INTERNATIONAL HEALTH, MSPH

MASTER OF SCIENCE IN PUBLIC HEALTH DEPARTMENT OF INTERNATIONAL HEALTH

Overview
Each student is admitted into one of the four program areas approved for study leading to the Master of Science in Public Health degree in International Health: Social and Behavioral Interventions, Global Disease Epidemiology and Control, Health Systems, or Human Nutrition.

An academic adviser is assigned from the list of Advising Faculty in the student’s program area. The Program Coordinator provides general guidance and supervision over all students in each program area.

Concentrations
GLOBAL DISEASE EPIDEMIOLOGY AND CONTROL
Director: Andrea Ruff, MD
Program Coordinators: Elizabeth Hazel, PhD and Yvonne Tam, MHS

REQUIREMENTS FOR ADMISSION
Students in the program ideally have a bachelor’s degree in health or biological sciences or statistics. An applicant with another undergraduate degree must have satisfactorily completed courses in mathematics; biology; and chemistry, physics, or another natural science.

EDUCATIONAL OBJECTIVES
Overall Program Goal
This program provides training for public health practitioners who will use epidemiologic, immunologic and/or laboratory and statistical methods to design, implement and/or evaluate disease control interventions for diseases of public health importance to under-served populations. Graduates will have a fundamental understanding of the pathogenesis, epidemiology, and control measures applicable to diseases of public health importance in disadvantaged populations. Interventions to be studied will be primarily biomedical (e.g. therapeutic or prophylactic drugs, vaccines or environmental modifications), although there may be a behavioral component to effective implementation of such interventions.

Special strengths of the program are infectious disease epidemiology (including emerging infections), vaccinology, and micronutrients. Students have the opportunity to learn from leading experts in vaccine science and policy and may take courses to complete a certificate in this area. Students can acquire a broad understanding of the methods, skills, and tools needed to design, conduct, and analyze community and clinical trials and/or laboratory-based investigations. Students will be able to provide technical assistance to public health researchers and public health managers in the design, implementation and evaluation of programs to address public health problems facing underserved populations in the US and abroad.

Advising Faculty
Smisha Agarwal
Agbessi Amouzou
Naor Bar-Zeev
Emily Carter
Victoria Chou
Anna Durbin
Robert Gilman
Kyla Hayford
Almamy Malick-Kante
Joanne Katz
Alain Labrique
Abdoulaye Maiga
Diwakar Mohan
Melinda Munos
Bareng Aletta Nonyane
Malathi Ram
Andrea Ruff
David Sack
Ashley Sheffel
Kawsar Talaat
Brian Wahl
Naor Bar-Zeev
Emily Carter
Victoria Chou
Anna Durbin
Robert Gilman
Kyla Hayford
Almamy Malick-Kante
Joanne Katz
Alain Labrique
Abdoulaye Maiga
Diwakar Mohan
Melinda Munos
Bareng Aletta Nonyane
Malathi Ram
Andrea Ruff
David Sack
Ashley Sheffel
Kawsar Talaat
Brian Wahl
Robert Black
Subhra Chakraborty
Amanda Debes
Christine Marie George
Laura Hammitt
Mary Carol Jennings
Ruth Karron
Maria Knoll
Rupali Limaye
Melissa Marx
Lawrence Moulton
Jamie Perin
Beulah P. Sabundayo
Daniel Salmon
Anita Shet
Yvonne Tam
Neff Walker

HEALTH SYSTEMS
Director: Sara Bennett PhD

Program Coordinators: Ligia Paina, PhD and Nukhba Zia, PhD

Requirements for Admission
Students must have a degree in biological or health sciences, social sciences or management. Some prior international or health systems experience is highly desirable.

Educational Goals
Graduates of the Health Systems MSPH program will be prepared to take on leadership and management roles in health policy and planning, health financing and management, and monitoring and evaluation of health programs. Graduates will contribute to strengthening health systems through the implementation of equitable and cost-effective interventions for improving access, quality, and efficiency of health services for underserved populations. A health-related practicum experience is an important component of this degree program.

Core Health System Competencies
1. Demonstrate knowledge of public health problems pertinent to disadvantaged populations and approaches to their assessment, management, and control;
2. Demonstrate a thorough understanding of concepts and application of management principles to the operation of health systems in resource-poor settings;
3. Analyze and synthesize data relevant to the management and control of health problems of public health importance in resource-poor settings;
4. Produce written and oral reports for public health professionals and policy makers.

**Advising Faculty**

Joe Ali Olakunle Alonge
Chiara Altare Abdulgafoor Bachani
Abdullah Baqui Sara Bennett
William Brieger Gilbert Burnham
Andreea Creanga Shannon Doocy
Anbrasi Edward Dustin Gibson
Shivam Gupta Connie Hoe
Rasheda Khanam Alain Koffi
Adam Koon Qingfeng Li
Nina Martin
Maria Merritt Rosemary Morgan
Ligia Paina George Pariyo
Bryan Patenaude David Peters
Court Robinson Daniela Rodriguez
Mathuram Santosham Meike Schleiff
Yusra Shawar Jeremy Shiffman
Anthony So Alan Sorkin
Paul Spiegel Antonio Trujillo
Andres Vecino-Ortiz Shirin Wadhwaniya
William Weiss Krishna Rao

**HUMAN NUTRITION**

Director: Parul Christian, DrPH
Program Coordinator: Amanda Palmer, PhD

**Requirements for Admission**
The program seeks to attract and train future experts in public health nutrition across a range of professional interests and background. Entry into the Master of Science in Public Health (MSPH) program in Human Nutrition requires, at a minimum, a bachelor's degree or its equivalent, preferably in nutrition, biology, health or social sciences, public health, health, economics, or health policy.

**Educational Objectives**
The MSPH program in Human Nutrition is designed to train professionals to focus on understanding and solving public health problems in food and nutrition across a diverse societal landscape. The MSPH degree in Human Nutrition prepares students to assume professional, technical, and management positions within public health nutrition programs or government, international or nongovernmental agencies, universities, hospitals and private industry. The program also offers a broad public health nutrition component that complements dietetics skills acquired in the combined MSPH-RD program (see below). The MSPH program also prepares students with a foundation of knowledge and skills for carrying out subsequent doctoral studies and research in the field of human nutrition, or training in medicine.

**Overall Program Goal**

There are four overarching academic competencies that students are expected to master during the course of their masters' degree program. Students should:

- Demonstrate knowledge of public health nutrition problems and characterize these problems in terms of measurable indicators
- Identify nutrition problems of public health importance; analyze and synthesize relevant data; and develop and implement prevention, control, and evaluation plans
- Participate in a field, laboratory or clinical experience related to nutrition research or programs from conception of ideas through design, management, monitoring, data collection, and analysis
- Communicate through written reports, oral presentations and other media nutrition information of high technical quality and program or policy relevance.

**Advising Faculty**

- Laura Caulfield
- Jessica Fanzo (co-adviser)
- Joel Gittelsohn
- Ethan Gough
- Jean Humphrey
- Vanessa Garcia-Larsen
- Rebecca Heidkamp
- Kristen Hurley
- Yunhee Kang
- Yeeli Mui
- Amanda Palmer
- Kerry Schulze
- Andrew Thorne-Lyman
- Keith P. West Jr.

**Program Requirements**

Students will be expected to enroll each term, satisfy the educational requirements, and successfully complete a practicum experience and write a capstone. Students must also pass a written comprehensive exam. A minimum of 16 total credits of coursework per term is required. Of these, approximately 64 credits are associated with directed coursework usually completed in the first year, a minimum of 28 credits are associated with a practicum experience, and minimum of 4 credits with a capstone usually completed during the second year.
Students are required to take specific courses in each of four core content areas in order to develop specific competencies: Nutrition and Health, Biochemistry and Metabolism, Research Methods, and Professional Skills. Approximately 53 course credits are associated with these core content areas common to all MSPH students. MSPH-RD students are required to take an additional 12 credits of required coursework. Within these required classes, all students must complete coursework in environmental health and management sciences. To complete the remainder of their coursework requirements, students will choose elective coursework and special studies in conjunction with their adviser, depending on their unique career goals.

Nutrition Practicum
MSPH candidates complete a practicum for a minimum of 2 terms. The student, faculty adviser and other faculty within the department or school arrange this experience, as necessary. The practicum complements and reinforces the didactic portion of the MSPH program. It provides students with an opportunity to apply the knowledge gained during the first year, to develop field, laboratory, or clinical skills related to nutrition research or programs according to individually designed learning objectives, and to work as part of a team in an applied research or practice project. Students are placed in a variety of professional settings, which may include: government, non-government organizations (NGO’s), university projects, and multi-lateral, private, and/or for-profit sector. Practicum locations exist in the US and in most regions of the world. Students are often placed in organizations such as WHO, the World Bank, UNICEF, Helen Keller International, USDA, Feeding America, and the Center for Livable Future. Funding or scholarship opportunities for the practicum experience include funding from the Center for Global Health at JHU, Sight and Life, and the Borlaug Foundation. In addition to providing students with a real-life opportunity to apply their knowledge, the practicum experience helps facilitate subsequent career opportunities.

SOCIAL AND BEHAVIORAL INTERVENTIONS

Director: Caitlin Kennedy, PhD
Program Coordinator: Eli Leontsini, MD, MPH

Requirements for Admission
Applicants into the program must have a bachelor’s degree in the health or social sciences. Some prior international or health experience is highly desirable.

Educational Objectives
The program offers multidisciplinary training for researchers and public health practitioners who wish to use the social sciences in the design, implementation, and evaluation of public health programs, particularly community-based interventions. The program provides students with exposure to applied theory and methods from the fields of social psychology and medical anthropology and sociology. The combined use of qualitative and quantitative methods is a defining characteristic of the program.

Students may choose to specialize in the development, implementation, and evaluation of public health programs related to a given area of interest such as HIV/AIDS, maternal and child health, malaria prevention, or a host of other topical areas relevant to the enhancement of health in lower income settings. Upon completion of the program, students will be able to provide technical assistance in assessing and responding to the socio-cultural context surrounding public health interventions, and in the development, implementation, and evaluation of social and behavioral change programs to improve the health of underserved communities.

The program addresses the following educational objectives:

The Evidence Base for International Health: Identify, define and address major global health problems of underserved populations in lower income contexts, using appropriate indicators and current best practice.

- **International Health**: Examine conditions faced by disadvantaged populations in lower income contexts, principles of health equity and social justice and apply a range of tools to achieve better health outcomes.
- **Public Health Biology**: Explain biologic mechanisms and/or clinical manifestations of disease(s) impacting public health.
- **Environmental Health**: Discuss environmental influences on public health and appropriate risk assessment and public health response options.

Epidemiology and Biostatistics: Develop a solid foundation in epidemiologic and statistical research and evaluation skills applicable to public health assessment and action.

- Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a public health problem or the impact of public health action on a given condition.

Social and Behavioral Interventions: Develop the theoretical and methodological tools to gain an understanding of the socio-cultural context surrounding public health in lower income contexts and to assist in the development, implementation and evaluation of locally appropriate social and behavioral change programs.

- **Theory and Practice**: Apply relevant theories and concepts drawn from anthropology, sociology and psychology to design effective theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.
- **Qualitative Methods**: Develop an understanding of theoretical paradigms and perspectives informing ethnography and qualitative research and use appropriate and rigorous qualitative research methods to understand the socio-cultural context of health and inform public health action.
- **Formative Research and Human Centered Design**: Conduct multi-method formative research to develop locally appropriate social and behavioral interventions to improve health, including development of appropriate communication interventions in support of those strategies.

Management and Leadership: Apply management and leadership techniques to develop, implement and evaluate health programs including organizational and financial best practices.

Evaluation: Propose, conduct, or assess process and outcome evaluations of social and behavioral interventions in global health

Professional Communication and Interprofessional Performance: Produce written reports of programmatic findings and/or research and communicate them via oral presentations, posters, briefs, or other official documents, intended for public health professionals and/or policy makers in audience-appropriate formats; perform effectively on interprofessional teams with local community organizations and stakeholders over the course of a project of mutual interest.
Advising Faculty
• Allison Barlow
• William Brieger
• Laura Beres
• Svea Closser
• Mary Cwik
• Julie Denison
• Joel Gittelsohn
• Emily Haroz
• Steve Harvey
• Allison Ingalls
• Caitlin Kennedy
• Anne Kenney
• Shea Littlepage
• Kristin Masten
• Elli Leontsini
• Hannah Marker
• Victoria O’Keefe
• Hima Patel
• Summer Rosenstock
• Erica Rosser
• Kate Rucinski
• Haneefa Saleem
• Pamela Surkan
• Lauren Tingey
• Peter Winch
• Melissa Walls
• Emma Waugh
• Teresa Yeh

BA/MSPH
FOR PUBLIC HEALTH MAJORS AT JHU KRIEGER SCHOOL OF ARTS AND SCIENCES
The Department of International Health offers early graduate school admission to JHU seniors majoring in Public Health Studies. This transition program serves as a mode of entry into the following International Health MSPH degree programs:

The Department of International Health also offers early graduate school admission to any undergraduate at JHU Krieger School of Arts and Sciences, for those who apply to:

Students in this Program will receive co-advising from both Schools as part of this unique experience. Admitted students must complete the BA degree before formally enrolling in the degree program.

Once students complete the BA degree, admitted students will be automatically enrolled into the MSPH degree at JHSPH starting that fall. The MSPH degree consists of a full year of coursework, a comprehensive written exam, and in the second year, a minimum of 4 months and maximum of 9 months of a full time practicum (32 credits), where students apply all their skills in a field setting, and finally fulfilling the MSPH Essay requirement. Students find practicum opportunities overseas or domestically.

Applications for the BA/MSPH degree must be submitted by July 1 between the junior and senior years to ensure completion of the review process prior to the first day of the academic year. Students must be accepted before the start of their senior year.

Standardized test scores are not required for application to the BA/MSPH program for students with a cumulative GPA of 3.3 or higher. However, a transcript is required for all prerequisite courses listed below and for all coursework through the 2nd semester of the student’s junior year.

Undergraduate students applying must have completed the following coursework and have received a B or higher on each of the following:
• AS 280.380 Global Health Principles and Practice
• AS 280.345 Public Health Biostatistics or EN 553.311 Probability and Statistics for the Biological Sciences and Engineering
• AS 280.350 Fundamentals of Epidemiology

HOW TO APPLY
Applications for the BA/MSPH degree should be submitted by July 1 between the junior and senior year. Admitted students must complete their BA degree before formally enrolling in the Bloomberg School.

To apply, please use the the SOPHAS Express Application. (https://sophasexpress.liaisoncas.com/applicant-ux/#/login)

If you have questions please email Audrey Lindahl Alindahl@jhu.edu

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

Global Disease Epidemiology and Control

GDEC MSPH Course Requirements

All required courses must be taken for a letter grade except for courses only offered for pass/fail.

Students may choose Epidemiology Option 3 with guidance and approval from their academic adviser AND the GDEC MSPH Academic Program Coordinators. Please review the guidance from the Epi Dept provided during GDEC orientation to decide which Epi course option best fits you.

The below courses are examples of required courses, for the most up-to-date information and an accurate required course list please view our departmental academic guide (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html) published August of each academic year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH.223.840</td>
<td>Special Studies and Research Disease Control (Individual Goals Analysis (IGA) (Register and select your advisor’s name)</td>
<td>1</td>
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<tr>
<td>PH.223.801</td>
<td>Global Disease Epidemiology and Control Program Seminar 1</td>
<td>1</td>
</tr>
<tr>
<td>PH.223.802</td>
<td>Global Disease Epidemiology and Control Program Seminar 2</td>
<td>1</td>
</tr>
<tr>
<td>PH.223.803</td>
<td>Global Disease Epidemiology and Control Program Seminar 3</td>
<td>1</td>
</tr>
<tr>
<td>PH.220.600</td>
<td>International Travel Preparation, Safety, &amp; Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PH.340.721</td>
<td>Epidemiologic Inference in Public Health I</td>
<td>5</td>
</tr>
<tr>
<td>PH.340.722</td>
<td>Epidemiologic Inference in Public Health II</td>
<td>4</td>
</tr>
<tr>
<td>PH.340.727</td>
<td>Epidemiologic Inference in Public Health III</td>
<td>5</td>
</tr>
<tr>
<td>PH.340.770</td>
<td>Public Health Surveillance</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.751</td>
<td>Epidemiologic Methods 1</td>
<td>5</td>
</tr>
<tr>
<td>PH.340.752</td>
<td>Epidemiologic Methods 2</td>
<td>5</td>
</tr>
<tr>
<td>PH.140.621</td>
<td>Statistical Methods in Public Health I</td>
<td>4</td>
</tr>
<tr>
<td>PH.140.622</td>
<td>Statistical Methods in Public Health II</td>
<td>4</td>
</tr>
<tr>
<td>PH.140.623</td>
<td>Statistical Methods in Public Health III</td>
<td>4</td>
</tr>
<tr>
<td>PH.140.624</td>
<td>Statistical Methods in Public Health IV</td>
<td>4</td>
</tr>
<tr>
<td>PH.220.601</td>
<td>Foundations of International Health</td>
<td>4</td>
</tr>
<tr>
<td>PH.223.680</td>
<td>Global Disease Control Programs and Policies</td>
<td>4</td>
</tr>
<tr>
<td>PH.223.663</td>
<td>Infectious Diseases and Child Survival</td>
<td>3</td>
</tr>
<tr>
<td>PH.223.682</td>
<td>Clinical and Epidemiologic Aspects of Tropical Diseases</td>
<td>4</td>
</tr>
<tr>
<td>PH.223.664</td>
<td>Design and Conduct of Community Trials</td>
<td>4</td>
</tr>
<tr>
<td>PH.340.769</td>
<td>Professional Epidemiology Methods</td>
<td>4</td>
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</tbody>
</table>

Recommended Courses based on student feedback and topic areas

International Health and Diseases

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH.221.627</td>
<td>Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries</td>
<td>4</td>
</tr>
<tr>
<td>PH.340.612</td>
<td>Epidemiologic Basis for Tuberculosis Control</td>
<td>2</td>
</tr>
<tr>
<td>PH.340.646</td>
<td>Epidemiology and Public Health Impact of HIV and AIDS</td>
<td>4</td>
</tr>
<tr>
<td>PH.340.627</td>
<td>Epidemiology of Infectious Diseases</td>
<td>4</td>
</tr>
<tr>
<td>PH.340.609</td>
<td>Concepts and Methods in Infectious Disease Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.677</td>
<td>Infectious Disease Dynamics: Theoretical and Computational Approaches</td>
<td>3</td>
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</table>

Chronic Disease

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.223.667</td>
<td>Chronic Diseases in Low and Middle income Countries: Prevalence and Epidemiology</td>
<td>4</td>
</tr>
</tbody>
</table>
### Nutrition
- PH.222.641 Principles of Human Nutrition in Public Health 4
- PH.222.647 Nutrition Epidemiology 3
- PH.222.649 International Nutrition 3

### Population/Program Evaluation
- PH.221.641 Measurement Methods in Humanitarian Emergencies 2
- PH.221.645 Large-scale Effectiveness Evaluations of Health Programs 4
- PH.380.600 Principles of Population Change 4
- PH.380.603 Demographic Methods for Public Health 4
- PH.223.866 Special Topics in Program Evaluation in International Health 1
- PH.380.611 Fundamentals of Program Evaluation 4
- PH.223.632 Methods for Planning and Implementing Evaluations of Large-Scale Health Programs in Low and Middle income Countries 4

### Research Ethics
- PH.306.665 Research Ethics and integrity: U.S. and International Issues 3
- PH.306.655 Ethical Issues in Public Health 3

### Vaccines
- PH.223.867 Special Topics in Vaccine Science 1
- PH.223.689 Biologic Basis of Vaccine Development 3

### Data Management/Survey Design
- PH.340.696 Spatial Analysis I: ArcGIS 3
- PH.140.630 Introduction to Data Management 3
- PH.340.697 Spatial Analysis II: Spatial Data Technologies 2
- PH.340.717 Health Survey Research Methods 4
- PH.223.600 Application of Spatial Analysis Tools to Inform Decision-Making in Lmics 4
- PH.380.711 Issues in Survey Research Design 3
- PH.140.632 Introduction to the SAS Statistical Package 3

### Epidemiology Methods
- PH.340.653 Epidemiologic Inference in Outbreak Investigations 3
- PH.340.753 Epidemiologic Methods 3 5
- PH.340.682 Pharmacoepidemiology Methods 3

### Qualitative Methods
- PH.224.690 Qualitative Research Theory and Methods 3
- PH.224.691 Qualitative Data Analysis 3

### Environmental Health
- PH.180.611 The Global Environment, Climate Change, and Public Health 4
- PH.182.626 Issues for Water and Sanitation in Tropical Environmental Health 2
- PH.182.640 Food- and Water- Borne Diseases 3

### Management Sciences
- PH.221.722 Quality Assurance Management Methods for Developing Countries 4
- PH.312.603 Fundamentals of Budgeting and Financial Management 3
- PH.317.600 Introduction to the Risk Sciences and Public Policy 4
- PH.305.607 Public Health Practice 4

### Social and Behavioral Sciences
- PH.410.650 Introduction to Persuasive Communications: Theories and Practice 4
- PH.410.651 Health Literacy: Challenges and Strategies for Effective Communication 3
- PH.410.630 Implementation and Sustainability of Community-Based Health Programs 3

### Crisis & Response
- PH.300.650 Crisis and Response in Public Health Policy and Practice 3

### Plan of Study Example

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Term</strong></td>
<td></td>
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<tr>
<td>PH.550.860</td>
<td>Academic &amp; Research Ethics at JHSPH</td>
<td>1</td>
</tr>
<tr>
<td>PH.223.840</td>
<td>Special Studies and Research Disease Control (with advisor)</td>
<td>1</td>
</tr>
<tr>
<td>PH.223.801</td>
<td>Global Disease Epidemiology and Control Program Seminar 1</td>
<td>1</td>
</tr>
<tr>
<td>PH.340.721</td>
<td>Epidemiologic Inference in Public Health I OR</td>
<td>5</td>
</tr>
<tr>
<td>PH.340.751</td>
<td>Epidemiologic Methods</td>
<td>5</td>
</tr>
<tr>
<td>PH.140.621</td>
<td>Statistical Methods in Public Health I</td>
<td>4</td>
</tr>
<tr>
<td>PH.220.601</td>
<td>Foundations of International Health</td>
<td>4</td>
</tr>
<tr>
<td>PH.221.602</td>
<td>Applications in Managing Health Organizations in Low and Middle income Countries</td>
<td>3</td>
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<tr>
<td><strong>Second Term</strong></td>
<td></td>
<td>18</td>
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<tr>
<td>PH.223.802</td>
<td>Global Disease Epidemiology and Control Program Seminar 2</td>
<td>1</td>
</tr>
<tr>
<td>PH.340.722 or PH.340.770</td>
<td>Epidemiologic Inference in Public Health II or Public Health Surveillance</td>
<td>4</td>
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<tr>
<td>PH.140.622</td>
<td>Statistical Methods in Public Health II</td>
<td>4</td>
</tr>
<tr>
<td>PH.223.662</td>
<td>Vaccine Development and Application</td>
<td>4</td>
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<tr>
<td><strong>Third Term</strong></td>
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<td>13</td>
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<tr>
<td>PH.223.803</td>
<td>Global Disease Epidemiology and Control Program Seminar 3</td>
<td>1</td>
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<tr>
<td>PH.140.623</td>
<td>Statistical Methods in Public Health III</td>
<td>4</td>
</tr>
<tr>
<td>PH.223.687</td>
<td>Vaccine Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>PH.180.602</td>
<td>Environment and Health in Low and Middle income Countries</td>
<td>2</td>
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<tr>
<td><strong>Fourth Term</strong></td>
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<td>8</td>
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<tr>
<td>PH.140.624</td>
<td>Statistical Methods in Public Health IV</td>
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</tr>
<tr>
<td>PH.223.680</td>
<td>Global Disease Control Programs and Policies</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>
Add in your selections from the following to the Plan of Study Example:

- General: International Travel Preparation, Safety and Wellness
- Infectious Disease
- Applied Epidemiology/Randomized Trials
- Social and Behavioral Sciences
- Leadership and Interprofessional Practice

Health Systems

Health Systems Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail.

The below courses are examples of required courses, for the most up-to-date information and an accurate required course list please view our departmental academic guide (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html) published August of each academic year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.221.850</td>
<td>Msph Capstone Health Systems</td>
<td>2 - 4</td>
</tr>
</tbody>
</table>

**Health Systems Program Electives** Twelve (12) additional credits should be selected from the following list of elective courses. Courses below are organized under specific headings relevant to our program to facilitate selection, thus some classes may appear under more than one heading. These courses must be taken for a letter grade, with the exception of courses only offered pass/fail.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PH.312.617</td>
<td>Fundamentals of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>PH.410.620</td>
<td>Program Planning for Health Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>PH.312.603</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</td>
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<tr>
<td>PH.312.604</td>
<td>Quantitative Tools for Managers</td>
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<tr>
<td>PH.410.622</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
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<tr>
<td>PH.221.654</td>
<td>Systems Thinking in Public Health: Applications of Key Methods and Approaches</td>
<td>3</td>
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<tr>
<td>PH.312.610</td>
<td>Foundations of Organizational Leadership</td>
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<tr>
<td>PH.221.604</td>
<td>Case Studies in Management Decision-Making</td>
<td>3</td>
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<tr>
<td>PH.221.605</td>
<td>History of International Health and Development</td>
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<tr>
<td>PH.221.608</td>
<td>Managing Non-Governmental Organizations in the Health Sector</td>
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<tr>
<td>PH.221.610</td>
<td>Pharmaceuticals Management for Under-Served Populations</td>
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<tr>
<td>PH.312.621</td>
<td>Strategic Planning</td>
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<tr>
<td>PH.312.633</td>
<td>Health Management Information Systems</td>
<td>3</td>
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<tr>
<td>PH.224.692</td>
<td>Methods in Formative Research and Human Centered Design for Intervention Development</td>
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**International Health Topics**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PH.221.613</td>
<td>Introduction to Humanitarian Emergencies</td>
<td>3</td>
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<tr>
<td>PH.180.620</td>
<td>Introduction to Food Systems and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>PH.221.612</td>
<td>Confronting the Burden of Injuries: A Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>PH.221.627</td>
<td>Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries</td>
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</tr>
<tr>
<td>PH.221.637</td>
<td>Health Information Systems</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.224.689</td>
<td>Health Behavior Change At the Individual, Household and Community Levels</td>
<td>4</td>
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<tr>
<td>PH.182.626</td>
<td>Issues for Water and Sanitation in Tropical Environmental Health</td>
<td>2</td>
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<tr>
<td>PH.221.634</td>
<td>Stress Management for Relief Workers</td>
<td>2</td>
</tr>
<tr>
<td>PH.221.643</td>
<td>Armed Conflict and Health</td>
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<tr>
<td>PH.221.688</td>
<td>Social and Behavioral Foundations of Primary Health Care</td>
<td>4</td>
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<tr>
<td>PH.380.750</td>
<td>Migration and Health: Concepts, Rates, and Relationships</td>
<td>3</td>
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PH.221.642  Mental Health Aspects of Disaster: Public Health Preparedness and Response 2
PH.221.616  Ethics of Public Health Practice in Developing Countries 2
PH.221.624  Urban Health in Developing Countries 3
PH.221.611  Food Security and Nutrition in Humanitarian Emergencies 2
PH.221.653  Hospital-Based Injury/Trauma Surveillance in Low- and Middle-income Countries 3

Health Policy
PH.300.600  Introduction to Health Policy 4
PH.221.614  International Political Science for Ph Practitioners 2
PH.300.712  Formulating Policy: Strategies and Systems of Policymaking in the 21st Century 3
PH.223.687  Vaccine Policy Issues 3
PH.300.714  Policy Analysis in Practice 3
PH.300.652  Politics of Health Policy 4
PH.301.645  Health Advocacy 3
PH.308.610  The Political Economy of Social inequalities and Its Consequences for Health and Quality of Life 3

Part 2: Research and Evaluation Methods Electives
Research Methods
PH.330.657  Statistics for Psychosocial Research: Measurement 4
PH.221.641  Measurement Methods in Humanitarian Emergencies 2
PH.221.701  Applications to Gender Analysis Within Health Research and Interventions 2
PH.309.715  Advanced Methods in Health Services Research: Research Design 4
PH.340.717  Health Survey Research Methods 4
PH.410.710  Concepts in Qualitative Research for Social and Behavioral Sciences 3
PH.550.601  Implementation Research and Practice 3
PH.223.664  Design and Conduct of Community Trials 4
PH.224.690  Qualitative Research Theory and Methods 3
PH.300.713  Research and Evaluation Methods for Health Policy 3
PH.340.606  Methods for Conducting Systematic Reviews and Meta-Analyses 4
PH.224.694  Mental Health Intervention Programming in Low- and Middle-Income Countries 3
PH.380.711  Issues in Survey Research Design 3
PH.224.691  Qualitative Data Analysis 3
PH.224.692  Methods in Formative Research and Human Centered Design for Intervention Development 4
PH.380.712  Methods in Analysis of Large Population Surveys Monitoring and Evaluation 3
PH.221.641  Measurement Methods in Humanitarian Emergencies 2
PH.221.645  Large-scale Effectiveness Evaluations of Health Programs 4
PH.221.631  Evaluation Methods for Injury Interventions 3
PH.223.632  Methods for Planning and Implementing Evaluations of Large-Scale Health Programs in Low and Middle income Countries 4
PH.380.611  Fundamentals of Program Evaluation 4
PH.300.713  Research and Evaluation Methods for Health Policy 3
PH.380.612  Applications in Program Monitoring and Evaluation 4

Health Economics
PH.318.603  Applied Microeconomics for Policymaking 3
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.313.643  Health Economics 3
PH.313.644  Intermediate Health Economics 3
PH.221.652  Financing Health Systems for Universal Health Coverage 3
PH.221.662  Globalization and Health: Economic Development 3
PH.221.663  Globalization and Health: Framework for Analysis 3
PH.309.670  Comparative Health insurance 3
PH.221.617  Behavioral Economics in Health Decisions 2
PH.221.651  Econometrics I 4

PLAN OF STUDY EXAMPLE

Course  Title  Credits

First Year  
First Term
PH.140.621  Statistical Methods in Public Health I 4
PH.340.721  Epidemiologic Inference in Public Health I 5
PH.550.604  Qualitative Reasoning in Public Health 2
PH.552.625  Building Collaborations Across Sectors to Improve Population Health 0.5
PH.220.601  Foundations of International Health 4
PH.221.602  Applications in Managing Health Organizations in Low and Middle income Countries 3
PH.221.801  Health Systems Program Seminar I 1
PH.221.840  Special Studies and Research Health Systems 1
PH.550.860  Academic & Research Ethics at JHSPH 1

Credits  20.5

Second Term
PH.140.622  Statistical Methods in Public Health II 4
PH.221.646  Health Systems in Low and Middle income Countries 3
PH.221.802  Health Systems Graduate Seminar 2 1
PH.220.600  International Travel Preparation, Safety, & Wellness 1
PH.221.627  Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries 4
PH.221.645  Large-scale Effectiveness Evaluations of Health Programs 4

Credits  17
### Human Nutrition Course Requirements

All required courses must be taken for a letter grade with the exception of courses only offered for pass/fail.

The下面 courses are examples of required courses, for the most up-to-date information and an accurate required course list please view our departmental academic guide (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html) published August of each academic year.

**IMPORTANT NOTE: Courses taken to meet one group of requirements may NOT be used to meet another group of requirements**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>PH.220.600</td>
<td>International Travel Preparation, Safety, &amp; Wellness</td>
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<tr>
<td>PH.222.840</td>
<td>Special Studies and Research Human Nutrition</td>
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<td>PH.222.860</td>
<td>Graduate Nutrition Seminar</td>
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<td>PH.550.860</td>
<td>Academic &amp; Research Ethics at JHSPH</td>
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**Nutrition and Health**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PH.222.641</td>
<td>Principles of Human Nutrition in Public Health</td>
<td>4</td>
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<tr>
<td>PH.222.657</td>
<td>Food and Nutrition Policy</td>
<td>2</td>
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<tr>
<td>PH.222.642</td>
<td>Assessment of Nutritional Status</td>
<td>3</td>
</tr>
<tr>
<td>PH.222.644</td>
<td>Cellular Biochemistry of Nutrients</td>
<td>3</td>
</tr>
<tr>
<td>PH.222.654</td>
<td>Food, Culture, and Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>PH.222.655</td>
<td>Nutrition and Life Stages</td>
<td>3</td>
</tr>
<tr>
<td>PH.222.658</td>
<td>Critical Thinking in Nutrition</td>
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**Research Methods, Biostatistics: Chose one of the following series for a total of 16 credits**

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<th>Title</th>
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<td>Statistical Methods in Public Health I</td>
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<tr>
<td>PH.140.622</td>
<td>Statistical Methods in Public Health II</td>
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<tr>
<td>PH.140.623</td>
<td>Statistical Methods in Public Health III</td>
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<table>
<thead>
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<tr>
<td>PH.140.624</td>
<td>Statistical Methods in Public Health IV OR</td>
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<tr>
<td>PH.140.651</td>
<td>Methods in Biostatistics I</td>
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<td>PH.140.653</td>
<td>Methods in Biostatistics III</td>
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<tr>
<td>PH.140.654</td>
<td>Methods in Biostatistics IV</td>
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**Environmental Health: Choose one of the following The courses not chosen may be used to satisfy the elective requirement**

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<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH.180.602</td>
<td>Environment and Health in Low and Middle income Countries</td>
<td>2</td>
</tr>
<tr>
<td>PH.180.611</td>
<td>The Global Environment, Climate Change, and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>PH.180.660</td>
<td>Introductory Principles of Environmental Health</td>
<td>3</td>
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<tr>
<td>PH.180.601</td>
<td>Environmental Health</td>
<td>5</td>
</tr>
<tr>
<td>PH.182.640</td>
<td>Food- and Water- Borne Diseases</td>
<td>3</td>
</tr>
<tr>
<td>PH.187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
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**Budgeting, choose one of the following**

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH.552.621</td>
<td>Basic Resources Management for Public Health</td>
<td>1</td>
</tr>
<tr>
<td>PH.552.622</td>
<td>Creating, Implementing and Monitoring Budgets for Projects and Programs</td>
<td>1</td>
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</table>

**Management Sciences, choose one of the following The courses not chosen can be used to satisfy the elective requirement**

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<th>Title</th>
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<tr>
<td>PH.312.600</td>
<td>Managing Health Services Organizations (This course also fulfills the budget requirement)</td>
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<tr>
<td>PH.312.601</td>
<td>Fundamentals of Management for Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PH.312.655</td>
<td>Organizational Behavior and Management</td>
<td>2</td>
</tr>
<tr>
<td>PH.221.602</td>
<td>Applications in Managing Health Organizations in Low and Middle income Countries</td>
<td>3</td>
</tr>
<tr>
<td>PH.410.622</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
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**Leadership and Interprofessional Practice**

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<tr>
<td>PH.552.625</td>
<td>Building Collaborations Across Sectors to Improve Population Health</td>
<td>0.5</td>
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<tr>
<td>PH.552.623</td>
<td>Principles of Negotiation and Mediation for Public Health Professionals</td>
<td>0.5</td>
</tr>
<tr>
<td>PH.552.624</td>
<td>Applications of Negotiation and Mediation for Public Health Professionals</td>
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**Year 2**

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<tr>
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<tr>
<td>PH.222.810</td>
<td>Human Nutrition Practicum (Students must complete a minimum of 28 credits of practicum )</td>
<td>14</td>
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<tr>
<td>PH.222.810</td>
<td>Human Nutrition Practicum (Students must complete a minimum of 28 credits of practicum )</td>
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<tr>
<td>PH.222.850</td>
<td>Msp Capstone Human Nutrition</td>
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**Recommended Electives: 18-23 Credits**

**Food Systems and Production**

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<tr>
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<tr>
<td>PH.180.620</td>
<td>Introduction to Food Systems and Public Health</td>
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<tr>
<td>PH.180.655</td>
<td>Baltimore Food Systems: A Case Study of Urban Food Environments</td>
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<tr>
<td>PH.180.606</td>
<td>Case Studies in Food Production and Public Health</td>
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**Nutrition**

<table>
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<tr>
<td>PH.222.647</td>
<td>Nutrition Epidemiology</td>
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Plan of Study Example

First Year
First Term

<table>
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<tr>
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<th>Course Title</th>
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<tr>
<td>PH.550.860</td>
<td>Academic &amp; Research Ethics at JHSPH</td>
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<tr>
<td>PH.222.840</td>
<td>Special Studies and Research Human Nutrition (IGA)</td>
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<td>PH.222.860</td>
<td>Graduate Nutrition Seminar</td>
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<tr>
<td>PH.260.600</td>
<td>Introduction to the Biomedical Sciences</td>
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<td>PH.222.641</td>
<td>Principles of Human Nutrition in Public Health</td>
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<td>PH.222.658</td>
<td>Critical Thinking in Nutrition</td>
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<tr>
<td>PH.140.621</td>
<td>Statistical Methods in Public Health I</td>
<td>4</td>
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<tr>
<td>PH.340.721</td>
<td>Epidemiologic Inference in Public Health I</td>
<td>5</td>
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<tr>
<td>PH.552.625</td>
<td>Building Collaborations Across Sectors to Improve Population Health</td>
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Second Term

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<td>PH.222.860</td>
<td>Graduate Nutrition Seminar</td>
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<tr>
<td>PH.222.644</td>
<td>Cellular Biochemistry of Nutrients</td>
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<td>PH.222.642</td>
<td>Assessment of Nutritional Status</td>
<td>3</td>
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<tr>
<td>PH.140.622</td>
<td>Statistical Methods in Public Health II</td>
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<tr>
<td>PH.312.603</td>
<td>Fundamentals of Budgeting and Financial Management</td>
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<tr>
<td>PH.552.623</td>
<td>Principles of Negotiation and Mediation for Public Health Professionals</td>
<td>0.5</td>
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<tr>
<td>PH.552.624</td>
<td>Applications of Negotiation and Mediation for Public Health Professionals</td>
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Third Term

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<td>Graduate Nutrition Seminar</td>
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Fourth Term

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<td>Nutrition and Life Stages</td>
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<td>PH.140.623</td>
<td>Statistical Methods in Public Health III</td>
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<tr>
<td>PH.182.640</td>
<td>Food- and Water- Borne Diseases</td>
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<tr>
<td><strong>Credits</strong></td>
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</table>

Social and Behavioral Interventions

**Program Requirements**

A minimum total of 96 credits of coursework is required. Of these, 64 credits are associated with academic coursework, generally completed within the first year of the program. During the second year 28 credits are associated with a practicum experience and a minimum of 4 credits with a final capstone. Courses taken to fulfill program requirements must be taken for a letter grade unless, only offered Pass/Fail.

The below courses are examples of required courses, for the most up-to-date information and an accurate required course list please view our departmental academic guide (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html) published August of each academic year.

**IMPORTANT NOTE:** A course taken to meet a requirement may NOT be used to meet another requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tr>
<td><strong>Required Courses</strong></td>
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<td>PH.550.860</td>
<td>Academic &amp; Research Ethics at JHSPH</td>
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<td>PH.220.601</td>
<td>Foundations of International Health (Students must take the on-campus version)</td>
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<tr>
<td>PH.220.600</td>
<td>International Travel Preparation, Safety, &amp; Wellness</td>
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<tr>
<td>PH.340.721</td>
<td>Epidemiologic Inference in Public Health I</td>
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<td>PH.140.621</td>
<td>Statistical Methods in Public Health I</td>
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<td>Statistical Methods in Public Health II</td>
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<td>PH.140.623</td>
<td>Statistical Methods in Public Health III</td>
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</tr>
<tr>
<td>PH.221.602</td>
<td>Applications in Managing Health Organizations in Low and Middle income Countries</td>
<td>3</td>
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<tr>
<td>PH.552.623</td>
<td>Principles of Negotiation and Mediation for Public Health Professionals</td>
<td>0.5</td>
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<tr>
<td>PH.552.624</td>
<td>Applications of Negotiation and Mediation for Public Health Professionals</td>
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<td>PH.552.626</td>
<td>Systems Thinking: Concepts and Methods (it if they take the One Health Course (185.600) for Envl Hlth – the latter covers both Management and Leadership &amp; Environmental Health)</td>
<td>0.5</td>
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<td><strong>Schoolwide</strong></td>
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<td><strong>International Health</strong></td>
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<tr>
<td><strong>Epidemiology and Biostatistics</strong></td>
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<td><strong>Management and Leadership</strong></td>
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<td>PH.224.670</td>
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<td>PH.224.680</td>
<td>Health Behavior Change at the Individual, Household and Community Levels</td>
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<td>PH.224.690</td>
<td>Qualitative Research Theory and Methods</td>
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<td>PH.224.691</td>
<td>Qualitative Data Analysis</td>
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<td>PH.224.697</td>
<td>Qualitative Research Practicum I: Partnerships and Protocol Development</td>
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<td>PH.224.698</td>
<td>Qualitative Research Practicum II: Collecting Qualitative Data</td>
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<tr>
<td>PH.224.699</td>
<td>Qualitative Research Practicum III: Analyzing and Writing Qualitative Findings</td>
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<tr>
<td>PH.224.700</td>
<td>Methods in Formative Research and Human Centered Design for Intervention Development</td>
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<tr>
<td>PH.224.710</td>
<td>Social and Behavioral Interventions Practicum (Students must complete a minimum of 28 credits of practicum)</td>
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<td>PH.224.720</td>
<td>Social and Behavioral Interventions Practicum (Students must complete a minimum of 28 credits of practicum)</td>
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<td>PH.224.730</td>
<td>MPh Capstone Social and Behavioral Interventions</td>
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<td>PH.222.657</td>
<td>Food and Nutrition Policy</td>
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<tr>
<td>PH.410.668</td>
<td>Policy Interventions for Health Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>PH.221.650</td>
<td>Health Policy Analysis in Low and Middle Income Countries</td>
<td>3</td>
</tr>
<tr>
<td>PH.223.687</td>
<td>Vaccine Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>PH.380.771</td>
<td>Understanding and Changing International Reproductive Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PH.222.657</td>
<td>Social &amp; Behavioral Sciences Electives, choose two to three courses (6 credits minimum) from the following options</td>
<td></td>
</tr>
<tr>
<td>PH.222.657</td>
<td>Food and Nutrition Policy</td>
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<tr>
<td>PH.410.612</td>
<td>Sociological Perspectives on Health</td>
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<tr>
<td>PH.410.690</td>
<td>Ethnographic Fieldwork</td>
<td>3</td>
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<tr>
<td>PH.410.733</td>
<td>Communication Network Analysis in Public Health Programs</td>
<td>4</td>
</tr>
<tr>
<td>PH.180.620</td>
<td>Introduction to Food Systems and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>PH.221.701</td>
<td>Applications to Gender Analysis Within Health Research and Interventions</td>
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<tr>
<td>PH.301.627</td>
<td>Understanding and Preventing Violence</td>
<td>3</td>
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<tr>
<td>PH.330.620</td>
<td>Qualitative and Quantitative Methods for Mental Health and Psychosocial Research in Low Resource Settings</td>
<td>3</td>
</tr>
<tr>
<td>PH.340.717</td>
<td>Health Survey Research Methods</td>
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</tr>
<tr>
<td>PH.380.642</td>
<td>Child Health and Development</td>
<td>3</td>
</tr>
<tr>
<td>PH.380.720</td>
<td>Masculinity, Sexual Behavior &amp; Health: Adolescence &amp; Beyond</td>
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<tr>
<td>PH.410.615</td>
<td>Research Design in the Social and Behavioral Sciences</td>
<td>3</td>
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<tr>
<td>PH.410.631</td>
<td>Introduction to Community-Based Participatory Research: Principles and Methods</td>
<td>3</td>
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<tr>
<td>PH.410.650</td>
<td>Introduction to Persuasive Communications: Theories and Practice</td>
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<td>PH.410.668</td>
<td>Policy Interventions for Health Behavior Change</td>
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<tr>
<td>PH.340.629</td>
<td>The Epidemiology of LGBTQ Health</td>
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<tr>
<td>PH.700.622</td>
<td>Bioethics, Human Rights, and Global Health</td>
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<tr>
<td>PH.180.655</td>
<td>Baltimore Food Systems: A Case Study of Urban Food Environments</td>
<td>4</td>
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<tr>
<td>PH.221.605</td>
<td>History of International Health and Development</td>
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<tr>
<td>PH.221.635</td>
<td>Global Advances in Community-Oriented Primary Health Care</td>
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<tr>
<td>PH.221.642</td>
<td>Mental Health Aspects of Disaster: Public Health Preparedness and Response</td>
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<tr>
<td>PH.221.650</td>
<td>Health Policy Analysis in Low and Middle Income Countries</td>
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<tr>
<td>PH.221.688</td>
<td>Social and Behavioral Foundations of Primary Health Care</td>
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<tr>
<td>PH.224.694</td>
<td>Mental Health Intervention Programming in Low and Middle-Income Countries</td>
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<td>PH.330.661</td>
<td>Social, Psychological, and Developmental Processes in the Etology of Mental Disorders</td>
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<td>PH.340.683</td>
<td>Human Rights in Public Health Practice</td>
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<tr>
<td>PH.380.623</td>
<td>Adolescent Health and Development</td>
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<tr>
<td>PH.380.663</td>
<td>Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies</td>
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<tr>
<td>PH.380.665</td>
<td>Family Planning Policies and Programs</td>
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<td>PH.410.613</td>
<td>Psychosocial Factors in Health and Illness</td>
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<tr>
<td>PH.410.651</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td>3</td>
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<tr>
<td>PH.410.654</td>
<td>Health Communication Programs I: Planning and Strategic Design</td>
<td>4</td>
</tr>
<tr>
<td>PH.410.752</td>
<td>Children, Media, and Health</td>
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<tr>
<td>PH.180.636</td>
<td>Human Rights and Health Seminar</td>
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<tr>
<td>PH.221.616</td>
<td>Ethics of Public Health Practice in Developing Countries</td>
<td>2</td>
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<tr>
<td>PH.222.654</td>
<td>Food, Culture, and Nutrition</td>
<td>4</td>
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<tr>
<td>PH.224.605</td>
<td>Indigenous Health</td>
<td>2</td>
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<tr>
<td>PH.300.652</td>
<td>Politics of Health Policy</td>
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<tr>
<td>PH.301.645</td>
<td>Health Advocacy</td>
<td>3</td>
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<tr>
<td>PH.308.610</td>
<td>The Political Economy of Social inequalities and Its Consequences for Health and Quality of Life</td>
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<tr>
<td>PH.380.668</td>
<td>International Perspectives on Women, Gender, and Health</td>
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<tr>
<td>PH.380.747</td>
<td>International Adolescent Health</td>
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<tr>
<td>PH.380.771</td>
<td>Understanding and Changing International Reproductive Health Policy</td>
<td>3</td>
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<tr>
<td>PH.410.630</td>
<td>Implementation and Sustainability of Community-Based Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>PH.410.655</td>
<td>Health Communication Programs II: Implementation and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>PH.410.663</td>
<td>Media Advocacy and Public Health: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
### Evaluation-related Research Electives, choose one of the following

- PH.221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries 4
- PH.221.645 Large-scale Effectiveness Evaluations of Health Programs 4
- PH.340.717 Health Survey Research Methods 4
- PH.340.722 Epidemiologic Inference in Public Health II 4
- PH.221.631 Evaluation Methods for Injury Interventions 3
- PH.221.638 Health Systems Research and Evaluation in Developing Countries 4
- PH.222.647 Nutrition Epidemiology 3
- PH.223.664 Design and Conduct of Community Trials 4
- PH.300.713 Research and Evaluation Methods for Health Policy 3
- PH.380.611 Fundamentals of Program Evaluation 4
- PH.380.711 Issues in Survey Research Design 3
- PH.140.624 Statistical Methods in Public Health IV 4

### Public Health Biology, choose one of the following

- PH.120.620 Fundamentals of Reproductive Biology 3
- PH.222.641 Principles of Human Nutrition in Public Health 4
- PH.260.636 Evolution of Infectious Disease 3
- PH.340.646 Epidemiology and Public Health Impact of HIV and AIDS 4
- PH.550.630 Public Health Biology 3
- PH.223.662 Vaccine Development and Application 4
- PH.260.631 Immunology, Infection and Disease 3
- PH.182.640 Food- and Water- Borne Diseases 3
- PH.223.663 Infectious Diseases and Child Survival 3
- PH.260.656 Malariology 4
- PH.380.760 Clinical Aspects of Reproductive Health 3
- PH.223.682 Clinical and Epidemiologic Aspects of Tropical Diseases 4
- PH.223.689 Biologic Basis of Vaccine Development 3
- PH.330.623 Brain and Behavior in Mental Disorders 3
- PH.380.762 HIV Infection in Women, Children, and Adolescents 4

### Environmental Health, choose one of the following

- PH.180.609 Principles of Environmental Health 4
- PH.180.611 The Global Environment, Climate Change, and Public Health 4
- PH.182.640 Food- and Water- Borne Diseases 3
- PH.180.606 Case Studies in Food Production and Public Health 4
- PH.185.600 One Health Tools to Promote and Evaluate Healthy and Sustainable Communities (This course also fulfills the Management and Leadership requirement) 3

### Other International Health Electives to consider (none required)

- PH.221.612 Confronting the Burden of Injuries: A Global Perspective 3
- PH.221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries 4
- PH.221.639 Health Care in Humanitarian Emergencies 3
- PH.221.646 Health Systems in Low and Middle income Countries 3
- PH.221.605 History of International Health and Development 2
- PH.410.622 Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries 4
- PH.221.608 Managing Non-Governmental Organizations in the Health Sector 3
- PH.221.635 Global Advances in Community-Oriented Primary Health Care 3
- PH.221.650 Health Policy Analysis in Low and Middle income Countries 3
- PH.223.687 Vaccine Policy Issues 3
- PH.380.750 Migration and Health: Concepts, Rates, and Relationships 3
- PH.221.616 Ethics of Public Health Practice in Developing Countries 2
- PH.221.624 Urban Health in Developing Countries 3
- PH.221.661 Project Development for Primary Health Care in Developing Countries 4
- PH.222.649 International Nutrition 3
- PH.223.680 Global Disease Control Programs and Policies 4
- PH.340.639 Assessing Epidemiologic Impact of Human Rights Violations 2
- PH.380.668 International Perspectives on Women, Gender, and Health 3
- PH.380.747 International Adolescent Health 3

### Plan of Study Example

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Term</strong></td>
<td></td>
<td></td>
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<tr>
<td>PH.224.840</td>
<td>Special Studies and Research Social and Behavioral Interventions (IGA)</td>
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<tr>
<td>PH.224.860</td>
<td>Social and Behavioral Interventions Program Seminar I: Applied Social Science &amp; Global Health</td>
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<tr>
<td>PH.550.860</td>
<td>Academic &amp; Research Ethics at JHSPH</td>
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<tr>
<td>PH.220.601</td>
<td>Foundations of International Health</td>
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<tr>
<td>PH.340.721</td>
<td>Epidemiologic Inference in Public Health I</td>
<td>5</td>
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<tr>
<td>PH.140.621</td>
<td>Statistical Methods in Public Health II</td>
<td>4</td>
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<tr>
<td>PH.221.602</td>
<td>Applications in Managing Health Organizations in Low and Middle income Countries</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>18</strong></td>
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<tr>
<td><strong>Second Term</strong></td>
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<tr>
<td>PH.224.861</td>
<td>Social and Behavioral Interventions Program Seminar II: Participatory Approaches and the Role of Community</td>
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<tr>
<td>PH.224.689</td>
<td>Health Behavior Change At the Individual, Household and Community Levels</td>
<td>4</td>
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<tr>
<td>PH.224.697</td>
<td>Qualitative Research Practicum I: Partnerships and Protocol Development</td>
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</tr>
<tr>
<td>PH.140.622</td>
<td>Statistical Methods in Public Health II</td>
<td>4</td>
</tr>
<tr>
<td>PH.410.668</td>
<td>Policy Interventions for Health Behavior Change</td>
<td>3</td>
</tr>
</tbody>
</table>
Students who are being funded by an NIH training grant must also take one of the following two courses: 550.600 Responsible Conduct of Research offered first term, OR 306.665 Research Ethics and Integrity: US and International Issues, offered third term.

All students must complete the Online Human Subjects Training Module prior to the end of the 4th term. However, for students wishing to work on research projects part time for faculty during the academic year, it would be advisable to take this module in 1st term as the training is required for such research work. For information on the Training module go to http://www.jhsph.edu/offices-andservices/institutional-review-board/training/.

International Travel Preparation, Safety and Wellness: All IH students are required to take this course (220.600.81) during their first year and before traveling overseas for any academic reason, and regardless of whether their research is conducted within or outside of the United States. This course is offered three times a year, students must only take it once.

**Registration**

MSPH students must register for a minimum of 16 credits of courses each term until they graduate to be a full-time student in the IH department. Students do not register for summer or winter intersession. Summer and winter intersession courses may be available to students with the understanding that students pay 100% of its tuition.

Courses taken for audit do not count towards this 16-credit minimum. Failure to register for a term results in automatic withdrawal. A withdrawn student must be formally readmitted before resuming a program of study. Upon readmission, a student must be registered for a minimum of two consecutive terms prior to completing degree requirements.

Students must be registered in the term they complete their capstone. If a student does not complete all requirements by the last day of fourth term of their second year and wishes to graduate in August, they are required to register for 2 credits during the summer term. Students are responsible for their full tuition and fees during the summer. If students are unable to complete in August, the student must register full time in first term and in each term until they complete.

**Important Information about Registration:**

1. Registration below 16 credits is not allowed and violates the terms of a student’s tuition scholarship.
2. Any student registering below 16 credits during any term could be in violation of their scholarship requirements resulting in a loss of their tuition scholarship.
3. Courses taken for Audit do not count toward the 16 credits per term requirement but do count toward the 22 credit maximum.

During their 2nd year students register in their Program Area’s MSPH Practicum course and for their Capstone requirements. When a student takes Special Studies, they must register for Special studies in their specific Program area. The following course numbers correspond to the different program areas:

**Practicum**

221.810 Health Systems Practicum
222.810 Human Nutrition Practicum
222.815 Human Nutrition Registered Dietitian Practicum
223.810 GDEC Practicum
224.810 SBI Practicum

Capstone
221.850 MSPH Capstone Health Systems
222.850 MSPH Capstone Human Nutrition (including RD)
223.850 MSPH Capstone GDEC
224.850 MSPH Capstone SBI

Special Studies
221.840 Special Studies in Health Systems
222.840 Special Studies in Human Nutrition
223.840 Special Studies in GDEC
224.840 Special Studies in SBI

These are pass/fail credits and a passing grade is only provided if program requirements are met within the corresponding term.

Students each term can register for 14-16 credits of Practicum or a combination of Practicum, Capstone and didactic courses. If you audit a course, you must have 16 additional credits for letter grade or pass/fail. Within a term, a maximum of 22 credits is allowed, combining Practicum, Capstone, and other didactic courses (audited courses are also counted within the 22 credit maximum). A sample schedule for year 2 is below.

SAMPLE SCHEDULE
- Complete at least 2 terms of practicum in the second year by completing at least 28 credits of practicum (22X.810). A student can register and earn more than 28 credits, but not less.
- Register for 22X.850 during the term in which you will complete your Capstone requirement. A student must register for a minimum of 4 credits.

Courses taken at other schools within the Johns Hopkins University must be considered carefully. If a student is interested in taking courses outside of the Bloomberg School of Public Health students must meet with the Senior Academic Coordinator (Audrey Lindahl) prior to registering to discuss if the credits count toward their degree and or toward registration requirements.

Time of Completion Requirements
Students are expected to complete all requirements for the degree within two years of matriculation. Delays may be considered in special circumstances but in no case may the time in the program exceed four years, regardless of the residence status of the student (other than a leave of absence). Responsibility for tracking and adhering to the graduation timelines belongs to the student. If requirements are not met by the dates posted (see graduation schedule), registration for subsequent terms is required.

Introduction to Online Learning
The School of Public Health offers courses in various formats, including a number of online classes. In order to be eligible to take an online course, students must complete the Introduction to Online Learning, which is offered through the Center for Teaching and Learning at the Johns Hopkins Bloomberg School of Public Health. This non-credit mini course is a prerequisite for all courses offered by this division and must be completed prior to the start of the term in which a student wishes to enroll in an online course. Since the School does not permit conditional and/or concurrent enrollment (that is, you must take the online course prior to enrolling in a distance education class), we require all incoming students to take this non-credit course during the first term they enroll.

For course dates and enrollment information, please visit the CoursePlus website (https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/90/).

Capstone
The culminating experience of the MSPH program is the production of an MSPH capstone that provides a meaningful contribution to knowledge of the health of underserved populations. The capstone is not a thesis in that it need not contain original research findings for review by an academic committee. However, it should provide tangible evidence of expertise on a specific applied topic of international health relevance. The capstone must be reviewed and approved by two faculty readers. Detailed, step by step, guidelines for the MSPH capstone content, format and submission for each program area can be found in the Final Capstone Guide.

Capstone Deadlines
Students must select one of four graduation timelines. Each task must be completed by the due dates indicated or students will be required to register for the next academic term until all requirements are met. The deadline for your cohort will be similar to the deadlines for the previous cohort. Familiarize yourself with the capstone deadlines for the previous cohort, to view these deadlines please see your academic guide (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html). The timeline for your second year will be distributed at the end of your first year.

MSPH Students must also abide by the complete list of additional tasks and deadlines which may be set by each program area and will be given to students by their respective Program Coordinators by the date of the Comprehensive Exam, end of May or early June of the student’s 1st year.

Practicum
In addition to completing the requisite coursework, students must gain practical experience in the application of the principles and methods learned. Often the experience is acquired through field placement (practicum) in a work setting that may be the route to permanent employment, though such long-term implications are by no means essential. Alternatively, the student may undertake within the School environment the investigation and analysis of a significant issue related to health of underserved populations. Students begin their full-time practicum sometime between June and September of their second year. Practicum requirements are a minimum of two terms full time (4 months) and up to 8 months. Detailed information on the requirements for the practicum, including IRB requirements, can be found in the Practicum Guide.

Departmental Written Comprehensive Examination
Satisfactory performance is required on a written comprehensive examination. The date for the Departmental Comprehensive Exam TBA. The student should take the exam after completing required coursework, because questions will cover all required fields of study. Although most of the material for the exam is covered in specific courses, graduate education involves much more than the accumulation of specific course credits. Thus, students are responsible for the material on the exam regardless of the particular curriculum they have taken.
A minimum overall passing grade of 70/100 is required. Those scoring below this level may re-take the entire examination in January of the following year. A January examination sitting is offered only for students who fail the May examination. Only one re-examination is permitted. Students failing twice are terminated from the MSPH program.

Students must NOT pass along exam questions to future generations of students, NOT post questions and/or answers online, NOT seek, solicit, accept, or consult content from prior comprehensive exams, and NOT share or publicize any content from the comprehensive exam in any form with anyone at any time. Failure to adhere to these rules could result in termination from the program.

**Master's Degrees Specific Policy**

**Academic Advising Master’s Degrees**

Master's degree programs in the Department of International Health are a mixture of didactic coursework, independent reading, research/practice experience and the preparation of a culminating document. As the program progresses, there are many decisions to be made regarding which courses and experiences will address a student’s educational objectives. To assist with navigating this process, each student is assigned an academic faculty adviser who has the responsibility of serving as a guide and mentor. While these programs seem to be tightly scripted by the Department and School, it is the Department’s view that graduate degree programs must be owned by the student with the faculty acting as guides in the student’s own development as a scholar and practitioner. This section is intended to guide the student and the faculty member in making the adviser-advisee relationship as successful as possible.

The suggestions are derived from the experience of faculty who have worked with students for many years and from students who themselves have been guided by these faculty members. The information is dynamic and needs input from students and advisers as they use it. Please submit comments and concerns to the Sr. Academic Program Coordinator.

**THE DEPARTMENT’S ADVISING PHILOSOPHY**

**Advising Philosophy, Department of International Health**

The primary purpose of the academic advising process is to assist students in the development and implementation of a meaningful and appropriate plan for their graduate education and future career, based on the student’s individual goals. This purpose is driven by a set of core values:

1. Advisers are responsible to the students they advise.
   - Advising is an integral part of the educational process with both students and advisers benefiting from the relationship
   - Regular student-adviser communication allows advisers to maximize the student’s ability to develop life-long learning skills and for the adviser to act as an advocate for the student.
   - Advisers must recognize the diversity of student backgrounds and the opportunities provided by this diversity for maximizing educational achievement.
   - Advisers are responsible for connecting students with others in the academic community who can, when appropriate, assist in the advising process.

2. Advisers are responsible to the institution.
   - As faculty, advisers are responsible for maintaining the academic standards and reputation of the Department, School, and University. This implies a focus on academic excellence for the students they advise.
   - Advisers must comply with the policies and procedures established by the Department, School and University for the didactic, exploratory, and research portions of a graduate student’s educational experience.

3. Advisers are responsible to the community of higher education.
   - Advisers must uphold the values of academic and intellectual freedom that characterize the university environment in the United States.
   - As faculty, advisers are responsible for the training of the next generation of academic leaders in education, research, practice, and service.

4. Advisers are responsible to the public health community.
   - As faculty in a School of Public Health, advisers are committed to improving the health and well-being of populations everywhere in the world through education, research, practice and service.

**The Adviser-Advisee Relationship**

All students in the Department are assigned a faculty adviser who is a full-time member of the advising faculty in their program area. In addition, the MSPH Academic Coordinator for their program also serves as a back-up adviser to students. The adviser has the responsibility of assisting the student in designing an academic program that meets the student’s goals within the requirements of the University, School and Department. Additionally, the adviser serves to direct the student to appropriate resources and research opportunities. The adviser should be the first point of contact in resolving academic problems. Advising students is an integral part of every faculty member’s responsibilities. Thus, the student should not feel that he/she is imposing by asking for advice. Faculty members expect to be available to students, although the students should be respectful of the faculty’s time by scheduling and respecting appointments. This is especially true in our department where research and practice responsibilities of the faculty require them to travel a significant portion of their time. The responsibility for arranging meetings with their adviser lies with the student. Students should not expect advisers to seek them out for required appointments. The student bears the responsibility of consulting the adviser when necessary and arranging periodic appointments, even if there are no specific problems. In general, advisers and advisees should communicate at least once per term, preferably more often. All course registrations must be approved by the adviser. The student is required to schedule a meeting in order to assure that the adviser has reviewed the student’s schedule and to plan any special studies projects or thesis research as needed with the adviser before the registration period deadline. If due to travel or scheduling difficulties, such communication cannot be conducted before the registration period deadline, students should receive approval for course registration from their MSPH Program Coordinator.

**Student Feedback on Adviser Performance**

The Department Chair reviews all faculty performance on an annual basis. This review assesses the career track of each faculty member as a part of the faculty mentoring role played by the Chair. In order to provide the most accurate information on faculty performance, the Chair needs information on all aspects of the faculties’ roles including student advising. As a part of this process, we have initiated a formal adviser evaluation process that includes input from students. The provision of honest information is required of all students twice per year and these adviser ratings are handled with complete confidentiality. At the completion of the 2nd and 4th terms each year, all students will complete
an Academic adviser Evaluation Form (https://jhsph.co1.qualtrics.com/jfe/form/SV_8cvVZ1RanXuJ4PAN/) (will be updated and sent to students twice a year) and submit it online. The survey results are analyzed to provide a body of information on advising style, content, and collective perception from multiple students advised by each faculty member over time, focusing on aggregate results accumulating over successive administrations of the survey. The Department Chair (David Peters), the Associate Chair for Academic Programs (Cyrus Engineer), and the Associate Chair for Student Matters (Julie Denison) are the only faculty who may review individual survey responses, and each is excluded from reviewing responses naming themselves as adviser. The responses are also reviewed by the Academic Program Manager (Cristina Salazar) and Senior Academic Program Coordinator (Audrey Lindahl), who may lead or participate in survey analysis. Survey responses about individual faculty members will be handled with complete confidentiality. Any feedback relayed to a faculty member from these surveys will be informed only by cumulative or aggregate survey results, will be communicated to faculty only in a manner that does not identify individual students (with due awareness of the faculty member's overall number of advisees), and will be solely for the purpose of helping faculty prospectively improve their approach to advising as appropriate.

It is not the aim of this survey-based evaluation to intervene in specific individual situations that may be problematic. If you wish to discuss concerns about a specific individual situation, we encourage you to consult directly with your Degree Program Coordinator(s), the Senior Academic Coordinator, the Academic Program Manager, or the Associate Chair for Student Matters.

Advising Information

CHANGE OF Adviser

For a variety of reasons, a student may wish to change advisers. Faculty wishing to initiate a change should discuss this with the Chair of the Curriculum and Credentials Committee. Faculty will need to submit a report of the student’s progress at the time of this request. Student-initiated changes of adviser are made without penalty and are a common occurrence. Students should write a letter of request to the Chair of the Curriculum and Credentials Committee to change from one faculty member to another. Both faculty members must agree. Any request for changes must also be discussed and approved by the student’s Program Coordinator. Once approved the change should be sent to Audrey Lindahl who will update the students’ DIH academic file and inform the Records and Registration Office to update the student’s schoolwide file.

RESPONSIBILITIES OF adviser

• To assist in determining the advisee’s educational goals and needs at the start of the program.
• To serve as an educational and/or professional mentor for the student.
• To maintain awareness of and sensitivity to the level of compatibility between the student advisee and him/herself in terms of academic, professional, and personal interests.
• To facilitate a change of adviser if deemed appropriate to the student.
• To monitor the advisee’s overall academic program and be sensitive to signs of academic difficulty.
• To be sensitive to cultural, health, legal, housing, visa, language, financial, or other personal problems experienced by the advisee and to be understanding, and supportive. The Department has a sizable portion of foreign students coming from diverse pre-professional and professional educational backgrounds. As such, they have diverse needs and experience in managing a US based graduate education program.
• To meet regularly with the student and to identify a mechanism for advising while traveling either through email or by identifying a back-up adviser for periods of extended travel.

RESPONSIBILITIES OF ADVISEE

• To arrange to meet with the adviser at least once each term.
• To comply with registration and administrative deadlines.
• To identify and develop professional career goals and interests.
• To understand administrative policies and procedures and be familiar with the requirements for their program as described in the Academic Guide. • To maintain the academic checklist and review it at meetings with the adviser.
• To complete an Adviser Evaluation Form twice during the academic year, once at the end of 2nd term and again at the end of 4th term.

STUDENT EXPECTATIONS OF AdviserS

• Adviser’s approval and or recommendation on course registrations, course changes, pass/fail agreements, waiver requests, practicum approvals and on all petitions to the Curriculum and Credentials Committee.
• At least one meeting per term with the adviser.
• Oversight of the student’s overall academic program and sensitivity to any academic difficulties.
• Knowledge of and interest in the student’s career objectives including writing recommendation letters.
• Review of required and recommended courses for the program area. Assistance in designing a plan for the fulfillment of required courses and assistance with planning the course schedule for the year.

MSPH Adviser/Advisee Meeting Guidelines

The guidelines below are the absolute minimum interactions students and advisers should expect. Many of our students and faculty meet much more frequently and often become life-long colleagues as a result of the mentoring experience.

YEAR ONE

First Term

• Minimum of two meetings with advisee
• Review with advisee competencies, departmental requirements, develop a written plan of courses and experiences to meet the student's educational goals
• Review and approve Individual Goals Analysis (IGA) assignment
• Review administrative deadlines
• Identify other people and resources of which students should be aware
• Monitor progress after midterms and review transcript at end of term

Second Term

• One Meeting
• Monitor advisee’s progress, evaluate, discuss first term grades
• Begin discussion of possible internship opportunities
• Follow up on plans set out in first term
• Provide advice on courses advisee might take in third term
• Monitor progress after midterms and review transcript at end of term

Third Term
• One Meeting
• Monitor advisee’s progress; evaluate; discuss second term grades
• Continue discussion on internship opportunities
• Discuss preparation for comprehensive examination, student study groups
• Provide advice on courses advisee might take in fourth term
• Write letters of recommendation for practicum and scholarship applications
• Monitor progress after midterms and review transcript at end of term

Fourth Term

• One or two meetings
• Monitor student’s progress; evaluate; discuss third term grades
• Encourage participation in study groups for comprehensive examination
• Finalize plans for practicum; review and approve practicum proposal/sign approval form
• Review and approve travel plans and forms
• Students should begin working with the Career Services Office to explore options for post-graduation employment or further education
• Monitor progress after midterms, review transcript at end of term, and discuss year-end grades

YEAR TWO
First term Practicum

• Communicate via email or Skype or in-person once a month
• Discuss MSPH capstone topic, readers, and graduation timeline
• Discuss post-graduation employment or further education
• Advisers who have December graduate advisees must follow corresponding deadlines from Graduation Deadline Table found in students CoursePlus library
• Adviser to review and approve advisee’s Portfolio Touchpoints
  • Identify Topics and Capstone readers
  • Declare intent to graduate Capstone outline for students completing in January

Second term Practicum & Capstone

• Communicate via email or in-person once a month
• Continue discussions regarding post-graduation employment or further education
• Adviser to review and approve student’s Portfolio Touchpoints
  • Capstone outline
  • First draft
  • Final draft
• Other drafts and revisions should be conducted via email
• Follow up with advisee and second reader for timely feedback on drafts
• Make sure your advisee has completed or is in a practicum by this term
• For December graduates and January completers, submit grade for their capstone special studies
• Discuss post-graduation employment or further education

Third term Practicum & Capstone

• Communicate via email or in-person once a month
• Make sure advisee has completed all course requirements or are registered to complete all course requirements
• Adviser to review and approve student’s Portfolio Touchpoints
  • Capstone outline
  • First draft
  • Final draft
• Other drafts and revisions should be conducted via email
• Follow up with advisee and second reader for timely feedback on drafts
• For those finishing in third term, submit grade for their capstone special studies
• Discuss post-graduation employment or further education

Fourth term Practicum & Capstone

• Communicate via email or in-person once a month
• Make sure advisee has completed all course requirements or are registered to complete all course requirements
• Adviser to review and approve student’s Portfolio Touchpoints
  • Capstone outline
  • First draft
  • Final draft
• Other drafts and revisions should be conducted via email
• Follow up with advisee and second reader for timely feedback on drafts
• For those finishing in third term, submit grade for their capstone special studies
• Discuss post-graduation employment or further education

Standards of Academic Performance

Letter grades must be earned in all courses used to satisfy requirements. Please note that courses may be counted only once to fulfill requirements. Students must receive satisfactory grades of C or higher in all required courses and continuously maintain a cumulative Grade Point Average (GPA) of at least 2.75 in order to remain a degree candidate in good standing. Any student who receives a D or F in a required course must repeat the course and achieve at least a C. Anyone not meeting these standards will be placed on probationary status. The Committee will establish the minimum conditions to be fulfilled in order to return to the "good standing" status and avoid termination. Typical cases with no conditions require that students improve their academic standing within two academic terms. In cases where conditions are imposed, the Committee will specify the maximum time allowed for satisfaction of the conditions. Failure to satisfy these conditions may result in termination from the program.

If students receive Federal Loans administered through the Financial Aid Office (http://www.jhsph.edu/offices-and-services/student-affairs/financial-aid/) there are other academic standards that students must abide by in order to comply with Federal Loan requirements. Please check with the Financial Aid office or email them at JHSPH.finaid@jhu.edu to request more information. Any student below a 2.75 GPA at the end of their 1st year will automatically be disqualified from receiving the schoolwide Master’s MSTP scholarship in their 2nd year.

Masters Tuition Scholarship

All MSPH students will receive a 75% tuition scholarship in their second year of their MSPH degree. This scholarship is contingent on completing
the Residency Requirement (page 28) continue to be registered full time in the second year of the MSPH degree and being in good academic standing. The 75% tuition scholarship can only be applied during terms 1-4 of the student’s second year. It does not apply for summer term or winter intersession.

**Individualized Goals Analysis (IGA)**

The IGA is a process of discussion with your adviser to help you plan your course and program goals. Students are required to enroll for one credit of Special Studies (22X.840) with their adviser during 1st term.

Students will work on a written document that is uploaded to their Portfolio outlining the process below.

**Part 1:** Briefly explain what knowledge, skills, and experiences you bring to the program.

**Part 2:** Identify your goals for your education by explaining what you hope to gain in terms of knowledge, skills, personal and professional contacts, and other experiences while a student in the MSPH program. Review the list of MSPH core competencies with your adviser. You are encouraged to identify additional competencies particularly relevant to your professional future and/or academic stream. Describe one or more practicum assignments and potential capstone topics and indicate how these will be used to build your competencies and achieve your goals.

**Part 3:** Develop an MSPH Curriculum Planning and Tracking Sheet by developing a tentative course plan for your entire MSPH program. Identify what courses and special studies you intend to take and when you plan to complete your courses. Course descriptions in the catalogue indicate when courses are generally offered. Your tracking sheet should include a tentative list of electives you plan to complete and the total credit hours. Carefully review your paper and tracking sheet with your adviser to ensure the proposed curriculum is not only feasible, but that it meets program requirements. Explain how your curriculum plan is aligned with the goals you identified in Part 2. A spreadsheet is often the best way to do this part.

**Part 4:** Upload your MSPH Curriculum Planning to your Portfolio by the end of 1st term and address the touchpoint to complete the requirement and for feedback from your Program Coordinators.

**Tracking Sheet**

Tracking sheets are used to track all course requirements from each student’s program. All students are required to fill out and submit their tracking sheets once a year to Audrey Lindahl via their Portfolio. Approved waivers and substitutions must also be submitted with the tracking sheets. Students should use the tracking sheet when meeting with their advisers. Students will have access to their tracking sheets in their Portfolio libraries and will submit their completed sheet in March, by the end of 3rd term, to the required touchpoint.

**Portfolio**

All MSPH students have access to ‘My Portfolio’ in CoursePlus. The Portfolio provides students an easy way to receive feedback on progress from Advisers and Program Coordinators and allows them to provide “evidence” of assignments and completed tasks for their MSPH degree all in one convenient location.

The Portfolio is used for students to turn in assignments such as the Individual Goals Analysis and the second year Capstone process and deadlines. Students will be responsible for uploading and adhering to all deadlines as part of their MSPH program. At the beginning of each year students will be given instruction on how to use the Portfolio and will be expected to visit their Portfolio regularly for assignments and due dates.

**Travel Policy**

The latest practicum information can be found in the practicum section (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html) in the academic guide.

**MSPH Practicum Opportunity Examples**

1. JHSPH Center for Global Health: Field Placements and Field Research Awards (http://www.hopkinsglobalhealth.org/funding-opportunities/student-and-trainee-grants/ghefp/) - Deadline: February Length of internship: Depends on the posting from faculty Location of internship: Depends on the posting from faculty Benefits: Grants of up to $3,500

   Contact: Anna Kalbarczyk, MPH Program Manager 410-502-9873 akalbarc@jhu.edu

2. Fulbright US Student Program (https://studentaffairs.jhu.edu/fellowships/fulbright/) - Deadline: September (JHSPH Deadline) Benefits: Round trip transportation to host country. Funding for room, board and incidental costs based on country cost of living. Health benefits. Country specific benefits also exist. Contact: follow the link (https://studentaffairs.jhu.edu/fellowships/fulbright/) or contact nfp@jhu.edu

3. Program in Applied Vaccine Experience (PAVE) (https://www.jhsph.edu/departments/international-health/current-students/Program-in-Applied-Vaccine-Experiences-PAVE/): Deadline: January Length of Internship: 3-4 months Location of Internship: Geneva, Switzerland; Washington, DC; Atlanta, GA; New York, NY; depending on agency placement Benefits: Grants of up to $3,500 per month Contact: Jessica Atwell, PhD, MPH Program Manager jatwell@jhu.edu

Internships are currently offered with the following organizations: WHO, Gavi, UNICEF, PAHO and CDC

4. New York Epi Scholarship Program: Deadline: February Length of internship: 10-12 week summer internship Location of internship: NYC Department of Health and Mental Hygiene, Los Angeles County Department of Public Health, or at Public Health – Seattle & King County Benefits: An allowance to defray expenses for a full-time 10-12 week summer internship. Mentoring by some of the nation’s leading epidemiologists and researchers. Enhanced academic opportunities and practical experience in statistical analysis.


5. STAR Program (https://www.ghstar.org/): Deadline: Dependent on Open Posting Due Dates (see website) Length of internship: work full or part time for up to six calendar months Location of internship: USAID offices in Washington, DC (the Agency’s headquarters), in the Agency’s missions throughout the world, or with Agency implementing partners (other government agencies, multilateral and non-governmental organizations).

6. Boren Fellowship: Deadline: January Length of internship: a preference of 6 months or longer, absolute minimum of 3 months Location of internship: All over the globe- see website for complete listing Benefits:
Language learning fellowship to combined with a practicum Contact: see website (https://www.borenawards.org/)


9. Congressional Hunger Center (http://www.hungercenter.org/fellowships/emerson/): Emerson Hunger Fellowship: Deadline: January Length of internship: 1 year Location of internship: Washington DC Benefits: $16,000 annual living expenses, health insurance, travel insurance, housing during field placement, $4,000 housing subsidy in DC, $3,500 end of service award, relocation subsidies Contact: Apply online

10. U.S. Borlaug Fellows in Global Food Security Program (https://www.fas.usda.gov/programs/borlaugfellowship-program/): Deadline: Deadline for fall applications is early November Length of internship: Varies Location of internship: Varies Contact: see website

11. World Food Program (http://www.wfp.org/careers/internships/): Deadline: December Length of internship: Varies Location of internship: Rome, Italy Contact: see website (http://www.wfp.org/careers/internships/)

12. World Bank - Deadline: January 31st – summer internship & October 31st – winter internship Length of internship: At least 4 weeks Location of internship: Most positions are in Washington DC, but some positions are offered in country offices Benefits: The Bank pays an hourly salary to all Interns and, where applicable, provides an allowance towards travel expenses. Interns are responsible for their own living accommodations. Contact: apply online; Annie Provo (previous HN MSPH student)

13. WHO internships (http://www.who.int/employment/internship/interns/en/)

Deadline: January 31st – summer internship & September 30th – winter internship Length of internship: A minimum of 6 weeks to a maximum of 12 weeks on a full-time basis. Exceptionally, internships may be extended up to 24 weeks to respond to special academic requirements. Location of internship: Geneva, Switzerland (apply online)

For internships at regional offices email directly:

- WHO Regional Office for Africa: afrgohirnts@who.int
- WHO Regional Office for the Americas: interns@paho.org
- WHO Regional Office for Europe: interns@euro.who.int
- WHO Regional Office for the Eastern Mediterranean: emroghirs@who.int
- WHO Regional Office for South-East Asia: seinterns@who.int
- WHO Regional Office for the Western Pacific: interns@wpro.who.int

WHO Headquarters also accepts interns in the following out-posted offices:

- WHO Global Service Centre: gsoffice@who.int
- WHO Kobe Office: wkc@wkc.who.int

Benefits: WHO internships are not paid, and no travel expenses are available.

See list of previous/current student practicums and essays/capstones for ideas and contact

*No practicum is currently permitted in the state of Kentucky

Capstone Guidelines

The latest capstone information can be found in the capstone section in the academic guide (https://www.jhsph.edu/departments/international-health/current-students/academic-guides.html).

Global Disease Epidemiology and Control

1. Evaluate and execute intervention strategies and approaches that address major public health problems of underserved populations, with emphasis on infectious diseases and vaccines, in the context of culture, communities and health policies
2. Incorporate the epidemiology, biology, pathophysiology, and/or modes of transmission, to analyze, recommend, or create appropriate strategies for prevention and control of the major infectious diseases of public health importance to resource-poor environments
3. Apply management principles to programs for health systems and health services in developing countries
4. Identify major environmental health problems and communicate some solutions in detail with an emphasis on issues of water and sanitation
5. Analyze and synthesize relevant public health data and develop and implement prevention, control, and evaluation plans employing epidemiological methods to address disease burdens of public health importance
6. Address problems of global disease burden within its biological, cultural, and behavioral context
7. Evaluate a field research or public health program from conception of ideas through design, management, monitoring, data collection, interpretation, and analysis
8. Conduct a statistical analysis of disease burden or program evaluation data, and provide a reasoned interpretation of the results to contribute to program improvement and/or public health literature
9. Produce written reports of research and/or programmatic findings and communicate them via oral presentations, posters, briefs, peer-reviewed articles, or other official documents, intended for public health professionals and/or policy makers

Health Systems

1. Interpret knowledge of public health problems pertinent to disadvantaged populations and approaches to their assessment, management, and control;
2. Apply concepts and principles of management and finance to the operation of health systems in resource-poor settings;
3. Analyze and synthesize data relevant to the management and control of health problems of public health importance in resource-poor settings;
4. Produce written and oral reports for public health professionals and policy makers

Human Nutrition

1. Identify and interpret public health nutrition problems and characterize these problems in terms of measurable indicators
2. Analyze relevant nutrition data and interpret scientific evidence to develop and implement prevention, control, and evaluation plans.

3. Design, manage, and evaluate nutrition-related research or programs in a field, laboratory, or clinical experience from conception of ideas through data collection, and analysis, to inform guidelines.

4. Communicate through written reports, oral presentations, and other media nutrition information of high technical quality and program or policy relevance.

**Social and Behavioral Interventions**

1. Identify, define and address major global health problems of underserved populations in lower income contexts, using appropriate indicators and current best practice.

2. Identify and utilize epidemiologic and biostatistics tools relevant to assessing the scope of a global health problem and/or the impact of public health action on a given condition.

3. Assess and apply global health response options, guided by the biological mechanisms and/or clinical manifestations of disease impacting the health of underserved communities.

4. Assess and apply global health response options, guided by the environmental influences on health outcomes and appropriate risk assessment.

5. Propose management techniques to implement and evaluate global health programs including organizational and financial best practices.

6. Apply relevant theories and concepts drawn from anthropology, sociology, and psychology to design effective theory-driven social and behavioral interventions to improve the health and well-being of underserved communities.

7. Use appropriate and rigorous qualitative research methods to understand the social context of health and inform public health action.

8. Use multi-method formative research to develop locally-appropriate social and behavioral intervention strategies to improve health, including development of appropriate communication interventions in support of those strategies.

9. Identify, plan, and implement appropriate social and behavioral interventions for different resource-restricted contexts, guided by corresponding best practice approaches.

10. Propose, conduct, and assess process and outcome evaluations of social and behavioral interventions in global health.

11. Produce written reports of programmatic findings and/or research and communicate them via oral presentations, posters, briefs, or other official documents, intended for public health professionals and/or policy makers.