DOCTOR OF PUBLIC HEALTH (DRPH)

Program Overview
The Doctor of Public Health (DrPH) degree is a professional doctoral degree for early to mid-career public health professionals with an MPH or health-related master’s degree seeking to secure leadership roles in domestic or international public health agencies and organizations. DrPH graduates are able to synthesize and translate research findings to practice, communicate with and convene diverse partners to effect change across a range of public health settings, and advance programs, policies and services through evidence-based public health practice and research. DrPH alumni hold mid to senior-level positions in city and state public health organizations, non-profits, government agencies, consulting companies, and international Ministries of Health as well as positions within academia.

The DrPH program is built around foundational competencies that focus on leadership and communication, data and analytical skills, management and ethics, policy and program design, as well as education and workforce development. In addition, students develop specialized expertise through a customized program of study or by focusing on one of the following concentrations (and tracks):

- Environmental Health (Environmental Health or Health Security Track)
- Health Equity and Social Justice
- Health Policy and Management (Healthcare Management & Leadership, Quality & Patient Safety, or Public Health Informatics Track)
- Implementation Science

The DrPH program is a flexible, part-time program delivered online and through intensive onsite courses in institutes (for about a week in June and January). Part-time students are required to register for a minimum of 1 credit per term in each of the four regular terms or go on leave of absence, regardless if they register during the institutes or summer term. In addition to coursework, the program requires a practicum, typically performed in the student’s place of employment, and a dissertation. Students are anticipated to remain in relevant public health employment throughout their studies. While most students complete the DrPH in 5-7 years, part-time students have up to 9 years to complete the program and full-time students have up to 7 years.

Program Requirements
Course location and modality is found on the JHSPH website (https://www.jhsph.edu/courses/).

Admissions
In addition to the standard School application materials, DrPH applicants should also possess:

1. An MPH or public health-related Master’s degree;
2. A minimum of 3 years of professional, full-time public health experience in the applicant’s area of interest; and
3. Official GRE or GMAT test scores from exams taken within the last 5 years.

DrPH Program Core Course Requirements
The following core courses from the Johns Hopkins Bloomberg School of Public Health’s MPH program are requirements for the DrPH program in order to ensure a strong academic foundation in biostatistics and epidemiology for students. If students have not taken these courses or equivalent ones during their MPH (or other relevant graduate program) at BSPH within the last 5 years for a B or better, they may be required to take these courses or to pass the corresponding non-credit waiver exams. Please note: this coursework is in addition to the minimum 64 credits required for the DrPH degree. The credits indicated below are term credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.140.611</td>
<td>Statistical Reasoning in Public Health I</td>
<td>3</td>
</tr>
<tr>
<td>PH.140.612</td>
<td>Statistical Reasoning in Public Health II</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.618</td>
<td>Epidemiology: the Basics</td>
<td>3</td>
</tr>
</tbody>
</table>

When students matriculate into the DrPH program, their prior coursework will be reviewed and considered for fulfillment of the core course requirements. Students may be asked to submit course descriptions and syllabi for prior coursework in order to evaluate comparability of topics and learning objectives. Matriculating students will be informed which core course requirements they need to address through coursework or waiver exams. The coursework and/or waiver exams may be completed during the DrPH Program; they do not need to be completed prior to matriculation.

Program Registration Requirements & Standards of Academic Performance
Students will be required to successfully complete a minimum of 64 term credits, including 57 didactic credits, a practicum experience, and a doctoral dissertation. There are 29 term credits of required schoolwide foundational and data analysis courses which are designed to develop knowledge, skills and competencies in the CEPH DrPH foundational competencies. These courses are required for all DrPH students. An additional 28 term credits are associated with the student’s concentration and track where relevant (Environmental Health, Health Equity and Social Justice, Health Policy and Management, or Implementation Science) or the Customized Concentration.

Students will take a minimum of 7 proposal and dissertation credits usually comprising 2 credits of Special Studies while drafting their proposal in preparation for the preliminary oral exams and a minimum of 5 credits of Thesis Research with their dissertation adviser while drafting their thesis in preparation for their final oral defense. Students must remain continuously registered, unless they take a Leave of Absence. Students enrolled part-time in the DrPH Program must register for a minimum of one credit per term in each of the traditional four academic terms (1-4), regardless of whether they register for courses during summer term, or winter or summer institutes. This requirement varies for on-site international students.

Students are required to take any core courses and required/elective courses counting toward the required 57 didactic credits of the program for a grade unless the course is only offered Pass/Fail. Elective courses taken beyond the required 57 didactic credits may be taken Pass/Fail or audited.
Students must receive satisfactory grades of C or better in each course required for the DrPH program and maintain a cumulative Grade Point Average (GPA) of at least 3.0 to remain a DrPH candidate in good standing.

**DrPH Program Course Requirements**

The DrPH program is built around a set of common set of program objectives and CEPH DrPH Foundational Competencies that all students matriculating into the program are required to attain. The DrPH foundational course requirements furnish students with a breadth of skills, knowledge and competencies relevant to public health leadership including data analysis, health policy, management, equity and ethics, with emphasis on leadership and communication. A sequence of problem-solving courses rooted in case studies provides students with opportunities to integrate skills and apply them to real-world problems, while working in diverse, multidisciplinary teams. Additional credits associated with the student’s concentration, track, or customized course of study allow more in-depth exploration of specific topical areas and skills.

**DrPH Foundational and Data Analysis Course Requirements**

Students will pursue the above objectives and competencies through the required foundational courses and by completing a data analysis track of their choosing. All foundational and data analysis courses must be taken for letter grade and students must receive a grade of C or better to successfully complete the requirement. Students are strongly encouraged to take the problem-solving sequence in their first year of the program with their cohort and may choose to take some of their concentration-specific requirements during their first year if they wish.

**Foundational Courses Required for the DrPH Program**

With the problem-solving seminars below, students must take one of the two offered courses each term; no substitutions are allowed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Online Learning</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Academic &amp; Research Ethics at JHSPH</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Title IX and Harassment Prevention Training</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Opioid Epidemic Awareness &amp; Education Program</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Summer Institute On-site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.312.700 Leading Organizations</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>First Term Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.308.615 The Opioid Crisis: Problem Solving Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>or PH.224.630 The Obesity Epidemic Problem Solving Seminar: What We Can Learn from Native American Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year School-wide DrPH Monthly Seminar (no registration required)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Second Term Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.180.621 Protecting the Environment and Safeguarding Worker Health: A Problem-Based Approach</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>or PH.380.633 Promoting Equity for Adolescents and Emerging Adults: Problem-Solving Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year School-wide DrPH Monthly seminar (no registration required)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Fall, Summer &amp; Winter Institutes On-site (Barcelona/Baltimore)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.308.701 Effective Presentations and News Media Interviews: Practical Skills for Public Health Practitioners</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Third Term Online**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.221.630 Tackling the Intersectoral Challenge of Antimicrobial Resistance: Problem Solving Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>or PH.330.675 Suicide Prevention: Problem Solving Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.300.750 Teaching, Learning and Leading – in the Classroom, in the Workplace and in the Community</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1st Year School-wide DrPH Monthly Seminar (no registration required)</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Fourth Term Online**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.223.630 The Practice of Public Health Through Vaccine Case Studies: Problem Solving Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>or PH.340.610 The One Health Approach to Epidemiology and Global Public Health: Problem Solving Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-wide DrPH Monthly Seminar</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Data Analysis Track Options**

DrPH students are required to take a minimum of 6 credits of data analysis courses and may choose from among the following tracks:

**A. Quantitative Track**

(Minimum 6 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.140.613 Data Analysis Workshop I (summer and winter institute)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>PH.140.614 Data Analysis Workshop II (summer and winter institute)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>PH.140.620 Advanced Data Analysis Workshop (summer and possibly winter institute)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**B. Qualitative Track**

(Minimum 6 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.224.690 Qualitative Research Theory and Methods (Online, 1st term)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PH.224.691 Qualitative Data Analysis (Online, 2nd term)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**C. Mixed Methods Track**

(Minimum 6-11 credits)

Students wishing to employ both quantitative and qualitative approaches in their dissertations will need to develop expertise in both quantitative and qualitative methods as well as facility with selecting when to use which method. As a result, students employing this method will need to cover the below course material through a combination of prior coursework, work experience, and/or current coursework.
coursework can be taken from any of the courses offered at Johns Hopkins University with receipt of the appropriate approval.

Environmental Health Concentration-Environmental Health Track Competencies for the Environmental Health Track are as follows:

1. Analyze the state of the science and current research and policy issues related to environmental and occupational health.
2. Explain how environmental and occupational health sciences can be used to improve public health practice at local, state, national and international levels.
3. Evaluate environmental and occupational health programs and policies by applying toxicology, biostatistics, epidemiology, risk assessment, risk communication, and risk management principles to program planning, implementation and goals.
4. Design, advocate and provide leadership for effective environmental and occupational health interventions using law, regulation and policy at local, state, national and international levels.
5. Assess and communicate environmental and occupational health risks based on scientific, ethical, environmental justice and community-based principles.

To achieve these competencies students are required to take the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.180.628</td>
<td>Introduction To Environmental and Occupational Health Law</td>
<td>4</td>
</tr>
<tr>
<td>PH.183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PH.188.680</td>
<td>Fundamentals of Occupational Health</td>
<td>4</td>
</tr>
<tr>
<td>or PH.182.66</td>
<td>Occupational Health Management</td>
<td></td>
</tr>
<tr>
<td>PH.317.600</td>
<td>Introduction to the Risk Sciences and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PH.317.610</td>
<td>Risk Policy, Management and Communication</td>
<td>3</td>
</tr>
<tr>
<td>PH.187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
</tr>
<tr>
<td>PH.550.630</td>
<td>Public Health Biology</td>
<td>3</td>
</tr>
<tr>
<td>From the following: 340.680, or 340.636 and 340.701 or 340.628</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.340.680</td>
<td>Environmental and Occupational Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>or PH.340.66</td>
<td>Epidemiology: An introductory level course (or higher) in epidemiology</td>
<td></td>
</tr>
<tr>
<td>PH.340.701</td>
<td>Epidemiologic Applications of Gis</td>
<td></td>
</tr>
<tr>
<td>or PH.340.628</td>
<td>Social Epidemiology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 26

1 Prerequisite: PH.317.600 Introduction to the Risk Sciences and Public Policy

Environmental Health Concentration-Health Security Track Competencies for the Environmental Health Track are as follows:

1. Analyze the state of the science and current research and policy issues related to environmental and occupational health.
2. Explain how environmental and occupational health sciences can be used to improve public health practice at local, state, national and international levels.
3. Evaluate environmental and occupational health programs and policies by applying toxicology, biostatistics, epidemiology, risk assessment, risk communication, and risk management principles to program planning, implementation and goals.
4. Design, advocate and provide leadership for effective environmental and occupational health interventions using law, regulation and policy at local, state, national and international levels.
5. Assess and communicate environmental and occupational health risks based on scientific, ethical, environmental justice and community-based principles.

To achieve these competencies students are required to take the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.180.628</td>
<td>Introduction To Environmental and Occupational Health Law</td>
<td>4</td>
</tr>
<tr>
<td>PH.183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PH.188.680</td>
<td>Fundamentals of Occupational Health</td>
<td>4</td>
</tr>
<tr>
<td>or PH.182.66</td>
<td>Occupational Health Management</td>
<td></td>
</tr>
<tr>
<td>PH.317.600</td>
<td>Introduction to the Risk Sciences and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PH.317.610</td>
<td>Risk Policy, Management and Communication</td>
<td>3</td>
</tr>
<tr>
<td>PH.187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
</tr>
<tr>
<td>PH.550.630</td>
<td>Public Health Biology</td>
<td>3</td>
</tr>
<tr>
<td>From the following: 340.680, or 340.636 and 340.701 or 340.628</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH.340.680</td>
<td>Environmental and Occupational Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>or PH.340.66</td>
<td>Epidemiology: An introductory level course (or higher) in epidemiology</td>
<td></td>
</tr>
<tr>
<td>PH.340.701</td>
<td>Epidemiologic Applications of Gis</td>
<td></td>
</tr>
<tr>
<td>or PH.340.628</td>
<td>Social Epidemiology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 26

1 Prerequisite: PH.317.600 Introduction to the Risk Sciences and Public Policy
deliberate epidemics) will continue to occur and may increase with time. In this track, students will gain skills and training to prevent, detect, and respond to these health security threats.

Competencies for the Health Security Track are as follows:

1. Identify major health security threats; characterize the human, social, economic and political risks they pose to societies; and demonstrate the importance of public health to national security
2. Apply risk assessment principles to program planning, implementation and goals, particularly in the context of emergency response and health security problems
3. Examine the origin and evolution of major US and international organizations and initiatives to prevent, detect, and respond to health security threats; and assess those areas of health security where preparedness is strongest and where additional progress is needed
4. Evaluate the effectiveness of strategies to enhance health security and prevent or mitigate health security threats
5. Synthesize and communicate important health security information in a way that enables political leaders and policy-makers to take appropriate action

To achieve these competencies students are required to take the following courses and at least 6 credits of elective courses listed below (for a total of at least 28 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.221.615</td>
<td>Introduction to Humanitarian Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>PH.317.600</td>
<td>Introduction to the Risk Sciences and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PH.317.610</td>
<td>Risk Policy, Management and Communication</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.623</td>
<td>Infectious Disease Threats to Global Health Security</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.634</td>
<td>Public Health Emergencies: Risk Communication and Decision Science</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.624</td>
<td>Biotechnology and Health Security</td>
<td>3</td>
</tr>
<tr>
<td>PH.185.600</td>
<td>One Health Tools to Promote and Evaluate Healthy and Sustainable Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select at least nine credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.187.610</td>
<td>Public Health Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>PH.221.613</td>
<td>Introduction to Humanitarian Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>PH.317.605</td>
<td>Methods in Quantitative Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PH.221.639</td>
<td>Health Care in Humanitarian Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>PH.317.615</td>
<td>Topics in Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PH.120.603</td>
<td>Molecular Biology of Pandemic Influenza</td>
<td>3</td>
</tr>
<tr>
<td>PH.300.650</td>
<td>Crisis and Response in Public Health Policy and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.670</td>
<td>Introduction to Public Health Emergency Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.627</td>
<td>Lessons Learned in 1918 Pandemic Flu</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.630</td>
<td>Chemical and Biological Weapons Threats: Science, Public Health, Policy</td>
<td>3</td>
</tr>
<tr>
<td>PH.260.606</td>
<td>Major Global Infectious Diseases: Prospects for Control</td>
<td>3</td>
</tr>
<tr>
<td>PH.301.692</td>
<td>The Role of Community-Based Organizations (Cbos) and Non-Governmental Organizations (Ngos) in Improving Global Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH.221.615</td>
<td>Health Emergencies in Large Populations (H.E.L.P.)</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.666</td>
<td>Foundations of Social Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.668</td>
<td>Topics in Infectious Disease Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.765</td>
<td>Professional Epidemiologic Methods: Epidemiologic intelligence and Population Health Assessments</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.658</td>
<td>Critical Reading of Epidemiologic Literature</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.636</td>
<td>Epidemiology in Evidence-Based Policy</td>
<td>3</td>
</tr>
<tr>
<td>PH.223.684</td>
<td>Vector-Borne Diseases in the Tropics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 28

**Health Equity & Social Justice Concentration**

Competencies for the Health Equity and Social Justice (HESJ) Concentration are as follows:

1. Employ bioethics and human rights concepts relating to equity and social justice in analysis of public health programs and policies.
2. Advocate with and on behalf of disadvantaged and vulnerable individuals and communities to improve their health and wellbeing and build their capacity.
3. Conduct assessments of health equity in communities and systems to identify the behavioral, cultural, social, environmental and organizational determinants that promote or compromise health in disadvantaged groups.
4. Identify evidence-informed strategies, and measurable goals and objectives, to promote health equity and social justice.
5. Implement effective, efficient and culturally sensitive strategies to improve health equity and social justice.

Students are expected to complete a minimum of 28 credits of concentration-specific courses. These courses broadly address pedagogy under the following categories:

1. Concepts, philosophical bases, and methodological issues in HESJ;
2. Design and implementation of interventions (programs, policies and practice) for addressing HESJ issues; and
3. Research and evaluation methods applicable for HESJ.

Students are expected to complete two required courses that address the conceptual and philosophical basis of Health Equity and Social Justice namely

1. PH.221.656 Conceptual and Evidential Foundations of Health Equity and Social Justice (4 credits); and
2. PH.410.605 Fundamental Tools for Promoting Health Equity (3 credits) for a total of 7 credits.

Students also must complete at least 7 credits from those courses categorized as "Design and Implementation of Interventions" and at least 7 credits from those courses categorized as "Research and Evaluation Methods"; see Table 2. This makes a total of 21 credits.

In addition to the 21 credits described above, students must take a minimum of 7 credits of electives to make up a total of 28 credits of concentration-specific courses. The elective courses may be selected from any of the course options listed below or from other courses at the School. Elective courses not listed in the options below, will require the approval of the student's adviser prior to registration.

**Note:** Courses taken to fulfill Foundational requirements may not be applied to fulfill Concentration requirements.
### Course Requirements and Electives for Health Equity and Social Justice

#### Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.221.656</td>
<td>Conceptual and Evidential Foundations of Health Equity and Social Justice (Alonge, Rubenstein &amp; Barhnhill)</td>
<td>4</td>
</tr>
<tr>
<td>PH.410.605</td>
<td>Fundamental Tools for Promoting Health Equity (Thorpe &amp; Gaskin)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Courses

- PH.330.647  Childhood Victimization: An Overview of Public Health Efforts
- PH.330.610  Knowledge for Managing County and Local Mental Health, Substance Use, and Developmental Disability Authorities
- PH.221.665  Early Childhood Intervention in Tribal Communities
- PH.221.625  Evaluation of District-Level Primary Health Care Implementation in Low-and Middle-income Settings
- PH.221.632  Introduction to Improving Quality in Public Health Practice
- PH.330.658  Mental Health and Psychosocial Support in International Humanitarian Settings
- PH.330.681  Mental Health and Psychosocial Needs of Refugees After Resettlement in High income Countries
- PH.188.694  Health of Vulnerable Worker Populations
- PH.380.681  Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries
- PH.380.768  Selected Topics in Women's Health and Women's Health Policy
- PH.410.620  Program Planning for Health Behavior Change
- PH.180.600  Public Health Implications of Health As A Human Right
- PH.410.668  Policy Interventions for Health Behavior Change
- PH.380.663  Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies
- PH.410.672  Introduction to Campaigning & Organizing for Public Health
- PH.380.623  Adolescent Health and Development
- PH.380.750  Migration and Health: Concepts, Rates, and Relationships
- PH.221.688  Social and Behavioral Foundations of Primary Health Care
- PH.221.635  Advances in Community-Oriented Primary Health Care
- PH.380.765  Preventing Infant Mortality and Promoting the Health of Women, Infants and Children
- PH.380.761  Sexually Transmitted Infections in Public Health Practice
- PH.221.624  Urban Health in Developing Countries
- PH.380.725  The Social Context of Adolescent Health and Development
- PH.330.680  Promoting Mental Health and Preventing Mental Disorders in Low- and Middle-income Countries
- PH.330.607  PREVENTION OF MENTAL DISORDERS: PUBLIC HEALTH IntervENTIONS

#### Design and Implementation of Interventions for Addressing Health Equity and Social Justice

Select a minimum of seven credits from the following:

- PH.330.647
- PH.330.610
- PH.221.665
- PH.221.625
- PH.221.632
- PH.330.658
- PH.330.681
- PH.188.694
- PH.380.681
- PH.380.768
- PH.410.620
- PH.180.600
- PH.410.668
- PH.380.663
- PH.410.672
- PH.380.623
- PH.380.750
- PH.221.688
- PH.380.765
- PH.221.624
- PH.380.725

**Research and Evaluation Methods for Health Equity and Social Justice**

Select a minimum of seven credits from the following:

- PH.309.712  Assessing Health Status and Patient Outcomes
- PH.340.706  Methods and Applications of Cohort Studies
- PH.410.635  Applications of innovative Methods in Health Equity Research
- PH.309.631  Population Health Informatics
- PH.313.790  Introduction to Economic Evaluation
- PH.221.645  Large-scale Effectiveness Evaluations of Health Programs
- PH.380.603  Demographic Methods for Public Health
- PH.380.611  Fundamentals of Program Evaluation
- PH.380.604  Life Course Perspectives on Health
- PH.380.711  Issues in Survey Research Design
- PH.380.651  Methods and Measures in Population Studies
- PH.340.666  Foundations of Social Epidemiology
- PH.330.672  Evaluation of Mental Health Service Systems
- PH.221.620  Applying Summary Measures of Population Health to Improve Health Systems
- PH.221.722  Quality Assurance Management Methods for Developing Countries
- PH.330.621  Mixed Methods for Research in Public Health
- PH.330.657  Statistics for Psychosocial Research: Measurement
- PH.140.664  Causal Inference in Medicine and Public Health I
- PH.340.613  Design and Conduct of Clinical Trials
- PH.223.632  Methods for Planning and Implementing Evaluations of Large-Scale Health Programs in Low and Middle income Countries
- PH.410.671  Introduction to Qualitative Research Methods
- PH.410.673  Introduction to Qualitative Data Analysis for Public Health
- PH.410.615  Research Design in the Social and Behavioral Sciences
- PH.309.616  Introduction to Methods for Health Services Research and Evaluation I

**Conceptual and Philosophical Bases for Health Equity and Social Justice**

Select electives from the following or from other courses listed above to reach the required 28 credits:

- PH.410.606  Local and Global Best Practices in Health Equity Research Methods
- PH.700.622  Bioethics, Human Rights, and Global Health
- PH.380.604  Life Course Perspectives on Health
- PH.318.623  Social Policy for Vulnerable Populations in the U.S.
- PH.308.610  The Political Economy of Social inequalities and Its Consequences for Health and Quality of Life
- PH.380.756  Poverty, Economic Development, and Health
### Health Policy & Management Concentration

Students in the Health Policy & Management Concentration may choose one of three tracks:

- Healthcare Management & Leadership
- Public Health Informatics
- Quality & Patient Safety

Students must complete at least 26 credits of courses within one track per the requirements listed below for each track. While ongoing participation in the seminar is expected throughout the duration of the program, students also register for a total of two credits of PH.311.861 Graduate Seminar in Health Care Management and Leadership in term(s) of their choosing to fulfill the 28 concentration credits. Students may in some cases substitute alternative courses for track electives with approval from their academic adviser and track director.

### Healthcare Management & Leadership Track

The focus of the Healthcare Management and Leadership Track is on measuring, monitoring and improving the clinical and financial performance of health services organizations, as well as training leaders for organizational change. The track curriculum is based on the Malcolm Baldrige Healthcare Criteria for Performance Excellence framework and targets those who have master’s level training related to healthcare management and/or public health.

The competencies for the track in Healthcare Management and Leadership are met through required and elective coursework, a practicum, and the process of writing a dissertation. Upon successful completion, students will have mastered the following track competencies; specifically, students by the end of the program will have the ability to:

1. Enable senior leaders to develop an effective organizational leadership and governance system to deploy shared visions, missions and core values to address societal and community health needs.
2. Utilize strategic assessment and planning skills to identify internal and external issues that may impact health services delivery; apply facilitation skills to ensure the participation of key internal and external organizational stakeholders for both strategy development and deployment.
3. Apply evidence-based tools and frameworks to enhance organizational performance in the human, clinical, financial, information and supply chain domains so as to drive value and improved outcomes.
4. Develop and sustain a culture of excellence that builds upon providing visionary leadership, valuing people, ethics and transparency, societal responsibility and community health, organizational learning and agility, patient/client focused excellence, delivering value and results, management by fact, managing for innovation with a focus on success.
5. Manage data, information and knowledge systematically to improve quality of decision making to enhance quality of care and service delivery.
6. Apply organizational and systems thinking theories to create high performing teams that promote care integration, create value, promote efficiencies and organizational and personal learning.

### Required Courses for the Healthcare Management & Leadership Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.312.603</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PH.312.620</td>
<td>Performance Measurement in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>PH.312.621</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>PH.313.641</td>
<td>Introduction to Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>PH.313.790</td>
<td>Introduction to Economic Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Health Informatics

The Public Health Informatics track offers training in methods and concepts of informatics for application to public health and population health management. The track curriculum is designed for public health professionals or population health managers who wish to develop an area of expertise or specialization in the emerging field of public health informatics.

The competencies for the track in Public Health Informatics are met through required and elective coursework, a practicum, and the process of writing a dissertation. Upon successful completion, students will have mastered the following track competencies; specifically, students by the end of the program will have the ability to:

### Required Courses

Select from the following to complete 26 track credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.410.673</td>
<td>Population Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PH.311.615</td>
<td>Quality of Medical Care</td>
<td></td>
</tr>
</tbody>
</table>

### Elective(s)

Select from the following to complete 26 track credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.309.712</td>
<td>Assessing Health Status and Patient Outcomes</td>
<td></td>
</tr>
<tr>
<td>PH.309.730</td>
<td>Patient Safety and Medical Errors</td>
<td></td>
</tr>
<tr>
<td>PH.312.604</td>
<td>Quantitative Tools for Managers</td>
<td></td>
</tr>
<tr>
<td>PH.312.617</td>
<td>Fundamentals of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>PH.312.630</td>
<td>Healthcare Financial Management</td>
<td></td>
</tr>
<tr>
<td>PH.313.793</td>
<td>Extended Exercises in Cost Effectiveness</td>
<td></td>
</tr>
<tr>
<td>PH.340.727</td>
<td>Introduction to Health Survey Research Methods</td>
<td></td>
</tr>
<tr>
<td>PH.380.611</td>
<td>Fundamentals of Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>PH.410.635</td>
<td>Applications of innovative Methods in Health</td>
<td></td>
</tr>
<tr>
<td>PH.410.671</td>
<td>Introduction to Qualitative Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 26

Note, for students able to take in-person courses on site in Baltimore during the traditional academic year, additional elective options may be available.
1. Analyze the state of the science and current research and policy issues related to the foundation of public health informatics; and, explain how informatics can be leveraged to improve the practice of public health and enhance the overall role of public health organizations.

2. Characterize and critically evaluate the integration of different domains of public health informatics such as bio-surveillance, decision support, predictive modeling, and population risk stratification using clinical informatics systems such as laboratory information systems or electronic health records (EHRs).

3. Evaluate a given public or population health information system based on different criteria such as standardized protocols, common classification systems, governance structures, and embedded decision support systems.

4. Critically analyze and evaluate various informatics solutions for public or population health management interventions based on different criteria such as system architecture, interoperability, standards, human factors, security, privacy, and ethical issues.

5. Articulate the proper informatics management tools for an organization to implement solutions that assure confidentiality, security, integrity and legal compliance while maximizing the availability of information for public and population health use.

Required Courses for the Public Health Informatics Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.315.707</td>
<td>Introduction to Biomedical and Public Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PH.309.631</td>
<td>Population Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PH.315.703</td>
<td>Leading Change Through Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PH.315.700</td>
<td>Health Information Systems: Design to Deployment</td>
<td>3</td>
</tr>
<tr>
<td>PH.315.708</td>
<td>Hit Standards and Systems Interoperability</td>
<td>3</td>
</tr>
<tr>
<td>PH.315.709</td>
<td>Health Sciences Informatics, Knowledge Engineering and Decision Support</td>
<td>3</td>
</tr>
<tr>
<td>PH.309.635</td>
<td>Population Health: Analytic Methods and Visualization Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective(s)

Select from the following to complete 26 track credits:

- PH.221.649 Introduction to Digital Health in Low- and Middle-income Countries
- PH.312.633 Health Management Information Systems
- PH.380.603 Demographic Methods for Public Health
- AS.430.604 Spatial Analytics

Total Credits 26

Note, for students able to take in-person courses on site in Baltimore during the traditional academic year, additional elective options may be available. Students in the Public Health Informatics Track may take 27 credits of track coursework and 1 credit of 311 Graduate Seminar in Health Care Management & Leadership to fulfill the 28 concentration credits, with the approval of the concentration and track co-directors.

Quality and Patient Safety Track

The Quality and Patient Safety track addresses issues related to quality of healthcare, patient safety, patient centered outcomes, and performance measurement and improvement. The curriculum is designed for public health, clinical and management professionals who wish to develop the expertise to identify challenges in these areas, implement evidence-based interventions and improve care delivery. The curriculum includes a variety of specialized courses in quality, patent safety, patient centered outcomes, performance measurement, human factors and the evaluation of programs and interventions for improving the safety and quality of health care services. The track targets those who have master’s level training related to public health, healthcare management and/or clinical sciences.

The competencies for the track in Quality and Patient Safety are met through required and elective coursework, a practicum, and the process of writing a dissertation. Upon successful completion, students will have mastered the following track competencies; specifically, students by the end of the program will have the ability to:

1. Apply quality improvement and evaluation frameworks.
2. Recognize implementation barriers and facilitators to quality and patient safety in the real world.
3. Assess utility of specific quality improvement and patient safety methods.
4. Leverage opportunities for adapting quality and patient safety methods to different types of organizations.
5. Address pitfalls of quality improvement and patient safety activity and research.

Required Courses for the Quality and Patient Safety Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.309.600</td>
<td>Evaluating Quality Improvement and Patient Safety Programs</td>
<td>3</td>
</tr>
<tr>
<td>PH.309.712</td>
<td>Assessing Health Status and Patient Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>PH.309.730</td>
<td>Patient Safety and Medical Errors</td>
<td>3</td>
</tr>
<tr>
<td>PH.311.615</td>
<td>Quality of Medical Care</td>
<td>3</td>
</tr>
<tr>
<td>PH.312.620</td>
<td>Performance Measurement in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>PH.312.621</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>PH.312.693</td>
<td>Introduction to Comparative Effectiveness and Outcomes Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Informatics

- PH.309.631 Population Health Informatics
- or PH.312.633 Health Management Information Systems

Elective(s)

Select from the following to complete 26 track credits:

- PH.140.607 Multilevel Models
- PH.221.722 Quality Assurance Management Methods for Developing Countries
- PH.309.616 Introduction to Methods for Health Services & PH.309.617 Research and Evaluation I and Introduction to Methods for Health Services Research and Evaluation II
- PH.309.731 Patient Safety in Developing Countries
- PH.312.604 Quantitative Tools for Managers
- PH.312.603 Fundamentals of Budgeting and Financial Management
- PH.340.717 Health Survey Research Methods
- PH.340.727 Introduction to Health Survey Research Methods
- PH.380.611 Fundamentals of Program Evaluation
- PH.410.635 Applications of innovative Methods in Health Equity Research
Implementation Science Concentration

The competencies associated with the Implementation Science concentration include:

1. Participate in and lead collaborative multidisciplinary teams that promote a blending of disciplines to inform and evaluate implementation strategies.
2. Integrate diverse perspectives including those from communities and experts into a cogent intervention design and/or implementation strategy for health programs and policies.
3. Characterize optimal implementation processes to support iterative cycles of implementation and adaptation based on learning.
4. Integrate didactic and practice-based experience to support methodologically sound evaluation of implementation processes and outcomes to inform implementation.
5. Analyze frameworks to improve synthesis and integration of diverse data from multiple sources to inform policy and practice.
6. Present and interpret demographic, statistical, programmatic, and scientific information to inform decision making by policy makers and other professional and lay audiences.

Students are required to take a minimum of 28 credits focused on the Implementation Science concentration. This requirement will be achieved through a set of required and elective courses.

Courses taken to fulfill DrPH Foundational Requirements may not be applied to fulfill concentration requirements.

The above courses total a minimum of 19 credits. In addition, students are required to take 9 or more credits from the following electives or content-specific courses to complete the required 28 concentration credits:

Course Title Credits

First Term

PH.390.678 Introduction to Quality Improvement & Knowledge Translation Research 0

Second Term

PH.221.646 Health Systems in Low and Middle Income Countries
PH.700.621 Ethics in Clinical Practice: Fundamentals, Problems and Approaches
PH.410.755 Health Communication Programs 0

Third Term

PH.340.861 Clinical Trials: Procedures, Design, and Interpretation of Results
PH.340.765 Professional Epidemiologic Methods: Epidemiologic Intelligence and Population Health Assessments 0

Fourth Term

PH.140.664 Causal Inference in Medicine and Public Health I
PH.221.645 Large-scale Effectiveness Evaluations of Health Programs
PH.410.755 Health Communication Programs 0

Fifth Term

PH.221.625 Evaluation of District-Level Primary Health Care Implementation in Low- and Middle-income Settings
PH.221.705 Monitoring and Evaluation of Health Systems Strengthening in Low and Middle Income Countries

Note, for students able to take in-person courses on site in Baltimore during the traditional academic year, additional elective options may be available.
The purpose of the DrPH practicum is to further develop students’ leadership and applied skills in relation to students’ areas of specialization through a practice-based project developed by the student. The practicum should form an integral part of student learning, complementing the student’s course work, special studies and dissertation interests. Typically, the practicum is performed in the student’s place of work, but the practicum project must be distinct from the student’s daily work activities.

All DrPH students are required to complete a practicum to comply with the Council on Education for Public Health (CEPH) accreditation requirements, regardless of their years of work experience; the program does not grant waivers from the practicum requirement. Students are not required to register for credits to complete the practicum.

Practicum Requirements

It is required that the DrPH student practicum:

1. Applies and further develops public health skills and competencies: the objectives of the student’s practicum should be clearly identified as part of an integrated, individualized proposal that is approved in advance. Students will identify a minimum of 5 CEPH Foundational and concentration/track competencies in which they wish to achieve high-level skills. The practicum must address a minimum of 1 competency from the CEPH Leadership, Management & Governance domain. The practicum will present an opportunity for the application of these skills and students should ensure that they have taken appropriate coursework to be adequately prepared to conduct the practicum.

2. Is framed and carried out in a public health context: the practicum will include population-level activities carried out at, or in collaboration with, an organization or agency to the benefit of the organization. Appropriate organizations may include governmental, nongovernmental, non-profit, industrial and for-profit settings. The practicum should not be an academic exercise in which students merely crunch numbers or administer surveys but rather students should be engaged in the larger public health context of their activities, in a “real-world” setting.

3. Is supervised and supported: the practicum preceptor will be qualified to evaluate the student’s professional competence and will supervise the student throughout the project within the organization. The preceptor will typically be from an outside organization (i.e. community-based organization, health department, private corporation, etc.), but can be a JHSPH faculty member if appropriate. The preceptor will provide background information, guidance, and feedback with regards to student progress on well-defined learning objectives. The student’s adviser will be kept informed of the student’s practicum activities and progress, and may provide additional assistance.

4. Is significant: the practicum should be more than an opportunity for additional work experience given each student’s prior work background. Practicum projects should make a significant contribution to the organization with which the student is collaborating, as well as constitute a significant investment of student time and effort. It is estimated that the typical DrPH student may spend a minimum of 100 hours on practicum projects. Experiences may take the form of one significant large project or several smaller projects. Students may work independently but may also be part of a student team or a team composed of other members of the organization with which they are collaborating. If students are members of a broader team, then their role on the team should be clearly defined.

5. Is evaluated: students will be evaluated on their achievement of defined competencies and deliverables by both the preceptor and faculty adviser. As part of the practicum experience, students also will reflect on and evaluate their overall practicum experiences, including their personal and professional reactions to the practicum experience. Clearly identified outputs from the practicum experience (not necessarily written products, but oral presentations or a new management or information system) should be identified in advance.

**PRACTICUM Preceptor**

Each student should have a preceptor and all preceptors must be approved by the student’s Concentration Co-directors prior to the start of
DrPH Preliminary Oral Examinations

Required for all DrPH students, the Schoolwide Preliminary Oral Examination is a Bloomberg School of Public Health requirement overseen by the Committee on Academic Standards. The Schoolwide Preliminary Oral Examination is preceded by the Concentration Oral Examination.

Concentration Oral Examination

The purpose of the Concentration Oral Examination is to prepare students and determine their readiness to take the Schoolwide Preliminary Oral Examination. To take the Concentration Oral Exam, students must have successfully passed the Comprehensive Written Exam and drafted a proposal for their dissertation project.

Schoolwide Preliminary Oral Examination

The purpose of this examination is to determine whether the student has the ability and knowledge to undertake significant public health problem-solving and analytic research in his/her general area of interest. Specifically, the examination shall evaluate the student’s:

1. Capacity for logical thinking;
2. Breadth and depth of knowledge in public health and evaluative methodologies; and
3. Ability to undertake a research project aimed at addressing a significant public health problem leading to a completed dissertation.

Discussion of a specific proposal serves as a vehicle for determining the student’s general knowledge and analytical capabilities; however, this examination is not intended to be a defense of a specific proposal. The student will be expected to defend the public health significance of the problem that s/he wishes to examine as well as the methodologies to be used in evaluating solutions to the problem. The examination is conducted by a Committee of four faculty and one practitioner, including the student’s adviser.

Eligibility

Students must have completed all core course requirements and didactic credit requirements for the DrPH program with a C or better and a cumulative GPA of 3.0 or higher, and submitted both the practicum proposal and practicum completion forms to be eligible to take the Schoolwide Preliminary Oral Examination.

Timeline and Registration

The examination should be given at the earliest feasible time after completion of the Comprehensive Written Examination and Concentration Oral Examination, and before significant engagement in the student’s dissertation work. For part-time students, the School-wide Oral Examination must be completed before the end of their fifth year in the program, while for full-time students this exam must be completed before the end of their third year in the program.

Part-time students will register for one credit per term of special studies credit with their dissertation adviser while preparing for their Schoolwide Preliminary Oral Examinations. After the examination, they will register for one credit per term of thesis research with their dissertation advisers until they complete their Final Oral Exam.

DrPH Dissertation

Overview

The focus of the DrPH degree is to facilitate the creation and application of knowledge in the practice of public health. As a culminating and integrative learning experience, all students must complete an original investigation presented in the form of a dissertation. The student’s
dissertation should build upon both the foundational competencies and the student's concentration-specific competencies. The dissertation must be based on original research, worthy of publication, and acceptable to a committee of faculty readers.

The content of the dissertation should reflect the focus of the degree program and the student's concentration. The dissertation content is to be developed by the student in consultation with his/her adviser and the Dissertation Advisory Committee. The DrPH dissertation shall also meet the following criteria:

1. Address a practical problem confronting a leader in public health practice;
2. Represent original thought and work;
3. Use a rigorous and scientifically defensible analytic component; and
4. Be based on a conceptual model (or models) that relates the work to existing knowledge and to practice.

During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be developed, reviewed and found acceptable to program faculty while the student is enrolled as a doctoral student at JHSPH.

Registration

Following the satisfactory completion of the Schoolwide Preliminary Oral Examination, students must register for thesis research credits with their dissertation adviser. Part-time students are required to register for a minimum of 1 thesis research credit per term. All DrPH students must be registered in the term in which they present their Final Oral Defense and Seminar.

Dissertation Format and Content

The decision on which format to follow should be made by the time the student takes the Concentration Oral Examination. There are advantages and disadvantages to each option that should be carefully discussed with the student's adviser. If a decision is made during the writing stage to change the format of the dissertation, all members of the thesis advisory committee and/or the thesis readers committee should be informed.

Each of these options is described in greater detail in the following sections.

Option 1: The Traditional Doctoral Dissertation

The traditional doctoral dissertation generally consists of an abstract, five or more chapters, references, and any appendices. The outline of chapters below is merely a guide. The page numbers are rough estimates, and the form of the chapters will vary, reflecting the academic discipline or orientation of the student's research.

All components of the traditional dissertation will be judged by the Committee to be either: Acceptable, Acceptable with Revisions, or Unacceptable. Each student, with guidance from his or her adviser, will rework the thesis draft until all components are judged acceptable.

Option 2: Manuscript-Oriented Dissertation

The manuscript-oriented dissertation consists of a total of three (or more) papers, linked to the student's dissertation topic. These papers should be prepared as if for submission to a journal and therefore while the papers may cross-reference each other, each paper should be self-contained and publishable in its own right. Papers prepared in this fashion are typically slightly longer than regular journal articles as they contain slightly more methodological detail and background material than usual.

A manuscript-oriented dissertation must meet the following criteria:

1. The doctoral student must be the first author on the three manuscripts used to satisfy this requirement;
2. No manuscript will be accepted as part of the thesis if it was submitted for publication before the student passed the school-wide preliminary oral exam; and
3. At least two members of the thesis committee must not be co-authors of any of the manuscripts to avoid conflict of interest if published prior to the final defense.

As is true for the traditional doctoral dissertation, all components of the manuscript-oriented dissertation will be judged to be either: Acceptable, Acceptable with Revisions, or Unacceptable. Each student, with guidance from her/his adviser, will rework the thesis draft until all components are judged acceptable.

Option 3: The 'Workplace Challenge'

In the context of their working environment, students may elect to pursue three out of four following analyses as the basis for their dissertation research: 1) organizational assessment; 2) plan for a new program or service; 3) program evaluation; 4) economic evaluation. These analytical pieces may relate to one organization or program that are closely associated with or could relate to multiple different organizations and programs. In either case, the dissertation will need to provide sufficient background information regarding the organization and/or program for the committee of readers to be able to understand the context for the work.

In addition to comprising three of the four analyses described above, a final section of the dissertation should discuss implications of the analysis. This section summarizes the lessons learned through the 'workplace challenge' experience, identifies opportunities for improvement from the perspectives of relevant stakeholders, and draws implications for other similar programs or organizations. Students should address the role that leadership played or could have played regarding the projects and/or outcomes observed. For example, what was done and could have been done to enhance, assure, foster or mitigate the outcomes observed?

Public Seminar & Final Oral Examination

The Final Oral Examination of the dissertation shall be conducted by the Final Oral Examination Committee after the Dissertation Advisory Committee agrees that the candidate is ready for the final defense. The Final Oral Examination Committee is typically composed of the Dissertation Advisory Committee plus 1-3 additional members and is often composed of the same members as the student's Preliminary Oral Exam Committee. During the student's defense, the Final Oral Examination Committee shall evaluate the following:

1. Value of the work in terms of its potential practical application;
2. Methodological rigor and original thought demonstrated in the work;
3. Candidate's understanding of the details of the methodological and analytical work; and

As a culminating experience, the doctoral student will present a formal, public seminar either in person or online. This requirement provides experience for the student in preparing a formal seminar; provides the faculty and other students with an opportunity to share in the student's
The DrPH Program Objectives are:

1. Identify, synthesize and apply evidence-based public health research and theory from a broad range of disciplines and health-related data sources for problem solving and to advance programs, policies, and systems promoting population health. (Data analysis)
2. Identify and analyze ethical issues including balancing the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice. (Ethics)
3. Influence decision making regarding policies and practices that advance public health using scientific knowledge, analysis, communication, and consensus building. (Policy)
4. Assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions to promote the health of the public. (Communication)
5. Enable organizations and communities to create, communicate and apply shared visions, missions and values; inspire trust and motivate others; build capacity; improve performance, and enhance the quality of the working environment; and use evidence-based strategies to enhance public health. (Leadership)
6. Provide fiscally responsible, strategic, and operational guidance within both public and private health organizations, for achieving individual and community health and wellness. (Management)
7. Design and evaluate system-level and programmatic initiatives in multidisciplinary teams so as promote public health outcomes and health equity (Program design and evaluation)
8. Assess adult learning needs, and design and deliver training or educational experiences that respond to these needs using the best pedagogical practices available. (Education)

Online Submission of Electronic Theses & Dissertations to The Sheridan Libraries

Submission of electronic dissertation: Submit a PDF copy of the final dissertation to the Johns Hopkins ETD Submission Tool http://etd.library.jhu.edu (https://etd.library.jhu.edu). Instructions for formatting and submitting the dissertation may be found at http://guides.library.jhu.edu/etd/ (https://guides.library.jhu.edu/etd/). The dissertation needs approval from The Sheridan Libraries before submission to the program.

Dissertation Format Guidelines: Follow the guidelines found on the University's ETD LibGuide (https://www.library.jhu.edu/library-services/electronic-theses-dissertations/) when incorporating the examining committee’s recommendations and finalizing the dissertation. To ensure that the dissertation meets all the guidelines, an electronic version can be sent to The Sheridan Libraries for review, dissertations@jhu.edu.

Publication Embargo: Students may choose an embargo period of 0, 1, 2, 3, or 4 years during the ETD submissions. This means that The Sheridan Libraries will withhold publication of the dissertation for the period of time that you choose. For example, the library published the May 2015 dissertations in July 2015. If a student chooses a 1-year embargo, the dissertation will not be published until July 2016. If they choose 2 years, it will not be published until July 2017 and so on. At a certain point, The Sheridan Libraries does make some dissertation details public (student name, degree, dissertation title, abstract etc.) during the embargo period, but the actual dissertation is hidden from view.

ProQuest/UMI Publication: Optional for all degree programs – On the “Document Information” page, there will be a check-box at the bottom in which the student may request that their thesis/dissertation be published through ProQuest/UMI. Publication through ProQuest/UMI is now optional. There is no additional form to fill out and no fees associated with publication.

DrPH Program Requirements: The program does not require submission of either an electronic or paper copy of the final dissertation document.

Learning Outcomes

DrPH Program Objectives

The DrPH Program Objectives provide students with a multi-faceted framework enabling students to become ethical public health leaders equipped to confront the world’s most pressing public health challenges.

The DrPH Program Objectives are:

1. Identify, synthesize and apply evidence-based public health research and theory from a broad range of disciplines and health-related data sources for problem solving and to advance programs, policies, and systems promoting population health. (Data analysis)
8. Facilitate shared decision making through negotiation and consensus-building methods

9. Create organizational change strategies

10. Propose strategies to promote inclusion and equity within public health programs, policies and systems

11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency

12. Propose human, fiscal and other resources to achieve a strategic goal

13. Cultivate new resources and revenue streams to achieve a strategic goal

**Policy & Programs**

14. Design a system-level intervention to address a public health issue

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis

17. Propose interprofessional team approaches to improving public health

**Education & Workforce Development**

18. Assess an audience’s knowledge and learning needs

19. Deliver training or educational experiences that promote learning in academic, organizational or community settings

20. Use best practice modalities in pedagogical practices