

# HEALTH POLICY AND MANAGEMENT, PHD

## PhD Program Overview

**Program Director:** *Cassandra Crifasi, PhD, MPH*

The Department of Health Policy and Management (HPM) offers a world-class doctoral program, featuring a vibrant faculty of exceptional scholars and teachers along with world-class research facilities. The program trains students to conduct original investigator-initiated research through a combination of coursework and research mentoring. The PhD program in HPM (<https://publichealth.jhu.edu/academics/phd-in-health-policy-and-management/>) is full-time, residually based in Baltimore, Maryland.

Students in the program complete a common core of coursework to meet department-wide competencies. Students also select one of four concentrations within which they will focus their dissertation work. Each concentration has additional core coursework and competencies that students within that concentration meet. All students enrolled in the program meet the Introductory Public Health knowledge learning objectives through the required curriculum.

### HPM PhD Concentrations include:

- The Bioethics and Health Policy (<https://publichealth.jhu.edu/academics/phd-in-health-policy-and-management/bioethics-and-health-policy/>) concentration, where students and faculty address the ethical issues relevant to public health policy, practice and research.
- The Health Economics and Policy (<https://publichealth.jhu.edu/academics/phd-in-health-policy-and-management/health-economics-and-policy/>) concentration, where students and faculty address the most pressing challenges in health and health care through innovative, rigorous, and interdisciplinary research in the field of health economics.
- The Health Services Research and Policy (<https://publichealth.jhu.edu/academics/phd-in-health-policy-and-management/health-services-research-and-policy/>) concentration, where students and faculty address the organization, financing, and delivery of both curative and preventive health care services and their impact on access, quality, outcomes and cost, particularly for the most vulnerable.
- The Health and Public Policy (<https://publichealth.jhu.edu/academics/phd-in-health-policy-and-management/health-and-public-policy/>) concentration, where students and faculty address the development, implementation, analysis, and evaluation of public policies to prevent disease and injury, reduce inequalities, and promote the health and quality of life of populations.

### PhD Program Year-by-Year Overview and Expectations

Below is a description of how students move through the doctoral program. Expectations and typical milestones are noted for each year.

#### Year 1 Expectations

The first year of the program lays the critical foundation necessary for later work in dissertation-level research.

During this year, students are expected to meet and complete the following:

- Summer orientation activities (prior to matriculation).
- 1st year department and concentration core required coursework.
- University residency requirement.
- A minimum of 18 credits of formal coursework outside of HPM.
- CTL Teaching Assistant (TA) training module.
- HPM PhD Qualifying exam at the end of the year.
- HPM academic teaching requirement.\*
- HPM academic research requirement.\*

\* May be completed over years 1 and 2.

#### Year 2 Expectations

The second year of the program provides opportunities for students to focus on advanced coursework, refining research methodologies and identifying topics for their dissertation.

During this year, students are expected to meet and complete the following:

- 2nd year departmental and concentration required and recommended coursework.
- An individual development plan (IDP) in collaboration with and approved by their faculty adviser.
- Semi-annual progress reports.
- 1-2 potential thesis topics with adviser via a special studies in the fall.
- Formal 30-page research proposal.
- Defend thesis research proposal at a departmental oral exam (DOE) and school-wide preliminary oral exam (POE).\*\*
- HPM academic teaching requirement.\*
- HPM academic research requirement.\*

\* May be completed over years 1 and 2.

\*\* Should be completed by the end of year 2 or fall of year 3.

#### Year 3 Expectations

The third year of the program is when students focus on finalizing their dissertation proposal, sitting for oral exams, and undertaking approved thesis research.

During this year, students are expected to meet and complete the following:

- Defend thesis research proposal at a departmental oral exam (DOE) and school-wide preliminary oral exam (POE).\*\*
- Identify Thesis Advisory Committee.
- Obtain IRB approval.
- Semi-annual or annual progress reports.
- Thesis research.

\*\* Should be completed by the end of year 2 or fall of year 3

#### Year 4 Expectations

The fourth year of the program is when students focus on their thesis research and begin exploring options for post-graduation activities. During this year, students are expected to meet and complete the following:

- Thesis Advisory Committee.
- Thesis research.
- Public seminar of thesis research.
- Oral defense of thesis.
- Submission of written thesis.

## PhD Program Requirements

Course location and modality is found on the BSPH website (<https://publichealth.jhu.edu/courses/>).

The HPM PhD program trains students to conduct original investigator-initiated research through a combination of coursework and research mentoring. The curriculum includes a common core of health policy, epidemiology, economics, and biostatistics courses, to meet a common set of competencies. Students also select one of four concentrations within which they will focus their dissertation work. Each concentration has additional core coursework and competencies that students within that concentration meet. All students enrolled in the PhD program meet the Introductory Public Health knowledge learning objectives through the required curriculum.

## Departmental Core Competencies and Curriculum

### Core Competencies:

Upon successful completion of the PhD program in HPM, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Analyze the nature, scope and determinants of major health policy problems by applying conceptual frameworks from key academic disciplines, formulating testable hypotheses, and identifying appropriate interventions based on an understanding of the existing evidence base.
- Critique the policymaking process, including the underlying roles of legislation, regulation, litigation, and advocacy; the differences between federal, state, and local policies; and the influence of academic research in the policy formulation and evaluation processes.
- Assess the organization and financing of public health and/or medical services and critique their impact on access and use, quality of care, costs, and outcomes.
- Apply appropriate rigorous empirical methods to the evaluation of health policy, including a well-rounded foundation of the methods and tools of public health.
- Communicate scientific findings effectively through written and oral methods to technical and lay audiences, demonstrating an ability to interpret study limitations and prior research.
- Conduct research in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality.

### Core Curriculum:

To meet these competencies, all HPM PhD students are required to successfully complete the following core courses:

Code	Title	Credits
Year 1		
PH.300.715	Advanced Research and Evaluation Methods in Health Policy <sup>1</sup>	4
PH.300.721	Foundations in Health Policy I <sup>1</sup>	2
PH.300.722	Foundations in Health Policy II <sup>1</sup>	2
PH.300.723	Foundations in Health Policy III <sup>1</sup>	2
PH.300.724	Foundations in Health Policy IV <sup>1</sup>	2
PH.550.860	Academic & Research Ethics at BSPH	
PH.552.601	Foundational Principles of Public Health <sup>1</sup>	0.5
PH.552.607	Essentials of Environmental Health <sup>1</sup>	0.5
PH.552.608	Biologic, Genetic and Infectious Bases of Human Disease <sup>1</sup>	0.5
PH.552.609	Psychological and Behavioral Factors That Affect A Population's Health <sup>1</sup>	0.5
PH.552.611	Globalization and Population Health <sup>1</sup>	0.5
PH.552.612	Essentials of One Health <sup>1</sup>	0.5
PH.340.721	Epidemiologic Inference in Public Health I <sup>1</sup>	5
Choose this entire statistical sequence		
PH.140.621	Statistical Methods in Public Health I <sup>1</sup>	4
PH.140.622	Statistical Methods in Public Health II <sup>1</sup>	4
PH.140.623	Statistical Methods in Public Health III	4
PH.140.624	Statistical Methods in Public Health IV	4
Or this entire statistical sequence, required for health economics concentration students		
PH.140.651	Methods in Biostatistics I <sup>1</sup>	4
PH.140.652	Methods in Biostatistics II <sup>1</sup>	4
PH.140.653	Methods in Biostatistics III	4
PH.140.654	Methods in Biostatistics IV	4
And one of the following:		
PH.313.643	Health Economics	3
PH.313.644	Intermediate Health Economics	3
OR this entire sequence, required for health economics concentration students:		
PH.313.653	Advanced Health Economics I	2
PH.313.654	Advanced Health Economics II	2
PH.313.655	Advanced Health Economics III	2
PH.313.656	Advanced Health Economics IV	2
Year 2		
PH.300.840	Special Studies and Research in HPM (Students take 1 credit in each of 1st and 2nd term to work with their adviser to identify thesis topic(s). Possible thesis topics need to be identified and researched prior to the 3rd term Research and Proposal Writing course.)	1
PH.300.870	The Research and Proposal Writing Process I	2
PH.300.871	The Research and Proposal Writing Process II	2
PH.300.741	PhD Seminar in Health Policy: Using Secondary Data to Conduct Health Policy Research	2
PH.306.665	Research Ethics and integrity	3
Strongly Recommended		
PH.300.750	Teaching, Learning and Leading – in the Classroom, in the Workplace and in the Community	3

These courses are taken over years 1 and 2 when completing the required academic teaching and academic research requirements

PH.300.828	Teaching in Health Policy and Management (PhD students register for this course when meeting the academic TA requirement)	1
PH.300.863	HPM Academic Research Practicum (PhD students register for this course when meeting the academic research requirement)	1

<sup>1</sup> Course meets one or more CEPH learning objectives

Once all required and elective coursework for both the department and concentration core have been completed, students maintain a registration of 12+ credits per term for the remainder of their program. Students who have not yet passed the school-wide preliminary oral (POE) exam should register for 12 credits of PH.300.840 Special Studies and Research in HPM with their advisor as they work on their thesis proposal. Once a student has passed the POE, they should register for 12 credits of PH.301.820 Thesis Research in Health Policy and Management.

## Concentration in Bioethics and Health Policy

**Concentration Director:** Stephanie Morain, PhD, MPH

The PhD concentration in Bioethics and Health Policy differs from most other bioethics doctoral programs in two important ways: first, it focuses on bioethics as it relates to moral questions in public health and health policy (rather than, for example, in clinical decision-making or bedside dilemmas); and, second, it provides rigorous training in quantitative and qualitative empirical research methods and expects the analysis of data to be part of the dissertation. Students study and conduct independent empirical and normative research on ethical issues in public health practice, research, and policy such as ethics and emergency preparedness, domestic and international research ethics, genetic screening policy, ethics and obesity prevention, ethics and infectious diseases, HIV screening, social justice and resource allocation. Original doctoral research conducted by students in the bioethics program involves analyzing primary or secondary empirical data about specific areas of public health, health policy, or health research and examining the ethical implications of the issue or study results.

### Bioethics Concentration Competencies and Curriculum

#### Bioethics Concentration Competencies:

Upon successful completion of the PhD concentration in Bioethics and Health Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Recognize ethical dimensions of problems in public health practice, research, and health policy, and identify which ethical principles or foundational ethical theories are at stake and potentially in tension.
- Analyze ethical problems in public health practice, research, and health policy, identify and communicate morally compelling lines of argument that may include: building on existing ethical frameworks, further specification of an existing framework or ethical principle; further specification of an ethical norm or formulating a novel ethical norm.
- Critically review and synthesize relevant literature from moral and political philosophy and public health ethics in analyzing moral problems in public health practice, research, and health policy.

- Identify when, why, and how empirical scholarship can make a contribution to bioethics and how data can be relevant to normative analysis.
- Construct ethical arguments for or against different kinds of public health programs and policies.

#### Bioethics Concentration Curriculum:

Bioethics students are required to successfully complete the following concentration courses in addition to the department core. In addition, students in Bioethics also complete coursework in moral philosophy, applied bioethics, and public health law. These requirements are satisfied, in part, through the Department of Philosophy of the Johns Hopkins University and Kennedy Institute of Ethics at Georgetown University. Generally, coursework is completed in the first two years of the program. Students are required by the concentration to have a normative ethics chapter in their thesis in addition to the other chapters traditionally required. Students completing the manuscript option for the PhD will have one of their manuscripts focus on the normative aspects of their selected issue or results.

The timing and choice of some courses will be determined based on availability and individual needs.

Code	Title	Credits
PH.306.650	Public Health and the Law	3
PH.306.655	Ethical Issues in Public Health	3
PH.306.861	Graduate Doctoral Seminar in Bioethics <sup>1</sup>	1
PH.700.603	Introduction to Ethical Theory	3

<sup>1</sup> Students will participate each term in PH.306.861 *Graduate Doctoral Seminar in Bioethics*, a joint graduate student and postdoctoral fellows bioethics seminar at the Berman Institute of Bioethics, during their first two years.

In addition, bioethics concentration students are required to take an additional 15 course credits in the field of bioethics. This must include at least one class in moral/political philosophy and at least two classes that are considered advanced bioethics classes. The 15 credits can be satisfied through a combination of BSPH bioethics courses (2-3 credits each) (including courses associated with the Masters in Bioethics) and/or semester-length courses either at the Homewood campus or through the Kennedy Institute of Ethics at Georgetown (5 credits each). Generally, these requirements are completed during the second year of the program. Students are encouraged to enroll in at least one semester-length course as part of their course combination, but the specific course plan is to be determined by each student in consultation with the concentration director and adviser.

Students in the bioethics concentration are welcome to write either a traditional thesis or a manuscript thesis. Additional guidelines for the thesis for students enrolled in the Bioethics and Health Policy concentration can be obtained from the Bioethics concentration director.

## Concentration in Health Economics and Policy

**Concentration Director:** Matthew Eisenberg, PhD

Health economics is a field of study that applies the theoretical concepts and empirical methods of economic analysis to various issues throughout the health sector, such as understanding underlying patient, provider, and insurer behaviors and evaluating healthcare interventions

and policies. The PhD concentration in Health Economics and Policy prepares doctoral students to address the most pressing challenges in health and health care through innovative, rigorous, and interdisciplinary research in the field of health economics. The curriculum stresses a solid grounding in applied modern microeconomic theory, economic evaluation, quantitative methods, and econometrics applications, including PhD-level courses from the Department of Economics in the Krieger School of Arts and Sciences (KSAS). Incoming students must have prior training in linear algebra, multivariable calculus, and real analysis in preparation for the economics courses at KSAS.

## Health Economics and Policy Concentration Competencies and Curriculum

### Health Economics and Policy Concentration Competencies:

Upon successful completion of the PhD concentration in Health Economics and Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Apply key concepts in microeconomic theory, including how the behavior of individual households and firms affects the market supply and demand of goods and services and how market failures arise under certain circumstances.
- Analyze key theoretical concepts in health economics, including the underlying determinants of health, patient demand for healthcare services, and the organization and financing of healthcare services, with an emphasis on critiquing the effects of alternative forms of financing and organizing healthcare services on cost, quality, access, and overall public health.
- Apply key concepts in applied econometrics, including sophisticated empirical models for healthcare utilization, expenditures, and health outcomes.
- Apply key concepts in applied econometrics, including various rigorous empirical approaches that emphasize causal inferences for policy analysis.
- Conduct original research in the field of health economics, ranging from conception of innovative ideas through study design, selection and application of appropriate analytic methods and data; interpretation of results; and both written and oral dissemination of findings.

### Health Economics and Policy Concentration Curriculum:

The curriculum offers a broad exposure to the health economics literature and public health disciplines and stresses the policy implications of these fields of research. Student research generally focuses on econometric analyses of hypotheses generated by economic theory or quantitative evaluation of the effectiveness of various interventions.

The timing and choice of some courses will be determined based on availability and individual needs.

Code	Title	Credits
AS.180.601	Microeconomic Theory I <sup>2</sup>	4
AS.180.602	Microeconomic Theory II	3
PH.140.664	Causal Inference in Medicine and Public Health I	4
PH.221.644	Econometric Methods for Evaluation of Health Programs	4
PH.309.720	Applied Econometrics for Health Policy Research	3
PH.313.653	Advanced Health Economics I	2
PH.313.654	Advanced Health Economics II	2

PH.313.655	Advanced Health Economics III	2
PH.313.656	Advanced Health Economics IV	2
PH.313.870	PhD Seminar in Health Economics & Policy <sup>4</sup>	1

- <sup>1</sup> Core Mathematics for Economics meets for 2 weeks in Summer Term and once weekly in Term 1
- <sup>2</sup> KSAS courses follow a semester schedule, and overlap multiple BSPH terms.
- <sup>3</sup> Students must complete the first-year KSAS Microeconomic Theory Workshop with a minimum grade of "B."
- <sup>4</sup> Students are expected to enroll in this seminar class every term, all 4 years they are enrolled in the program.

### Health Economics and Policy Concentration Elective Options:

Students should choose electives in consultation with the Concentration Director and their academic adviser to ensure adequate preparation for departmental exams. Names and availability of Homewood classes are subject to change. Electives must include at least one PhD-level KSAS economics course. All students are encouraged to choose from the following courses for their elective options, including at least one of the KSAS Applied Economics courses:

Code	Title	Credits
Health Economics Courses:		
PH.221.617	Behavioral Economics in Health Decisions	2
PH.221.652	Financing Health Systems for Universal Health Coverage	3
PH.313.644	Intermediate Health Economics	3
Applied Economics Courses		
AS.180.371	Industrial Organization	3
AS.180.611	Economics of Uncertainty	2
AS.180.620	Causal Analysis	3
AS.180.622	Game Theory	2
AS.180.623	Economics of Information	2
AS.180.632	Topics in Applied Microeconometrics	2
AS.180.639	Health Economics	3
AS.180.651	Labor Economics I	3
Health Policy Courses:		
PH.309.620	Managed Care and Health insurance	3
PH.311.615	Quality of Medical Care	3
PH.340.606	Methods for Conducting Systematic Reviews and Meta-Analyses	4
PH.340.722	Epidemiologic Inference in Public Health II	4
PH.340.620	Principles of Clinical Epidemiology	2
Biostatistics Courses		
PH.140.641	Survival Analysis	3
PH.140.655	Analysis of Multilevel and Longitudinal Data	4
PH.140.656	Multilevel and Longitudinal Models - Data Analysis Workshop	4
PH.140.655	Analysis of Multilevel and Longitudinal Data	4

## Concentration in Health Services Research & Policy



**Concentration Director:** Mariana P. Socal, MD, PhD, MPP, MSc (<https://publichealth.jhu.edu/faculty/3523/mariana-p-socal/>)

The PhD concentration in Health Services Research and Policy prepares students for innovative and rigorous quantitative and qualitative research and evaluation methods in health services delivery. The curriculum includes exposure to a wide variety of research methods, content areas, and datasets. It also offers the opportunity for in-depth study in areas such as public health informatics, organizational theory, quality of care and patient-centered outcomes research, hospital and physician payment incentives, managed care, pharmaceutical policy, gerontology, and health care disparities.

## Health Services Research and Policy Concentration Competencies and Curriculum

### Health Services Research and Policy Concentration Competencies:

Upon successful completion of the PhD concentration in Health Services Research and Policy, students will have mastered the following core competencies. Specifically, by the end of the program, students will have the ability to:

- Characterize and illustrate key concepts and developments in the field of health services research, including issues relating to care quality and safety, access, cost, and the role and effects of alternative forms of organizing and financing services.
- Integrate and critique theoretical and empirical literature in the formulation of an original and significant health services research and policy research question with a clear and testable hypothesis.
- Evaluate the strengths and weaknesses of experimental, quasi-experimental and observational study designs and formulate the most appropriate design for a specified research question.
- Identify, evaluate, and determine the most suitable data source for a specified research question (data sources may include existing data sources or the development of a primary data collection protocol utilizing quantitative or qualitative methods).
- Select and implement appropriate analytic techniques from advanced epidemiological, statistical, economic, and qualitative or survey methods to examine a specified research question.

### Health Services Research and Policy Concentration Curriculum:

The curriculum emphasizes the development of skills in research and analysis methods, as well as content knowledge. In addition to careers in academia, this concentration prepares students for leadership careers as health services researchers and health care policy analysts working in public or private organizations. Issues of relevance to the U.S. are emphasized. All students in the concentration are exposed to a broad array of methods and content. It is expected that all students will select at least one methods sub-area (e.g., econometrics, advanced statistical methods, informatics, or qualitative analysis) and develop expertise in one or more content areas.

The timing and choice of some courses will be determined based on availability and individual needs.

Code	Title	Credits
PH.300.651	Introduction to the U.S. Healthcare System	4
PH.309.635	Population Health: Analytic Methods and Visualization Techniques	3
PH.309.716	Advanced Methods in Health Services Research: Analysis	3

PH.309.861	Graduate Seminar in Health Services Research and Policy <sup>1</sup>	1
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<sup>1</sup> Students are expected to participate in the graduate seminar for the first three years of the program and as much as their schedule allows in year 4.

### Health Services Research and Policy Concentration Required Methods Options:

During the second year, students will complete at least two of the methods courses below (equaling at least 6 credits) in one of the following domains. The intent of the methods requirement is to allow the student to develop a special area of methods expertise. Approval for alternative methods courses will require approval from the program director and the student's adviser. Students are also encouraged to familiarize themselves with the School's certificate programs (<http://www.jhsph.edu/academics/programs/certificates/>), which can be completed concurrently with the PhD degree. Methods-oriented certificates, such as the certificate in Quality and Patient Safety, certificate in Gerontology and certificate in Pharmacoepidemiology, may be used to meet the methods requirement.

Code	Title	Credits
Qualitative Research Methods		
PH.224.690	Qualitative Research Theory and Methods	3
PH.224.691	Qualitative Data Analysis	3
PH.224.697	Qualitative Research Practicum I: Partnerships and Protocol Development	2
PH.224.698	Qualitative Research Practicum II: Collecting Qualitative Data	2
PH.224.699	Qualitative Research Practicum III: Analyzing and Writing Qualitative Findings	2
OR		
PH.410.710	Concepts in Qualitative Research for Social and Behavioral Sciences	3
PH.410.712	Theory and Practice in Qualitative Data Analysis and Interpretation for The Social and Behavioral Sciences	3
Additional Qualitative Courses		
PH.224.863	Doctoral Seminar in Research Methods in Applied Medical Anthropology I	4
PH.224.864	Doctoral Seminar in Research Methods in Applied Medical Anthropology II	4
PH.410.690	Ethnographic Fieldwork	3
Economic Evaluation		
PH.313.601	Economic Evaluation I	3
PH.313.602	Economic Evaluation II	3
PH.313.603	Economic Evaluation III	3
PH.313.604	Economic Evaluation IV	3
PH.318.603	Applied Microeconomics for Policymaking	3
Econometrics		
PH.221.644	Econometric Methods for Evaluation of Health Programs	4
PH.221.651	Econometrics I	4
PH.309.720	Applied Econometrics for Health Policy Research	3
Advanced Statistical Analysis for Special Data Issues		

PH.140.655	Analysis of Multilevel and Longitudinal Data	4
PH.140.656	Multilevel and Longitudinal Models - Data Analysis Workshop	4
PH.140.665	Causal Inference in Medicine and Public Health II	3
PH.340.696	Spatial Analysis I: ArcGIS	4
PH.340.697	Spatial Analysis II: Spatial Data Technologies	3
PH.140.698	Spatial Analysis III: Spatial Statistics	4
PH.140.699	Spatial Analysis IV: Spatial Design and Application	3
PH.340.606	Methods for Conducting Systematic Reviews and Meta-Analyses	4
Informatics and Information Sciences		
PH.309.635	Population Health: Analytic Methods and Visualization Techniques	3
ME.250.750	Design Discovery for Healthcare	1.5
ME.250.952	Leading Change Through Health IT	1.5
Social and Behavioral Measurement Methods		
PH.140.658	Statistics for Psychosocial Research: Structural Models	4
PH.330.657	Statistics for Psychosocial Research: Measurement	4
PH.410.615	Research Design in the Social and Behavioral Sciences	3
Epidemiologic Perspective on Research Design & Analysis		
PH.340.682	Pharmacoepidemiology Methods	3
PH.340.722	Epidemiologic Inference in Public Health II	4
PH.340.769	Professional Epidemiology Methods	4
Design and Conduct of Population-Based Surveys		
PH.140.640	Statistical Methods for Sample Surveys	3
PH.340.717	Health Survey Research Methods	4
PH.380.711	Issues in Survey Research Design	3
PH.380.712	Methods in Analysis of Large Population Surveys	3

#### Health Services Research and Policy Concentration Elective Options:

All HSR&P students should choose electives in consultation with their academic adviser; students are encouraged to choose from the following courses for their elective options.

Code	Title	Credits
PH.140.664	Causal Inference in Medicine and Public Health I	4
PH.140.665	Causal Inference in Medicine and Public Health II	3
PH.221.651	Econometrics I	4
PH.301.615	Seminar in Health Disparities	3
PH.308.630	U.S. Pharmaceutical Policy	3
PH.309.600	Evaluating Quality Improvement and Patient Safety Programs	3
PH.309.605	Health Issues for Aging Populations	3
PH.309.620	Managed Care and Health Insurance	3
PH.309.730	Patient Safety and Medical Errors	3
PH.311.615	Quality of Medical Care	3
PH.313.601	Economic Evaluation I	3
PH.313.602	Economic Evaluation II	3
PH.313.644	Intermediate Health Economics	3

## Concentration in Health and Public Policy

**Concentration Director:** Johnathon P. Ehsani, PhD, MPH

Finding solutions to public health problems through the development, analysis, implementation, and evaluation of public policies is the focus of the PhD concentration in Health and Public Policy. Faculty and students consider a broad array of public health policies that affect health and safety. These include policies pertaining to food, alcohol, tobacco, firearms, inequality, housing, injury, transportation, and the environment. Students examine challenging public health problems and learn how political, social, economic, ethical, and legal factors affect health and how health policy can address these problems. Students acquire skills that enable them to conduct rigorous research to inform policy solutions, effectively translate their scholarly work to policy and practice, and emerge as leaders in public health policy.

Through coursework, research, and practice, students in Health and Public Policy gain an understanding of the relationship between health and policy. Within this concentration, students may focus their elective and dissertation studies in one of the following areas: environmental and occupational health policy, injury prevention and control, social policy and health, and the practice of prevention; other specialty areas may be developed in consultation with each student's advisor and concentration director.

### Health and Public Policy Concentration Competencies and Curriculum

#### Health and Public Policy Concentration Competencies:

Upon successful completion of the PhD concentration in Health and Public Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Identify, describe, and analyze a public health problem, and recommend an appropriate policy solution to address it (e.g., legislative, regulatory, judicial, organizational).
- Examine and explain the steps of the policymaking process, including problem setting, formulation, implementation, analysis, and evaluation.
- Critically compare and apply theories of the policy process to the study of public health problems.
- Characterize the major institutions, sectors, and stakeholders involved in the policymaking processes at the global, federal, state, and local levels.
- Effectively translate and communicate public health policy research, in both oral and written forms, to policymakers, key stakeholders, and the public.

#### Health and Public Policy Concentration Curriculum:

Note that the timing and choice of some courses will be determined based on availability and individual needs.

Code	Title	Credits
PH.300.712	Formulating Policy: Strategies and Systems of Policymaking in the 21st Century	3
PH.301.645	Health Advocacy	3
PH.301.861	Graduate Seminar in Health and Public Policy <sup>1</sup>	1
PH.306.650	Public Health and the Law	3
PH.306.662	Public Health Agencies: Law, Policy and Practice	3

All students must complete one of the following courses:

PH.180.628	Introduction To Environmental and Occupational Health Law	4
PH.305.610	Issues in Injury and Violence Prevention	2
PH.305.684	Health Impact Assessment	3
PH.317.600	Introduction to the Risk Sciences and Public Policy	4

<sup>1</sup> Students are expected to participate in the graduate seminar during their first three years of the program, and are strongly encouraged to participate as much as their schedule allows in year 4.

#### Health and Public Policy Concentration Required Methods Options:

During the second year, students will complete at least two of the methods courses below (equaling at least 6 credits) in one of the following domains. The intent of the methods requirement is to allow the student to develop a special area of methods expertise. Approval for alternative methods courses will require approval from the program director and the student's adviser. Unless they are listed below, prerequisites for methods courses do not count toward the methods requirement.

Code	Title	Credits
Social and Behavioral Methods		
PH.140.658	Statistics for Psychosocial Research: Structural Models	4
PH.330.657	Statistics for Psychosocial Research: Measurement	4
Design and Conduct of Population-Based Surveys		
PH.140.640	Statistical Methods for Sample Surveys	3
PH.340.717	Health Survey Research Methods	4
PH.380.712	Methods in Analysis of Large Population Surveys	3
Qualitative Research Methods		
PH.224.690	Qualitative Research Theory and Methods	3
PH.224.691	Qualitative Data Analysis	3
PH.410.710	Concepts in Qualitative Research for Social and Behavioral Sciences	3
Advanced Methods for Policy Research		
PH.140.655	Analysis of Multilevel and Longitudinal Data	4
PH.140.656	Multilevel and Longitudinal Models - Data Analysis Workshop	4
PH.140.665	Causal Inference in Medicine and Public Health II	3
PH.140.698	Spatial Analysis III: Spatial Statistics	4
PH.221.651	Econometrics I	4
PH.221.660	Systems Science in Public Health: Basic Modeling and Simulation Methods	3
PH.309.716	Advanced Methods in Health Services Research: Analysis	3
PH.309.720	Applied Econometrics for Health Policy Research	3

#### Health and Public Policy Concentration Elective Options:

All HPP students should choose electives in consultation with their academic adviser; students are encouraged to choose from the following courses for their elective options:

Code	Title	Credits
PH.300.650	Crisis and Response in Public Health Policy and Practice	3
PH.300.750	Teaching, Learning and Leading – in the Classroom, in the Workplace and in the Community	3
PH.305.684	Health Impact Assessment	3
PH.317.600	Introduction to the Risk Sciences and Public Policy	4
PH.318.623	Social Policy for Marginalized and Disenfranchised Populations in the U.S.	3
PH.410.668	Policy Interventions for Health Behavior Change	4
PH.550.601	Implementation Research and Practice	3

#### Health and Public Policy Specialty Areas:

Students in Health and Public Policy may choose specialized areas to help focus their electives in such a way as to best provide the background needed for dissertation work. Those interested in taking additional graduate-level coursework in policy or research methods for the social sciences as part of their electives requirement should consider courses offered at the Krieger School of Arts and Sciences (KSAS) and at the School of Advanced International Studies (SAIS).

#### Environmental and Occupational Health Policy

Factors in the human environment that affect health require a multidisciplinary approach for evaluation. Courses from the Departments of Epidemiology, Environmental Health and Engineering, and Health Policy and Management are integrated to provide a foundation for the application of science to occupational and environmental policy. Evaluation, development and refinement of policies at local, state, federal and international levels are emphasized.

Code	Title	Credits
Strongly Recommended		
PH.180.601	Environmental Health	5
PH.180.628	Introduction To Environmental and Occupational Health Law	4
PH.187.610	Public Health Toxicology	4
PH.317.600	Introduction to the Risk Sciences and Public Policy	4
PH.317.605	Methods in Quantitative Risk Assessment	4
PH.317.610	Risk Policy, Management and Communication	3
PH.317.615	Topics in Risk Assessment	2
PH.340.680	Environmental and Occupational Epidemiology	4
Additional Options:		
PH.180.676	Occupational injury Prevention and Safety Policy and Practice	2
PH.182.623	Occupational Health Management	3
PH.182.625	Principles of Occupational and Environmental Hygiene	4
PH.182.640	Food- and Water- Borne Diseases	3
PH.188.694	Health of Vulnerable Worker Populations	3

#### Injury Prevention and Control

In conjunction with the Center for Injury Research and Policy, students focus on injuries of all types, including road traffic injuries, falls, burns, drowning, and violence. The epidemiology of these injuries is assessed, and strategies to prevent injuries are formulated, implemented, and evaluated. Students who focus their electives in this area may also decide to complete the Certificate in Injury and Violence Prevention.

Code	Title	Credits
Strongly Recommended		
PH.180.676	Occupational injury Prevention and Safety Policy and Practice	2
PH.221.612	Confronting the Burden of Injuries: A Global Perspective	3
PH.301.627	Understanding and Preventing Violence	3
PH.301.650	Crafting Effective Solutions to Gun Violence: Problem Solving Seminar	3
PH.305.610	Issues in Injury and Violence Prevention	2
PH.305.630	Transportation Policy, Equity and Health	2
PH.305.861	Graduate Seminar in Injury Research and Policy	1
PH.330.640	Childhood Victimization: A Public Health Perspective	3
PH.330.674	Suicide As A Public Health Problem	3

### Social Policy and Health

Social policy and health examines how social policies influence public health and/or the relationship between healthcare policy and other social policies.

Code	Title	Credits
Strongly Recommended		
PH.305.630	Transportation Policy, Equity and Health	2
PH.308.650	Public Health Perspectives on U.S. Drug Policy	3
PH.318.623	Social Policy for Marginalized and Disenfranchised Populations in the U.S.	3
PH.318.636	Urban Policy	3
PH.410.611	Under Pressure: Health, Wealth & Poverty	3
Additional Elective Options		
PH.300.650	Crisis and Response in Public Health Policy and Practice	3
PH.301.615	Seminar in Health Disparities	3
PH.306.660	Legal and Public Health Issues in the Regulation of intimacy	3
PH.306.670	Issues in LGBTQ Health Policy	3
PH.340.666	Foundations of Social Epidemiology	3
PH.410.663	Media Advocacy and Public Health: Theory and Practice	3
PH.410.668	Policy Interventions for Health Behavior Change	4
PH.410.721	Translating Research into Public Health Programs and Policy	3
PH.410.722	Translating Research into Public Health Programs II	2

### Practice of Prevention

The practice of prevention examines specific public health problems such as AIDS, tobacco, obesity, and violence and develops strategies for addressing problems through traditional and innovative policies.

Code	Title	Credits
Strongly Recommended		
PH.410.721	Translating Research into Public Health Programs and Policy	3
PH.410.722	Translating Research into Public Health Programs II	2

PH.550.601	Implementation Research and Practice	3
Additional Elective Options		
PH.300.650	Crisis and Response in Public Health Policy and Practice	3
PH.305.684	Health Impact Assessment	3
PH.340.683	Human Rights in Public Health Practice	2

## HPM PhD Program Policies

### General Program Policies

These general policies apply to all PhD students throughout their enrollment in the program.

### Academic Advising

All students are assigned a faculty adviser at the time of admission to the program. Advisers play an important role in the student's academic life. The adviser is expected to keep abreast of school and departmental degree requirements so that they can counsel advisees on courses and the proper progression towards the degree. Registration, add/drop, pass/fail agreements and many other School forms require the signature of the student's adviser. In addition, any special requests or petitions that a student submits to any of the administrative offices of the School will require the endorsement of the student's adviser as well as that of the Department chair.

### EXPECTATIONS, RIGHTS, AND RESPONSIBILITIES

Students can expect their adviser to work with them in defining educational goals, coursework, and independent studies that will assist in achieving their goals. In addition, the adviser periodically will review academic progress with the student, including assessing the student's strengths and weaknesses. Advisers provide advice while students must make the final choices consistent with the guidelines and policies of the Department, School, and University.

Students are responsible for scheduling regular meetings with their advisers, in-person or virtually, to discuss goals, progress, problems, and next steps. If an adviser does not know the answer to specific questions or issues, the adviser will refer the student to knowledgeable sources. Advisers are expected to make a regular time available for student-adviser meetings or have a clearly stated process by which students can schedule a time to meet individually. Students have the right to change advisers and individual faculty members have the right to accept or not to accept any specific student as an advisee. The first step in the process of changing advisers is to consult the program director.

### Change of Academic Adviser/Supervisor

Should a student want or need to change their academic advisor/supervisor, a written request should be submitted to the HPM PhD program director Dr. Cassandra Crifasi for review by department leadership.

### Full-time Registration

The Department is firmly committed to full-time PhD doctoral education and requires a full-time registration for the duration of each student's program. Full-time registration as defined by the department is 12 credits per term for academic terms 1-4\*. PhD students are not required to register for summer term. The Department discourages a registration for more than 18 credits in any one academic term unless required by the concentration. Any decision to register for more than 18 credits should



be carefully considered and discussed with the student's adviser prior to registering.

### University Residency Requirement\*

In year 1, PhD students must register for a minimum of 16 credits per term. This registration will fulfill the PhD residency requirement of four consecutive terms of 16 credits registration.

### Satisfactory Academic Progress

Satisfactory academic progress is measured by the following:

- To maintain satisfactory academic performance and good academic standing, all PhD students must maintain a minimum grade point average of 3.00 and grades of A, B, P (pass), or S (satisfactory) in all courses required by the School or department/concentration
- Written documentation of successful completion of all Bloomberg School and departmental degree requirements within the established time limitations
- Confirmation of satisfactory performance by the student's department and/or adviser as required. Each term, the progress of students is reviewed, and those students not making satisfactory progress in terms of the cumulative grade point average and completion of requirements within established deadlines are identified. Students may not graduate unless in good academic standing. Continuation in the program while not in good academic standing falls under the purview of the department and program leadership.
- A D is not considered a passing grade for HPM PhD students. Whether a D is considered acceptable to serve as a prerequisite will be determined by the course's sponsoring department.
- **IMPORTANT:** Students receiving federal loans and federal work-study funding must adhere to the Federal Satisfactory Academic Progress Policy (<https://publichealth.jhu.edu/offices-and-services/office-of-student-affairs/financial-aid/federal-aid-policies/>) posted on the Financial Aid Office website.

### Pass/Fail Registration Option

All required core and concentration courses must be taken for a letter grade unless the course is only offered on a pass/fail basis (graduate seminars for example).

### Waivers for CEPH Competency Courses

Students who have graduated with a degree from an accredited School of Public Health since 2020 have fulfilled the CEPH Learning Objectives. There is a waiver process in place and students will not be required to repeat these objectives through the Cells to Society offerings. Students should contact the HPM Office of Academic Affairs prior to matriculation for further information on the waiver process.

### University PhD Policies (<https://e-catalogue.jhu.edu/university-wide-policies-information/academic-policies-information/phd-specific-policies/>)

- PhD Mentoring Policies and Resources
- PhD Professional Development Policies and Resources
- University Requirements for PhD

### BSPH Academic Policies (<https://e-catalogue.jhu.edu/public-health/policies/academic/>)

- Academic Leave of Absence (LOA) Policy
- Academic Ethics Code
- Student Grievance Policy

### PhD Student Employee Union and Collective Bargaining Agreement

Information about the TRU-JHU PhD Student Union and the Collective Bargaining Agreement (CBA) can be found on this website (<https://provost.jhu.edu/education/graduate-and-professional-education/phd-union/>).

- PhD students in the HPM PhD program who receive work appointments and/or health insurance premium subsidy through Johns Hopkins University are under the Collective Bargaining Agreement dated March 29, 2024-June 30, 2027.
- This agreement has established wages, work hours, benefits, and conditions of appointment, many of these are described below.
- Eligible PhD students will be contacted by the Union and may elect to join the union and pay dues or pay agency fees. All eligible PhD students are under the CBA, regardless of Union membership.
- This agreement only covers work, which is limited to 20 hours per week on average for base funding. A PhD student employee may voluntarily elect to participate in supplemental-funded activities beyond the 20 hours per week on average.
- Academic policies are defined elsewhere in this catalogue.

This is just a summary, not the actual terms of the CBA. To review the actual terms of the CBA please click on the link (<https://provost.jhu.edu/wp-content/uploads/2024/04/TRU-UE-Local-197-Johns-Hopkins-University-Contract-2024-2027.pdf>). Not all elements of the agreement are summarized below. Questions may be directed to HPM via the department's CBA email, [HPM\\_PhDCBA@jh.edu](mailto:HPM_PhDCBA@jh.edu).

#### CBA Summary

- *Compensation*
  - Academic year (AY) 25-26: \$50,000 effective July 1, 2025
  - The hourly appointment rate will be \$27.03/hour, at minimum for teaching/research supplemental appointments.
  - Minimum 4 years of guaranteed funding for all PhD student employees in the Bloomberg School of Public Health.
  - PhD student employees with external awards paid through the University will have their compensation increased to the minimum rate during a period of guaranteed funding.
- *Benefits*
  - Enrollment information will be available through HR Benefits for Students and Learners (<https://hr.jhu.edu/benefits-worklife/health-life/student-health-benefits/resources-and-cost-of-coverage/>) and communications will be sent in advance of benefits election periods.
  - Paid by the University
    - The University will pay the premiums for University Student Health Benefits Plan (SHBP), including dental and vision coverage, employee coverage for employees in full-time resident status during the terms of full appointments.
    - PhD student employees will receive subsidies of \$4,500 per child per year for eligible children under 6 years and \$3,000 per child aged 6-18 years or adult dependent, with a maximum

of \$12,000 per family per year, in installments throughout the year.

- Reimbursed by University/Departments
  - The University will pay the cost of the health insurance premiums for eligible dependent children and spouses unable to work in the US, including dental and vision. Reimbursement procedures will be available on the HR Benefits website (<https://hr.jhu.edu/benefits-worklife/health-life/student-health-benefits/resources-and-cost-of-coverage/>).
  - International students will be eligible to apply to a yearly fund to cover required visa fees.
  - Students will be eligible for reimbursement for MTA All Access College Transit Passes or DC U-Passes. Registration and enrollment information will be available on the HR Benefits website (<https://hr.jhu.edu/benefits-worklife/health-life/student-health-benefits/resources-and-cost-of-coverage/>).
- Time Off/Vacation/Leaves
  - All University holidays are recognized.
  - PhD student employees have at least 15 vacation days per year. Additional time can be given by a supervisor.
  - PhD student employees receive 15 sick days per year with an additional 5 days if the student is primary caregiver.
  - PhD student employees receive 5 days of bereavement leave for the passing of immediate and extended family members and close friends, with 1 additional day for those needing international travel.
  - International PhD student employees who are required to travel out of the country in order to maintain their immigration status necessary to be able to continue their program at the University are eligible for up to fourteen (14) days off with pay during the period of such travel.
  - Parents are eligible for 8 weeks of paid leave following birth or adoption, with an additional 4 weeks for parents who have just given birth. New Child Accommodation applies to the academic, not work, PhD student experience.
  - Leaves of absence, including family leave, medical leave, and personal leave, are governed by the applicable academic divisional and University leave policies.
- Work Hours
  - No PhD student employee shall be required to perform work for more than 20 hours/week on average.
  - Teaching appointments are included in the 20 hours of work that may be assigned. Academic coursework, exams, and academic research are in addition to this assigned 20 hours of work.
  - There are no restrictions on work external to Hopkins except when decreed by funding source or visa status.
  - All work appointments (baseline funding or supplemental funding) require an appointment letter. Appointment letters will define the expectations and requirements of the teaching, research, or other University activity appointment. Students should contact their department/program administrator with any questions.
- Union Representation
  - All directory information will be sent to the Union unless restricted. Supplemental information will require a FERPA consent form available on SIS self-service (<https://sis.jhu.edu/sswf/>) (jhed login required).
  - Union Representatives are current PhD Student Employees who are elected/selected to help their fellow PhD Student

Employees navigate work-related disciplines, grievances, and other procedural/policy issues. Contact TRU-JHU with questions about specific Union Representatives.

#### • TRU-JHU Contact Information

- Website: <https://trujhu.org/> (<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftrujhu.org%2F&data=05%7C02%7Csbrehm%40jhu.edu%7Cb9c22d225b9e4e64b8f908dc663e9079%7C9fa4f438b1e6473b803f8%7C0%7C0%7C638497666175686137%7CUnknown%7CTWFPbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6%7C0%7C%7C%7C&sdata=xPl1WPOaukQi7eeY00dR6AgUmuhgxBHp6ba2%2BYKwprY%3D&reserved=0>)
- Phone: (443) 281-9462
- Address: TRU-UE Local 197, PO Box 41149, Baltimore, MD 21203
- Email: [trujhu@gmail.com](mailto:trujhu@gmail.com)

## Year 1 Expectations

The following describes policies and procedures related to the first year expectations.

### University Residency & Course Distribution Requirements

Residency requirement: To fulfill the university residency requirement, students must register for a minimum of four consecutive terms as a full-time student. For the purposes of the residency requirement, full-time is defined as 16 credits each term.

Course distribution requirement: Each PhD student must complete a minimum of 64 credits following matriculation into the doctoral program. At least 18 credits of formal coursework are required in courses outside of HPM. At least 9 of these credits must be taken in the BSPH. For students who have completed a master's degree at the BSPH within 3 years of matriculating into the PhD program, 12 credits of formal coursework are required in courses outside of HPM. At least 6 credits must be taken in the BSPH.

### CTL Teaching Assistant Training Module

All HPM PhD students are required to complete the BSPH Center for Teaching and Learning (CTL) Teaching Assistantship Training. The Teaching Assistantship Training course is a single, self-paced course to train TAs for both on-campus and online courses. This course must be completed prior to the first TA experience. Registration information can be found on the CTL website (<https://www.clttoolkit.com/ta-training-course/>).

### Academic Teaching Requirement

Developing knowledge and skills that are essential for delivering training or educational experiences in academic or professional settings is a critical component of a doctoral education. In part, to develop these critical skills, HPM PhD students are required to serve as full-time teaching assistants (TAs) in 6 HPM departmental courses while enrolled in the PhD program. Only HPM courses that have been allocated a TA position by the department may be used by a PhD student to meet the academic teaching requirement.

Beyond the 6 courses required by the department as part of each student's academic program, additional TA work is required, per departmental policy, in order to receive the PhD stipend. Students

typically complete the 6-course academic requirement in years 1 and 2, and must be completed prior to sitting for the DOE and POE.

In the terms where the academic teaching requirement is being met, students will register for PH.300.828 *Teaching in Health Policy and Management*. PhD students will register for this 1-credit special studies with the primary course instructor as the faculty mentor. Students will be evaluated by the course instructor at the conclusion of the term, based on both their performance as a teaching assistant as well as a short reflection paper. Registration in this special studies, submission of the HR onboarding form are required as documentation of completion of this academic requirement.

## Academic Research Requirement

HPM PhD students are required to engage in at least two research projects or activities beyond their dissertation to understand different research approaches. The academic research requirement can involve participation in any of the following aspects of research, including, but not limited to, elements of research design (literature review and development of the conceptual framework of a study); community development and liaison activities; community needs assessment and its related social, epidemiological, behavioral, or political diagnosis; development and piloting of health interventions or materials; quantitative or qualitative data collection; data analysis and interpretation; policy analysis; literature reviews; manuscript preparation; grant preparation; and any other form of research approved by the adviser.

Students are encouraged to meet this requirement through projects within the department, but are free to pursue opportunities of interest throughout the School, University, or off-campus. The two projects may be related to a single study or two separate studies. Students typically complete the academic research requirement in years 1 and 2, and must be completed prior to sitting for the DOE and POE.

In the terms where the academic research requirement is being met, students will register for PH.300.863 HPM Academic Research Practicum. PhD students will register for this 1-credit special studies with the primary faculty member leading the research activity. Students will be evaluated by the primary research lead based on a short reflection paper. Registration in this special studies and submission of the academic research requirement form at the conclusion of each term will document completion of this academic requirement. The academic research opportunities are expected to average 10 hours per week for at least 1 full academic term.

## Qualifying Exam

PhD students will sit for the departmental qualifying exam at the conclusion of the first year. Eligibility to sit for the exam includes successful completion of the first year required courses while maintaining the minimum 3.0 GPA. All students matriculating each fall are expected to sit for the exam at the end of the first year. The exam is offered every May/June. The Academic Policy and Admissions Committee (APAC), and the PhD Exam Committee will consider exceptions on a case-by-case basis. The HPM PhD Qualifying Exam Guidelines can be found on the HPM doctoral Sharepoint portal page (portal login required).

## Year 2 Expectations

The following describes policies and procedures related to the second year expectations.

## Special Studies Registration 1st and 2nd terms

2nd year PhD students will register for 1 credit of special studies with their adviser in both 1st and 2nd terms to specifically identify 1-2 potential thesis topics. Students will utilize literature reviews and other research tools to narrow their potential thesis topics in preparation for the Research and Proposal Writing Course (I and II) in 3rd and 4th terms. Students are expected to conclude their 2nd year in the program with a defensible proposal which can be successfully defended at the departmental and school exams.

## Thesis Proposal

HPM PhD students are required to prepare a thesis proposal which will be used as a point of reference for the DOE and POE. The proposal is typically the topic area that becomes the basis for the thesis. A thesis proposal includes a description of the project and what it is intended to accomplish; the scientific and/or policy problem(s) that will be addressed through the project and their significance; related research that addresses the identified problem(s); the methodological procedures to be followed; the organization of the project and work plan, including a schedule of the main steps of the proposed investigation; where relevant, a discussion of the facilities and resources available for the project; and other pertinent information deemed appropriate by the student. As a general guide, the thesis proposal, including references, is not to exceed 30 double-spaced pages.

## PhD Pre-Orals Progress Report

The Department is committed to assisting students to make steady and timely progress through the PhD program. To facilitate this process, all PhD students are required to submit regular progress reports to the HPM Office of Academic Affairs. Students who have passed the written qualifying exam, but have not yet passed their POE, must submit a progress report on December 1 and June 1 each year until they have passed their POE. The report must be reviewed, discussed, and approved by the student's adviser prior to submission.

## Individual Development Plan (IDP)

The Individual Development Plan (IDP) is a mechanism for self-reflection as well as a communication and planning tool for the student and their faculty adviser and mentor(s). The goal of the IDP is to support the student's successful performance in the program and in attaining readiness for their intended future career. To this end, the IDP creates a structure for the student to:

1. assess current skills, interests, and strengths;
2. make a plan for developing skills to meet academic and professional goals; and
3. communicate and collaborate with supervisors, advisors, potential employers, and mentors about evolving goals and related skills.

Rising HPM 2nd year PhD students will receive instructions on preparing the IDP after successful completion of the 1st year qualifying exam. Students are required to complete the self assessment and the IDP and meet and discuss with their adviser prior to submission of their first progress report due in the fall of the 2nd year. Third and fourth year students will revisit their IDP and discuss with their adviser each year at the submission of their yearly progress report.

## Year 3 Expectations

The following describes policies and procedures related to the third year expectations.

## Departmental Oral Exam (DOE)

The purpose of the DOE is to test whether the student is academically prepared to pass the school-wide oral exam and whether or not the student is academically prepared to carry out their thesis research as an independent investigator. The DOE ideally takes place at the end of the 2nd or beginning of the 3rd year in the program, and must be completed before significant engagement in thesis research. The DOE may not take place until after the successful completion of the departmental qualifying exam.

The exam requires the student to have a thesis proposal that will be used by the faculty exam committee as the vehicle for the examination. The DOE examining committee consists of a minimum of three faculty members; one must be the student's adviser. A fourth alternative committee member should be identified and may choose to participate in the exam. Guidelines for the Departmental Preliminary Oral Exam can be found on the Department's Sharepoint portal page (portal login required).

## School-wide Preliminary Oral Exam (POE)

The POE takes place after the student has successfully completed the departmental qualifying exam and the DOE. The purpose of this examination, according to the PhD PPM, is to determine whether the student has both the ability and knowledge to undertake significant research in their general area of interest.

The examiners will be concerned with the student's capacity for logical thinking, breadth of knowledge in relevant areas, and ability to develop and conduct research leading to a completed thesis. While the specific proposal serves as a vehicle for determining the student's general knowledge and research capacity, 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 proposal as well as the methodologies used to evaluate the problem.

The exam should be taken at the earliest possible time, before significant engagement in thesis research, and may not take place until after the DOE has been successfully passed. If the student fails the POE and is permitted reexamination, they must be reexamined within one year.

## IRB Approval

The Institutional Review Board (IRB) supports students in applying ethical principles in their research interactions with humans and/or their data, regardless of whether IRB review is required.

All HPM PhD research must undergo IRB review and students must receive approval or an approved exemption within three months of passing the POE. Students should consult the IRB website (<https://publichealth.jhu.edu/offices-and-services/institutional-review-board-irb/student-research/>) and specifically review the Student Primer and FAQ that are posted on that page.

## Thesis Research Documentation Form

PhD students are required to submit the "Thesis Research Documentation Form" *within three months* of passing the School-wide Preliminary Oral Exam. This form requires the signature of the HPM Academic Office in addition to the student and adviser prior to submission. Forms should be submitted to the HPM Office of Academic Affairs which will forward the completed form to the appropriate school office. Forms submitted directly to the school office without a departmental signature will not be accepted.

## HPM Student Dissertation Grant Proposal Submission Process

Dissertation funding opportunities that originate from sources outside the School usually require the submission of a formal grant proposal. HPM works closely with students in submitting these proposals and managing the award if and when it is awarded.

Anyone considering submitting a dissertation grant proposal must contact the Department's Grants and Contracts Manager who will work with them on the application process. All applications/proposals that are submitted to external funding agencies must be reviewed and approved by the Office of Research Administration (ORA). The department requires that all application materials be submitted a *minimum of 8 business days before the grant due date*. Students should seek guidance from the Grants and Contracts Analyst for specific due dates.

Once a grant has been submitted, the student must be available by email or phone at least 72 hours after submission in case any questions arise.

## Thesis Advisory Committee

Within three months of passing the POE, each PhD student must identify a thesis advisory committee. This committee, consisting of the student's adviser and at least two other faculty members from either inside or outside the Department, will meet with the student at minimum once a year until the student has graduated to evaluate the student's work and progress.

Each student is required to submit a written summary report to the advisory committee prior to the committee's meeting. This approved summary report will be submitted to the Department each June with the annual progress report. A sample of the summary report can be found on the Department's Sharepoint portal page (portal login required).

## Post-Orals Progress Report

The Department is committed to assisting students to make steady and timely progress through the PhD program. To facilitate this process, all PhD students are required to submit regular progress reports to the HPM Office of Academic Affairs. Once a student has passed their POE, a yearly progress report is submitted to the HPM Office of Academic Affairs until the program is complete. The progress report is due each year on June 1st. The report must be reviewed and discussed with the student's adviser prior to submission.

## Process to Request an Extension to the School-wide Oral Exam

The School's PPM governing the PhD program requires students to sit for the POE prior to the start of their 4th year in the program. Failure to meet this deadline necessitates the submission of an extension request by the student to both the Department and the School before they are permitted to continue in the program.

An initial request for an extension of time to sit for the oral exams must be submitted at least two months prior to the start of the 4th year in the program and may not exceed two terms.

The request is first submitted to the HPM APAC Student Matters Subcommittee for review, and if approved, is forwarded to the Student Matters Subcommittee of the School's Committee on Academic Standards (CAS). All requests must include the following information or will not be considered:



- A letter of request, initiated and signed by the student, stating the rationale for the request.
- A supporting letter signed by the adviser.
- Timetable and plan developed by the student in collaboration with the student's adviser that provides specific milestones that will be met to prepare the student for the school-wide preliminary oral exam.
- A (student) copy of the current transcript.
- If the HPM APAC Student Matters Subcommittee approves the request, a supporting letter from the Department will be included in the request that is forwarded to the school for final approval.

If the extension is granted, the student and adviser, in cooperation with the HPM Office of Academic Affairs, must provide evidence of progress at intervals determined by the school subcommittee, not to exceed 90 days, toward satisfying the milestones specified in the plan for completion. Failure to meet the specified milestones according to the prescribed timetable for completion may result in further action. Requests for a second extension beyond that of the initial extension are taken very seriously by the Department and CAS and require extension documentation.

## Year 4 Expectations

The following describes policies and procedures related to the fourth year expectations.

### Thesis Guidelines

All PhD students must complete an original investigation presented in the form of a thesis. The thesis must be based on original research, worthy of publication, and acceptable to the Department and to a committee of faculty readers. During the student's application process, various research ideas may have been discussed with faculty members. However, each student's thesis proposal must be developed, reviewed, and found acceptable to Departmental faculty while enrolled as a doctoral student at the BSPH.

PhD students in HPM have two options for the format of the thesis:

- The traditional doctoral thesis consists of a statement of the problem and specific aims; a literature review; data and research methods; analyses and results; and a discussion of findings and their implications. The form these will take reflects the specific academic discipline or orientation guiding the student's research.
- The manuscript-oriented thesis is an alternative to the traditional thesis. The manuscript thesis consists of a total of three (or more) papers linked to the student's research topic.

The decision on which format to follow should be made at the time of the DOE. If, during the writing process, the student wishes to change formats, the student must seek approval for this change from their faculty adviser and thesis committee.

The Department has developed the following guidelines to help a student determine which of these options is best for their particular research. Students should discuss the advantages and disadvantages of each option with their adviser before determining a strategy.

#### TRADITIONAL THESIS GUIDELINES

The traditional doctoral thesis generally consists of an abstract, five 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.

- **Abstract:** The abstract is a short overall summary of the work. It lays out the purpose(s) and aims of the study, the methods, and the key results and implications. The abstract generally is 2-3 double-spaced pages.
- **Chapter 1: Introduction:** Statement of the problem and specific aims. This chapter, which tends to be relatively short (5-6 double-spaced pages), provides an introduction to the thesis. It describes briefly why this work was undertaken, what background conditions or data suggested it was an important problem, and what, then, this project was intended to accomplish.
- **Chapter 2: Literature Review.** The literature review summarizes existing literature that informed the thesis research. It generally is organized topically. The literature review tends to be a fairly detailed review, particularly for those topics most directly related to the content and methods of the thesis. The literature review tends to be 30-60 pages in length.
- **Chapter 3: Methods.** The content of the methods chapter varies tremendously with the methodological approach taken by the student for the thesis research. With traditional empirical studies, it will generally include the specific aims, research questions, and/or hypothesis; a description of the source of study data, a description of the study instrument and its development, if relevant; a description of secondary data obtained, if relevant; analytic methods, including data cleaning, creation of a data set, creation of variables and/or qualitative codes, types of analyses done; and human subjects issues. The methods chapter ranges from 20-40 pages.
- **Chapter 4: Results.** The results chapter reports the main findings of the thesis. It often is organized by research questions or specific aims or hypotheses but need not necessarily follow this format. The results chapter ranges from 25-50 pages.
- **Chapter 5: Discussion of results and policy implications.** The discussion chapter both summarizes key findings and discusses findings in light of existing literature and in light of their policy implications. Also included generally is a description of the study's limitations and implications for future research. The discussion chapter is generally 25-50 pages.
- **References.** A listing of all citations used for the thesis must be provided. The Department allows any standard format for references.
- **Appendices.** Appendices can be used for many purposes. They can include study instruments, if relevant; they can include additional tables not included in the main body of the thesis; also to be included must be a copy of the student's CV. The traditional thesis should be able to 'stand alone' without appendices; however, such results should never be put in appendices that are key to the study's main findings.

#### MANUSCRIPT-ORIENTED THESIS GUIDELINES

The manuscript thesis consists of the following:

- A total of three (or more) papers, linked to the student's thesis topic. One of these papers may be a literature review, providing a comprehensive critical review, if it is suitable for publication.
- A chapter that integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research and should make recommendations for further studies.

- An appendix outlining in detail the study methods and any accompanying data tables necessary to understand the data.

A manuscript-oriented thesis must also meet the following criteria:

- The PhD student must be the first author on the three manuscripts used to satisfy this requirement;
- No manuscript will be accepted as part of the thesis if it was submitted for publication before the student successfully passes the POE; and,
- Co-authors should be determined based on the criteria (<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>) for authorship developed by the International Committee of Medical Journal Editors (ICMJE)

#### **ROLE OF FACULTY ADVISER WITH THE MANUSCRIPT THESIS**

The adviser's role is to facilitate successful completion of the doctoral thesis. The thesis must reflect the student's independent and original work. The adviser can and should provide ongoing and critical feedback, but the research must be that of the student.

Even if the adviser (or another committee member) serves as a co-author on a manuscript, the manuscripts must be viewed first and foremost as fulfilling the student's needs in the thesis process, with publication as a secondary goal. Advisers or other committee members who are co-authors may not undertake the first draft of any portions of the manuscripts nor substantial rewrites. Whether an adviser will be a co-author on any manuscript should be decided early in the thesis writing process.

### **Thesis Approval**

PhD advisers must provide official approval of the final draft of a student's thesis prior to dissemination to the other members of the Final Oral Examination (FOE) Committee. A signed Thesis Approval Form (<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>) (Sharepoint portal login required) must accompany each copy of the thesis distributed. Students should provide the final copy of the thesis to the readers at least five weeks prior to the FOE.

### **Thesis Readers and Final Oral Exam (FOE)**

Paperwork (<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>) (Sharepoint portal login required) to establish the formal final examination committee is submitted by the Department to the School's Office of Academic Affairs at minimum six weeks in advance of the final defense.

### **Final Public Seminar and Closed Oral Final Defense**

A formal, public seminar and closed oral defense of the thesis before a committee of the faculty is one of the final steps for a PhD candidate. The public seminar and oral thesis defense are typically held on the same day with the public seminar being conducted first, followed immediately by the closed defense before the approved final exam committee.

The public seminar is scheduled for 1 hour; HPM students must schedule the closed final defense for 2 additional hours. Members of the FOE Committee are required to attend both the seminar and the closed defense. Students are strongly encouraged to attend the public seminars of their fellow students whenever feasible.

The Final Oral Examination Committee judges all components of the thesis to be either: Acceptable, Acceptable with Revisions, or Unacceptable. This is the case for both a traditional thesis and a manuscript-oriented thesis. Students, with guidance from their advisor, will rework their thesis until all components are judged Acceptable.

Taking the Final Oral Examination and receiving an unconditional pass does not release the student from further responsibilities to complete the degree requirements. All students must stay continually registered until the degree requirements have been completed, including receipt of the thesis acceptance letters and electronic submission of the thesis to the Sheridan Library. Once everything has been submitted, the student will be reported to the Committee on Academic Standards and be considered complete.

### **Online Submission of Thesis to Sheridan Library**

- ETD Electronic Submission (<https://etd.library.jhu.edu/>)
- Formatting Instructions (<https://www.library.jhu.edu/library-services/electronic-theses-dissertations/>)
- Sheridan Library contact: [dissertations@jhu.edu](mailto:dissertations@jhu.edu)
- Publication Embargo: Students are allowed to choose an embargo period of 0, 1, 2, 3, or 4 years during the ETD submission. This means that the Sheridan Library will withhold publication of the thesis for the period of time chosen. The Sheridan Library does make some details of the thesis public (student name, degree, thesis title, abstract) during the embargo period, but the actual thesis is hidden from view.
- The Department of Health Policy and Management does not require submission of an electronic or paper copy of the final thesis document to the department. However, students must forward the thesis acceptance confirmation from the Sheridan Library to the HPM Office of Academic Affairs to certify completion of all program requirements.

### **Extension Request for Completion of Degree Requirements**

The School's PPM governing the PhD program requires students to defend their thesis within seven years of matriculation. Failure to meet this deadline necessitates the submission of an extension request by the student to both the Department and the School before they are permitted to continue in the program.

A request for an extension of time to complete the degree must be submitted at least two months prior to the conclusion of the 7th year in the program and may not exceed four terms.

The request is first submitted to the HPM APAC Student Matters Subcommittee for review and if approved, is forwarded to the Student Matters Subcommittee of the School's Committee on Academic Standards (CAS). All requests must include the following information or will not be considered:

- A letter of request, initiated and signed by the student, stating the rationale for the request.
- A supporting letter signed by the adviser.
- Timetable and plan developed by the student in collaboration with the student's adviser and members of the thesis advisory committee that provide specific milestones from completion; agreement to this plan should be indicated in writing by member(s) of the thesis advisory committee.
- A (student) copy of the current transcript.

- If the HPM APAC Student Matters Subcommittee approves the request, a supporting letter from the Department will be included in the request that is forwarded to the school for final approval.

If the extension is granted, the student and advisor, in cooperation with the HPM Office of Academic Affairs, must provide evidence of progress at intervals determined by the school subcommittee, not to exceed 90 days, toward satisfying the milestones specified in the plan for completion. Failure to meet the specified milestones according to the prescribed timetable for completion may result in further action. Requests for a second extension beyond that of the initial extension are taken very seriously by the Department and CAS and require extension documentation.

## PhD Program Learning Outcomes

### HPM PhD Departmental Competencies

Upon successful completion of the PhD program in Health Policy and Management, students in each of the four concentrations will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Analyze the nature, scope and determinants of major health policy problems by applying conceptual frameworks from key academic disciplines, formulating testable hypotheses, and identifying appropriate interventions based on an understanding of the existing evidence base.
- Critique the policymaking process, including the underlying roles of legislation, regulation, litigation, and advocacy; the differences between federal, state, and local policies; and the influence of academic research in the policy formulation and evaluation processes.
- Assess the organization and financing of public health and/or medical services and critique their impact on access and use, quality of care, costs, and outcomes.
- Apply appropriate rigorous empirical methods to the evaluation of health policy, including a well-rounded foundation of the methods and tools of public health.
- Communicate scientific findings effectively through written and oral methods to technical and lay audiences, demonstrating an ability to interpret study limitations and prior research.
- Conduct research in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality.

### Concentration in Bioethics and Health Policy Competencies

Upon successful completion of the PhD concentration in Bioethics and Health Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Recognize ethical dimensions of problems in public health practice, research, and health policy, and identify which ethical principles or foundational ethical theories are at stake and potentially in tension.
- Analyze ethical problems in public health practice, research, and health policy, identify and communicate morally compelling lines of argument that may include: building on existing ethical frameworks, further specification of an existing framework or ethical principle; further specification of an ethical norm or formulating a novel ethical norm.

- Critically review and synthesize relevant literature from moral and political philosophy and public health ethics in analyzing moral problems in public health practice, research, and health policy.
- Identify when, why, and how empirical scholarship can make a contribution to bioethics and how data can be relevant to normative analysis.
- Construct ethical arguments for or against different kinds of public health programs and policies.

### Concentration in Health Economics and Policy Competencies

Upon successful completion of the PhD concentration in Health Economics and Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Apply key concepts in microeconomic theory, including how the behavior of individual households and firms affects the market supply and demand of goods and services and how market failures arise under certain circumstances.
- Analyze key theoretical concepts in health economics, including the underlying determinants of health, patient demand for healthcare services, and the organization and financing of healthcare services, with an emphasis on critiquing the effects of alternative forms of financing and organizing healthcare services on cost, quality, access, and overall public health.
- Apply key concepts in applied econometrics, including sophisticated empirical models for healthcare utilization, expenditures, and health outcomes.
- Apply key concepts in applied econometrics, including various rigorous empirical approaches that emphasize causal inferences for policy analysis.
- Conduct original research in the field of health economics, ranging from conception of innovative ideas through study design, selection and application of appropriate analytic methods and data; interpretation of results; and both written and oral dissemination of findings.

### Concentration in Health and Public Policy Competencies

Upon successful completion of the PhD concentration in Health and Public Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Identify, describe, and analyze a public health problem, and recommend an appropriate policy solution to address it (e.g., legislative, regulatory, judicial, organizational).
- Examine and explain the steps of the policymaking process, including problem setting, formulation, implementation, analysis, and evaluation.
- Critically compare and apply theories of the policy process to the study of public health problems.
- Characterize the major institutions, sectors, and stakeholders involved in the policymaking processes at the global, federal, state, and local levels.
- Effectively translate and communicate public health policy research, in both oral and written forms, to policymakers, key stakeholders, and the public.

## **Concentration in Health Services Research & Policy Competencies**

Upon successful completion of the PhD concentration in Health Services Research and Policy, students will have mastered the following core competencies; specifically, by the end of the program students will have the ability to:

- Characterize and illustrate key concepts and developments in the field of health services research, including issues relating to care quality and safety, access, cost, and the role and effects of alternative forms of organizing and financing services.
- Integrate and critique theoretical and empirical literature in the formulation of an original and significant health services research and policy research question with a clear and testable hypothesis.
- Evaluate the strengths and weaknesses of experimental, quasi-experimental and observational study designs and formulate the most appropriate design for a specified research question.
- Identify, evaluate, and determine the most suitable data source for a specified research question (data sources may include existing data sources or the development of a primary data collection protocol utilizing quantitative or qualitative methods).
- Select and implement appropriate analytic techniques from advanced epidemiological, statistical, economic, and qualitative or survey methods to examine a specified research question.

## **CEPH-Defined Introductory Public Health Learning Objectives**

According to the requirements of the Council on Education for Public Health (CEPH), all BSPH degree students must be grounded in foundational public health knowledge. Please view the (<https://e-catalogue.jhu.edu/public-health/ceph-requirements/>)list of specific CEPH requirements by degree type (<https://e-catalogue.jhu.edu/public-health/ceph-requirements/>).