.600 Introduction to the Risk Sciences and Public Policy	4	1 st	3 rd

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
HSP4	Apply economic tools and principles, such as revenue sources, cost-effectiveness, and supply & demand, to health systems and/or public health policy interventions.	221.652 Financing Health Systems for Universal Health Coverage (<i>note prerequisite</i>)	3	3 rd	
		OR 313.641 Introduction to Health Economics	3		3 rd
		OR 313.643 Health Economics (<i>note prerequisite</i>)	3	2 nd	2 nd
		OR 313.790 Introduction to Economic Evaluation	3		4 th
HSP5	Use evaluation tools to assess the impact of health systems and/or public health policy interventions	221.645 Large-Scale Effectiveness Evaluation of Health Programs	4	2 nd	2 ^{nd*} , 4 th
		OR 221.620 Applying Summary Measures of Pop. Health to Improve Health Systems	3	4 th	SI*, 4 th
		OR 221.638 Health Systems Research & Evaluation in Developing Countries (<i>note prerequisite</i>)	4	3 rd	
		OR 300.713 Research and Evaluation Methods for Health Policy	3	3 rd	
HH1	<i>Humanitarian Landscape:</i> Students will demonstrate knowledge of the current global humanitarian context, including the most significant emergencies, comparative impacts of conflict and natural disasters, and key global trends in humanitarian response and financing.	221.613 Introduction to Humanitarian Emergencies	3	1 st	1 st
HH2	<i>Humanitarian Architecture:</i> Demonstrate working knowledge of humanitarian architecture, including key organizations, international and UN systems, and sectors, including health, WASH, shelter, nutrition, food security, and protection.	221.613 Introduction to Humanitarian Emergencies	3	1 st	1 st
HH3	<i>Ethics and Human Rights:</i> Demonstrate working knowledge of core humanitarian and human rights principles, treaty instruments, and codes of ethical conduct in humanitarian settings.	221.613 Introduction to Humanitarian Emergencies	3	1 st	1 st

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
HH4	<i>Project Planning and Implementation:</i> Students will be able to demonstrate basic skills in humanitarian project design, planning and implementation, including awareness of appropriate interventions and how to contextualize them in operational settings.	221.613 Introduction to Humanitarian Emergencies	3	1 st	1 st
HH5	<i>Operationalization:</i> Students will be able to demonstrate how to critically assess and synthesize information, prioritize decisions and actions, and communicate these decisions and actions effectively.	221.695 Seminar in Humanitarian Health All four terms are required. Students not based in Baltimore may register for the .41 section of the course and attend the synchronous sessions remotely.	0.5	1 st , 2 nd , 3 rd , 4 th	1 st *, 2 nd *, 3 rd *, 4 th *
ID1	Assess the epidemiology of major Infectious diseases of humans	340.627 Epidemiology of Infectious Diseases (<i>note prerequisite</i>) OR	4	2 nd	
		340.668 Topics in Infectious Disease Epidemiology	3		SI
ID2	Categorize the immunology of pathogen infections and their disease expression	550.603: Fundamentals of Immunology OR	3		1 st
		260.631: Immunology, Infection, and Disease OR	3	2 nd	
		260.611: Principles of Immunology I	4	1 st	
ID3	Develop and evaluate strategies such as surveillance and diagnostics to identify infectious diseases	340.627 Epidemiology of Infectious Diseases (<i>note prerequisite</i>) OR	4	2 nd	
		340.668 Topics in Infectious Disease Epidemiology	3		SI
ID4	Compare and contrast the clinical presentations, microbiology, and pathogenesis of infections of global public health significance	223.682 Clinical and Epidemiologic Aspects of Tropical Diseases OR	4	4 th	2 nd
		550.630 Public Health Biology	3	1 st	Su, 4 th
ID5	Assess strategies to eliminate and prevent infectious diseases	340.627 Epidemiology of Infectious Diseases (<i>note prerequisite</i>) OR	4	2 nd	
		340.668 Topics in Infectious Disease Epidemiology	3		SI

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
SBS1	Understand health, behavior and society within a socioecological and multi-level perspective, and how individual factors such as socioeconomic status, sexual and gender identities, as well as community level factors, like community assets affect health behavior change and outcomes	410.600 Fundamentals of Health, Behavior and Society OR	4	1 st	1 ^{st*}
		224.689 Health Behavior Change at the Individual, Household and Community Levels	2	2 nd	
SBS2	Appropriately identify, select and apply fundamental behavioral science theories to study health problems and behavior change interventions in diverse populations	410.600 Fundamentals of Health, Behavior and Society OR	4	1 st	1 ^{st*}
		224.689 Health Behavior Change at the Individual, Household and Community Levels	2	2 nd	
SBS3	Have a working knowledge of program planning frameworks to design public health programs and interventions	410.620 Program Planning for Health Behavior Change OR	3	1 st , WI	SI*, WI*, 4 th
		224.692 Methods in Formative Research and Human Centered Design for Intervention Development (<i>note prerequisite</i>)	4	4 th	3 rd
SBS4	Appropriately describe what and how to conduct formative research, such as a needs assessment, to inform and plan health behavior change interventions/programs	410.620 Program Planning for Health Behavior Change OR	3	1 st , WI	SI*, WI*, 4 th
		224.692 Methods in Formative Research and Human Centered Design for Intervention Development (<i>note prerequisite</i>)	4	4 th	3 rd
SBS5	Appropriately apply behavioral science methods, such as process and impact evaluations, to evaluate behavioral interventions	380.611 Fundamentals of Program Evaluation	4	3 rd	1 st
WRH1	Assess the major health concerns for women or mothers, newborns, and infants, the associated population-based risk factors, and the relative impact of each risk factor.	380.664 Reproductive and Perinatal Epidemiology (<i>note prerequisite</i>) OR	4	4 th	
		380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (<i>note prerequisite</i>) OR	3		4 th
		380.666 Women's Health OR	3	3 rd	
		380.609 Women's Health: Disparities and Equity Implications	2		SI*

<u>Comp.#</u>	<u>General Competency</u>	<u>Course Meeting Competency</u>	<u>Credits</u>	<u>Onsite</u>	<u>Online</u>
WRH2	Apply a life course framework to understanding the determinants a woman's or reproductive health concern and population strategies to address the health concern.	380.604 Life Course Perspectives on Health	4	1 st	2 nd
WRH3	Evaluate strategies and frameworks to promote population health, including the policies and programs that address health and family planning concerns and behavior for women or mothers and newborns.	380.624 Maternal and Child Health Legislation and Programs	4	2 nd	2 nd
		OR 380.665 Family Planning Policies and Programs	4	3 rd	
		380.667 Women's Health Policy	3	4 th	4 th *
		OR 380.768 Selected Topics in Women's Health and Women's Health Policy	4		1 st
WRH4	Critique health services and systems delivery strategies used to address women and reproductive health concerns such as maternal mortality and morbidity and preterm/low birth weight births.	380.661 Clinical Aspects of Maternal and Neonatal Health	3	3 rd	3 rd *
		OR 380.760 Clinical Aspects of Reproductive Health	3	3 rd	3 rd *
		OR 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	2 nd *
WRH5	Evaluate study designs and methods to understanding woman's or reproductive health concerns and the implications of the research	380.664 Reproductive and Perinatal Epidemiology (<i>note prerequisite</i>)	4	4 th	
		OR 380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4	2 nd	2 nd *
		OR 380.601 Critically Evaluating the Science for Policy and Practice	2	SI	SI*

Interprofessional Education Requirement

Interprofessional education (IPE), defined as learning about, from and with other learners, is a critical educational approach to preparing learners for health care today and a very rewarding experience.

The IPE requirement consists of completing the following:

- 552.625 Building Collaborations Across Sectors to Improve Population Health
- AND
- 550.602 Interprofessional Education Activity

Students in the Full-time/Onsite MPH program are expected to complete the IPE requirement with the following onsite option:

- Register for **552.625.81 Building Collaborations Across Sectors to Improve Population Health** (.5 credit) in Term 1.
- Register for **550.602.81 Interprofessional Education Activity** (0 credit) in Term 1 to participate in a live IPE Event.

After registration you will choose the synchronous IPE Event date which will occur in early November. The IPE event will be attended by BSPH MPH students, students from the Johns Hopkins School of Nursing (JHSON) and School of Medicine (JHSOM), as well as Pharmacy students from the Notre Dame of Maryland University. This is a wonderful opportunity to get to know students from different health care programs and participate in an interdisciplinary group while discussing an important health care topic.

Students in the Part-time/Online MPH program may complete the IPE requirement with the above, onsite option or with the following online option:

- Register for **552.625.81 Building Collaborations Across Sectors to Improve Population Health** (.5 credit) in Term 3.
- Register for **550.602.81 Interprofessional Education Activity (0 credits)** in Term 3.
The IPE Event in Term 3 will be fulfilled by completing an online IPE module.

IPE Competencies:

- 1) Collaborate as a member of an interprofessional team to address a case study related to multiple facets of the opioid epidemic.
- 2) Participate in de-briefing the dynamics of your role as well as effectiveness of your team in addressing the social determinants of the opioid epidemic.
- 3) As a team, prepare a list of priority questions to be presented to an expert panel to further your knowledge and preparation as future health professionals related to the opioid epidemic.

MPH CUSTOMIZED PROGRAM OF STUDY AND OPTIONAL MPH CONCENTRATIONS

Typically, 45-50 credits of an MPH student’s curriculum are based on courses from the required core curriculum. The remainder of the total of 80 credits required for graduation will be elective credits and can be completed either through a customized program or through one of twelve multidisciplinary concentration areas.

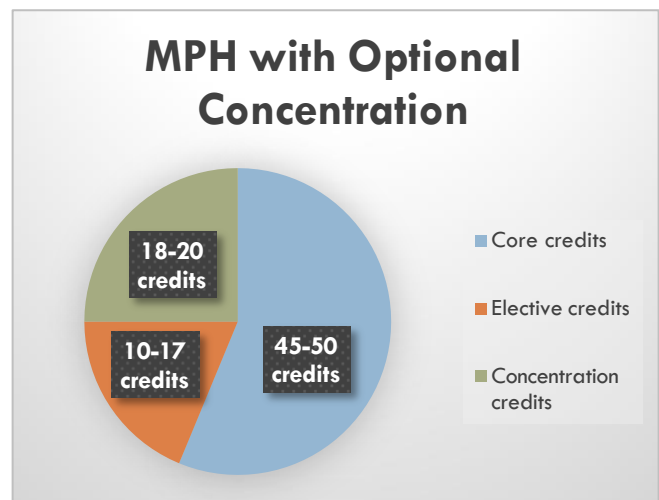
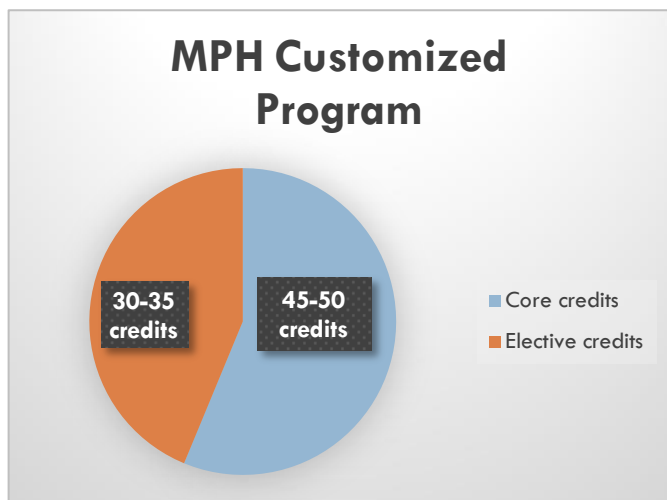
MPH Customized Program of Study

The MPH customized program is for students who desire an understanding of a broad spectrum of public health problems. It is designed for students who want versatility in designing their MPH course electives and may have academic objectives that do not fit precisely into the concentration areas. Students who customize their program of study complete the core MPH requirements and then choose elective courses for the remaining credits (approximately 30-35) in consultation with their Academic Network Adviser (ANA).

MPH Concentration Areas

There are 12 multidisciplinary concentration areas. The concentration areas are designed for students wishing to have a guided curriculum in an area and the opportunity to interact with other students and faculty who share similar academic interests. Students who elect a concentration complete the core MPH requirements and then complete the concentration required courses (approximately 20 credits) as specified by the concentration curriculum. Students then choose elective courses for the remaining credits (approximately 10-17 credits) in consultation with their Academic Network Adviser (ANA).

The pie charts below illustrate the approximate distribution of academic credits associated with a customized plan or an optional concentration. The exact number of credits varies depending on the courses chosen to satisfy core requirements and the specific requirements of the concentration.



Choosing to Customize or Electing a Concentration

The decision to customize one’s program or elect a concentration area depends on the individual student. Specific questions concerning each concentration should be directed to the concentration faculty directors.

When to join a Concentration:**Full-time/Onsite MPH Program students:**

Full-time/Onsite MPH students can elect to join a Concentration during the Summer Term after starting the MPH program.

To officially join a concentration during the Summer Term, full-time/onsite MPH students must complete the Concentration Election Form at: https://jhsph.co1.qualtrics.com/jfe/form/SV_b9NQGjEyKuzokya.

After the Summer Term, students may switch into a new concentration by doing the following:

- 1) Students must meet the 1st term requirements for that concentration that they wish to join.
- 2) Students must receive approval from the Concentration Directors to join the Concentration
- 3) Notify the MPH Academic Coordinator of their intent to switch into a concentration by the end of the Term 2 course drop period.
- 4) Students must complete the *Concentration/Customized Program of Study Change Form* by the end of the Term 2 course drop period at: https://jhsph.co1.qualtrics.com/jfe/form/SV_07oxzDR5h3qmD8W

Students in a concentration can switch to a customized program of study through the end of the Term 3 course drop period by doing the following:

- 1) Students must notify the Concentration Directors of their decision to leave the Concentration.
- 2) Students must notify the MPH Academic Coordinator of their intent to switch into a customized program of study by the end of the Term 3 course drop period.
- 3) Students must complete the *Concentration/Customized Program of Study Change Form* by the end of the Term 3 course drop period at: https://jhsph.co1.qualtrics.com/jfe/form/SV_07oxzDR5h3qmD8W

Part-time/Online MPH Program students:

Students in the Part-time/Online MPH program who can complete all the formal Concentration requirements, including attending any daytime on-campus activities and/or completing any live/virtual requirements may participate in one of the optional concentration areas. The live/onsite requirements could include regular meetings with the Concentration Directors, courses, meetings and/or seminars. Students who wish to join a formal concentration ***will first need to consult with the Concentration Directors early in their MPH program to ensure all requirements can be completed.***

Part-time/Online students can elect to join a Concentration at any point during their program.

To officially join a concentration, part-time/online MPH students must do the following:

- 1) Students must first receive approval from the Concentration Directors to join the concentration.
- 2) Once approval is received from the Concentration Directors, students must then complete the *Concentration Election Form* at https://jh.qualtrics.com/jfe/form/SV_9SnVVBtNmoyAyrw .

Answers to some frequently asked questions:

- Students may elect only one MPH concentration area.
- Students may qualify for a concentration and a certificate unless noted otherwise by the concentration directors.
- Students with an interest in international health will have ample opportunity to apply their knowledge to global health and developing country issues either as a customized student or as a student electing any of these concentration areas.
- Students completing a concentration will have a notation placed on their academic transcript.

Academic Advising Network

Each MPH student is assigned to an Academic Advising Network. The roles of the Academic Network Advisers are to provide both group and individual mentoring and foster interaction and shared knowledge within a network identified by a common interest area. They will address questions about courses and activities related to student interests and goals. The Academic Network Advisers will suggest elective coursework, seminars, activities with centers, and provide recommendations of faculty to serve as possible capstone advisers. They also will assist students with the completion of their Goals Analysis and Curriculum Plan.

Capstone Project

All students complete an MPH capstone project under the direction of a faculty capstone adviser. The MPH capstone experience in a concentration area may be more structured and focused on topics related to the concentration.

Course schedules are subject to change.

It is the student's responsibility to check the Online Course Directory for the most up to date information.

Please check the Online Course Directory for the most up-to-date course listings at <http://www.jhsph.edu/courses>

AGING & PUBLIC HEALTH (APH) CONCENTRATION

Faculty Concentration Advisers

Concentration Director	Department	Telephone	Email
Michelle C. Carlson, PhD, Professor	Department of Mental Health	410-614-4887	mcarlo2@jhu.edu
Qian-Li Xue, PhD, Associate Professor	Departments of Medicine, Biostatistics, Epidemiology	410-502-7808	qxue1@jhu.edu

Educational Objectives

We now recognize that risk factors and precursors to chronic diseases of aging begin in mid-life, years before they are observed, and often co-occur leading to multi-morbidities. The MPH concentration in Aging and Public Health (APH) is designed for students seeking training in quantitative research methods who would like exposure to a multi-systems approach to the study of aging. Students are offered perspectives and methods of studying the aging individual (brain systems, body, & mind), the environments in which they age (home, work, neighborhoods, health care), and interventions that target these systems to delay and treat the progression of chronic diseases, including but not limited to dementias, disability, frailty, and cardiovascular disease. The research methodologies covered by this training are translatable to the study of specific chronic diseases that affect older adults disproportionately. The goal of this concentration is to help students integrate coursework with direct participation in practicum experiences and in the design, conduct and/or analysis of existing, ongoing, or new observational, clinic, and intervention studies of aging.

To enhance interdisciplinary training and practice, this concentration will augment MPH core course work with opportunities for study group meetings, journal clubs, seminars, and works in progress meetings in which to present research hypotheses, plans for data analyses, and preliminary results in preparation for the Capstone and for manuscript development. Faculty supporting the APH Concentration span the Departments of Biostatistics, Epidemiology, Health, Behavior & Society, Health Policy & Management, Mental Health, Population, Family, and Reproductive Health, the Center on Aging and Health (COAH) and the Center for Innovative Care in Aging in the School of Nursing. In addition, this concentration is coordinated in collaboration with the Certificate in Gerontology and is distinguished by the inclusion of a concentration seminar course, broader array of course offerings and specialized foci, and the incorporation of opportunities for practica, as required by the MPH program. Student may be enrolled in both the Concentration and the Gerontology Certificate program. All students are required to complete and obtain a passing grade (minimum of C) in their concentration courses.

Concentration Competency Table

All students must complete the courses listed below, totaling between 15-16 credits:

Aging & Public Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
APH1. Evaluate how the biology of aging influences late-life vulnerability.	330.623 Brain & Behavior in Mental Disorders	3	4 th	4 ^{th1}
APH2. Assess life-course perspectives and frameworks for studying aging systems.	380.604 Life Course Perspectives on Health	4	1 st	1 ^{st*} , 2 nd
APH3. Select appropriate research methods and metrics that account for the complexities associated with the gerontological study of aging adults.	340.616 Epidemiology of Aging	3	1 st	SI, 1 st
APH4. Evaluate interventions, programs, and policy to improve the health of diverse aging populations.	309.605 Health Issues for Aging Populations	3	2 nd	
APH5. Develop trainees' critical thinking, oral communication skills, and knowledge of issues integral to interdisciplinary aging research.	330.840 Special Studies and Research Mental Health AND	1	3 rd	
	140.840 Special Studies and Research Biostatistics	1	4 th	

1- In odd-numbered years, it is offered in person; #In even-numbered years, it is offered online.

Course of Study

Students in this concentration will take at least 19 credits over and above the MPH core course requirements. All students must take the courses listed in the competencies table above that allow the students to focus their interests in aging and public health. The Research and Translation in Aging Seminars will provide students with general research skill development, promote critical thinking, oral communication skills, and knowledge of issues integral to interdisciplinary aging research, as well as function as Research in Progress (RIP) meetings for students to share their developing Capstone paper ideas, learn about available data sets and studies, discuss quantitative methods, offer and receive feedback, and network. Students can elect to target subspecialties offered by core faculty that integrate biologic, epidemiologic and clinical sciences and quantitative assessment methods related to observing and intervening on age-related changes in:

- 1) cognitive and physical functions
- 2) auditory, visual, and vestibular systems
- 3) health care and policy
- 4) health disparities
- 5) women’s health
- 6) aging in the workplace

Additional Required Courses

To achieve 18 credits, all students must complete the remaining credits (3-6) from the following courses in addition to the courses listed in the competencies table:

Course #	Course Name	On-site	Online	Credits
Students are encouraged to elect to take any of the following courses to focus their concentration:				
380.603	Demographic Methods for Public Health		3 rd	4
120.627	Stem Cells and the Biology of Aging and Disease	3 rd		3
410.615	Research Design in the Social and Behavioral Sciences	2 nd	2 nd *	3
309.605	Health Issues for Aging Populations	2 nd	3 rd	3
380.666	Women's Health	3 rd		3
330.607	Prevention of Mental Disorders: Public Health Interventions	3 rd	3 rd	3
340.699	Epidemiology of Sensory Loss in Aging	3 rd	3 rd *	3
330.639	The Intersection of Mental and Physical Health	4 th		3
330.802	Seminar on Aging, Cognition & Neurodegenerative Disorders (biennially offered; any 1 of 4 terms fulfills this course option) (any 1 of 4 terms fulfills this course option)		1 st -4 th *	2

Capstone Experience

The MPH capstone experience in Aging and Public Health is designed to give students an opportunity to apply and integrate coursework with practicum and research. Preparation for the Capstone experience will start near the end of the 1st term and be integrated throughout the year. In the 3rd and 4th terms, the Research and Translation in Aging Seminar is required for informal discussions of issues relevant to public health research and research in progress sessions. The final product will be a written paper based on one of the two approaches, listed below. Capstone Option 2 requires that students take the 621-623 (or higher) Biostatistics sequence. Students may also take relevant research methods or mixed methods courses, as appropriate.

Students may choose a Capstone project that addresses an important question in aging and that is approved by the student's adviser and the concentration directors. Options include:

- 1) Comprehensive literature review. The student will prepare a comprehensive review of the literature on a specific topic in aging research using systematic methods for searching, screening, and inclusion of articles.
- 2) Research Report. The student will use an available data set to conduct analyses to examine a specific question relevant to aging.

Capstone Special Studies Credits: A total of 3 credits of research special studies (XXX.840 - one each in 2nd, 3rd and 4th terms) will be allotted to this activity under the direction of the student's Capstone adviser.

In the 4th term, students are required to register for the 2-credit MPH Capstone Course (XXX.800) and will present the work in a short oral presentation in a special MPH Capstone symposium in May.

CHILD & ADOLESCENT HEALTH (CAH) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Andrea Ruff, MD Associate Professor	International Health	410-955-1633	aruff1@jhu.edu
Susan Gross, PhD, MPH Associate Scientist	Population, Family & Reproductive Health	410-585-4140	sgross@jhu.edu

Educational Objectives

The MPH concentration in Child & Adolescent Health (CAH) focuses on understanding developmental and health issues and health status of children and adolescents across the globe, the nature and scope of the multiple determinants of their health status, and the range of public health programs to address the health and well-being of children and families. Students participating in the CAH concentration will be expected to attain proficiency in the 5 competencies shown below. They will be expected to do so by taking at least one of the courses that meets each competency.

Concentration Competencies Table

All students must complete the competencies based on the selection of courses listed below:

Child & Adolescent Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
CAH1. Assess principal health concerns for the child and adolescent population, the associated population-based risk factors, including demographic and environmental factors, and the relative impact of each risk factor.	380.604 Life Course Perspectives on Health OR	4	1 st	1 ^{st*} , 2 nd
	380.744 Nutrition and Growth in Maternal and Child Health	3		1 st
CAH2. Evaluate strategies, interventions, and programs to promote child and adolescent health, including health services and systems delivery strategies used to address health concerns in the child and adolescent population.	380.604 Life Course Perspectives on Health OR	4	1 st	1 ^{st*} , 2 nd
	380.740 Nutrition Programs, Policy and Politics in the United States: the Impact On Maternal, Child and Family Health	3		2 nd
CAH3. Apply frameworks specific to child and adolescent health for improving the health of the child and adolescent population.	380.604 Life Course Perspectives on Health OR	4	1 st	1 ^{st*} , 2 nd
	380.744 Nutrition and Growth in Maternal and Child Health OR	3		1 st
	380.624 Maternal and Child Health Legislation and Programs	4		2 nd
CAH4. Examine political and social influences on child and adolescent health.	380.624 Maternal and Child Health Legislation and Programs OR	4		2 nd
	380.725 The Social Context of Adolescent Health and Development	3	4 th	
CAH5. Propose strategies to promote child and adolescent health through policy advocacy and/or program development and implementation.	380.624 Maternal and Child Health Legislation and Programs OR	4		2 nd
	380.725 The Social Context of Adolescent Health and Development	3	4 th	

Course of Study

Students will also be required to:

- 1) Attend the Child and Adolescent Concentration seminars that will offered through the year. Students must enroll in a 1 credit Special Studies (xxx.840) in one term (any term except for summer) where xxx is the department code of the academic adviser
- 2) Complete at least 3 additional elective courses with a focus relevant to child and adolescent health. Those 3 electives must be selected from the list of courses shown below.
- 3) Develop a capstone focused on child and adolescent health.

Students are required to meet the coursework required for the CAH concentration competencies and take at least 3 elective courses from the CAH concentration elective table below. The minimum number of academic units needed to complete the concentration requirements over and above the MPH core requirements is 17 credits.

Please note that a student's selection of electives may provide additional depth in a particular area related to child and adolescent health – for example, Nutrition, Infectious Diseases, Adolescent Health or Evaluation.

Additional Required Courses (select 3 from the following list):

Course #	Course Name	Credits	Onsite	Online
180.655	Baltimore Food Systems: A Case Study of Urban Food Environments	4	3 rd	No
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	2 nd *
221.645	Large Scale Effectiveness Eval of Health Programs	4	2 nd	2 nd *, 4 th
222.642	Assessment of Nutritional Status (Prerequisite previous biology or nutrition course or IH 222.641)	3	2 nd	No
222.641	Principles of Human Nutrition** (conflicts with Life Course, 1 st term)	4	1 st	No
222.647	Nutrition Epidemiology	3	3 rd	No
222.649	International Nutrition	3	4 th	4 th *
222.654	Food Culture and Nutrition	4	4 th	No
222.655	Nutrition and Life Stages	3	3 rd	No
222.657	Food and Nutrition Policy	2	1 st	No
223.662	Vaccine Development and Assessment	4	2 nd	No
223.663	Infectious Diseases and Child Survival	3	3 rd	No
223.680	Global Disease Control Programs & Policies	4	4 th	No
223.687	Vaccine Policy Issues	3	3 rd	No
224.694	Mental Health Intervention Programming in Low and Middle-Income Countries	3	3 rd	No
301.627	Understanding and Preventing Violence	3	2 nd	2 nd *
305.610	Issues in Injury and Violence Prevention	2	1 st	No

Course #	Course Name	Credits	Onsite	Online
330.602	The Epidemiology of Substance Use and Related Problems	3	2 nd	2 nd
330.640	Childhood Victimization: A Public Health Perspective	3	4 th	4 ^{th*}
380.611	Fundamentals of Program Evaluation	4	3 rd	1 st
330.674	Suicide as a Public Health Problem	3	4 th	4 th
380.623	Adolescent Health and Development	3	No	3 rd
380.633	Promoting Equity for Adolescents and Emerging Adults: Problem Solving Seminar	3	No	2 nd
380.640	Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth	3	3 rd	3 ^{rd*}
380.642	Child Health and Development	3	No	2 nd
380.661	Clinical Aspects of Maternal and Newborn Health	3	3 rd	3 ^{rd*}
380.662	Critiquing the Research Literature in Maternal, Neonatal & Reproductive Health	4	2 nd	2 ^{nd*}
380.720	Masculinity, Sexual Behavior & Health: Adolescence & Beyond	3	2 nd	2 ^{nd*}
380.721	Schools and Health	3	2 nd	2 nd
380.747	International Adolescent Health	3	No	4 th
380.749	Adolescent Sexual and Reproductive Health	3	4 th	4 ^{th*}
380.761	Sexually Transmitted Infections in Public Health Practice	4	No	4 th
380.765	Preventing Infant Mortality and Promoting the Health of Women, Infants and Children	3	No	4 th
410.752	Children, Media and Health	3	3 rd	No

***Concentration Seminar Lectures will occur throughout all four terms and a calendar will be given to students at the beginning of each term. However special studies course registration will only be for one term.*

Capstone Experience

The MPH capstone in CAH involves application of skills and competencies acquired during the MPH coursework to the solution of public health-practice problems confronted in efforts to improve children's health. It has both a written and oral-presentation component and several options are available to complete this requirement. During the CAH noon seminars, we will periodically focus on capstone progress and students are required to register for the 2-credit MPH Capstone Course (xxx.800) in the 4th term.

**EPIDEMIOLOGIC AND BIOSTATISTICAL METHODS FOR PUBLIC HEALTH AND CLINICAL RESEARCH
CONCENTRATION (EBM)**

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Rosa M. Crum, MD, MHS Professor	Epidemiology	410-614-2411	rcrum1@jhu.edu
Marie Diener-West, PhD Professor	Biostatistics	410-502-6651	mdiener@jhu.edu

Educational Objectives

The MPH concentration in Epidemiologic and Biostatistical Methods for Public Health and Clinical Research is designed for students with quantitative backgrounds who wish to pursue a rigorous curriculum in epidemiologic study design and statistical data analysis. The goal of this concentration is to help students participate in the design, conduct and analysis of research studies in public health and put concepts into practice. This concentration is best suited for students who have already worked in a particular substantive area and have identified specific research questions.

The objectives of this concentration are to outline the necessary didactic course work, research-in-progress seminars, and opportunities to articulate an appropriate hypothesis, identify an appropriate study design and data set for answering the question, obtain IRB approval, gain familiarity with aspects of data management and reproducible research, conduct and interpret results of univariate, bivariate and multivariable statistical analysis and summarize them in a written **research report as the MPH Capstone project**.

Students must obtain a grade of B or better in Epidemiologic Inference I during the summer term to elect the concentration. All students are required to complete and obtain a passing grade (minimum of C) in the subsequent four-term sequence in biostatistics and three terms of epidemiology.

Concentration Competencies Table:

Epidemiologic and Biostatistical Methods Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
EBM1. Compare and contrast epidemiologic study designs (cohort, case-control, clinical trial) and identify questions that can be appropriately answered with these different designs.	340.752 Epidemiologic Methods II	5	2 nd	
EBM2. Link appropriate analytic models with public health research questions and epidemiologic study designs.	340.753 Epidemiologic Methods III	5	3 rd	
EBM3. Distinguish the summary measures of association (linear and logistic regression coefficients expressing average change, odds ratio, risk difference, risk ratio) applicable to retrospective and prospective study designs.	140.622 Statistical Methods in Public Health II OR 140.654 Methods in Biostatistics IV*	4	2 nd	2 nd
	AND 140.653 Methods in Biostatistics III* AND 140.654 Methods in Biostatistics IV*	4	4 th	4 th
EBM4. Formulate and correctly interpret a multivariable survival regression (Poisson or Cox) model to estimate a health effect while minimizing confounding and identifying possible effect modification.	140.623 Statistical Methods in Public Health III* OR 140.654 Methods in Biostatistics IV*	4	3 rd	3 rd
		4	4 th	4 th *
EBM5. Summarize the results of a regression model (linear, logistic, or survival) and write a description of the statistical methods, results, and main findings for a scientific report.	140.624 Statistical Methods in Public Health IV OR	4	4 th	4 th *
	140.654 Methods in Biostatistics IV*	4	4 th	4 th *

*Also fulfills MPH core requirement

Course of Study

Students in this concentration will complete a total of 19 credits over and above the MPH core course requirements. All students must take the following required courses which include the courses listed in the competencies table:

Required Courses:

Course #	Course Name	Credits	On-site	Online
340.721 OR 340.601	Epidemiologic Inference I ¹ OR Principles of Epidemiology ¹	5		SI, 1 st , 3 rd
340.751 AND 340.752 AND 340.753	Epidemiologic Methods 1 AND Epidemiologic Methods 2 AND Epidemiologic Methods 3	5	1 st 2 nd 3 rd	
140.621 AND 140.622 AND 140.623 AND 140.624	Statistical Methods in Public Health I AND Statistical Methods 2 AND Statistical Methods 3 AND Statistical Methods 4	4	1 st 2 nd 3 rd 4 th	1 st 2 nd 3 rd 4 ^{th*}
140.651 AND 140.652 AND 140.653 AND 140.654	Methods in Biostatistics I AND Methods in Biostatistics 2 AND Methods in Biostatistics 3 AND Methods in Biostatistics 4	4	1 st 2 nd 3 rd 4 th	1 ^{st*} 2 ^{nd*} 3 ^{rd*} 4 ^{th*}

Capstone Experience

The MPH capstone experience in Epidemiologic and Biostatistical Methods involves the application of skills and competencies acquired to problems in epidemiology and data analysis. Preparation for the capstone experience will start during the 1st term and be integrated throughout the year. **A student must register for a total of 3 credits of research special studies (xxx.840) (1 credit each in the 1st, 2nd and 3rd terms)** under the direction of the student's academic advisor, capstone advisor or other concentration-affiliated faculty. There will be required group seminars for informal discussion of issues relevant to public health research and capstone research in progress sessions. **The final product will be a written paper (research report format) based on a student's research question of interest and corresponding multivariable data analysis.** The student's capstone advisor will approve the written paper. In addition, **each student will register for the 2-credit Capstone Course (xxx.800) in the 4th term** and prepare and present the work in a short oral presentation at the capstone symposium in May.

Concentration Seminar

The 3 credits of research special studies are for attending the required group seminars. **These research-in-progress seminars typically will meet weekly on Wednesdays from 8:00-9:00 am ET during the academic year.** Topics will include: getting started on a research project, how to identify data sets, managing data, writing a scientific paper and oral presentation skills. Most of the seminars will be used as research in progress sessions where students are expected to formally report on the progress to date of their capstone projects. **These seminars begin in September and go through mid-May; no more than two excused absences are allowed.**

¹ Also fulfills MPH core requirement.

Expectations

Students are expected:

- 1) During the first term, to identify a research question, hypotheses and data set to be used (**November 1**).
- 2) During the second term, to submit and obtain IRB approval (**December 1**).
- 3) To attend and participate in all small group research-in-progress seminars (no more than 2 excused absences).
- 4) To complete at least two research- in- progress presentations.
- 5) To complete a formal presentation of the final report of their project using a format typical of a scientific meeting presentation. Typically, this takes place at the MPH Capstone Symposium.
- 6) To write a formal paper summarizing the data analyses and findings from their capstone project, using the guidelines of a relevant journal.

FOOD, NUTRITION, AND HEALTH (FNH) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Email
Laura E. Caulfield, PhD, Professor	International Health	lcaulfi1@jhu.edu

Educational Objectives:

The MPH concentration in Food, Nutrition and Health (FNH) concentration provides students with the knowledge and understanding of the relevance of food and nutrition as it affects population health, and with the technical and analytic skills to address the public health implications associated with nutrition problems.

Students choosing this concentration will gain an understanding of:

- 1) The role of foods and nutrition in disease risk and prevention;
- 2) The methods for studying food consumption, and nutritional status and the use and interpretation of nutritional data;
- 3) The design, implementation and evaluation of nutrition programs and policy to improve the nutrition and health of diverse populations.

The minimum number of academic credits needed to complete the concentration requirements over and above the MPH core requirements is 17 credits. Students should choose to receive a letter grade for each course fulfilling the requirements for the concentration unless letter grade is not an option.

* If a student has significant prior background in nutrition, they should speak with Drs. Caulfield or Rebholz about building a specific plan to meet the requirements.

Competencies Table:

Food, Nutrition and Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
FNH1. Define the role of foods, nutrients and nutrition for human health and for disease risk and prevention	For those more generally interested in population-level nutrition: 222.641 Principles of Human Nutrition in Public Health	4	1 st	
	For those with wish to understand nutrient metabolism, health, and disease in a public health context: 222.651 Nutrients in Biological Systems OR	2	3 rd	
	For those who wish to understand diet in the primary and secondary prevention of chronic diseases: 222.652 Nutrition in Disease Treatment and Prevention	3		4 th

Food, Nutrition and Health Concentration Competencies (Con'td)	Course Meeting Competency	Credits	Onsite	Online
FNH2. Characterize political, social and economic influences affecting nutrition and well-being	222.657 Food and Nutrition Policy OR	2	1 st	
	380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd
FNH3. I identify the governmental and non-governmental organizations and processes involved in the development of public health nutrition initiatives	222.657 Food and Nutrition Policy OR	2	1 st	
	380.740 Nutrition Programs, Policy and Politics in the United States: The Impact on Maternal, Child and Family Health	3		2 nd
FNH4. Identify appropriate methods for studying food consumption and nutritional status and the use and interpretation of nutritional data	222.642 Assessment of Nutritional Status OR	3	2 nd	
	222.647 Nutrition Epidemiology	3	3 rd	
FNH5. Evaluate opportunities and approaches to advance nutrition and health through public health initiatives and policies	222.657 Food and Nutrition Policy OR	2	1 st	
	222.664 Food Insecurity and Nutrition: Partnering with Community Organizations to Make Changes OR	2	4 th	
	222.649 International Nutrition OR	3	4 th	
	380.740 Nutrition Programs, Policy, and Politics in the United States: The Impact on Maternal, Child and Family Health OR	3		2 nd
	180.620 An Introduction to Food Systems and Public Health	4		1 st

Course of Study:

Students in this concentration will complete a total of at least 17 credits.

Students are encouraged to attend Program in Human Nutrition Seminar, Tuesdays, 12:00-1:00; they can join the mailing list and the seminar speaker and topic are generally announced to the School. Students can sign up for the seminar for credit by enrolling in 222.860 Graduate Nutrition Seminar each quarter. If signing up for credit, this will not count towards the required total number of credits.

Students may select from the below listed courses to complete the 17 credits:

Course number	Course Name	Credits	On-site	Online
180.655	Baltimore Food Systems: A Case Study in Urban Food Environments	4	3 rd	
182.640	Food- and Water-borne Diseases	3	3 rd	
222.611	Food Security and Nutrition in Humanitarian Emergencies (Prerequisite: 221.613 or 221.615)	2	4 th	
222.630	Nutrition, Infection and Immunity	3		4 th
222.654	Food, Culture, and Nutrition (Consent required for all students)	4	4 th	

Course number	Course Name	Credits	On-site	Online
222.655	Nutrition and Life Stages (Consent required for all students)	3	3 rd	
222.661	Designing Healthy Diets (Prerequisite: 222.641 and either 222.642 or 222.647)	2	4 th	
340.644	Epidemiology of Diabetes and Obesity (Prerequisite: 340.601 or equivalent)	2	4 th	
380.744	Nutrition and Growth in Maternal and Child Health	3		1 st
224.630	The Obesity Epidemic Problem-Solving Seminar: What We Can Learn from Native American Communities	3		1 st
222.665	Planning for Food Systems and Public Health	3	3 rd	
180.635	Seafood and Public Health: Global Trade, Nutrition, and the Environment	2		3 rd

Capstone Experience:

Typically, the capstone experience involves the application of the skills and competencies acquired during the MPH coursework to the solution of a particular nutrition problem or to the analysis of food and nutrition policies and/or programs. A focused literature review may also be appropriate for a capstone.

Students will register for 2 credits of research special studies (xxx.840) for the capstone experience under the direction of their capstone advisor, and then 2 credits for the MPH Capstone Course (xxx.800). Students will make a formal presentation of their capstone experience as part of the MPH capstone symposium.

FOOD SYSTEMS (FS) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Keeve Nachman, PhD, MHS Associate Professor	Environmental Health and Engineering	410-223-1811	knachma1@jhu.edu
Roni Neff, PhD, ScM Associate Professor	Environmental Health and Engineering	410-223-1811	rneff1@jhu.edu
Phil McNab, PhD, MPH Assistant Scientist	Environmental Health and Engineering	410-223-1694	pmcnab1@jhu.edu
Pam Berg, MPH, Research Associate	Environmental Health and Engineering	410-223-1811	prhubar1@jhu.edu

Educational Objectives

The MPH Concentration in Food Systems explores the complex interactions among diet, food production, ecosystems, public health, and equity and the challenge of nourishing a growing world population against a backdrop of resource scarcity and climate change. Courses emphasize the critical role of food systems in human and planetary health as both a driver of problems and a potential solution. Students will apply skills such as systems thinking, communication, policy analysis, and advocacy to promote food systems transformation.

The MPH Concentration includes a minimum of 18 credits of required courses aligned to the concentration competencies plus additional elective courses. Students in the concentration are invited to enrichment activities and networking opportunities with other students studying food systems. The concentration is open to full-time and part-time students.

Concentration Competencies Table

Food Systems Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
FS1. Define and describe the concepts of food systems, food security, food system sustainability, and resilience.	180.620 Introduction to Food Systems and Public Health	4		1 st
FS2. Use a systems perspective to propose an evidence-based food system intervention	180.620 Introduction to Food Systems and Public Health	4		1 st
FS3 Apply principles of OneHealth to case studies in food production	180.606 Case Studies in Food Production and Public Health	4		4 th
	OR 180.635 Seafood and Public Health: Global Trade, Nutrition, and the Environment	3		3 rd
FS4. Apply an equity lens to food systems challenges and/or interventions	180.655 Baltimore Food Systems: A Case Study of Urban Food Environments	4	3 rd	
	OR 180.644 Food System Resilience	2		4 th
	OR 180.605 Food Systems Practicum	3	2 nd	

Food Systems Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
FS5. Evaluate benefits and tradeoffs of existing or proposed policy-based strategies to address food systems challenges.	180.606 Case Studies in Food Production and Public Health OR	4		4 th
	180.644 Food System Resilience	2		4 th
	180.635 Seafood and Public Health: Global Trade, Nutrition and the Environment	3		3 rd

Course of Study

The MPH Concentration includes a minimum of 18 credits of required courses aligned to the concentration competencies plus additional elective courses. Students in the concentration also participate in group mentoring meetings (e.g., alumni panels) and are invited to additional enrichment activities and networking opportunities with other students studying food systems. The concentration is open to full-time and part-time students.

Course#	Course Name	Credits	On-site	Online
GROUP A: Students may elect up to three courses from Group A These courses provide additional context on food and food systems.				
180.611	The Global Environment. Climate Change, and Public Health	4	1 st	
222.657	Food and Nutrition Policy	2	1 st	
222.665	Planning for Food Systems and Public Health	3	3 rd	3 rd *
182.640	Food and Water Borne Diseases	3	3 rd	
380.740	Nutrition Programs, Policy and Politics in the US: Impact on Maternal, Child, Family Health	3		2 nd
221.611	Food Security and Nutrition in Humanitarian Emergencies	2	3 rd	
222.654	Food, Culture and Nutrition	4	4 th	
410.608	Applying Systems Thinking to Obesity Prevention	2	SI	SI*
380.660	Food Industry, Politics and Public Health	3		4 th
185.600	One Health Tools to Promote and Evaluate Healthy and Sustainable Communities	3		4 th
222.662	Obesity in Public Health	3	2 nd	
GROUP B: Students may elect up to one additional course from Group B These courses focus on skills relevant to addressing food system challenges.				
221.654	Systems Thinking in Public Health: Applications of Key Methods and Approaches	3		2 nd
317.600	Introduction to the Risk Sciences and Public Policy	4	1 st	3 rd
410.620	Program Planning for Health Behavior Change	3	1 st , WI	SI*, WI*
317.610	Risk Policy, Management and Communication	3	2 nd	4 th
410.650	Introduction to Persuasive Communications: Theories and Practice	4	WI, 2 nd	WI*
180.625	Community-Driven Epidemiology and Environmental Justice	3	3 rd	3 rd *

Course#	Course Name	Credits	On-site	Online
410.663	Media Advocacy and Public Health: Theory and Practice	3	4 th	
410.690	Ethnographic Fieldwork	3	1 st	
318.603	Applied Microeconomics for Policymaking	3		1 st
305.684	Health Impact Assessment	3	3 rd	3 rd
410.672	Organizing for Public Health with the Six Steps to Effective Advocacy: Turning Public Will into Public Policy	3	SI, 2 nd , 3 rd	3 rd
224.689	Health Behavior Change at the Individual, Household, and Community Levels	4	2 nd	
260.848	Community-Based Practice Through Civic Engagement	2		4 th
410.612	Sociological Perspectives on Health	3	1 st	1 st *
260.848	Community-Based Practice Through Civic Engagement	4		4 th
410.612	Sociological Perspectives on Health	3	1 st	1 st *

Enrichment Activities

Students in the concentration also participate in group mentoring meetings (e.g., alumni panels) and are invited to additional enrichment activities and networking opportunities with other students studying food systems.

Capstone Experience

The MPH Capstone experience involves applying the skills and competencies acquired during the MPH coursework to a food systems issue. Students will receive a list of research and project ideas, many of which tie into projects at the Johns Hopkins Center for a Livable Future or may inspire other project ideas that align with the students' interests and goals. Students in the concentration will make a formal presentation of their capstone experience as part of the MPH Concentration in Food Systems Capstone Symposium.

GLOBAL ENVIRONMENTAL SUSTAINABILITY & HEALTH (GESH) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Peter Winch, MD, MPH Professor	Social and Behavior Interventions, International Health	410-955-9854	pwinch@jhu.edu
Shima Hamidi, PhD Assistant Professor	Environmental Health and Engineering		Shamidi2@jhu.edu
Jaime Madrigano, ScD Visiting Associate Professor	Environmental Health and Engineering		jmadrig4@jhu.edu
Hannah Marker, MPH Research Associate	Social and Behavior Interventions, International Health		Hannah.marker@jhu.edu

Educational Objectives:

The MPH concentration in Global Environmental Sustainability and Health explores the main drivers of global environmental change (land use, energy use, food use, water use and population growth) and how they, in turn, threaten human health on local, regional and global scales. Students gain necessary skills to develop appropriate responses to these challenges through qualitative research methods and behavioral change interventions.

Competencies Table:

All students must complete the competencies based on the selection of courses listed below:

Global Environmental Sustainability and Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
GESH1. Define climate change and describe multiple ways climate change will have an impact on public health to both a scientific and lay audience.	180.611 The Global Environment, Climate Change and Public Health	4	1 st	
GESH2. Define behaviors related to climate change and environmental sustainability, identify factors that affect them, and design a behavior change intervention to address either climate change or environmental sustainability.	224.689 Health Behavior Change at the Individual, Community and Household Levels	4	2 nd	
GESH3. Effectively communicate a position/opinion on a climate and/or sustainability topic.	188.688 Global Environmental Sustainability and Health Seminar Note: students must enroll in this course for both 2 nd and 4 th term	1	2 nd , 4 th	2 nd *
GESH4. Characterize the role of food systems in sustainability and the environment	180.620 Introduction to Food Systems and Public Health	4		1 st
	OR 180.606 Case Studies in Food Production and Public Health	4		4 th
	OR 180.655 Baltimore Food Systems: A Case Study of Urban Food Environments	4	3 rd	

Global Environmental Sustainability and Health Concentration Competencies (cont'd)	Course Meeting Competency	Credits	Onsite	Online
GESH5. Apply principles of systems-thinking to understand the various causes and effects of climate change on the environment and public health	180.611 The Global Environment, Climate Change and Public Health	4	1 st	

**Please note that for GESH students, the final assignment will include a sustainability-specific requirement.*

Course of Study:

In addition to the courses listed in the “Competencies Table”, students must select at least one of the required courses from the list below. Also provided is a section of recommended courses. Students in this concentration will complete a total of at least 18 credits.

Course #	Course Name	Credits	on-site	online
<i>Required courses - All students must select at least one of the following core courses:</i>				
180.651	Energy, Environment and Public Health	2	4 th	4 th
188.682	A Built Environment for a Healthy and Sustainable Future	3		4 th
185.600	One Health Tools to Promote and Evaluate Healthy and Sustainable Communities	3		4 th
180.625	Community-Driven Epidemiology and Environmental Justice	3	3 rd	3 rd *
330.609	Climate Change and Mental Health: Research, Practice, and Policy Perspectives	3		4 th
<i>Recommended Courses*</i>				
221.611	Food Security and Nutrition in Humanitarian Emergencies	2	3 rd	
410.663	Media Advocacy and Public Health: Theory and Practice	3	4 th	
182.626	Issues for Water and Sanitation in Tropical Environmental Health	2	3 rd	3 rd *
221.624	Urban Health in Developing Countries	3		4 th
182.640	Food- and Water-borne Diseases	3	3 rd	
410.654	Health Communication Programs I: Planning and Strategic Design	4	3 rd	
410.655	Health Communication Programs II: Implementation and Evaluation	4	4 th	
224.690	Qualitative Research I: Theory and Methods	3	3 rd	1 st
224.691	Qualitative Research II: Data Analysis	3	4 th	2 nd
305.684	Health Impact Assessment	3	3 rd	3 rd
317.600	Introduction to the Risk Sciences and Public Policy	4	1 st	1 st
317.610	Risk Policy, Management and Communication	3	2 nd	4 th
223.640	Identifying and Mitigating Misinformation to Improve Trust in Public Health	2	1 st	
340.680	Environmental and Occupational Epidemiology	4	4 th	4 th
604.751	Mental Health and Psychosocial Support in Low-Resource Humanitarian Emergencies	2		3 rd

Course #	Course Name	Credits	on-site	online
180.626	Environmental Justice and Public Health Practice	3		2 nd
180.635	Seafood and Public Health: Global Trade, Nutrition and the Environment	3	3 rd	

*Additional courses will be considered upon discussion with adviser

Capstone Experience

The GESH MPH Capstone experience will involve applying the skills acquired during coursework to a climate change or sustainability related problem. This could be through research with faculty, literature reviews, or program/policy analysis, among other options. Students will explore their interests and options for a capstone project through monthly concentration meetings, the GESH seminar, and advisor meetings. In 4th term, students are required to register for the 2-credit MPH Capstone Course. Students will give their capstone presentations during the 4th term GESH seminar.

HEALTH LEADERSHIP AND MANAGEMENT CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Anbrasi Edward, PhD, MPH, MBA Associate Scientist	International Health	410-502-7663	aedward1@jhu.edu
Mark J. Bittle, DrPH, MBA, FACHE Senior Scientist	Health Policy & Management	410-502-0460	mbittle1@jhu.edu

Educational Objectives:

The MPH concentration in Health Leadership & Management provides students with an understanding of the challenges of organizational leadership and management in the health sector. The concentration is aimed at individuals whose responsibilities require them to have the knowledge and skills essential to balance the demands of leading and managing during times of change, but who do not require or desire a full management degree.

Competencies Table:

Health Leadership & Management Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
HLM1. Leadership: Evaluate leadership styles as applied to self, organizations, and the impact on organizational performance.	312.700: Leading Organizations*	3		1 st
HLM2. Communication and Relationship Management: Identify tools and techniques to build, maintain, and evaluate high performance teams.	312.702 Leading Change: Building and Empowering Teams	1		2 nd , 3 rd
HLM3. Professional & Social Responsibility: Explain the relationship between a commitment to self-development including continuing education, networking, reflection and personal improvement and leadership effectiveness.	312.700: Leading Organizations*	3		1 st
HLM4. Health & Healthcare Environment: Apply the concepts and tools of quality management to design and improve a healthcare delivery system contextualized for diverse socioeconomic contexts and addressing the barriers to access, clinical quality and patient perspectives, and socioeconomic equity.	221.722: Quality Assurance Management Methods for Developing Countries	4	1 st	1 st
HLM5. Business: Collate relevant data and information and analyze and evaluate this information to support or make an effective decision or recommendation.	312.604: Quantitative Tools for Managers	3	SI, 3 rd	

Course of Study:

Students in this concentration will complete a total of at least 18 credits and also participate in monthly concentration meetings. In addition to taking the courses fulfilling the concentration competencies (listed on the previous page), students must take at least one course from Group B and at least one course from Group C listed below:

Additional courses:

Course #	Course Name	Credits	On-site	Online
<i>Students elect at least one course from Group B: Leadership/Management Practice Skills.</i>				
221.661	Project Development for PHC in Developing Countries	4	4 th	
312.600	Managing Health Services Organizations	4		3 rd
221.608	Managing Non-governmental Organizations in the Health Sector Cancelled	3	3 rd , 4 th	
221.602	Applications in Managing Health Organizations in LMIC (<i>Instructor consent required</i>)	3	1 st	
312.701*	Strategic Leadership and Decision-Making (in-person enrollment limited)	3	2 nd	2 nd
312.702*	Leading Change: Building and Empowering Teams (in-person enrollment limited)	3	3 rd	3 rd
312.703*	Learning Organizations and Knowledge Management (in-person enrollment limited)	3	4 th	4 th
318.625	Management of Nonprofit Organizations	3	4 th	
*4 course leadership series (312.700, which is required for concentration, and 312.701, 312.702, 312.704)				
<i>Students elect at least one course Group C: Technical/Operations Management Skills.</i>				
312.603	Fundamentals of Budgeting & Financial Mgmt	3		1 st , 2 nd , 3 rd , 4 th , SI
309.620	Managed Care and Health Insurance <i>(Prereq: Basic knowledge of US health care system.300.651 or similar course or consent of instructor)</i>	3	3 rd	
311.615	Quality of Medical Care	3		1 st
309.600	Evaluating Quality Improvement and Patient Safety Programs	3		1 st
312.621	Strategic Planning (<i>Prereq: 312.600 or 312.603</i>)	3	SI	
312.633	Health Management Information Systems	3		3 rd
312.660	Marketing in Health Care Organizations	3	3 rd , 4 th	
313.790	Introduction to Economic Evaluation	3		4 th
317.605	Methods in Quantitative Risk Assessment	4	3 rd	1 st
317.600	Introduction to Risk Sciences and Public Policy	4	1 st	3 rd
312.678	Intro. to Healthcare Quality & Patient Safety: A Mgmt. Perspective <i>(Instructor consent required)</i>	2	3 rd	
221.639	Health Care In Humanitarian Emergencies	3		1 st , 2 nd
312.617	Fundamentals of Financial Accounting	3		1 st , Su
313.641	Introduction to Health Economics (<i>Instructor consent required</i>)	3		3 rd
221.619	Introduction to Global Health Economics	3	1 st	
221.635	Global Advances in Community-Oriented Primary Health Care (<i>Prereq: 220.601</i>)	4		3 rd

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Capstone

The MPH capstone experience in Health Leadership & Management provides students the opportunity to apply the competencies they acquire to clinical, technical, and management problems in health sector organizations. Through meetings with their advisor and monthly concentration meetings, students will explore their interests and options for a capstone experience. A range of options is available. Students register for the 2-credit Capstone Course (xxx.800) in the 4th term of their final year.

Additional credits of research special studies (xxx.840) can be completed under the direction of the student’s advisor or concentration-affiliated faculty. Students will make a formal presentation of their capstone experience as part of the MPH Capstone Symposium.

HEALTH SYSTEMS & POLICY (HSP) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Mary Fox, PhD Assistant Professor	Health Policy & Management	X7-0778	mfox9@jhu.edu
Dustin Gibson, PhD Assistant Scientist	International Health	X7-8768	dgibso28@jhu.edu

Educational Objectives

The MPH concentration in Health Systems and Policy aims to develop a broad understanding of health systems and the processes through which public policy decisions are made in the U.S. and select low, middle, and high-income countries. In addition, students acquire grounding in the range of research and evaluation methods pertaining to health systems and policy analysis, including the skills to use and critique data, research findings, and program evaluations. Through concentration meetings and supplemental activities, the concentration aims to build a community of practice among students, introduce students to possible career paths for professionals in this field, and expose them

Concentration Competencies Table

Each student must complete a course to fulfill each competency choosing from those listed in the competency table below. Some courses fulfill requirements for two competencies. A total of 20 concentration-related credits must be completed. Please check the Online Course Directory for delivery format.

Health Systems and Policy Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
HSP1: Assess the role of those health systems in addressing contemporary public health issues such as expanding health coverage, financial hardship, vulnerable populations, and system reform	221.646 Health Systems in LMIC (consent required) OR	3	2 nd	2 nd
	221.652 Financing Health Systems for Universal Health Coverage OR	3	3 rd	
	300.651 Introduction to the U.S. Healthcare System	4	1 st	1 st , 4 th
HSP2. Assess the role of policy or law in addressing contemporary public health issues and problems in a selected field	300.712 Formulating Policy: Strategies and Systems of Policymaking in the 21 st Century OR	3		2 nd
	221.650 Health Policy Analysis in LMIC (consent required) OR	3	3 rd	3 rd
	306.650 Public Health and the Law OR	3	3 rd	
	300.600 Introduction to Health Policy OR	4		1 st
	222.657 Food and Nutrition Policy	2	1 st	

Health Systems and Policy Concentration Competencies (cont'd)	Course Meeting Competency	Credits	Onsite	Online
HSP3: Identify and apply data, evidence, models and expert knowledge in assessments, policy analyses and/or testimony to inform public health policies and interventions	221.650 Health Policy Analysis in LMIC (<i>note prerequisite</i>) OR	3	3 rd	3 rd
	300.712 Formulating Policy: Strategies and Systems of policymaking in the 21 st Century OR	3		2 nd
	301.645 Health Advocacy OR	3	4 th	2 nd , 4 th
	317.600 Introduction to the Risk Sciences and Public Policy OR	4	1 st	3 rd
	305.684 Health Impact Assessment (HIA) OR	3	3 rd	3 rd
	180.620 Food Systems and Public Health	4		1 st
HSP4. Apply economic tools and principles, such as revenue sources, cost-effectiveness, and supply & demand, to health systems and/or public health policy interventions.	313.641 Introduction to Health Economics OR	3		3 rd
	313.790 Introduction to Economic Evaluation OR	3		4 th
	221.652 Financing Health Systems for Universal Health Coverage OR	3	3 rd	
	313.643 Health Economics I (<i>note prerequisite</i>)	3		2 nd
HSP5. Use evaluation tools to assess the impact of health systems and/or public health policy interventions and/or programs.	300.713 Research and Evaluation Methods for Health Policy OR	3	3 rd	
	221.620 Applying Summary Measures of Pop. Health to Improve Health Systems OR	3	4 th	SI, 4 th
	221.638 Health Systems Research & Evaluation in Developing Countries (<i>note prerequisite</i>) OR	4	3 rd	
	221.645 Large-Scale Effectiveness Evaluation of Health Programs	4	2 nd	2 nd *

Course of Study

Students in this concentration will complete at least 20 credits specific to the concentration. Students are required to take at least one course for each competency listed above. In cases where fulfilling the competencies does not add up to 20 credits, students can select from the recommended list below to complete the total credit requirement. Other policy or systems courses may be taken as electives to complete the 20-credit requirement. Please consult the concentration Co-Directors with questions about electives.

Course #	Recommended Course Name	Credits	Onsite	Online
221.617	Behavioral Economics in Health Decisions	2	SI, 3 rd	SI
312.693	Introduction to Comparative Effectiveness and Outcomes Research	3		3 rd
220.601	Foundations of International Health	4	1 st	4 th
309.620	Managed Care and Health Insurance	3	3 rd	
300.650	Crisis and Response in Public Health Policy and Practice	3	3 rd	3 rd
301.627	Understanding and Preventing Violence	3	2 nd	2 nd *
410.668	Policy Interventions for Health Behavior Change	3	2 nd	2 nd *
410.611	Under Pressure: Health, Wealth & Poverty	3	4 th	
380.624	Maternal and Child Health Legislation and Programs	4		2 nd
223.687	Vaccine Policy Issues (<i>Prerequisite: 223.622</i>)	3		3 rd

Course #	Recommended Course Name	Credits	Onsite	Online
309.730	Patient Safety and Medical Errors	3		3 rd
380.665	Family Planning Policies and Programs	4	3 rd	
380.761	STI in Public Health Practice (<i>Prerequisite: 550.630 or equivalent</i>)	4		4 th
306.660	Legal and Public Health Issues in the Regulation of Intimacy	3	4 th	
223.680	Global Disease Control Programs and Policies (<i>Prerequisite: 340.601 or 340.751 or 550.694.81 or 550.695.81</i>)	4	4 th	
223.621	Design and Implementation of Global Digital Health Interventions	3	3 rd	
223.622	Design and Implementation of Global Digital Health Interventions I (prereq 223.621.01)	3		4 th

Capstone Experience

MPH students must develop a project on a health systems or policy problem in the U.S. or internationally over the course of the year with a faculty adviser with whom they register for the 2 credit Capstone Course (xxx.800) in the 4th term. Capstone projects are presented at an end-of-year MPH capstone symposium.

Possible topics, grouped by general area of policy interest, include:

- Evaluating the impact of legislation on health behaviors or outcomes
- Identifying and addressing financial, geographic, and cultural barriers to access to health care and developing policies to address these barriers to improve equity
- Improving coordination (including information systems, contracting, and payment mechanisms) among the public sector, the private sector, and social security systems
- Expanding financial protection in health systems through for example, health insurance – both public and private – including raising revenues, pooling revenues, contracting for services and payment options, and setting levels of co-payments.
- Changing the organization of the health system, possibly including changes in the public-private mix of provision and/or financing of health care
- Use of information and incentives to effect changes in the behavior of health care providers and/or patients.
- Developing appropriate policies and regulations for public health priority programs – such as road traffic injuries, HIV/AIDS, obesity, and tobacco control

Expectations

Students are expected:

- 1) To attend and participate in all monthly group meetings (no more than 2 excused absences).
- 2) To deliver a brief presentation at one of the monthly meetings in third or fourth terms.

HUMANITARIAN HEALTH (HH) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Shannon Doocy, PhD Professor	International Health	410-502-2628	dooey1@jhu.edu
Courtland Robinson, PhD Associate Professor	International Health	410-955-3892	court.robinson@jhu.edu

Educational Objectives:

Students will have adequate knowledge and skills to be able to work effectively in the humanitarian health field—including in disasters and emergencies—whether in the context of research, program implementation, and/or policy response.

Competencies Table:

All students must complete the courses listed below:

Humanitarian Health Focus Area Competencies	Course Meeting Competency	Credits	Onsite	Online
HH1. Humanitarian Landscape: Students will demonstrate knowledge of the current global humanitarian context, including the most significant emergencies, comparative impacts of conflict and natural disasters, and key global trends in humanitarian response and financing.	221.613 Introduction to Humanitarian Emergencies ¹	3	1 st	1 st
HH2. Humanitarian Architecture: Demonstrate working knowledge of humanitarian architecture, including key organizations, international and UN systems, and sectors, including health, WASH, shelter, nutrition, food security, and protection.	221.613 Introduction to Humanitarian Emergencies ¹	3	1 st	1 st
HH3. Ethics and Human Rights: Demonstrate working knowledge of core humanitarian and human rights principles, treaty instruments, and codes of ethical conduct in humanitarian settings.	221.613 Introduction to Humanitarian Emergencies ¹	3	1 st	1 st
HH4. Project Planning and Implementation: Students will be able to demonstrate basic skills in humanitarian project design, planning and implementation, including awareness of appropriate interventions and how to contextualize them in operational settings.	221.613 Introduction to Humanitarian Emergencies ¹	3	1 st	1 st
HH5. Operationalization: Students will be able to demonstrate how to critically assess and synthesize information, prioritize decisions and actions, and communicate these decisions and actions effectively.	221.695 Seminar in Humanitarian Health ²	0.5	1 st , 2 nd , 3 rd , 4 th	1 st , 2 nd , 3 rd , 4 th

Course of Study:

Students will complete a minimum of 18 credits over and above the MPH core course requirements. In addition to the courses listed in the above “Competencies Table” which total at least 5 credits, students must complete a minimum of 6 core elective credits. The remaining concentration credits may be completed from either core electives or other elective credits listed below. Students may elect courses from one thematic area or across multiple thematic areas.

Course #	Course Name	Credits	On-site	Online
<i>All students must take at least 5 credits of the following Core Electives:</i>				
221.639	Health Care in Humanitarian Emergencies	3	2 nd	1 st
221.712	Leadership and Management in Humanitarian Health	2		2 nd
221.641	Measurement Methods in Humanitarian Settings	2	2 nd	
221.611	Food, Nutrition and Livelihoods in Humanitarian Emergencies	2	3 rd	
221.623	Water and Sanitation in Humanitarian Emergencies	2		3 rd
<i>Elective Credits (remaining credits)</i>				
Health and Health Systems				
220.601	Foundations of International Health	4	1 st	4 th
221.627	Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	2 nd
221.635	Global Advances in Community Oriented Primary Health Care	3	3 rd	3 rd
221.643	Armed Conflict and Health	2	3 rd	
221.646	Health Systems in Lower- and Middle-Income Countries	3	2 nd	2 nd
221.661	Project Development for Primary Health Care in Developing Countries	4	4 th	
221.688	Social and Behavioral Foundations of Primary Health Care	4		3 rd
223.621	Design and Implementation of Global Digital Health Interventions	3	3 rd	
223.663	Infectious Diseases and Child Survival	3	3 rd	
223.680	Global Disease Control Programs and Policies	4	4 th	
260.601	Vector-Borne Disease Control	3	4 th	
380.604	Life Course Perspectives on Health	4	1 st	2 nd
380.668	International Perspectives on Women, Gender and Health	3	4 th	
380.750	Migration and Health: Concepts, Rates and Relationships	3	3 rd	3 rd
380.765	Preventing Infant Mortality and Promoting the Health of Women, Infants and Children	3		4 th
410.630	Implementation and Sustainability of Community Health Programs	3	4 th	
Leadership and Management				
221.602	Applications in managing Health Organizations in Low and Middle Income Countries	3	1 st	3 rd
221.608	Managing Organizations in the Health Sector	3		4 th
221.722	Quality Assurance Management for Developing Countries	4	1 st	1 st
312.633	Health Management Information Systems	3		3 rd
312.603	Fundamentals of Budgeting & Financial Management	3		1 st -4 th
312.604	Quantitative Tools for Managers	3	3 rd	2 nd
312.633	Health Management Information Systems	3		3 rd
312.700	Leading Organizations ³	3	1 st	1 st
Mental Health				
221.634	Stress Management for Relief Workers	2		2 nd
221.642	Mental Health Aspects of Disasters: Public Health Preparedness and Response	2	3 rd	
330.606	Digital and Mobile Health Research in Public Mental Health	3		4 th

330.609	Climate Change and Mental Health: Research, Practice and Policy Perspectives	3	2 nd	4 th
330.620	Qualitative and Quantitative Methods for Mental Health and Psychosocial Research in Low Resource Settings	3	2 nd	2 nd
330.680	Promoting Mental and Preventing Mental Disorders in Low- and Middle-Income Countries	3		4 th
Disaster Preparedness and Global Health Security				
180.623	Infectious Disease Threats and Global Public Health Security	3		3 rd
180.630	Chemical and Biological Weapons Threats: Science, Public Health, Policy	3	4 th	
180.633	The Sociocultural Dimensions of Disasters	3	4 th	4 th
180.670	Introduction to Public Health Emergency Preparedness	3	4 th	
260.603	Biology of the Next Pandemic	3	4 th	
317.600	Introduction to the Risk Sciences and Public Policy	4	1 st	3 rd
317.605	Methods in Quantitative Risk Assessment	4	3 rd	1 st
Food Security and Nutrition				
180.620	Introduction to Food Systems and Public Health	4		1 st
180.644	Food System Resilience	2		4 th
221.664	Food Insecurity and Nutrition: Partnering with Community Organizations to Make Change	2	4 th	
222.655	Nutrition and Life Stages	3	3 rd	
222.649	International Nutrition	3	4 th	
380.744	Nutrition and Growth in Maternal and Child Health	3		1 st
Climate Change				
180.611	The Global Environment, Climate Change, and Public Health	4	1 st	
180.641	Climate Change and Public Health Problem Solving: Global Challenges and Solutions for Mitigation, Adaptation and Sustainability	3	1 st	
180.671	Climate Change and Public Health	3	3 rd	3 rd
Human Rights				
380.663	Gender-Based Violence, Research, ³ Practice and Policy: Issues and Current Controversies	3	3 rd	3 rd
340.639	Assessing Epidemiologic Impact of Human Rights Violations	2	4 th	
340.683	Human Rights in Public Health Practice	2	3 rd	
604.741	Human Rights in Humanitarian Emergencies	2		3 rd
Methods and Monitoring and Evaluation				
140.640	Statistical Methods for Sample Surveys	3	3 rd	
221.620	Applying Summary Measures of Population Health to Improve Health Systems	3	2 nd	
221.645	Large-Scale Effectiveness Evaluations of Health Programs	4	2 nd	
223.632	Methods for Planning and Implementing Evaluations of Large-Scale Health Programs in Lower and Middle Income Countries	4	4 th	
223.664	Design and Conduct of Community Trials	4	3 rd	
224.690	Qualitative Research Theory and Methods	3	3 rd	1 st , 3 rd
224.691	Quantitative Data Analysis	3		2 nd
240.692	Methods in Formative Research and Human Centered Design for Intervention Design	4		3 rd
340.717	Health Survey Research Methods	4	2 nd	
340.770	Public Health Surveillance	3	2 nd	3 rd
380.611	Fundamentals of Program Evaluation	4	3 rd	1 st
380.612	Applications in Program Monitoring and Evaluation	4	4 th	
380.711	Issues in Survey Research Design	3	3 rd	
380.712	Methods in Analysis of Large Scale Population Surveys	3	4 th	
410.631	Introduction to Community-Based Participatory Research: Principles and Methods	3	2 nd	

Capstone Experience:

The MPH capstone experience is an opportunity for students to integrate concentration issues with various public health skills and competencies gained through the year. Students will work individually or in small groups, and with the support and advice of a capstone advisor, to develop specific projects or concepts. Students are required to register for the 2 credit Capstone Course (xxx.800) in the 4th term. (The xxx refers to the department of your capstone advisor. In International Health, for example, this would be 220.800). These two credits count toward the MPH degree but not toward the concentration requirements, however, the capstone must be focused on or linked to humanitarian health.

INFECTIOUS DISEASES (ID) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Noreen A Hynes, MD, MPH Associate Professor	International Health	410-614-7196	nhynes1@jhu.edu
Photini Sinnis, MD Professor	Molecular Microbiology and Immunology	410-502-6918	psinnis1@jhu.edu
Kawsar Talaat, MD Associate Professor	International Health	410-502-9627	ktalaat@jhu.edu

Educational Objectives:

The MPH concentration in Infectious Diseases is designed for students who wish to focus on the development of new competencies or the enhancement of existing competencies in multiple disciplines needed to be an effective infectious diseases public health practitioner in various settings in the public and private sectors. The MPH Infectious Diseases concentration enhances and augments other MPH core course work to consolidate skills and knowledge in epidemiology, immunology, microbiology, parasitology, disease transmission pathogenesis and prevention and control of infectious diseases --- in both domestic and international settings.

The goal of this concentration is to help students integrate coursework through the direct participation in related practical experience (practicum) and in infectious disease-related research-related activities. Students who successfully complete the concentration will have gained a level of expertise needed for careers within state and local health departments, federal agencies; or the private sector, including the biotechnology and pharmaceutical industries, conducting infectious disease-related research and related infectious disease-specific activities.

Competencies Table:

All students must complete the competencies based on the selection of courses listed below:

Infectious Disease Concentration Competencies	Course meeting competency	Credits	Onsite	Online
ID1. Assess the epidemiology of major Infectious diseases of humans	340.627 Epidemiology of Infectious Diseases OR	4	2 nd	
	340.668 Topics in Infectious Disease Epidemiology	3		SI
ID2. Categorize the immunology of pathogen infections and their disease expression	550.603 Fundamentals of Immunology OR	3		1 st
	260.631 Immunology, Infection, and Disease* OR	3	2 nd	
	260.611 Principles of Immunology I	4	1 st	
ID3. Develop and evaluate strategies such as surveillance and diagnostics to identify infectious diseases	340.627 Epidemiology of Infectious Diseases OR	4	2 nd	
	340.668 Topics in Infectious Disease Epidemiology	3		SI

Infectious Disease Concentration Competencies (Cont'd)	Course meeting competency	Credits	Onsite	Online
ID4. Compare and contrast the clinical presentations, microbiology, and pathogenesis of infections of global public health significance	223.682 Clinical and Epidemiologic Aspects of Tropical Diseases OR	4	4 th	2 nd , 4 th
	550.630 Public Health Biology	3	1 st	Su, 4 th
ID5. Assess strategies to eliminate and prevent infectious diseases	340.627 Epidemiology of Infectious Diseases OR	4	2	
	340.668 Topics in Infectious Disease Epidemiology	3		SI

Course of Study:

Students are required to successfully complete at least 20 infectious disease-related credits. These 20 credits include those selected from the competencies table above and the remainder from the list of courses below, with a minimum of 3 credits in each of the following four areas: 1) Epidemiology, 2) Microbiology, 3) Parasitology and Tropical Diseases, and 4) Prevention & Control of Infectious Diseases. Courses that are listed in multiple areas can only be used to satisfy one area requirement. Courses fulfilling the concentration requirements cannot be taken pass/fail (a letter grade is required). No waivers are given if similar courses were taken prior to matriculation/enrollment.

Course #	Course	Credits	Onsite	Online
The Remainder of the 20 credits can be taken from this list of courses:				
Epidemiology				
340.722	Epidemiologic Inference in Public Health II (<i>Prerequisites: 340.601, 340.721, 340.751, 140.612 or equivalent</i>)	4	2 nd	2 nd
380.761	STI in Public Health Practice* (<i>Prerequisite: 550.630 or equivalent</i>)	4		4 th
340.609	Concepts and Methods in Infectious Disease Epidemiology	4	3 rd	3 rd *
340.653	Epidemiologic Inference in Outbreak Investigations (<i>Prerequisite: basic knowledge of infectious disease; knowledge of introductory epidemiology & biostatistics is essential</i>)	3	1 st	1 st *
340.646	Epidemiology and Public Health Impact of HIV and AIDS	4	1 st	2 nd
340.641	Healthcare Epidemiology	4	2 nd	
340.677	ID Dynamics: Theoretical and computational approaches	4	4 th	
Microbiology				
120.602	Concepts of Molecular Biology (<i>Prerequisite: Introductory biochemistry or consent of instructor</i>)	4	1 st	
260.623	Fundamental Virology (A good cell biology background is recommended).	4	1 st	
550.630	Public Health Biology*	3	1 st	Su, 4 th

Course #	Course	Credits	Onsite	Online
260.627	Pathogenesis of Bacterial Infections	4	3 rd	
340.654	Epidemiology & Natural History of Human Viral Infections* (similar content to 260.623-624)	6		1 st
260.624	Advanced Virology (<i>Prerequisite: 260.623, undergrad virology or consent of instructor</i>)	4	4 th	
223.689	Biological Basis of Vaccine Development* (<i>Prerequisite: 260.611-12 or equivalent familiarity with the principles of immunology</i>)	3	4 th	
Parasitology/Tropical Diseases				
260.635	Biology of Parasitism* (includes laboratory sessions)	5	2 nd	
260.650	Vector Biology and Vector-borne Diseases*	3	3 rd	
260.656	Malariology*	4		3 rd
223.682	Clinical and Epidemiologic Aspects of Tropical Disease	4	2 nd , 4 th	4 th
Prevention & Control of Infectious Diseases				
550.630	Public Health Biology*	3	1 st	Su, 4 th
223.662	Vaccine Development and Application	4	2 nd	
260.636	Evolution of Infectious Disease	3	1 st	
223.663	Infectious Diseases and Child Survival	3	3 rd	
223.687	Vaccine Policy Issues (<i>Prerequisite: 223.662</i>)	3	3 rd	
380.761	STI in Public Health Practice* (<i>Prerequisite: 550.630 or equivalent</i>)	4		4 th
340.612	Epidemiologic Basis for Tuberculosis Control*	2	1 st	Su, 3 rd
223.680	Global Disease Control Programs & Policies (<i>Prerequisite: 340.601 or 340.751 or 550.694.81 and 550.695.81</i>)	4	4 th	
223.689	Biologic Basis of Vaccine Development* (<i>Prerequisite: 260.611-12 or equivalent familiarity with the principals of immunology</i>)	3		
260.601	Vector Borne Disease Control (Prerequisite: Background in biomedical science).	3	4 th	
180.630	Chemical and Biological Weapons Threats: Science, Public Health, Policy	3	4 th	
182.640	Food and Water Borne Diseases	3	3 rd	
185.600	One Health tools to promote and evaluate healthy and sustainable communities	3		4 th
222.630	Nutrition, Infection and Immunity	3		4 th
380.762	HIV Infection in Women, Children, and Adolescents	4		4 th

*Also fulfills MPH core requirement

Certificates:

Students enrolled the ID Concentration may also seek a Certificate in a complementary focus as there is some overlap in coursework. <https://www.jhsph.edu/academics/certificate-programs/>

Capstone Experience:

The MPH capstone experience in Infectious Diseases is an opportunity for students to apply what they have learned to an infectious disease public health problem. Students are required to register for the 2 credit MPH Capstone Course (xxx.800) in the 4th term. Additional credits of special studies research (xxx.840) can be completed in 3rd term under the direction of their capstone advisor. The Capstone must have an infectious disease focus. Students will prepare a paper on a specific infectious disease reviewing current key knowledge in the pathogenesis or control of the disease and focus on identifying at least 2 critical areas in need of additional research or public health solutions. Each paper topic must be approved by the students' Capstone advisor based upon a brief outline. Each student will present product of their Capstone work in an oral presentation at a special MPH symposium in May or an alternative venue approved by the MPH Infectious Disease Concentration faculty.

SOCIAL AND BEHAVIORAL SCIENCES (SBS) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Julie A. Denison, PhD Associate Professor	International Health	443-287-2704	jdenison@jhu.edu
Ryan D. Kennedy, PhD Associate Professor	Health Behavior and Society	410-955-3435	rdkennedy@jhu.edu

Educational Objectives:

The MPH concentration in Social and Behavioral Sciences in Public Health focuses on designing, implementing and evaluating programs that promote healthy behaviors in international and/or domestic settings. Students study the psychological and social influences on health and behavior, and they obtain skills necessary for working with diverse populations on a variety of health topics, in nonprofit organizations and government agencies.

Students who complete this concentration may be eligible to take the national certifying exam to become a Certified Health Education Specialist.

Competencies Table

All students must complete the competencies based on the selection of courses listed below:

Social and Behavioral Sciences Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
SBS1. Understand health, behavior and society within a socioecological and multi-level perspective, and how individual factors such as socioeconomic status, sexual and gender identities, as well as community level factors, like community assets affect health behavior change and outcomes	410.600 Fundamentals of Health, Behavior and Society OR	4	1 st	1 st
	224.689 Health Behavior Change at the Individual, Household and Community Levels	4	2 nd	
SBS2. Appropriately identify, select and apply fundamental behavioral science theories to study health problems and behavior change interventions in diverse populations	410.600 Fundamentals of Health, Behavior and Society OR	4	1 st	1 st
	224.689 Health Behavior Change at the Individual, Household and Community Levels	4	2 nd	
SBS3. Have a working knowledge of program planning frameworks to design public health programs and interventions.	410.620 Program Planning for Health Behavior Change OR	3	1 st	SI*, WI*
	224.692 Methods in Formative Research and Human Centered Design for Intervention Development (note prerequisite)	4	4 th	3 rd

Social and Behavioral Sciences Concentration Competencies (Cont'd)	Course Meeting Competency	Credits	Onsite	Online
SBS4. Appropriately describe what and how to conduct formative research, such as a needs assessment, to inform and plan health behavior change interventions/programs	410.620 Program Planning for Health Behavior Change OR	3	1 st	SI*, WI*
	224.692 Methods in Formative Research and Human Centered Design for Intervention Development (note prerequisite)	4	4 th	3 rd
SBS5. Appropriately apply behavioral science methods, such as process and impact evaluations, to evaluate behavioral interventions	380.611 Fundamentals of Program Evaluation	4	3 rd	1 st

Course of Study

Students will also be required to:

- 1) Attend the Seminar for MPH Concentration in SBS (5550.853) for 1 credit in 1st term and the Seminar for MPH Concentration SBS II (550.854) for 1 credit in 2nd term.
- 2) In addition to the two-credit seminar, students are expected to complete a minimum of 18 credits, based on courses selected from the Competency Table, plus elective course selected from the list of courses shown below

Additional Elective Courses

Course		Credits	Onsite	Online
Theory				
221.688	Social & Behavioral Foundations of Primary Health Care	4		Su, 3 rd
410.613	Psychosocial Factors in Health & Illness	3	3 rd	
410.612	Sociological Perspectives on Health	3	1 st	1 st *
410.650	Introduction to Persuasive Communications: Theories & Practice	4	2 nd , WI	WI*
330.661	Social & Psychological Development Processes in the Etiology of Mental Disorders (<i>Instructor consent required for all students.</i>)AUDITED ONLY	3	3 rd	3 rd *
410.652	Interpersonal Influence in Medical Care	2	4 th	
410.657	Communication Strategies for Sexual Risk Reduction (<i>Prerequisite: 140.621-2 or equivalent</i>)	3	4 th	
Research and Evaluation				
380.612	Applications in Program Monitoring and Evaluation (<i>Prerequisite: 380.611</i>)	4	4 th	
309.616-.617	Introduction to Methods for Health Services Research and Evaluation I and II (<i>Cannot take this as a single course; counts as two courses</i>)	4		3 rd and 4 th

Course		Credits	Onsite	Online
410.615	Research Design in Social & Behavioral Sciences (<i>Prereq: one terms biostatistics or consent of instructor</i>)	3	2nd	2 nd *
221.645	Large-Scale Effectiveness Evaluations of Health Programs (<i>Prereq: knowledge of basic biostat & epi</i>)	4	2nd	2 nd *
410.631	Introduction to Community-Based Participatory Research: Principles and Methods	3	2 nd	
550.601	Implementation Research and Practice (3 units)	3		2 nd
224.690	Qualitative Research Theory and Methods	3	3 rd	1 st
<i>Intervention Design and Implementation</i>				
410.630	Implementation & Sustainability of Community-Based Health Programs	3		4 th
410.651	Health Literacy: Challenges and Strategies for Effective Communication	3		2 nd
221.661	Project Development for Primary Health Care in Developing Countries (<i>Prereq: 220.601 and consent of instructor</i>)	4	4 th	
410.663	Media Advocacy and Public Health: Theory and Practice	3	4 th	
301.645	Health Advocacy	3	4 th	

Capstone Experience:

For the MPH Capstone, students focus on a specific health behavior problem and work through one of the following skill sets, in partnership with a community organization or agency:

- Grant writing
- Comprehensive literature review
- Intervention design/implementation
- Program evaluation
- Formative Research Protocol
- Ethnographic/Qualitative Research Protocol
- Research Project Addressing Social and Behavioral Issues in Health

WOMEN'S AND REPRODUCTIVE HEALTH (WRH) CONCENTRATION

Faculty Concentration Directors

Concentration Director	Department	Telephone	Email
Shannon Wood, PhD Assistant Professor	Population, Family & Reproductive Health		swood@jhu.edu
Saifuddin Ahmed, PhD Professor	Population, Family & Reproductive Health	410-614-4952	sahmed@jhu.edu

Educational Objectives:

The MPH concentration in Women’s and Reproductive Health (WRH) focuses on understanding the general and reproductive health status of women, determinants of their health status, research approaches to study women’s and reproductive health, and preventive strategies, health services interventions and programs to address women’s health and well-being, as well as the health of their newborns. Students may choose to focus on women’s, reproductive or perinatal health, either in the US or global settings.

Competencies Table:

Women’s and Reproductive Health Concentration Competencies	Course Meeting Competency	Credits	Onsite	Online
WRH1. Assess the major health concerns for women or mothers, newborns, and infants, the associated population-based risk factors, and the relative impact of each risk factor.	380.664 Reproductive and Perinatal Epidemiology OR	4	4 th	
	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children OR	3		4 th
	380.666 Women’s Health OR	3	3 rd	3 rd *
	380.609 Women's Health: Disparities and Equity Implications	2		SI*
WRH2. Apply a life course framework to understanding the determinants a woman’s or reproductive health concern and population strategies to address the health concern.	380.604 Life Course Perspectives on Health	4	1 st	1 st *, 2 nd
WRH3. Evaluate strategies and frameworks to promote population health, including the policies and programs that address health and family planning concerns and behavior for women or mothers and newborns.	380.624 Maternal and Child Health Legislation and Programs OR	4	2 nd	2 nd
	380.665 Family Planning Policies and Programs OR	4	3 rd	
	380.667 Women’s Health Policy OR	3	4 th	
	380.768 Selected Topics in Women’s Health and Women’s Health Policy	4		1 st

Women's and Reproductive Health Concentration Competencies (cont'd)	Course Meeting Competency	Credits	Onsite	Online
WRH4. Critique health services and systems delivery strategies used to address women and reproductive health concerns such as maternal mortality and morbidity and preterm/low birth weight births.	380.661 Clinical Aspects of Maternal and Neonatal Health OR	3	3 rd	3 rd *
	380.760 Clinical Aspects of Reproductive Health OR	3	3 rd	3 rd *
	221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4	2 nd	2 nd *
WRH5. Evaluate study designs and methods to understanding woman's or reproductive health concerns and the implications of the research	380.664 Reproductive and Perinatal Epidemiology OR	4	4 th	
	380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health OR	4	2 nd	2 nd *
	380.601 Critically Evaluating the Science for Policy and Practice	2		SI

Course of Study

Students must also select one or two additional courses if less than five courses are taken from the above list. The below courses are also electives for students in the concentration.

Course #	Course Name	Credits	On-site	Online
380.744	Nutrition and Growth in Maternal and Child Health Internet only	3		1 st
380.655	Social and Economic Aspects of Human Fertility	3	2 nd	
380.749	Adolescent Sexual and Reproductive Health	3	4 th	
380.762	HIV Infection in Women, Children and Adolescents	4		4 th
380.663	Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies	3	3 rd	3 rd
120.620	Fundamentals of Reproductive Biology	3		1 st

Capstone Experience:

The MPH capstone experience in Women's and Reproductive Health is an opportunity for students to apply the competencies and skills acquired through coursework and other related educational activities (e.g. practicum). Most students fulfill the capstone by undertaking independent work with a concentration-affiliated faculty. The project may involve, but is not limited to, undertaking a data analysis, literature review with a focus on policy and programmatic implications, or an analysis of a public health problem using the problem-solving paradigm or other related conceptual model. Students register for the 2 credit MPH Capstone Course (xxx.800) in the 4th term. Students may also take an additional 1 to 3 credits of special studies research (xxx.840 with their capstone adviser) for the capstone experience, beginning as early as the 2nd term under the direction of the student's capstone adviser. A written product and a formal presentation are required.

Capstone Presentation:

The MPH concentration in Women's and Reproductive Health Capstone presentations will be held during a separate evening session prior to the Saturday Capstone Project Symposium. Students who present at the WRH concentration session are not required to present at the Saturday Capstone Symposium, but they must attend the symposium.

Maternal and Child Health Certificate:

Students in the Women's and Reproductive Health concentration may also pursue the **Maternal and Child Health Certificate**. However, there are additional course requirements outside the concentration requirements to complete the certificate, although for many students it will be only one additional course.

MPH Goals Analysis

MPH Goals Analysis

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

- Describe the goals and competencies which you aim to achieve during your program.
- Plan your MPH education early in your program with the support and guidance of your academic network adviser.
- Serve as a springboard for discussion of career opportunities as the program progresses.
- The Goals Analysis should be updated as you make changes in focus and direction throughout the MPH program.

The required Goals Analysis will be completed as part of the **Introduction to MPH Studies** course and consists of two parts:

- **Part 1 – Self-Assessment:** Complete a self-assessment by:
 1. Rating your current skill levels for the Schoolwide and MPH core competencies. Identify the core competencies that you wish to focus on and those that are particularly relevant to your professional future.
 2. In your reflection, briefly explain what knowledge, skills, and experiences you bring to the program. Identify your goals for the MPH by explaining what you hope to gain in terms of knowledge, skills, professional and personal contacts, and any additional experiences. This information should be reviewed with your academic network adviser.

- **Part 2 – Curriculum Planning:** Students should work with their academic network adviser to complete their curriculum plan and submit the online Core Curriculum Confirmation Form to the MPH Program office.
 1. Develop a term-by-term tentative course plan for your entire MPH program, including the five general competencies and corresponding courses that you will be completing. Your course plan should include the required courses, electives, and special studies you intend to take and when you plan to complete these courses.
 2. Once your term-by-term plan has been created, complete the *Core Curriculum Confirmation Form*, indicating your core course selections and your 5 general competency selections. In the reflection section of the form, list any potential plans for a practicum experience and the specific skills you hope to develop through the practicum. Also, briefly describe one or more capstone topics of interest and possible capstone faculty mentors.
 3. If during your MPH program, your biostatistics sequence or general competency selections change (including joining or leaving a concentration), you must submit a new Core Curriculum Confirmation Form to reflect these changes. All courses that are linked to your 5 general competencies must be completed for degree and graduation eligibility.

Goals Analysis Key Dates

Part	June 2023 Entry (Part-time/Online)	July 2023 Entry (Full-time/Onsite)	Nov 2023 Entry (Part-time/Online)	Jan 2024 Entry (Part-time/Online)	March 2024 Entry (Part-time/Online)
Part 1	Due: July 3, 2023	Due: July 28, 2023	Due: Dec 1, 2023	Due: Jan 26, 2024	Due: April 26, 2024
Part 2	Due: Aug 25, 2023	Due: Sept 29, 2023	Due: Mar 15, 2024	Due: March 15, 2024	Due: June 28, 2024

Planning Your Curriculum

MPH students have flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match online courses and on-site courses at our East Baltimore campus

Part-time/Online MPH Program students can also take advantage of the intensive learning Institute courses in Baltimore, Washington, DC and Barcelona, Spain.

Course Directory and Academic Calendar

The School's course directory is at <http://www.jhsph.edu/courses> and should be used for planning as it has the most up to date course information. Students should familiarize themselves with the academic calendar for the term dates and registration periods <https://publichealth.jhu.edu/academics/academic-calendar/2023-2024>

Course Load and Time Commitment

Each credit represents, on average, about a three to four-hour time commitment during each week of the eight-week term.

Most part-time students take approximately six credits per term. A course load of about eight credits per term is the maximum reasonable course load for someone who is working full-time during that term. Students who matriculated part-time are welcome to take a full-time load in any term when they do not have other significant time commitments. No student may exceed twenty-two credits in a single term.

Most full-time student take approximately sixteen to eighteen credits per term. No student may exceed 22 credits in a single term per School policy. It is not recommended to take this many credits as it is a very heavy course load to complete in an 8-week term.

The following information is helpful as a guide to determine how many credits you can accommodate in a term.

One academic credit at BSPH during the regular 8-week term consists of **one hour** of classroom learning activities and at least **2 hours** of homework per week. This totals a minimum of 24 hours of coursework during the term. As you will most likely be taking courses that are 2-3 credits (or more), you could be looking at 9 hours/week or more for one class.

Credits	Classroom Hrs/Week	Homework Hrs/Week	Total Hours/Week	Total Hours/Term (8 weeks)
1	1	2	3	24
2	2	4	6	28
3	3	6	9	72
16	16	32	48	384
17	17	34	51	408
18	18	36	54	432

How many hours in a week can you set aside to do course-related work?

- ▶ How much time do you have available to spend on coursework on weekdays? (X Hours)
- ▶ How much time do you have available to spend on coursework per weekend? (Y Hours)
- ▶ $X + Y =$ the number of hours you have available to spend on coursework per week.

For example, 2 hours each weekday except Friday (8 hours) and 4 hours on Sat and on Sunday (8 hours) = 16 hours per week (on average in an 8-week term)

Part-time Student Scenario: You work full-time and have about 15-20 hours per week to study

- ▶ Use the broad guideline “3 hours of study work per week for each one (1) credit”
- ▶ 15 hours available each week: 15 hours per week/3 hours of coursework per credit = 5 credits;
- ▶ 18 hours available each week: 18 hours per week/3 hours of coursework per credit = 6 credits;
- ▶ 21 hours available each week: 21 hours per week/3 hours of coursework per credit = 7 credits.

If you have 15-20 hours available in a week to study, you can take up to 5-7 credits of coursework.

Sequencing your curriculum

- The Public Health Policy/Problem Solving core, the Epidemiology core, and the Public Health Practice core must be completed during the first year of study.
- The remaining required core area courses should be completed early in the program.
- If elective courses have prerequisites, these will be listed in the course description.
- Some course content, such as biostatistics, is delivered in a specific sequence of courses.
- Certificates may have specific sequences that participants should follow.
- The practicum requirement can be completed at any time after completing the Tools of Public Health Practice requirement.
- The capstone is to be completed at the end of the program.

Choosing electives

All students will need to select elective courses to complete the minimum of 80 credits needed for degree completion. Here are some resources to utilize in choosing electives:

- Your academic network adviser
- The course listings in the School’s Online Course Directory. Searches in the online course directory can be done by using key words for search terms that pertain to your areas of interest, or search by department.
- The MPH Concentrations. Even if not pursuing a Concentration, the course listings within each Concentration area can be helpful to students in selecting some elective courses in a given subject area.
- The certificate programs offered by BSPH. The School offers certificate programs in specific areas of study. MPH students may pursue a certificate program as some certificate programs may be completed online and through institute courses. For more information, visit: <https://publichealth.jhu.edu/academics/academic-programs/certificate-programs> and contact the faculty sponsors of the certificate programs listed on the website

On-campus Work in the Intensive Institutes

Students in the Part-time/Online MPH Program have the opportunity to take accelerated courses in the onsite Intensive Institutes. These courses provide valuable opportunities for personal networking and interaction among students, faculty, and staff. These institutes make it more convenient for students who are working full-time to take advantage of the on-site opportunities.

Important information for international students in the part-time/online MPH program:

If an international student wishes to study in the US at one of the Intensive Institutes in Baltimore, they must be enrolled in the Part-time/Online MPH: Online Plus program format. This will require that international students take a minimum of 4 credits within a 2 week period within at least one Summer Institutes or Winter Institute only. (International students in the

part-time program are not eligible to take onsite coursework during an 8-week term. However, a part-time student may transfer to the full-time program to complete their remaining requirements onsite as a full-time student, if desired.)

Students should contact the MPH Program Office if this is something that they would like to do.

Summer Institutes in Baltimore

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

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

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

Global Tobacco Control Institute in Baltimore

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

Fall Institute in Barcelona, Spain

Fall Institute is comprised of several short courses offered in November and is part of 2nd Term. While the Institute is hosted by the Health Policy & Management Department, the courses offered are from multiple departments and the offerings vary from year to year. Courses are held at Universitat Pompeu Fabra in Barcelona and taught in English. **The schedule is typically available in late June.** It is generally difficult for students to take courses in both Term 2 and the Fall Institute as there is a significant overlap in course dates.

Winter Institute in Baltimore

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

Winter Institute in Washington, DC

All-day courses from one to four days long, pertaining to Health Policy, are offered in January. Courses are held at a Johns Hopkins satellite campus in the DuPont Circle area of Washington. **The schedule is typically available in September.**

Practicum Experience in Population-based Health

About the Practicum

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

Organizations or agencies that can serve as practicum sites may include local and state public health agencies, community-based organizations, international non-governmental agencies and organizations, data coordinating centers for clinical trials, and BSPH Centers. The Practicum Experience must have some engagement in the larger public health practice implications of the work. This could be completed in a variety of ways, as appropriate to the individual projects. Some examples include, but are not limited to, collaboration with others (e.g., end users, data collectors, etc.) to provide/prepare for data analysis and interpretation, partnerships with other public health organizations (e.g., state health department, community organizations) related to study design or implementation; and obtaining input on the work from stakeholders (population impacted by project, other professionals/researchers completing similar work).

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

Helpful Links

Practicum Website – <https://my.jhsph.edu/Academics/practice/mph-practicum/Pages/default.aspx>

Practicum Opportunity Site – <https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx>

Practicum Examples – <https://my.jhsph.edu/Academics/practice/mph-practicum/examples/Pages/default.aspx>

All practicums must be fully completed, and all evaluations and deliverables submitted by the following dates:

May graduates: May 1st prior to graduation

August graduates: August 1st prior to graduation

December graduates: December 1st prior to graduation

**Dual-degree students – please refer to the chart on practicum requirements for deadlines specific to your program*

General Criteria for MPH Practicum

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

- 1) **Applies public health skills and competencies.** Students identify the public health skills and competencies relevant to their area of interest that are most beneficial to their career advancement. Students apply these skills and competencies in concert with knowledge gained from their coursework.
- 2) **Is framed and carried out within a public health practice context with an established organization or agency.** The practicum is a population-level focused project conducted in a practice context. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain population-level practical experience at an established organization or agency. Students cannot solely complete screenings, administer surveys, perform calculations, etc., but must be engaged in the larger public health practice context of the activities, as well as become familiar with the organization's overall purpose and decision-making process. A literature review or data analysis project alone will not meet the practicum requirement. The student must obtain input from the partnering organization and/or from the stakeholders beyond their preceptors alone (e.g., population impacted by project, other professionals/researchers completing similar work), and incorporate this feedback to help inform the development of their practicum work products/deliverables. There must be a clear link to how the practicum project makes an impact on the targeted population. Students should also develop a deeper understanding of the organization's mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.
- 3) **Is supervised by a qualified preceptor.** The practicum preceptor must be qualified to evaluate the student's professional competence and supervise the student throughout the project. The preceptor is directly engaged in the population-level focused practicum activities. Preceptors can be from an organization outside of Johns Hopkins (e.g. community-based organization, health department, private corporation, etc.), or a BSPH faculty member if the faculty member is directly engaged with or is the lead on a project that meets the practicum criteria. The preceptor works with the student to develop project learning objectives and work products/deliverables, and guides and monitors the student's progress and achievement. The student's Academic Network Adviser may provide additional assistance if warranted.
- 4) **Is a significant experience (minimum of 100 hours).** The practicum requirement is administered and tracked by the School's MPH Practicum Team. Students must have their proposed practicum project(s) approved prior to initiating their experience. The practicum requirement can be met in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team; in team settings, each student must have distinct contributions and responsibilities. Activities must be completed during the MPH program to be able to count towards the MPH practicum requirement.
- 5) **An evaluated experience.** Preceptors will evaluate students on the achievement of defined learning objectives and work products/deliverables. Additionally, students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of "C" must be earned in courses with a practicum component that are taken towards fulfilling the requirement. Students who register for practicum special studies credits are required to earn a "pass" for the experience to count towards the practicum requirement.

Competency-based Learning Objectives for MPH Practicum

Students will need to identify distinct learning objectives for the practicum that address learning and application in at least five competencies from the list below.

Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project, or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social, or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Other

Students have the option of defining up to 2 additional competencies which would count towards the minimum 5 required competencies.

Steps to Completing the MPH Practicum

All Students must submit and have a Practicum Learning Plan approved prior to initiating a practicum experience. If completing multiple experiences, a separate learning plan is required for each experience.

1. Identify general learning objectives for the practicum, to fit your overall academic goals, during the Goals Analysis process. Complete the practicum section of the MPH Goals Analysis. For each practicum experience, a student is recommended to identify at least 5 competencies to address (please see the “Competency-based Learning Objectives for MPH Practicum” section).
2. Complete course 300.615.81 *The Tools of Public Health Practice* (1 credit). This course is a prerequisite for the practicum and includes a pre-assessment of current perceived strengths and opportunities for further development. **Students must complete this course within the first 12 months of their program.**
3. Find a practicum opportunity, or set of opportunities, to suit your goals (please see the “Finding Practicum Opportunities” section for more detail regarding the range of opportunities). For *full-time students*, it is best to begin identifying opportunities around the start of 1st term of the MPH year. For *students completing the degree part-time*, it is best to start identifying opportunities early in the second year in the program.
4. If you choose a course-based practicum, register for the course and submit the Practicum Learning Plan for the course to receive approval to apply the course towards your MPH practicum requirement. Students in a course-based practicum can then skip to step 9.
5. In conference with your prospective preceptor, develop a Practicum Learning Plan that outlines your academic goals for the experience, proposed timeline and work products/deliverables, as well as your role and responsibilities at the organization where the practicum will take place.
6. Submit your Practicum Learning Plan via the web-based form. **Approval is required before you can begin working on a project and counting hours towards your practicum.** The approval process generally takes 1-2 weeks from time of submission, and you will hear back from the practicum team once this process is complete, and/or if additional information is required. Once approval is received, you may begin your practicum.
7. Registration for practicum credits for a customized practicum experience is optional unless required by the hosting organization/preceptor (please see “Registering for a Customized Practicum Experience” section).
8. Complete and submit a Progress Report at the mid-point of the practicum experience (both student and preceptor complete a Progress Report).
9. After you have completed your experience, report what you did, reflect on your experience, and share at least 2 distinct work products/deliverables from your practicum via the Practicum Final Report. You must be able to demonstrate achievement of your selected competencies through your deliverables. Both student and preceptor complete a Final Report. Final reports and deliverables are due 2 weeks after completion of the practicum experience.

All the above steps must be completed for each practicum experience completed.

All forms and reports are accessible on the Practicum website:
<https://my.jhsph.edu/Academics/practice/mph-practicum/Pages/default.aspx>

Ways to Complete the Practicum Requirement

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

Completion of the required 300.615 or 300.603 Tools of Public Health Practice course with a grade of C or higher will earn students 10 practicum hours.

BSPH approved courses with a practicum component

Some courses have a real-world practice component, connecting students to outside organizations/agencies. In some cases, the course is centered on a fully developed practice experience that fulfills the practicum requirement for all students who complete the course (i.e.: Baltimore Community Practicum 550.864, PHASE Internship 308.851.01, and Applied Health Policy Experience: Health Policy Internship 308.852.) Other courses may have limited availability or may not fully meet the 100-hour minimum requirement.

For courses that do not fulfill the entire 100-hour practicum requirement, students must combine experiences to complete the practicum requirement in full. Students are expected to complete courses in their entirety with a final letter grade of “C” or better to count towards the practicum requirement.

Students must submit a Practicum Learning Plan at the beginning of the course to document that they are taking the course to fulfill their practicum requirement. Please use the following link to view the most current listing of approved practicum courses: <https://my.jhsph.edu/Academics/practice/mph-practicum/courses/Pages/default.aspx>

Customized Practicum Experiences

Students may complete customized practicum experiences coordinated by a BSPH faculty member or in partnership with an outside non-BSPH preceptor.

Projects with a BSPH faculty member: Projects are developed and coordinated by the BSPH faculty member who may or may not serve as the Preceptor (e.g. in conjunction with a course, research study, grant, etc.). Some potential practicum projects with faculty may be established projects and are listed on the Practicum Opportunity Site. Students can also arrange other experiences with a faculty member.

Projects with an outside non-BSPH preceptor: Projects can be developed in other settings through their own connections, networks, prior work experience, etc. According to the CEPH accreditation document, “Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.”¹

Examples of customized projects include but are not limited to:

- programmatic cost effectiveness analysis;
- policy analysis and recommendations development with a local health department;
- budget impact analysis of the financial consequences of adoption of a new vaccine,
- qualitative and quantitative data analysis of poor health outcomes for a specific population;
- health curriculum planning and development of health education materials.

*All projects require review and approval of the Practicum Learning Plan **prior to beginning work on the project.***

¹ <https://ceph.org/assets/2016.Criteria.pdf> pg 21

Finding Practicum Opportunities

Students may utilize the resources below as a starting point to identify practicum experiences. In addition to these resources, students are encouraged to explore opportunities through networking; information sessions and events; personal and BSPH-related connections including alumni and mentors; previous and/or current employers; speaking with academic network advisers and other faculty (see [faculty directory](#)); exploring the [Centers and Institutes directory](#); and connecting with outside agencies and organizations.

Practicum Opportunity Site – Office of Public Health Practice and Training

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

The Practicum Opportunity Site (POS) lists various potential practicum opportunities (including projects with outside organizations, with BSPH faculty, and practicum courses) that have been identified and vetted by the School's Practicum Team. We recommend:

- Being selective in your contact with preceptors and the number of applications you submit;
- Reviewing your options carefully in advance and only contacting those that represent your strongest interests;
- Limiting your initial contact to no more than 3 preceptors.

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

SOURCE

<https://source.jhu.edu/>

SOURCE is the community engagement and service-learning center for the Johns Hopkins University (JHU) Schools of Public Health, Nursing, and Medicine. Its mission is to engage the JHU health professional schools and Baltimore communities in mutually beneficial partnerships that promote health and social justice. There are multiple ways to engage in a practicum experience through SOURCE supported activities, including the SOURCE Service Scholars program, Baltimore Action Projects, Connection Community Consultants, and working directly with a SOURCE partner organization on a project. **NOTE: Not all SOURCE projects meet the practicum requirements.** Subscribe to the SOURCE Weekly Service Scoop to learn more about the latest community involvement opportunities in Baltimore City (<http://source.jhu.edu/programs-and-events/service-scoop/>).

Office of Public Health Practice and Training

<https://my.jhsph.edu/Academics/practice/Pages/default.aspx>

The Office of Public Health Practice and Training (Practice Office) is a schoolwide office dedicated to promoting excellence in public health practice at the Johns Hopkins Bloomberg School of Public Health. It works in partnership with students, staff, faculty, academic departments, centers, programs, community partners and alumni. The Practice Office also coordinates the MPH practicum. Any questions pertaining to the MPH practicum should be directed to the MPH Practicum Coordinator in the Practice Office. The MPH Practicum Coordinator can provide feedback/guidance on project ideas and also holds regular office hours throughout the year, during which students can drop by for advice.

Paulani Mui, MPH Practicum Coordinator
615 N. Wolfe Street, E2532
Baltimore, MD 21205
practice@jhu.edu

Certificate Programs

<https://publichealth.jhu.edu/academics/academic-programs/certificate-programs>

Some certificate programs may include their own practicum requirement in their curriculum. Please check with the MPH practicum coordinator if you are interested in pursuing a certificate-based practicum, as not all certificate practicums can be used to fulfill the MPH practicum requirement. Students interested in applying a certificate practicum towards the MPH practicum requirement would be responsible for complete all MPH practicum-related paperwork and evaluations in addition to certificate-related paperwork and documentation.

Eligibility Considerations for International Full-time MPH Students:

Full-time MPH international students must verify with OIS their eligibility for a practicum opportunity outside of Baltimore before applying for it. Information on eligibility for CPT is detailed on the OIS website:

https://ois.jhu.edu/Immigration_and_Visas/F1_Student/F-1_Training_and_Employment/Curricular_Practical_Training/

and questions must be directed to OIS@jhu.edu.

Practicum Requirement for Residency and Dual Degree Programs

Practicum Requirement	Deadline for Completion
General Preventive Medicine Resident/Occupational Medicine Resident Program	
<ul style="list-style-type: none"> Must complete practicum separate from their clinical rotations & residency training activities. Can elect to complete practicum during MPH program year OR apply rotation activities completed during the 2nd year of the GPMR/OMR residency, assuming all practicum requirements are met. All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and share at least 2 work products/deliverables upon finishing their practicum. 	<p>If reporting on activities <i>during the MPH program</i>, final reports are due May 1 of year 1.</p> <p>If reporting on activities <i>during the 2nd year of the GPMR/OMR program</i>, final reports are due May 1 of year 2.</p>
MBA/MPH	
<ul style="list-style-type: none"> MBA/MPH students may opt to use their MBA internship to fulfill the MPH practicum requirement, upon approval from the MPH Practicum Team. MBA/MPH students may also choose to follow the same process as all other MPH students and identify a practicum unrelated to their MBA internship. All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and share at least 2 work products/deliverables upon finishing their practicum. 	<p>Final reports are due March 1 of the year you intend to graduate.</p>
MSW/MPH	
<ul style="list-style-type: none"> MSW/MPH students are required to complete an extensive supervised field experience as part of their MSW program. This <i>may</i> fulfill the MPH practicum requirement, upon approval from the Practicum Team. Alternatively, students may identify a practicum during their MPH year. Only these approved activities may count towards the MPH practicum requirement. All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and share at least 2 work products/deliverables upon finishing their practicum. 	<p>If reporting on activities <i>during the MPH program</i>, final reports are due May 1 of year 1 (same academic year in which you matriculated).</p> <p>If reporting on activities <i>during the 2nd year of the MSW program</i>, final reports are due May 1 of year 2.</p>
JD/MPH	
<ul style="list-style-type: none"> All JD/MPH students must complete the MPH practicum during the 11-month MPH program and follow the same process as all other MPH (non-dual-degree) students. All students must submit the Practicum Learning Plan and receive approval prior to starting their practicum. All students must also complete the Practicum Final Report and share at least 2 work products/deliverables upon finishing their practicum. 	<p>Final reports are due May 1 of the academic year in which you matriculated.</p>

Registering for a BSPH Approved Course with a Practicum Component

If connecting with a practicum experience through one of the approved practicum courses, **a student must register for the course but does not need to register for additional special studies.**

A list of currently offered courses that have an approved practicum component can be found here: <https://my.jhsph.edu/Academics/practice/mph-practicum/courses/Pages/default.aspx>. This list will be updated as the year progresses, so please check back regularly to see if a course is being offered.

The number of practicum hours associated with each course varies. Some courses may fully fulfill the practicum requirement, while others range from 25-75 practicum hours. You may opt to combine multiple practicums to meet the 100-hour requirement; this can be via multiple practicum courses from the list, or a combination of customized and course-based practicum experiences.

Please note: Courses on the list are subject to change. Please check the course directory or reach out to the course instructor directly to confirm the most up-to-date offering prior to enrolling, including course format (e.g., onsite-only, hybrid, or fully online).

Registering for a Customized Practicum Experience

Students who find their own customized practicum opportunities have the option to register for practicum credits, but this is not required. * Students who choose to register are allowed to spread credits across multiple terms in alignment with their practicum timeline. Students must still complete the required practicum steps as described on the “Steps to Completing the MPH Practicum” section.

*Some organizations or preceptors may require academic credit registration in order for you to complete your practicum with them - in these cases registration would be required.

Students cannot register for practicum credits for customized practicum experiences until after their Practicum Learning Plan has been approved.

The approval will include specific instructions on what to register for.

More information about practicum credit registration can be found on the Practicum website: <https://my.jhsph.edu/Academics/practice/mph-practicum/process/Pages/default.aspx>

Calculating Credits for Customized Practicum Experiences

If registering, you should register for one credit for each 32 hours of total practicum work per term. In other words, for one term:

32 practicum hours (4 hours per week) = 1 credit
 64 practicum hours (8 hours per week) = 2 credits
 96 practicum hours (12 hours per week) = 3 credits*

*Tools of Public Health Practice course will earn students 10 practicum hours.

Linking the Practicum and Capstone Project

The practicum and the capstone are two distinct requirements of the MPH program. The capstone project is an academic requirement that integrates the experience with the overall MPH curriculum and the practicum is an applied public health experience. However, the two requirements can be linked. The practicum experience may include group projects while the capstone must be an individual effort. If a student is interested in linking the requirements, the student should discuss this as early as possible with their Academic Network Adviser, Capstone Adviser, and the MPH Practicum Coordinator to ensure that a linkage is appropriate and that the two requirements are distinct. For more information and examples of capstone and practicum linkages, please visit: <https://my.jhsph.edu/Academics/practice/mph-practicum/practicum-capstone/Pages/default.aspx>

MPH Capstone Project

Overview

The MPH Capstone project is a requirement for graduation for students in the Master of Public Health Program and is to be completed at the end of the program. The MPH Capstone is an opportunity for students to work on public health projects that are of interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired throughout the entire MPH program. Completion of the MPH capstone project requires completion of either 260.710- *Communication Practice for Health Science Professionals* or 260.720 - *Communication Primer for Public Health Sciences*, and both a written and oral component to your project.

The project must be the student's own work and is meant to utilize the skills/knowledge/competencies that they have gained during the MPH program. Specifically, students select three competencies, including at least 1 Foundational Public Health Knowledge Competency and at least 1 General (Customized/Concentration) Competency that they will demonstrate through their work in completing the project.

If a student is a member of a group project or working with a faculty member on a group project, the student can only use their own individual work from that project as the basis for their capstone.

The project is done under the direction of a BSPH faculty member, the MPH capstone adviser. The capstone adviser will often be the student's academic network adviser but does not have to be. Students can identify another faculty member to supervise the capstone, if more appropriate. **The capstone adviser must have a primary or joint appointment in the School of Public Health.** Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at <https://publichealth.jhu.edu/faculty/directory/list>. If you are uncertain as to your capstone adviser's departmental affiliation, check with your capstone adviser or the MPH Program office.

After identifying a capstone adviser and capstone topic, students are expected to communicate regularly with their capstone adviser about their progress. The iterative process between a student and capstone adviser is an important component in the development and completion of the written project. Please see the capstone completion timeline for specific deadlines.

Requirements

The following items are required for MPH Capstone project completion:

- 1) **260.710 *Communication Practice for Health Science Professionals* OR 260.720: *Communications Primer for the Public Health Sciences***

Students must complete either 260.710: *Communication Practice for Health Science Professionals* OR 260.720: *Communications Primer for the Public Health Sciences* as part of the MPH Capstone requirement. Students can complete these courses at any time during their MPH program but **must be completed no later than the term prior to their capstone presentation.** For example, if you plan to present your capstone project in May (Term 4), you must complete 260.710 or 260.720 no later than Term 3, prior to your capstone presentation.

- 2) **Capstone Information Form**

Students must submit the Capstone Information Form by the noted due date. The Capstone Information Form requires students to list the three competencies with at least 1 Foundational Public Health Competency and at least 1 General (Customized/Concentration) Competency that they will demonstrate through their work on the project. The third competency can be another Foundational Public Health Competency or another General (Customized/Concentration) Competency.

3) MPH Capstone - Course Number and Registration

Students are required to register for the 2-credit MPH Capstone course number in the term that the project will be completed – this includes both the written and oral components. More information can be found in the *Registering for MPH Capstone* section.

4) MPH Capstone – Paper

To satisfy the written component, a student must write a paper. The paper must include:

- An executive summary or structured abstract (limited to 300 words) and references.
- While there are no formal guidelines on the length of the paper, it is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages, font size 12) *not including* references, tables and figures.

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

The final, capstone adviser approved paper, must be uploaded into the MPH Capstone CoursePlus Drop Box by the posted deadline.

5) End of Program Goals Analysis Assessment

The purpose of the End of Program Goals Assessment is to reflect on your MPH experience and to reassess your competency levels. Students will complete the following:

- a) Reflection section briefly explaining what knowledge, skills and experiences you met or achieved during the program as related to the original Goals Analysis that was submitted at the start of the program.
- b) Self-Assessment rating your end of program skill levels for the Schoolwide and MPH core competencies.

Once the End of Program Goals Analysis Assessment is completed, download the pdf version and upload it into the MPH Capstone CoursePlus Drop Box by the posted deadline.

6) MPH Capstone - Oral Presentation

Students are required to give a 15-minute oral presentation (10-minute presentation/5-minute discussion) summarizing their capstone project. Students in the Part-time/Online MPH program have the option of presenting online in August, December or May or at the in-person Symposium in May. Full-time/Onsite MPH Program students are expected to present at the in-person Symposium in May. Students participating in MPH concentrations sometimes present in an alternate venue that is designated by the concentration directors. In *rare cases*, students may, with approval of their BSPH faculty capstone advisers, be permitted to present at an alternate venue such as a scientific meeting or academic conference.

Please note that the oral capstone presentation cannot be a poster presentation at a professional meeting.

Possible Forms that the Capstone Project May Take

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

Literature Review

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

Program Plan

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

Program Evaluation

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

Policy Analysis

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

Research Proposal

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

Research Report

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

Secondary data analysis

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

Primary data analysis

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

Using a course project to build an MPH capstone project

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

Steps for Getting Started and Completing the Capstone Project

Step 1: Identify a capstone adviser and project.

You should start by identifying a BSPH faculty member whose research interests and expertise are in the topic area and/or methodology that you wish to pursue and is available to advise the project. Your academic network adviser may serve as your capstone adviser. Your academic network adviser is a good initial resource for discussing your areas of interests for your project and may refer you to other BSPH faculty members whose expertise better matches the type of project that you wish to pursue. Another helpful strategy is to inquire with several BSPH faculty members about any current work of theirs that may lend itself to a potential capstone project.

Step 2: Determine with your capstone adviser whether the project involves “human subjects research”. Once you know where the project data will be coming from, you should complete the online ‘IRB Worksheet’

(https://jh.qualtrics.com/jfe/form/SV_1GrF6WBUcNFZCV6?Q_JFE=qdg) to determine what additional steps (if any) are needed in regard to securing IRB approval for your project or documenting the existing approval.

Step 3: Submit the online MPH Capstone Information Form.

Submission of this form is done approximately two terms prior to the completion of the project. You will need to indicate the name of your capstone adviser, a working title, and the type of project.

https://jh.qualtrics.com/jfe/form/SV_0oE9Bs43UGRkCrA

Step 4: Submit capstone outline to capstone adviser.

This submission will ensure that you and your capstone adviser have a mutual understanding of the scope of your project.

Step 5: Complete the bulk of work on your project, submit first draft of paper and register for the 2-credit capstone course number.

Discuss an overall timeline for completing the various sections of your paper with your capstone adviser in preparation for submission of a first draft for their review. The first draft is due to your capstone adviser about five weeks before the final deadline for submission of the approved paper. This time allows for revisions to occur in preparation for the final submission. Communicating with your capstone adviser about your progress is critical during this phase. This is the time to discuss any issues or concerns that you are encountering as you progress with your work. Register for the two credit MPH Capstone course number in your final term when you will be presenting your project (both written and oral components).

Step 6: Submit final draft of paper to capstone adviser for approval.

This submission will be reviewed by your capstone adviser for any final edits and recommendations to be made for final approval and submission to the CoursePlus Dropbox.

Step 7: Submit final, capstone adviser approved paper and End of Program Goals Analysis Assessment to the CoursePlus drop box

Obtain confirmation from your capstone adviser of their final approval of your paper. Then, submit the final, approved paper and the End of Program Goals Analysis Assessment survey to the drop box. Your capstone adviser will submit an online approval of your paper directly to the MPH office. Your capstone adviser does not need to review or approve your End of Program Assessment. **Students may not participate in the oral presentation unless the capstone adviser’s approval, final paper, and End of Program Goals Analysis Assessment survey are received on time. Papers submitted without capstone adviser’s approval will not be accepted.**

Step 8: Give an oral presentation of your project.

Only after the final paper and capstone adviser’s approval are submitted, you will complete the oral component of the capstone project by giving a 10-minute presentation of your project followed by 5 minutes for Q&A discussion.

Step 9: Capstone Course Completion and Grading

The MPH Program office will submit grades for the MPH Capstone course: A “Pass” grade for all students that submit an approved capstone paper and End of Program Assessment survey and complete the oral presentation requirement; and an “Incomplete” grade for those students who do not complete the capstone project requirements in the term for which they are registered. In this case, once all capstone project requirements have been completed, the grade will be changed ‘P’

Capstone Project Timeline

Specific Capstone due dates for the current academic year can be found online at:

<https://publichealth.jhu.edu/academics/academic-programs/masters-degrees/master-of-public-health-mph/curriculum/mph-capstone-schedule>

Timeline for online presentations, August session (*Part-time/Online MPH Program students only*)

Complete 260.710 or 260.720	No later than 4 th Term
Submit online Capstone Information Form	By early May
Submit outline to capstone adviser	By late May
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone adviser	By 3 rd week of June
Submit final draft of project to capstone adviser	By 3 rd week of July
Upload only the capstone adviser approved final paper and End of Program Goals Analysis to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	August (see website for current year's date)

Timeline for online presentations, December sessions (*Part-time/Online MPH Program students only*)

Complete 260.710 or 260.720	No later than 1 st Term
Submit online Capstone Information Form	By late August
Submit outline to capstone adviser	By 3 rd week of September
Register for capstone course for Term 2	See academic calendar
Submit first draft of project to capstone adviser	By 3 rd week of October
Submit final draft of project to capstone adviser	By mid-November
Upload only the capstone adviser approved final paper and End of Program Goals Analysis to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	December (see website for current year's dates)

Timeline for online presentations, May sessions (*Part-time/Online MPH Program students only*)

Complete 260.710 or 260.720	No later than 3 rd Term
Submit online Capstone Information Form	By early December
Submit outline to capstone adviser	By early February
Register for capstone course for Term 4	See academic calendar
Submit first draft of project to capstone adviser	By mid-March
Submit final draft of project to capstone adviser	By mid-April
Upload only the capstone adviser approved final paper and End of Program Goals Analysis to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's dates)

Timeline for in-person presentation at May Capstone Symposium

Complete 260.710 or 260.720	No later than 3 rd Term
Submit online Capstone Information Form	By November 17, 2023
Submit outline to capstone adviser	By February 2, 2024
Register for capstone course for Term 4	By March 15, 2024
Submit first draft of project to capstone adviser	By March 15, 2024
Submit final draft of project to capstone adviser	By April 12, 2024
Upload only the capstone adviser approved final paper and End of Program Goals Analysis to drop box. Unapproved papers will not be accepted.	By April 29, 2024
Give oral presentation	Saturday, May 11, 2024

Timeline for presentation at alternate venue

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

<u>Anticipated Graduation</u>	<u>Acceptable Alternate Venue Presentation Dates</u>
May	Between March and May Capstone Symposium
August	Between June and Online MPH Capstone Session in August
December	Between October and Online MPH Capstone Session in December

Please note that the oral capstone presentation cannot be a poster presentation at a professional meeting.

Registering for the MPH Capstone

In addition to completing either 260.710: *Communication Practice for Health Science Professionals* or 260.720: *Communications Primer for the Public Health Sciences*, students are required to register for the 2-credit MPH Capstone course number in their final term before graduation when the project will be completed and presented – this includes both the written and oral components of the project. For most full-time program students, this will be in Term 4. This may vary for students in the part-time/online program. Students anticipating a May graduation should register for the 2-credit MPH Capstone course number in Term 4; an August graduation – Summer Term; and December graduation – Term 2.

The MPH Capstone course numbers are xxx.800. The 3-digit prefix number is determined by the primary department of the BSPH faculty capstone adviser (see list of departments below). **The capstone adviser must have a primary or joint appointment in the School of Public Health.** Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at <http://www.jhsph.edu/faculty/directory/list/>. If you are uncertain as to your capstone adviser’s departmental affiliation, check with your adviser.

MPH Capstone numbers (2 credits required for MPH)

Capstone adviser’s department	Capstone Number
Biochemistry & Molecular Biology	PH.120.800
Biostatistics	PH.140.800
Environmental Health and Engineering	PH.186.800
Epidemiology	PH.340.800
Health, Behavior & Society	PH.410.800
Health Policy & Management	PH.300.800
International Health	PH.220.800
Mental Health	PH.330.800
Molecular Microbiology & Immunology	PH.260.800
Population, Family & Reproductive Health	PH.380.800

The MPH Capstone course number is not an actual course. It is the course number that students register for to receive credit and a passing grade for their capstone work.

If a student’s capstone adviser determines that the student should register for additional academic credits for the capstone project prior to the term of completion, the student should register for these as special studies research credits (typically totaling 1-3 credits) with the capstone adviser.

Special Studies/Research course numbers (1-3 credits optional, must be approved by the capstone adviser)

Capstone adviser's department	Course Number
Biochemistry & Molecular Biology	PH.120.840
Biostatistics	PH.140.840
Environmental Health and Engineering	PH.188.840
Epidemiology	PH.340.840
Health, Behavior & Society	PH.410.840
Health Policy & Management	PH.300.840
International Health, Health Systems	PH.221.840
International Health, Human Nutrition	PH.222.840
International Health, Disease Control	PH.223.840
International Health, Social & Behavioral	PH.224.840
Mental Health	PH.330.840
Molecular Microbiology & Immunology	PH.260.840
Population, Family & Reproductive Health	PH.380.840

Resources/Support for Capstone Projects**Capstone Teaching Assistants**

Teaching assistants will be available to consult on such issues as data analysis, content, and thinking through your project. The teaching assistants will have office hours during which students may meet with them or correspond with them by phone, email, or Zoom.

Librarians

Donna Hesson, MLS

dhesson@jhmi.edu

Available for a Zoom meeting by appointment. Please schedule a meeting via email.

Welch Library Online Tutorials

The Welch Library's website offers tutorials on various aspects of referencing, finding online resources, preparing presentations, grant writing, etc. at <https://browse.welch.jhmi.edu/teaching-learning-resources/welch-library-videos>

Student Handbook on Referencing

The purpose of this handbook is to provide students with an overview of the school's standards and expectations regarding referencing and citation.

<https://my.jhsph.edu/Offices/AcademicIntegrity/Documents/Referencing%20Handbook.pdf#search=referencing>

For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style (<https://www.chicagomanualofstyle.org/home.html>), or the American Psychological Association Style Guide to Electronic References (https://apastyle.apa.org/learn/faqs/style-guide-differ?_ga=2.92822109.137521177.1614357460-1696208564.1614357460).

BSPH Institutional Review Board (IRB) Approval for an MPH Capstone

The BSPH IRB Office (<https://publichealth.jhu.edu/offices-and-services/institutional-review-board-irb>) is charged with assuring that human subject research studies conducted in the school comply with internal school policies and external regulations designed to protect human subjects. All students who plan to do human subjects research must have IRB approval before working with human data or samples and/or before contacting human subjects. "Human subjects research" is broadly defined to include any activity involving living humans that seeks to test a hypothesis or answer a scientific question. This can include both secondary data analysis and research involving direct contact with subjects.

To determine if your project involves human subjects research, complete the IRB Worksheet at http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6. This worksheet will indicate any additional required to properly document IRB approval of your project.

If a student is listed as a researcher on an ongoing, IRB-approved study at an external institution (other than JHU), the student must submit the following to the BSPH IRB Office at jhsph.irboffice@jhu.edu:

- a. BSPH IRB Determination Request Form ([Primary \[New\] Data Collection](#) or [Secondary Data Analysis](#))
- b. Copy of the institution IRB approval letter that lists the student as an investigator
- c. Copy of the IRB-approved research study protocol

More information about student projects and the IRB can be found on their website at <https://publichealth.jhu.edu/offices-and-services/institutional-review-board-irb/student-research>

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

- *Navigating the IRB: A Primer for Students and Postdoctoral Fellows* <https://publichealth.jhu.edu/sites/default/files/2022-05/student-primer12may2022.pdf> (click on the "Student Manual" link on this page). This online IRB Office publication is designed to provide additional information about the IRB process.
- IRB Worksheet at http://jhsph.us2.qualtrics.com/jfe/form/SV_1GrF6WBUcNFZCV6. This is an aid in determining if your project involves human subjects research and requires IRB approval.

Additional assistance is available from Ms. Tobey McGuinness at the IRB Office: IRBNav@jh.edu. Please make sure that you have completed the IRB Worksheet before contacting the IRB Office.

Examples of Capstone Projects from Previous Years

Examples of projects from previous years are available online, at <https://publichealth.jhu.edu/academics/academic-programs/masters-degrees/master-of-public-health-mph/curriculum/mph-capstone-schedule>, under Step 1 and Step 5. The examples provided show the breadth of possible topics and formats of the capstone project. In addition, binders with copies of capstone project papers completed by students from previous years are available at the MPH Program office (Room W1015, Wolfe Street Building).

Capstone Honors and Awards

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

MPH Field Experience Fund Award

The MPH Field Experience Fund awards can be used to develop an MPH capstone project or to have a population-based practicum experience. The award is intended primarily to provide support for students during the Winter intersession period to develop their practicum and/or capstone project. For example, the award could be used for travel to collect data or to obtain a direct hands-on practical public health experience. The awards can be used for individual field experiences (\$750/domestic or \$2,000/international awards) or group field experiences involving multiple students (\$6,000 per group project/\$2,000 per student maximum.) An application for the award consists of a short paper outlining the capstone project or the practicum experience and how the funds will be used. The application must have the signed signature of a Hopkins faculty member as well as an off-site preceptor.

The MPH Field Experience award recipients will each submit a 2-page written summary of their experiences and present a poster at the Annual Global Health Day in the spring.

Graduation

Students in the MPH program can graduate at three different times of the year, May, August and December. While students may graduate at any of these three times, the School Convocation and University-wide Commencement ceremonies only take place in May.

Students who graduate in August or December are invited to participate in the School and University-wide ceremonies during the following May.

To be eligible to graduate and participate in the Convocation Ceremony, students must complete all MPH program requirements as listed in the “*Summary of Graduation Requirements*” section.

The BSPH Registrar’s Office will send an email to students instructing them on how to submit the **required** Graduation Application in SIS. All students must complete this application by the noted deadline to be added to the official graduation roster.

Students will not graduate if they are not on the official graduation roster.

Additional information about the School Convocation and University-wide Commencement Ceremonies can be found at: <https://publichealth.jhu.edu/academics/convocation>

Getting Advice, Mentoring, and Your Questions Answered

Academic Advising Network

Each MPH student is assigned to an Academic Advising Network. The roles of the Academic Network Advisers are to provide both group and individual mentoring and foster interaction and shared knowledge within a network identified by a common interest area. They will address questions about courses and activities related to student interests and goals. The Academic Network Advisers will suggest elective coursework, seminars, activities with centers, and provide recommendations of faculty to serve as possible capstone advisers. They also will assist students with the completion of their Goals Analysis and Curriculum Plan.

Advice on Program or School Policies/Procedures

Students should use the MPH Program Office staff as a source for advice on the day-to-day details of the program, questions regarding program requirements, school policies or administrative procedures.

Questions about Student Services

For specific questions about academic rules and regulations, especially concerning registration, financial aid or student billing and accounts, please consult the BSPH Student Services website at <https://publichealth.jhu.edu/offices-and-services>. Questions/inquiries can be submitted to the Office of Student Enrollment and Account Management (SEAM) by submitting the SEAM online form found at <https://support.sis.jhu.edu/case/>.

Advice about Personal or Other Issues

Other non-academic issues may come up during your program. If personal issues arise and you think you may benefit from some form of counseling, the Student Assistance Program is available. For more information, contact (443) 287-7000.

Website: <http://jhsap.org>

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

BSPH and JHU Offices and Contact Information

Career Services		
https://publichealth.jhu.edu/offices-and-services/office-of-student-affairs/career-services		
Tel: 410-955-3034 Fax: 410-502-9809 Email: JHSPH.careers@jhu.edu	<ul style="list-style-type: none"> • Career coaching for students and alumni • Help in preparing a public health resume • A robust database of public health jobs and internships • Information about employers • Access to a growing network of public health professionals 	
Center for Teaching and Learning (CTL)		
http://ctl.jhsph.edu/help/		
	<ul style="list-style-type: none"> • CoursePlus • Coursera • Introduction to Online Learning Module • Computer and technology requirements for BSPH eLearning sites 	
Disability Support Services		
https://publichealth.jhu.edu/about/key-commitments/inclusion-diversity-anti-racism-and-equity-idare/student-disability-services		
Tel: (410) 955-3034 Fax: (410) 502-9809 Email: jhsph.dss@jhu.edu	<ul style="list-style-type: none"> • Review of disability documentation • Arranging accommodations 	
International Services		
https://ois.jhu.edu/		
Tel: 667-208-7012 Email: internationalservices@jhmi.edu	<ul style="list-style-type: none"> • Immigration and student visa issues (including I-20 forms) • Travel signatures • Optional Practical Training (OPT) <p>The OIS website also provides some information related to taxes, drivers' licenses and social security numbers for international students.</p>	
JHSAP (Johns Hopkins Student Assistance Program)		
http://www.jhsap.org/		
Tel: 443-287-7000 Toll Free: 866-764-2317 Fax: 410-502-0404 Email: jhsap@jhu.edu	<ul style="list-style-type: none"> • Short-term counseling • Crisis response • Healthy relationship support 	<ul style="list-style-type: none"> • School-life coaching and adjustment • Educational workshops
BSPH Information Technology		
https://publichealth.jhu.edu/offices-and-services/office-of-information-technology		
Phone: 410-955-3781	<ul style="list-style-type: none"> • JHSPH ID • Laptop Recommendations • On-Campus Printing 	<ul style="list-style-type: none"> • Multimedia Studio • MyJHSPH Portal System • BSPH Wireless Network

JHU Information Technology

<http://www.it.johnshopkins.edu/gettingstarted.html>

East Baltimore campus: 410-955-HELP (4357)
<http://it.johnshopkins.edu/help/>

- JHED ID
- JHU Email
- Purchasing computers and software
- Virus Protection
- University-wide wireless connection

Student Enrollment and Account Management (SEAM)

<https://support.sis.jhu.edu/case-home>

Tel: 877-419-5131
Virtual or In-person meetings:
<https://seam.jhu.edu/contact/>

- Billing, payments and refunds
 - Pay your tuition
 - Account balance/bill inquiry
 - Refund inquiry
 - Third party payer
 - Student tax information
 - Federal Work Study
 - Loan Forgiveness and Repayment Assistance
-
- Course registration
 - Register for classes
 - Add/Drop inquiries
 - Change grading system
 - Difficulty registering
 - Apply for graduation
 - Alert holds
 - Health Insurance inquiry
 - Request diploma
 - Interdivisional Registration
 - Update student information
 - Veteran Benefits
 - Verify enrollment or degree
-
- Financial Aid
 - Apply for Financial Aid
 - Check status of financial aid application
 - Evaluate financing options

SOURCE

<https://source.jhu.edu/>

Tel: 410-955-3880
Fax: 410-502-2736
Email: SOURCE@jhu.edu

- Information on opportunities for community involvement, including special studies, capstones, internships, federal work-study, and volunteer positions
- Personal advising for individual students and student organizations
- Listings of community service opportunities in Baltimore
- Volunteer listserv and Weekly Service Scoop (subscribe!)
- Programs on the history of East Baltimore and tours of the community
- Preparation programs for working in the community

Student Life

<https://publichealth.jhu.edu/offices-and-services/office-of-student-affairs/student-life>

Tel: 410-502-2487
Fax: 410-502-9809
Email: jhsph.diverse@jhu.edu

- Diversity, Equity and Inclusion
- Personal Development Coaching
- Non-academic advising and support

Welch Library

<https://welch.jhmi.edu/>

Donna Hesson, MPH Informationist
Tel: 410-955-3028
Email: dhesson@jhmi.edu

- Guidance on accessing and utilizing library resources
- Tutorials on various aspects of referencing, finding online resources, preparing presentations, grant writing, etc.

Policy for BSPH Graduate Student Sick Leave

Please note this policy is for students who are studying in a full-time program.

All students receiving a fellowship/stipend from BSPH for full-time study while enrolled in a Master's or PhD program at the School are entitled to 15 days (three weeks) paid sick leave per year. Days may be used for a student's own sickness or to care for a family member. Unused days may not be carried over into the following 12-month period and are not payable upon departure.

When a student takes sick leave, they should notify their academic faculty adviser and keep them as up to date as feasible. At its discretion, the department or adviser may require the student to submit verification of the need for sick leave from their healthcare provider to the University Health Service Center for review. Any documents containing a student's medical information must be kept separate from their academic file. Extended absences (more than two weeks) must be reported by the student and the adviser to the Department Administrator as quickly as possible. If the illness requires an extended absence, the student may apply for a leave of absence.