

# MASTER OF PUBLIC HEALTH PROGRAM (MPH)

## Program Overview

### Objectives

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

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

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

## MPH Program Matriculation Dates and Locations

### June Cohort

Orientation: Online or Onsite in Baltimore, MD. End of May/Early June.

Johns Hopkins Bloomberg School of Public Health  
600 N. Wolfe Street  
Baltimore, MD 21205

### July Cohort

Orientation: Onsite in Baltimore, MD. Beginning of July.

Johns Hopkins Bloomberg School of Public Health  
600 N. Wolfe Street  
Baltimore, MD 21205

### November Cohort

Orientation: Onsite in Barcelona, Spain. Early November.

Universitat Pompeu Fabra  
Ciutadella Campus  
Merçè Rodoreda Building  
Ramon Trias Fargas, 25-27  
08005 Barcelona

### January Cohort

Orientation: Online early January.

Johns Hopkins Bloomberg School of Public Health  
600 N. Wolfe Street  
Baltimore, MD 21205

### March Cohort

Orientation: Onsite in Kyoto, Japan. Mid March.

iHope International

Kyoto daiichiseimei-Izumiya Bldg., 5F  
Akinoncho 513, Nakagyo-ku  
Kyoto 604-0847 Japan

## Planning Your Curriculum

MPH students have flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match online courses, intensive learning Institute courses, on-site courses at our East Baltimore campus, as well as Johns Hopkins courses at other sites.

### catalogue and Academic Calendar

The definitive course catalogue is <https://www.jhsph.edu/courses> (<https://www.jhsph.edu/courses/>) and the current year courses in this catalogue should be used for planning. New students should familiarize themselves with the academic calendar for the term dates and registration periods.

### Course Load and Time Commitment

Each credit represents, on average, about a three to four-hour time commitment during each week of the eight-week term. A median course load per 8-week term for a part-time student is about 5-6 credits. Therefore, part-time students can expect an average of 15-18 hours' worth of course-related work per week. Full-time students must be registered for 12 or more credits each term to maintain full-time status. Assuming that each credit of a course equals about three to four hours' worth of work per week, full-time students can expect to dedicate approximately 36 hours of work per week to their MPH courses. No student may exceed twenty-two credits in a single term.

### Sequencing Your Curriculum

Required core area courses should be completed early in the program, and the epidemiology core course must be completed during the first year of study. If elective courses have prerequisites, these will be listed in the course description. Some course content, such as biostatistics, is delivered in a specific sequence of courses. Certificates may have specific sequences that participants should follow. The capstone is to be completed at or near the end of the program.

### Choosing Electives

Many of MPH program credits will be in elective courses, and even some of the core courses can be chosen from among a variety of options. Here are some places to look for guidance in choosing electives:

- Your faculty adviser
- The course listings for the Summer, Fall and Winter Institutes (p. 2)
- Searches in the course catalogue, using key words for search terms that pertain to your areas of interest
- The Informal Focus Areas/Formal Concentrations
- The certificate programs offered by JHSPH (please see below)

### JHSPH Certificate Programs

The School offers certificate programs in specific areas of study. MPH students may pursue a certificate program; however, a student in a concentration area should check with the concentration directors to ensure that there is no substantial overlap between the concentration and certificate requirements. For more information, see <http://www.jhsph.edu/academics/certificate-programs/> (<http://www.jhsph.edu/academics/certificate-%20programs/>) and contact the faculty sponsors of the certificate programs listed on the website.

## Formal Concentrations

Concentrations and certificate programs differ in that concentrations are intended specifically for MPH students and incorporate faculty advising and the capstone experience within the concentration. Detailed information about each concentration can be found on the MPH website (<https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/concentrations.html>) and in the student manual for full-time students. Part-time/online students participating in a predominantly off-campus format will not be able to elect a formal concentration.

## Informal Focus Areas

The formal certificates and concentrations do not comprise all the curriculum areas available to MPH students. There are many content areas where a few or several related courses are offered online and/or in institutes, even if there is not currently a formal track accessible to part-time/online students. Some examples are listed below.

- Child and Adolescent Health
- Epidemiological and Biostatistical Methods for Public Health and Clinical Research
- Food Systems
- Global Environmental Sustainability and Health
- Humanitarian Health
- Health Leadership and Management
- Health Systems and Policy
- Infectious Diseases
- Women's and Reproductive Health

## On-Campus Work in the Intensive Institutes

### *Summer Institutes in Baltimore*

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

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

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

### *Global Tobacco Control Institute in Baltimore*

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

### *Fall Institute in Barcelona, Spain*

Fall Institute is comprised of several short courses offered in November and is part of 2nd Term. While the Institute is hosted by the Health Policy & Management Department, the courses offered are from multiple departments and the offerings vary from year to year. Courses are held at Universitat Pompeu Fabra in Barcelona and taught in English. The schedule is typically available in late June.

### *Winter Institute in Baltimore*

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

### *Winter Institute in Washington, DC*

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

## SOURCE

<https://www.jhsph.edu/source/>

SOURCE is the community engagement and service-learning center for the Johns Hopkins University (JHU) Schools of Public Health, Nursing, and Medicine. Its mission is to engage the Johns Hopkins University health professional schools and Baltimore communities in mutually beneficial partnerships that promote health and social justice. There are multiple ways to engage in a practicum experience through SOURCE supported activities. However, not all SOURCE projects meet the practicum requirements. Subscribe to the SOURCE Weekly Service Scoop to learn more about the latest community involvement opportunities in Baltimore City (<https://source.jhu.edu/programs-and-events/service-scoop/>).

## Getting Advice, Mentoring, and Your Questions Answered

Each MPH student is assigned a faculty adviser. The role of the adviser is to discuss your academic program and progress including your choice of courses considering your educational and professional goals. Your adviser is your first point of contact with the faculty, but students are encouraged to reach out and form relationships with other faculty members as interests evolve. A Faculty Directory is available online at <https://www.jhsph.edu/faculty/directory/list/>.

Once you are assigned an adviser, you should be proactive in contacting them at least once a term. Since faculty advisers are also busy with research studies, lecturing, and frequent travel, the best way to initiate contact is to send your adviser an email to see if you can schedule a time to meet or talk by phone at a mutually convenient time.

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

For specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies, please consult the JHSPH Student Services website at <https://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/for-current-students.html>.

## MPH Executive Board

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

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## MPH Program Office

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## Program Requirements

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

### Summary of Graduation Requirements

- A minimum of 80 credits are required for graduation. Students must complete the MPH core curriculum as detailed in the next section entitled "MPH Core Curriculum (p. 4)."
- At least 60 of the 80 credits must be completed in formal coursework that is not special studies, i.e. independent studies.
- At least five additional general competencies from the Focus Area/Concentration Competencies must be completed.
- All courses that are part of the core curriculum must be taken for a letter grade, if the course is offered for a letter grade.
- All students are required to complete an individualized MPH Goals Analysis within the CoursePlus Portfolio.

- All students must complete the MPH Practicum requirement, including course PH.300.615 The Tools of Public Health Practice or PH.300.603 The Tools of Public Health Practice and Decision Making.
- All students must complete PH.260.720 Communications Primer for the Public Health Sciences and an MPH capstone (PH.XXX.800).
- Students are required to complete PH.550.860 Academic & Research Ethics at JHSPH during their first term of registration in the program.
- All students must maintain minimum academic standards (p. 4) and have satisfactory grades as detailed in the *Academic Standards* section.

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

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

## Academic Standards

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

1. To maintain good academic standing in the MPH program, students must maintain a minimum cumulative grade point average (GPA) of **2.75**. Students with a GPA falling below 2.75 will be placed on academic warning and will have one term, or 12 additional credits of coursework, to raise the GPA to 2.75 or above. Students not meeting the 2.75 minimum after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA. Students on academic warning must meet with their faculty adviser and the MPH Academic Coordinator prior to registering for courses. Students with a cumulative GPA of less than 2.75 may not register for more than 18 credits per term. Any repeated courses count towards this 18-credit limit. [Note: Students with less than a 2.75 cumulative GPA are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 course series].
2. A student who earns a "D", "U", or "F" grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).
3. Students must complete the Public Health Policy/Problem Solving core requirement and the Epidemiology core requirement within the first twelve months of matriculation into the MPH program.
4. Students must complete the Goals Analysis plan within the set timeframe during the first two terms of the program.
5. Students must progress toward degree completion in four years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student's responsibility to contact in writing (email communication is sufficient) their faculty adviser and their MPH Academic Coordinator to request an extension beyond the four-year limit. An extension request should be submitted to their

faculty adviser and their MPH Academic Coordinator at least one term prior to the end of the 4-year limit.

6. Students may not accrue more than 9 credits of "incomplete" coursework at any given time. Students exceeding this limit must immediately contact their faculty adviser and their MPH Academic Coordinator in writing (email communication is sufficient) to discuss their academic situation. Students may not be permitted to register for subsequent terms until the incompletes have been resolved.
7. Students who are inactive (not enrolled in courses) for two terms or more without notifying their MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do notify in writing (email communication is sufficient) their MPH Academic Coordinator and faculty adviser of their circumstances may suspend enrollment, assuming that they otherwise have met academic standards.

## Academic and Research Ethics at JHSPH

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

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

Students are automatically registered into the *Academic and Research Ethics* course (PH.550.860) when they matriculate into the MPH program. All JHSPH students are required to complete this non-credit course by the end of the Institute associated with their Orientation program and matriculation (ie: Summer Institute, Fall Institute or Winter Institute).

The *JHSPH Policy and Procedure Memorandum for Students for Academic Ethics* can be found at [https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students\\_01\\_Academic\\_Ethics\\_102606.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.pdf)

## MPH Core Curriculum

The core curriculum and associated components of the MPH Program includes grounding in foundational public health knowledge in the profession and science of public health and factors related to human health. All MPH graduates will demonstrate public health competencies that are informed by the critical disciplines in public health (including: biostatistics, epidemiology, social and behavioral determinants of health, management sciences, public health problem-solving, computer applications, demography, environmental health, biological sciences, and public health policy) as well as cross-cutting and emerging public health areas.

The core curriculum also provides an opportunity to apply the skills and competencies acquired during the program to practical public health

problems through the MPH practicum experience and the MPH capstone course and project.

The following are required of MPH students, but are not formal courses:

- Goals Analysis Plan requirement (please see section “Goals Analysis and Portfolio”)
- MPH Practicum requirement (please see section “Practicum Experience in Population-based Health”)
- MPH Capstone requirement (please see section “MPH Capstone Project”)
- Completion of Interprofessional Education Event

In addition to the above courses, students must also complete additional courses to satisfy the MPH foundational knowledge learning objectives and public health foundational competencies. The tables on the following pages list courses that satisfy the foundational knowledge and competency areas and when they are offered.

Course schedules are subject to change; please check the course database for the most up-to-date course listing information: <https://www.jhspsh.edu/courses> (<https://www.jhspsh.edu/courses/>)

### Listing of MPH Core Curriculum Course Options

Code	Title	Credits
<b>Assessing Population Needs</b>		
Select one of the following:		3-8
PH.221.688	Social and Behavioral Foundations of Primary Health Care	
PH.222.642	Assessment of Nutritional Status	
PH.224.689	Health Behavior Change At the Individual, Household and Community Levels	
PH.318.623	Social Policy for Vulnerable Populations in the U.S.	
PH.380.640	Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth	
PH.410.613	Psychosocial Factors in Health and Illness	
PH.410.614	A New View: Improving Public Health Through innovative Social and Behavioral Tools and Approaches	
PH.410.616	Social and Behavioral Aspects of Public Health	
PH.410.620	Program Planning for Health Behavior Change	
PH.410.654 & PH.410.655	Health Communication Programs I: Planning and Strategic Design and Health Communication Programs II: Implementation and Evaluation	
PH.410.683	Global Perspectives on LGBT Health	
<b>Biologic and Genetic Factors</b>		
PH.552.608	Biologic, Genetic and Infectious Bases of Human Disease (Required)	0.5
<b>Biology and Public Health</b>		
Appropriate for all students. Provides a broad introduction to public health biology:		
Select one of the following:		2-6
PH.183.631	Fundamentals of Human Physiology	
PH.260.636	Evolution of Infectious Disease	
PH.550.630	Public Health Biology	
PH.550.631	Biological Basis of Public Health	

PH.550.844	Current Issues in Public Health: COVID-19 Pandemic Response	
For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:		
PH.120.603	Molecular Biology of Pandemic Influenza	
PH.120.620	Fundamentals of Reproductive Biology	
PH.120.627	Stem Cells and the Biology of Aging and Disease	
PH.182.640	Food- and Water- Borne Diseases	
PH.187.610	Public Health Toxicology	
PH.222.641	Principles of Human Nutrition in Public Health	
PH.223.689	Biologic Basis of Vaccine Development	
PH.260.606	Major Global Infectious Diseases: Prospects for Control	
PH.260.631	Immunology, Infection and Disease	
PH.260.650	Vector Biology and Vector-Borne Diseases	
PH.260.656	Malariaology	
PH.340.612	Epidemiologic Basis for Tuberculosis Control	
PH.340.646	Epidemiology and Public Health Impact of HIV and AIDS	
PH.340.654	Epidemiology and Natural History of Human Viral Infections	
PH.340.744	Advanced Topics on Control and Prevention of HIV/AIDS	
PH.380.761	Sexually Transmitted Infections in Public Health Practice	
<b>Capstone Project</b>		
PH.260.720	Communications Primer for the Public Health Sciences (Required)	1
PH.xxx.800	MPH Capstone (Required: course number is affiliated with Capstone Advisor’s department)	2
<b>Communication Strategies</b>		
Select one of the following:		3-8
PH.222.654	Food, Culture, and Nutrition	
PH.224.692	Methods in Formative Research and Human Centered Design for Intervention Development	
PH.301.645	Health Advocacy	
PH.308.701	Effective Presentations and News Media Interviews: Practical Skills for Public Health Practitioners	
PH.317.610	Risk Policy, Management and Communication	
PH.410.650	Introduction to Persuasive Communications: Theories and Practice	
PH.410.651	Health Literacy: Challenges and Strategies for Effective Communication	
PH.410.654 & PH.410.655	Health Communication Programs I: Planning and Strategic Design and Health Communication Programs II: Implementation and Evaluation	
PH.410.657	Communication Strategies For Sexual Risk Reduction	
<b>Environmental Health</b>		
PH.180.601	Environmental Health (Required)	5
<b>Foundational Public Health Knowledge</b>		
PH.552.609	Psychological and Behavioral Factors That Affect A Population’s Health (Required)	0.5

PH.552.610	The Social Determinants of Health (Required)	0.5
PH.552.611	Globalization and Population Health (Required)	0.5

**Health Equity**

Select one of the following: 3-4

PH.188.694	Health of Vulnerable Worker Populations	
PH.305.684	Health Impact Assessment	
PH.318.623	Social Policy for Vulnerable Populations in the U.S.	
PH.330.661	Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders	
PH.380.604	Life Course Perspectives on Health	
PH.410.600	Fundamentals of Health, Behavior and Society	

**Interprofessional Practice**

PH.552.625	Building Collaborations Across Sectors to Improve Population Health (Required)	0.5
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Interprofessional Education Event (Required) 0

**Leadership, Governance, and Management**

Select one of the following: 2-4

PH.221.602	Applications in Managing Health Organizations in Low and Middle income Countries	
PH.221.608	Managing Non-Governmental Organizations in the Health Sector	
PH.312.600	Managing Health Services Organizations	
PH.312.601	Fundamentals of Management for Health Care Organizations	
PH.312.655	Organizational Behavior and Management	
PH.312.700	Leading Organizations	
PH.410.622	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	4

PH.380.880 & PH.380.881 & PH.380.882 & PH.380.883	Lessons in Leadership: Applications for Population, Family and Reproductive Health I and Lessons in Leadership: Applications for Population, Family and Reproductive Health II and Lessons in Leadership: Applications for Population, Family and Reproductive Health III and Lessons in Leadership: Applications for Population, Family and Reproductive Health IV	
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**MPH Studies**

PH.550.867	Introduction to MPH Studies	
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**Negotiation and Mediation**

PH.552.623	Principles of Negotiation and Mediation for Public Health Professionals (Required)	0.5
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PH.552.624	Applications of Negotiation and Mediation for Public Health Professionals (Required)	0.5
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**Population Dynamics**

PH.380.755	Population Dynamics and Public Health (Required)	2
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**Public Health Policy/Problem Solving**

*Must be completed during the 1st year of the MPH Program*

Select one of the following:

PH.300.610	Public Health Policy	
PH.550.608	Problem Solving in Public Health (Required)	

**Public Health Practice**

Select one of the following:

PH.300.603	The Tools of Public Health Practice and Decision Making	
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PH.300.615	The Tools of Public Health Practice	
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**Qualitative Methods**

Select one of the following: 0.5-3

PH.224.690	Qualitative Research Theory and Methods	
PH.550.604	Qualitative Reasoning in Public Health	
PH.552.603	The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health	

**Quantitative Methods**

Must complete requirements for **both** Biostatistics and Epidemiology

*Biostatistics***No switching permitted between Biostatistics sequences.**

Select one complete sequence from the following: 6-16

PH.140.611 & PH.140.612	Statistical Reasoning in Public Health I and Statistical Reasoning in Public Health II <sup>1,2</sup>	
PH.140.621 & PH.140.622 & PH.140.623	Statistical Methods in Public Health I and Statistical Methods in Public Health II and Statistical Methods in Public Health III <sup>3</sup>	
PH.140.651 & PH.140.652 & PH.140.653 & PH.140.654	Methods in Biostatistics I and Methods in Biostatistics II and Methods in Biostatistics III and Methods in Biostatistics IV <sup>4</sup>	

*Epidemiology***Must be completed during the 1st year of the MPH program**

Select one of the following:

PH.340.601	Principles of Epidemiology	
PH.340.721	Epidemiologic Inference in Public Health I	

**Resource Management and Budgeting**

Select one of the following: 1-3

PH.221.602	Applications in Managing Health Organizations in Low and Middle income Countries	
PH.312.603	Fundamentals of Budgeting and Financial Management	
PH.318.625	Management of Nonprofit Organizations	
PH.552.621	Basic Resources Management for Public Health	
PH.552.622	Creating, Implementing and Monitoring Budgets for Projects and Programs	

**Systems Thinking**

Select one of the following:

PH.221.654	Systems Thinking in Public Health: Applications of Key Methods and Approaches	
PH.552.626	Systems Thinking: Concepts and Methods	

\* The biostatistics PH.140.611 Statistical Reasoning in Public Health I-PH.140.612 Statistical Reasoning in Public Health II sequence can be supplemented by PH.140.613 Data Analysis Workshop I-PH.140.614 Data Analysis Workshop II) and PH.140.620 Advanced Data Analysis Workshop, which are offered in our intensive learning institutes. Taken sequentially, this biostatistics sequence (PH.140.611 Statistical Reasoning in Public Health I-PH.140.612 Statistical Reasoning in Public Health II) and data analysis workshops cover statistical concepts and calculations for data analysis and develop statistical computing skills.

**Modifications of Core Course Requirements**

In some exceptional circumstances, students may be granted a modification of some core requirements if they can demonstrate and document that they have previously acquired the associated core

competencies. Even if a modification is granted of a core course, 80 credits are still required for graduation. Modifications or exceptions can only be granted in the following core areas:

- **Biostatistics:** Requires taking an examination. Please contact Dr. Marie Diener-West, mdiener@jhu.edu.
- **Epidemiology:** Requires taking an examination. Please contact Dr. David Dowdy, ddowdy1@jhu.edu.
- **Biology and Public Health:** Core course exceptions can be requested by contacting Dr. Gary Ketner, gketner1@jhu.edu. Be prepared to submit the title of the course, name of instructor, textbook used, a summary of course syllabi, and grade received.

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

## Additional General Competencies

Students must select 5 additional general competencies that they plan to develop – separate from the Foundational Public Health competencies. These five additional competencies may expand or enhance the foundational competencies but cannot be the same as them. *Students select their 5 additional competencies from among the > 60 competencies listed in courses required by any of the 12 MPH Concentration Areas.*

- This decision should be made in consultation with your academic adviser.
- Please note that a single course may satisfy multiple competencies.

The Competency Table must be completed and submitted as part of your curriculum plan. You will upload the curriculum plan with the competency table into the Evidence Section of Touchpoint 3 in your “My Portfolio”. All courses that you select to meet your 5 additional competencies must be completed for degree completion and graduation eligibility.

As you progress through the MPH program, if your course selections change, you must upload a new curriculum plan and competency table to show how these requirements will continue to be met.

**Please contact the MPH Program Office at** mphprog@jhu.edu (mphprog@jhu.edu) **for updated, detailed information on Concentration Competencies and related courses.**

## MPH Customized Program of Study and Optional MPH Concentrations

Typically, 40-45 credits of an MPH student’s curriculum are based on courses from the required core curriculum. The remainder of the total of 80 credits required for graduation can be accomplished either through a customized program or through one of twelve multidisciplinary concentration areas.

### MPH Customized Program

The MPH customized program is for students who desire an understanding of a broad spectrum of public health problems. It is designed for students who want versatility in designing their MPH course electives and may have academic objectives that do not fit precisely into the concentration areas. Students who customize their program of study complete the core MPH requirements and then choose elective courses for the remaining credits (approximately 35-40) in consultation with their faculty academic advisers.

### MPH Concentration Areas

There are 12 multidisciplinary concentration areas. The concentration areas are designed for students wishing to have a guided curriculum in an area and the opportunity to interact with other students and faculty who share similar academic interests. Students who elect a concentration must complete several required course credits (approximately 20 credits) as specified by the concentration area over and above the MPH core course requirements.

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

The specific number of additional credits required by each concentration is variable. However, as a rough guide, of the 80 credits needed for graduation, approximately half are core MPH requirements that all students must complete, approximately one quarter are course credits required by the concentration area and approximately one quarter of the credits are course electives.

### Choosing to Customize or Electing a Concentration

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

Answers to some frequently asked questions are:

- Students may elect only one MPH area concentration area.
- Students may qualify for a concentration and a certificate unless noted otherwise by the concentration directors.
- Students may switch into a new concentration only if they have met the 1st term requirements for that concentration and they must notify the MPH Academic Coordinator (Janet Carn at jcarn1@jhu.edu) and the Concentration Directors.
- Students are always free to change from a concentration to a customized course of study at any time during the academic year. When changing from a concentration to a customized course of study, students must notify the MPH Academic Coordinator (Janet Carn at jcarn1@jhu.edu) and the Concentration Directors.
- Students with an interest in international health will have ample opportunity to apply their knowledge to global health and developing country issues either as a customized student or as a student electing any of these concentration areas.
- Students completing a concentration will have a notation placed on their academic transcript.

### Academic Advising

Advising assignments are made after a student makes the decision to customize their program or elect a concentration. Students who elect to customize their program of study will be assigned an appropriate faculty academic adviser by the MPH Program Faculty after carefully considering the students’ interests and goals. Similarly, upon election of a concentration, a student will be assigned a faculty academic adviser from the concentration area.

### Capstone Project

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

## Learning Portfolio and Goals Analysis

### Learning Portfolio

The MPH Learning Portfolio is a tool which allows students to reflect on their knowledge, skills and competencies throughout the MPH program. It provides a platform by which students can assess and evaluate their progress towards competency attainment in an ongoing manner. As goals and competency levels change over time, students can link evidence such as course assignments and papers to document one's growth in these areas. Reflections and evidence can be shared with faculty advisers, program administrators, and if desired, prospective employers and others.

The portfolio is organized around touchpoints. The first touchpoint aids in familiarizing students with the portfolio by requiring them to upload their resume/CV prior to starting the program. The other touchpoints for the MPH are targeted towards building a professional portfolio through self-assessment, curricular planning, and documenting experiences. There is also a mid-program progress update and an end of the program re-assessment of competencies and program evaluation.

Touchpoints are made up of three key components: reflections, which allow you to reflect in writing about a specific event or milestone in the program; competencies, which show what specific skills you can now demonstrate based on the activities you discuss in your reflection; and evidence, which are files, links, or other documents which concretely demonstrate that you've achieved the competencies you say you have achieved. When you complete work on such a touchpoint, your adviser and/or academic coordinator will review what you've done and offer commentary and feedback.

Touchpoints are designated by the program, but students are also able to add their own touchpoints for significant events such as a practicum experience or internship not covered by other touchpoints. Since the portfolio allows students to track their level of achievement for specific core competencies, there are two ways of looking at which competencies you've achieved at any given point in the program. The timeline view lets you page through all touchpoints in your portfolio and see what specific competencies you achieved (and at what specific level) at that point in time, along with your reflections and evidence for a particular touchpoint. The dashboard view shows you all competencies in the program and the most current level that you have selected for those competencies.

The Evidence Library is where you can store files or web links that are provided as evidence towards the achievement of specific competencies as discussed in your reflections. There are tools throughout CoursePlus that make it easy for you to send files from a Drop Box, wiki page, discussion forum post, or peer evaluation to your portfolio.

Finally, you have the option to create publishing views for anyone to see. Publishing views would largely be targeted towards future employers, giving them an opportunity to see an officially-branded JHSPH page which lists the skills you gained while a student in the program and the evidence which shows that you can actually perform those skills. You have full control over publishing views. You decide what goes on each view, and you decide who can see each view.

You will have access to your portfolio and the publishing views therein for five years after you graduate.

### Goals Analysis

There are five touchpoints that are targeted towards Goals Analysis: self-assessment and curricular planning, mid-program progress update meetings with your faculty adviser and an end-of-program re-assessment of competencies and program evaluation.

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

- Describe the goals and competencies which you aim to achieve during your program.
- Plan your MPH education early in your program with the support and guidance of your faculty adviser.
- Serve as a springboard for discussion of career opportunities as the program progresses.

The required Goals Analysis will be completed in the MPH Learning Portfolio and consists of the following touchpoints:

- **Touchpoint 1 – Resume/CV:** This Touchpoint is included in the Pre-Orientation activities and requires you to upload your resume/CV to your Portfolio within CoursePlus.
- **Touchpoint 2 – Self-Assessment:** Complete a self-assessment of your current skill levels for the MPH core competencies. Identify the core competencies that you wish to focus on and those that are particularly relevant to your professional future. In your reflection, briefly explain what knowledge, skills and experiences you bring to the program. Identify your goals for the MPH by explaining what you hope to gain in terms of knowledge, skills, professional and personal contacts, and any additional experiences. **This touchpoint should be reviewed with your faculty adviser.**
- **Touchpoint 3 – Curriculum Planning and Competency Planning:** Students should work with their faculty adviser to complete their curriculum plan and general competency table. Identify what required courses, electives and special studies you intend to take and when you plan to complete your courses. Develop a term-by-term tentative course plan for your entire MPH program. In your reflection, share how your curriculum plan is aligned with the goals that you identified in Touchpoint 2. List your potential plans for a practicum experience and the specific skills you hope to develop through the practicum. Also, briefly describe one or more capstone topics of interest and possible capstone faculty mentors. Students will complete the curriculum planner and general competency table found in Touchpoint 3. **Please note that if during the course of your MPH program any changes are made to your course selection that impacts your competency requirement, you must submit a new curriculum plan and competency table to your Academic Coordinator. All courses that are linked to your 5 general competencies must be completed for degree and graduation eligibility.**

The Goals Analysis is intended to be a living document, one which you and your adviser review and update as you make changes in focus and direction throughout the MPH program.

## Practicum Experience in Population-based Health

### About the Practicum

The intent of the MPH practicum requirement is to engage students in activities aligned with their career goals, as well as activities that



demonstrate application of public health concepts and critical thinking relevant to the student's area of specialization. Students will seek out activities that further develop their skill set and add new tools to their professional toolkit. Upon completion of the program, the student will be able to provide evidence of application of these skills to potential employers.

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

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

## Helpful Links

Address	Description
<a href="https://www.jhsph.edu/offices-and-services/practice-and-training/practicum">https://www.jhsph.edu/offices-and-services/practice-and-training/practicum</a> ( <a href="https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/">https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/</a> )	Practicum Website
<a href="https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx">https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx</a>	Practicum Opportunity Site
<a href="https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/_documents/Practicum_Examples.pdf">https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/_documents/Practicum_Examples.pdf</a>	Practicum Examples

## General Criteria for MPH Practicum

The following criteria reflect the minimum practicum requirements. Approval from the MPH Practicum Team is required prior to the student initiating each practicum experience. A practicum experience:

1. **Applies public health skills and competencies.** Students identify the public health skills and competencies relevant to their area of interest that are most beneficial to their career advancement. Students apply these skills and competencies in concert with knowledge gained from their coursework.
2. **Is framed and carried out within a public health practice context with an established organization or agency.** The practicum is a population-level focused project conducted in a practice context. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain population-level practical experience at an established organization or agency. Students can not solely complete screenings, administer surveys, perform calculations, etc., but must be engaged in the larger public health practice context of the activities, as well as become familiar with the organization's overall purpose and decision-making process. A literature review or data analysis project alone will not meet the practicum requirement. The student must obtain input from the partnering organization

and/or from the stakeholders (e.g., population impacted by project, other professionals/researchers completing similar work). There must be a clear link to how the practicum project makes an impact on the targeted population. Students should also develop a deeper understanding of the organization's mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.

3. **Is supervised by a qualified preceptor.** The practicum preceptor must be qualified to evaluate the student's professional competence and supervise the student throughout the project. The preceptor is directly engaged in the population-level focused practicum activities. Preceptors can be from an organization outside of Johns Hopkins (e.g. community-based organization, health department, private corporation, etc.), or a JHSPH faculty member if the faculty member is directly engaged with or is the lead on a project that meets the practicum criteria. The preceptor works with the student to develop project learning objectives and deliverables, and guides and monitors the student's progress and achievement. The student's faculty academic adviser will be kept informed of the student's practicum activities and progress and may provide additional assistance if warranted.
4. **Is a significant experience (minimum of 100 hours).** The practicum requirement is administered and tracked by the School's MPH Practicum Team. Students must have their proposed practicum project(s) approved prior to initiating their experience. The practicum requirement can be met in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team. Activities must be completed during the MPH year to be able to count towards the MPH practicum requirement.
5. **An evaluated experience.** Preceptors will evaluate on the achievement of defined learning objectives and deliverables by the preceptors. Additionally, students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of "C" must be earned in courses with a practicum component that are taken towards fulfilling the requirement. Students who register for practicum special studies credits are required to earn a "pass" for the experience to count towards the practicum requirement.

## Competency-based Learning Objectives for MPH Practicum

Students will need to identify distinct learning objectives for the practicum that address learning and application in at least five competencies from this list ([https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/\\_documents/MPH%20Practicum%20Competencies.pdf](https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/_documents/MPH%20Practicum%20Competencies.pdf)).

## Steps to Completing the MPH Practicum

A detailed outline of all steps that students must follow to complete the MPH Practicum, including registration instructions, can be found on the MPH Practicum website (<https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-process.html>) as well as in the MPH program manual. All Students must receive approval from the MPH Practicum Team prior to initiating each practicum experience.

### Ways to Complete the Practicum Requirement

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

**Completion of the PH.300.615 or PH.300.603 TOOLS OF PUBLIC HEALTH PRACTICE course (required for all MPH students) with a grade of C or higher will earn students 10 practicum hours.**

### JHSPH APPROVED COURSES WITH A PRACTICUM COMPONENT

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

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

Please use the following link to view the most current listing of approved practicum courses: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html>

### CUSTOMIZED PRACTICUM EXPERIENCES

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

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

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

Examples of customized projects include but are not limited to:

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

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

## Finding Practicum Opportunities

Students may utilize the resources below to identify practicum experiences.

### *Practicum Opportunity Site – Office of Public Health Practice and Training*

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

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

### **SOURCE**

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

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

### *Office of Public Health Practice and Training*

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

### **Certificate Programs**

<https://www.jhsph.edu/academics/certificate-programs/>

There are a few certificate programs that include their own practicum requirement in the curriculum (e.g. *Community-based Public Health, and Quality, Patient Safety, and Outcomes Research*). The certificate practicum may fulfill the MPH practicum requirement, upon approval from the practicum team. Please note: Some certificates may have separate practicum paperwork that will need to be completed in addition what you must submit for the MPH practicum.

### **Key Contact for Practicum**

Paulani Mui, MPH Practicum Coordinator  
Ph: (410) 502-8952 | Email: [practice@jhu.edu](mailto:practice@jhu.edu)

## MPH Capstone Project

### Overview

The MPH Capstone project is a requirement for graduation for students in the Master of Public Health Program and is to be completed at the end of or within the final two terms of the program. The MPH Capstone is an opportunity for students to work on public health projects that are

of interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired throughout the entire MPH program. Completion of the MPH capstone project requires completion of the course, PH.260.720 Communications Primer for the Public Health Sciences, and both a written and oral component to your project.

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

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

## Requirements

### 1. *PH.260.720 Communications Primer for the Public Health Sciences*

Students must complete the course, PH.260.720 Communications Primer for the Public Health Sciences as part of the MPH Capstone requirement. Students can complete this course at any time during their MPH program, but it **must be completed no later than the term prior to their capstone presentation**. For example, if you plan to present your capstone project in December (Term 2), you must complete PH.260.720 Communications Primer for the Public Health Sciences no later than Term 1, prior to your capstone presentation.

**Please note:** As part of this course, you will be required to present in a LiveTalk session. It will be your responsibility to choose the date and time of your presentation and participate as scheduled.

This course also requires that your computer have a camera and microphone.

### 2. *MPH Capstone – Course Number and Registration*

Students are required to register for the 2-credit MPH Capstone in the term that the project will be completed – this includes both the written and oral components. For most students this will be 4th term. More information can be found in the “Registering for MPH Capstone” section.

### 3. *MPH Capstone - Paper*

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

- An executive summary or structured abstract (limited to 300 words) and references
- A summary of how the capstone project addresses the areas that you wanted to strengthen, as identified in your MPH Goals Analysis
- While there are no formal guidelines on the length of the paper, it is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages) not including references, tables and figures.

Students who have been approved to pursue an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration.

### 4. *MPH Capstone - Oral Presentation*

Students are required to give a 15-minute oral presentation (10-minute presentation/5-minute discussion) summarizing their capstone project. Students participating in MPH concentrations sometimes present in an alternate venue that is designated by the concentration directors. Students may, with approval of their faculty capstone advisers, be permitted to present at an alternate venue such as a scientific meeting or academic conference.

## Possible Forms That the Capstone Project May Take

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

### *Literature Review*

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

### *Program Plan*

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

### *Program Evaluation*

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

### *Policy Analysis*

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

### *Research Proposal*

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

### *Research Report*

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

### *Secondary data analysis*

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

determination should be sought from the IRB office (see IRB section for further information).

### **Primary data analysis**

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

### **Using a course project as an MPH capstone project**

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

## **Capstone Project Timeline**

### **Timeline for online presentations, August session**

<b>Event</b>	<b>Date</b>
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 4th Term
Submit online Capstone Information Form	By early May
Submit final outline to capstone advisor	By late May
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By 3rd week of June
Submit final draft of project to capstone advisor	By 3rd week of July
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	August (see website for current year's date)

### **Timeline for online presentations, December sessions**

<b>Event</b>	<b>Date</b>
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 1st Term
Submit online Capstone Information Form	By early August
Submit final outline to capstone advisor	By 3rd week of September
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By 3rd week of October

Submit final draft of project to capstone advisor	By mid-November
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	December (see website for current year's date)

### **Timeline for online presentations, May sessions**

<b>Event</b>	<b>Date</b>
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 3rd Term
Submit online Capstone Information Form	By early December
Submit final outline to capstone advisor	By early February
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By mid-March
Submit final draft of project to capstone advisor	By mid-April
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's date)

### **Timeline for in-person presentation at May Capstone Symposium**

<b>Event</b>	<b>Date</b>
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 3rd Term
Submit online Capstone Information Form	By early December
Submit final outline to capstone advisor	By early February
Register for capstone course for Summer Term	By mid-March
Submit first draft of project to capstone advisor	By late March
Submit final draft of project to capstone advisor	By 3rd week of April
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's date)

### **Timeline for presentation at alternate venue**

Students presenting at an alternate venue must adhere to the schedules above, as per the time of year in which the project is completed. Deadlines for completion of the oral presentation are August online,

December online, or the May symposium date, depending on the period in which the student is graduating.

## Capstone Honors and Awards

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

## Program Requirements

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

### Summary of Graduation Requirements

- A minimum of 80 credits are required for graduation. Students must complete the MPH core curriculum as detailed in the next section entitled “MPH Core Curriculum (p. 4).”
- At least 60 of the 80 credits must be completed in formal coursework that is not special studies, i.e. independent studies.
- At least five additional general competencies from the Focus Area/ Concentration Competencies must be completed.
- All courses that are part of the core curriculum must be taken for a letter grade, if the course is offered for a letter grade.
- All students are required to complete an individualized MPH Goals Analysis within the CoursePlus Portfolio.
- All students must complete the MPH Practicum requirement, including course PH.300.615 The Tools of Public Health Practice or PH.300.603 The Tools of Public Health Practice and Decision Making.
- All students must complete PH.260.720 Communications Primer for the Public Health Sciences and an MPH capstone (PH.XXX.800).
- Students are required to complete PH.550.860 Academic & Research Ethics at JHSPH during their first term of registration in the program.
- All students must maintain minimum academic standards (p. 4) and have satisfactory grades as detailed in the *Academic Standards* section.

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

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

### Academic Standards

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

1. To maintain good academic standing in the MPH program, students must maintain a minimum cumulative grade point average (GPA) of **2.75**. Students with a GPA falling below 2.75 will be placed on

academic warning and will have one term, or 12 additional credits of coursework, to raise the GPA to 2.75 or above. Students not meeting the 2.75 minimum after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA. Students on academic warning must meet with their faculty advisor and the MPH Academic Coordinator prior to registering for courses. Students with a cumulative GPA of less than 2.75 may not register for more than 18 credits per term. Any repeated courses count towards this 18-credit limit. [Note: Students with less than a 2.75 cumulative GPA are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 course series].

2. A student who earns a “D”, “U”, or “F” grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).
3. Students must complete the Public Health Policy/Problem Solving core requirement and the Epidemiology core requirement within the first twelve months of matriculation into the MPH program.
4. Students must complete the Goals Analysis plan within the set timeframe during the first two terms of the program.
5. Students must progress toward degree completion in four years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student’s responsibility to contact in writing (email communication is sufficient) their faculty advisor and their MPH Academic Coordinator to request an extension beyond the four-year limit. An extension request should be submitted to their faculty advisor and their MPH Academic Coordinator at least one term prior to the end of the 4-year limit.
6. Students may not accrue more than 9 credits of “incomplete” coursework at any given time. Students exceeding this limit must immediately contact their faculty advisor and their MPH Academic Coordinator in writing (email communication is sufficient) to discuss their academic situation. Students may not be permitted to register for subsequent terms until the incompletes have been resolved.
7. Students who are inactive (not enrolled in courses) for two terms or more without notifying their MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do notify in writing (email communication is sufficient) their MPH Academic Coordinator and faculty advisor of their circumstances may suspend enrollment, assuming that they otherwise have met academic standards.

### Academic and Research Ethics at JHSPH

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

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

and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.

Students are automatically registered into the *Academic and Research Ethics* course (PH.550.860) when they matriculate into the MPH program. All JHSPH students are required to complete this non-credit course by the end of the Institute associated with their Orientation program and matriculation (ie: Summer Institute, Fall Institute or Winter Institute).

The *JHSPH Policy and Procedure Memorandum for Students for Academic Ethics* can be found at [https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students\\_01\\_Academic\\_Ethics\\_102606.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.pdf)

### the WELCH SCHOLARSHIP

All new online/part-time MPH students will be awarded the Welch Scholarship. This award is in honor of the Bloomberg School's 100th anniversary and our founding dean William Henry Welch. The Welch Scholarship is designated for tuition costs and is disbursed incrementally for each credit (up to 80 credits). This funding can be used for online, in-person or institute courses.

Please note that the Welch Scholarship is not part of Federal Financial Aid and does not have the same eligibility guidelines. To be eligible for the Welch Scholarship, students must register for no more than 12 credits per term or institute. While the maximum part-time credit load is 11 credits, we can make an exception and award the Welch Scholarship for 12 credits. This is particularly beneficial for international students who may be taking courses in the United States and their visa requires them to take a minimum of 12 credits.

*If a part-time/online MPH program student takes more than 12 credits in any Term or Institute, they will not receive the Welch Scholarship and will pay the full-time tuition rate for that term.*

## MPH Core Curriculum

The core curriculum and associated components of the MPH Program includes grounding in foundational public health knowledge in the profession and science of public health and factors related to human health. All MPH graduates will demonstrate public health competencies that are informed by the critical disciplines in public health (including: biostatistics, epidemiology, social and behavioral determinants of health, management sciences, public health problem-solving, computer applications, demography, environmental health, biological sciences, and public health policy) as well as cross-cutting and emerging public health areas.

The core curriculum also provides an opportunity to apply the skills and competencies acquired during the program to practical public health problems through the MPH practicum experience and the MPH capstone course and project.

The following are required of MPH students, but are not formal courses:

- History of Public Health module (Pre-Orientation activity)
- Goals Analysis Plan requirement (please see section "Goals Analysis and Portfolio")
- MPH Practicum requirement (please see section "Practicum Experience in Population-based Health")

- Completion of Interprofessional Education Event as part of course PH.552.625 Building Collaborations Across Sectors to Improve Population Health

In addition to the above courses, students must also complete additional courses to satisfy the MPH foundational knowledge learning objectives and public health foundational competencies. The tables on the following pages list courses that satisfy the foundational knowledge and competency areas and when they are offered.

Course schedules are subject to change; please check the course database for the most up-to-date course listing information: <https://www.jhsph.edu/courses> (<https://www.jhsph.edu/courses/>)

## Listing of MPH Core Curriculum Course Options

Code	Title	Credits
<b>Assessing Population Needs</b>		
Select one of the following:		3-8
PH.221.688	Social and Behavioral Foundations of Primary Health Care	
PH.222.642	Assessment of Nutritional Status	
PH.224.689	Health Behavior Change At the Individual, Household and Community Levels	
PH.318.623	Social Policy for Vulnerable Populations in the U.S.	
PH.380.640	Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth	
PH.410.613	Psychosocial Factors in Health and Illness	
PH.410.614	A New View: Improving Public Health Through innovative Social and Behavioral Tools and Approaches	
PH.410.616	Social and Behavioral Aspects of Public Health	
PH.410.620	Program Planning for Health Behavior Change	
PH.410.654 & PH.410.655	Health Communication Programs I: Planning and Strategic Design and Health Communication Programs II: Implementation and Evaluation	
PH.410.683	Global Perspectives on LGBT Health	
<b>Biologic and Genetic Factors</b>		
PH.552.608	Biologic, Genetic and Infectious Bases of Human Disease (Required)	0.5
<b>Biology and Public Health</b>		
Appropriate for all students. Provides a broad introduction to public health biology:		
Select one of the following:		2-6
PH.183.631	Fundamentals of Human Physiology	
PH.260.636	Evolution of Infectious Disease	
PH.550.630	Public Health Biology	
PH.550.631	Biological Basis of Public Health	
PH.550.844	Current Issues in Public Health: COVID-19 Pandemic Response	
For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:		
PH.120.603	Molecular Biology of Pandemic Influenza	
PH.120.620	Fundamentals of Reproductive Biology	
PH.120.627	Stem Cells and the Biology of Aging and Disease	
PH.182.640	Food- and Water- Borne Diseases	
PH.187.610	Public Health Toxicology	

PH.222.641	Principles of Human Nutrition in Public Health	
PH.223.689	Biologic Basis of Vaccine Development	
PH.260.606	Major Global Infectious Diseases: Prospects for Control	
PH.260.631	Immunology, Infection and Disease	
PH.260.650	Vector Biology and Vector-Borne Diseases	
PH.260.656	Malariology	
PH.340.612	Epidemiologic Basis for Tuberculosis Control	
PH.340.646	Epidemiology and Public Health Impact of HIV and AIDS	
PH.340.654	Epidemiology and Natural History of Human Viral Infections	
PH.340.744	Advanced Topics on Control and Prevention of HIV/AIDS	
PH.380.761	Sexually Transmitted Infections in Public Health Practice	

### Capstone Project

PH.260.720	Communications Primer for the Public Health Sciences (Required)	1
PH.xxx.800	MPH Capstone (Required: course number is affiliated with Capstone Advisor's department)	2

### Communication Strategies

Select one of the following: 3-8

PH.222.654	Food, Culture, and Nutrition	
PH.224.692	Methods in Formative Research and Human Centered Design for Intervention Development	
PH.301.645	Health Advocacy	
PH.308.701	Effective Presentations and News Media Interviews: Practical Skills for Public Health Practitioners	
PH.317.610	Risk Policy, Management and Communication	
PH.410.650	Introduction to Persuasive Communications: Theories and Practice	
PH.410.651	Health Literacy: Challenges and Strategies for Effective Communication	
PH.410.654 & PH.410.655	Health Communication Programs I: Planning and Strategic Design and Health Communication Programs II: Implementation and Evaluation	
PH.410.657	Communication Strategies For Sexual Risk Reduction	

### Environmental Health

PH.180.601	Environmental Health (Required)	5
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### Foundational Public Health Knowledge

PH.552.609	Psychological and Behavioral Factors That Affect A Population's Health (Required)	0.5
PH.552.610	The Social Determinants of Health (Required)	0.5
PH.552.611	Globalization and Population Health (Required)	0.5

### Health Equity

Select one of the following: 3-4

PH.188.694	Health of Vulnerable Worker Populations	
PH.305.684	Health Impact Assessment	
PH.318.623	Social Policy for Vulnerable Populations in the U.S.	
PH.330.661	Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders	

PH.380.604	Life Course Perspectives on Health	
PH.410.600	Fundamentals of Health, Behavior and Society	

### Interprofessional Practice

PH.552.625	Building Collaborations Across Sectors to Improve Population Health (Required)	0.5
Interprofessional Education Event (Required)		0

### Leadership, Governance, and Management

Select one of the following: 2-4

PH.221.602	Applications in Managing Health Organizations in Low and Middle income Countries	
PH.221.608	Managing Non-Governmental Organizations in the Health Sector	
PH.312.600	Managing Health Services Organizations	
PH.312.601	Fundamentals of Management for Health Care Organizations	
PH.312.655	Organizational Behavior and Management	
PH.312.700	Leading Organizations	
PH.410.622	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	

PH.380.880 & PH.380.881 & PH.380.882 & PH.380.883	Lessons in Leadership: Applications for Population, Family and Reproductive Health I and Lessons in Leadership: Applications for Population, Family and Reproductive Health II and Lessons in Leadership: Applications for Population, Family and Reproductive Health III and Lessons in Leadership: Applications for Population, Family and Reproductive Health IV	
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### Negotiation and Mediation

PH.552.623	Principles of Negotiation and Mediation for Public Health Professionals (Required)	0.5
PH.552.624	Applications of Negotiation and Mediation for Public Health Professionals (Required)	0.5

### Population Dynamics

PH.380.755	Population Dynamics and Public Health (Required)	2
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### Public Health Policy/Problem Solving

*Must be completed during the 1st year of the MPH Program*

Select one of the following:

PH.300.610	Public Health Policy	
PH.550.608	Problem Solving in Public Health (Required)	

### Public Health Practice

Select one of the following:

PH.300.603	The Tools of Public Health Practice and Decision Making	
PH.300.615	The Tools of Public Health Practice	

### Qualitative Methods

Select one of the following: 0.5-3

PH.224.690	Qualitative Research Theory and Methods	
PH.550.604	Qualitative Reasoning in Public Health	
PH.552.603	The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health	

### Quantitative Methods

Must complete requirements for **both** Biostatistics and Epidemiology

*Biostatistics*

**No switching permitted between Biostatistics sequences.**

Select one complete sequence from the following: 6-16

PH.140.611 & PH.140.612	Statistical Reasoning in Public Health I and Statistical Reasoning in Public Health II <sup>1,2</sup>
PH.140.621 & PH.140.622 & PH.140.623	Statistical Methods in Public Health I and Statistical Methods in Public Health II and Statistical Methods in Public Health III <sup>3</sup>
PH.140.651 & PH.140.652 & PH.140.653 & PH.140.654	Methods in Biostatistics I and Methods in Biostatistics II and Methods in Biostatistics III and Methods in Biostatistics IV <sup>4</sup>

#### Epidemiology

#### Must be completed during the 1st year of the MPH program

Select one of the following:

PH.340.601	Principles of Epidemiology
or PH.340.72	Epidemiologic Inference in Public Health I
PH.340.721	Epidemiologic Inference in Public Health I

#### Resource Management and Budgeting

Select one of the following: 1-3

PH.221.602	Applications in Managing Health Organizations in Low and Middle income Countries
PH.312.603	Fundamentals of Budgeting and Financial Management
PH.318.625	Management of Nonprofit Organizations
PH.552.621	Basic Resources Management for Public Health
PH.552.622	Creating, Implementing and Monitoring Budgets for Projects and Programs

#### Systems Thinking

Select one of the following:

PH.221.654	Systems Thinking in Public Health: Applications of Key Methods and Approaches
PH.552.626	Systems Thinking: Concepts and Methods

- \* The biostatistics PH.140.611 Statistical Reasoning in Public Health I-PH.140.612 Statistical Reasoning in Public Health II sequence can be supplemented by PH.140.613 Data Analysis Workshop I-PH.140.614 Data Analysis Workshop II) and PH.140.620 Advanced Data Analysis Workshop, which are offered in our intensive learning institutes. Taken sequentially, this biostatistics sequence (PH.140.611 Statistical Reasoning in Public Health I-PH.140.612 Statistical Reasoning in Public Health II) and data analysis workshops cover statistical concepts and calculations for data analysis and develop statistical computing skills.

### MODIFICATIONS OF CORE COURSE REQUIREMENTS

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

- **Biostatistics:** Requires taking an examination. Please contact Dr. Marie Diener-West, mdiener@jhu.edu.
- **Epidemiology:** Requires taking an examination. Please contact Dr. David Dowdy, ddowdy1@jhu.edu.
- **Biology and Public Health:** Core course exceptions can be requested by contacting Dr. Gary Ketner, gketner1@jhu.edu. Be prepared to submit

the title of the course, name of instructor, textbook used, a summary of course syllabi, and grade received.

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

### Additional General Competencies

Students must select 5 additional general competencies that they plan to develop – separate from the Foundational Public Health competencies. These five additional competencies may expand or enhance the foundational competencies but cannot be the same as them. Students select their 5 additional competencies from among the > 60 competencies listed in courses required by any of the 12 MPH Focus Areas.

- This decision should be made in consultation with your academic advisor.
- Please note that a single course may satisfy multiple competencies.

The Competency Table must be completed and submitted as part of your curriculum plan. You will upload the curriculum plan with the competency table into the Evidence Section of Touchpoint 3 in your “My Portfolio”. All courses that you select to meet your 5 additional competencies must be completed for degree completion and graduation eligibility.

As you progress through the MPH program, if your course selections change, you must upload a new curriculum plan and competency table to show how these requirements will continue to be met.

**Please contact the MPH Program Office at mphprog@jhu.edu for updated, detailed information on Focus Area Competencies and related courses.**

## Learning Portfolio and Goals Analysis Learning Portfolio

The MPH Learning Portfolio is a tool which allows students to reflect on their knowledge, skills and competencies throughout the MPH program. It provides a platform by which students can assess and evaluate their progress towards competency attainment in an ongoing manner. As goals and competency levels change over time, students can link evidence such as course assignments and papers to document one’s growth in these areas. Reflections and evidence can be shared with faculty advisors, program administrators, and if desired, prospective employers and others.

The portfolio is organized around touchpoints. The first touchpoint aids in familiarizing students with the portfolio by requiring them to upload their resume/CV prior to starting the program. The other touchpoints for the MPH are targeted towards building a professional portfolio through self-assessment, curricular planning, and documenting experiences. There is also a mid-program progress update and an end of the program re-assessment of competencies and program evaluation.

Touchpoints are made up of three key components: reflections, which allow you to reflect in writing about a specific event or milestone in the program; competencies, which show what specific skills you can now demonstrate based on the activities you discuss in your reflection; and evidence, which are files, links, or other documents which concretely demonstrate that you’ve achieved the competencies you say you have achieved. When you complete work on such a touchpoint, your advisor and/or academic coordinator will review what you’ve done and offer commentary and feedback.



Touchpoints are designated by the program, but students are also able to add their own touchpoints for significant events such as a practicum experience or internship not covered by other touchpoints. Since the portfolio allows students to track their level of achievement for specific core competencies, there are two ways of looking at which competencies you've achieved at any given point in the program. The timeline view lets you page through all touchpoints in your portfolio and see what specific competencies you achieved (and at what specific level) at that point in time, along with your reflections and evidence for a particular touchpoint. The dashboard view shows you all competencies in the program and the most current level that you have selected for those competencies.

The Evidence Library is where you can store files or web links that are provided as evidence towards the achievement of specific competencies as discussed in your reflections. There are tools throughout CoursePlus that make it easy for you to send files from a Drop Box, wiki page, discussion forum post, or peer evaluation to your portfolio.

Finally, you have the option to create publishing views for anyone to see. Publishing views would largely be targeted towards future employers, giving them an opportunity to see an officially-branded JHSPH page which lists the skills you gained while a student in the program and the evidence which shows that you can actually perform those skills. You have full control over publishing views. You decide what goes on each view, and you decide who can see each view.

You will have access to your portfolio and the publishing views therein for five years after you graduate.

## Goals Analysis

There are five touchpoints that are targeted towards Goals Analysis: self-assessment and curricular planning, mid-program progress update meetings with your faculty advisor and an end-of-program re-assessment of competencies and program evaluation.

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

- Describe the goals and competencies which you aim to achieve during your program.
- Plan your MPH education early in your program with the support and guidance of your faculty advisor.
- Serve as a springboard for discussion of career opportunities as the program progresses.

The required Goals Analysis will be completed in the MPH Learning Portfolio and consists of the following touchpoints:

- **Touchpoint 1 – Resume/CV:** This Touchpoint is included in the Pre-Orientation activities and requires you to upload your resume/CV to your Portfolio within CoursePlus.
- **Touchpoint 2 – Self-Assessment:** Complete a self-assessment of your current skill levels for the MPH core competencies. Identify the core competencies that you wish to focus on and those that are particularly relevant to your professional future. In your reflection, briefly explain what knowledge, skills and experiences you bring to the program. Identify your goals for the MPH by explaining what you hope to gain in terms of knowledge, skills, professional and personal contacts, and any additional experiences. **This touchpoint should be reviewed with your faculty advisor.**
- **Touchpoint 3 – Curriculum Planning and Competency Planning:** Students should work with their faculty advisor to complete their curriculum plan and general competency table. Identify what required courses, electives and special studies you intend to take

and when you plan to complete your courses. Develop a term-by-term tentative course plan for your entire MPH program. In your reflection, share how your curriculum plan is aligned with the goals that you identified in Touchpoint 2. List your potential plans for a practicum experience and the specific skills you hope to develop through the practicum. Also, briefly describe one or more capstone topics of interest and possible capstone faculty mentors. Students will complete the curriculum planner and general competency table found in Touchpoint 3. **Please note that if during the course of your MPH program any changes are made to your course selection that impacts your competency requirement, you must submit a new curriculum plan and competency table to your Academic Coordinator. All courses that are linked to your 5 general competencies must be completed for degree and graduation eligibility.**

The Goals Analysis is intended to be a living document, one which you and your advisor review and update as you make changes in focus and direction throughout the MPH program.

### Goals Analysis Key Dates

**Touchpoint 1:** Prior to Orientation

**Touchpoint 2:** Two weeks after Orientation

**Touchpoint 3:** At the end of the first 8-week term after matriculation

## Practicum Experience in Population-based Health

### About the Practicum

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

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

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

### Helpful Links

Address	Description
<a href="https://www.jhsph.edu/offices-and-services/practice-and-training/practicum">https://www.jhsph.edu/offices-and-services/practice-and-training/practicum</a> ( <a href="https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/">https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/</a> )	Practicum Website

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

[https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/\\_documents/Practicum\\_Examples.pdf](https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/_documents/Practicum_Examples.pdf) Practicum Examples

## General Criteria for MPH Practicum

The following criteria reflect the minimum practicum requirements. Approval from the MPH Practicum Team is required prior to the student initiating each practicum experience. A practicum experience:

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

Additionally, students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of "C" must be earned in courses with a practicum component that are taken towards fulfilling the requirement. Students who register for practicum special studies credits are required to earn a "pass" for the experience to count towards the practicum requirement.

## Competency-based Learning Objectives for MPH Practicum

Students will need to identify distinct learning objectives for the practicum that address learning and application in at least five competencies from this list ([https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/\\_documents/MPH%20Practicum%20Competencies.pdf](https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/_documents/MPH%20Practicum%20Competencies.pdf)).

## Steps to Completing the MPH Practicum

A detailed outline of all steps that students must follow to complete the MPH Practicum, including registration instructions, can be found on the MPH Practicum website (<https://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-process.html>) as well as in the MPH program manual. All Students must receive approval from the MPH Practicum Team prior to initiating each practicum experience.

### Ways to Complete the Practicum Requirement

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

**Completion of the PH.300.615 or PH.300.603 TOOLS OF PUBLIC HEALTH PRACTICE course (required for all MPH students) with a grade of C or higher will earn students 10 practicum hours.**

### JHSPH APPROVED COURSES WITH A PRACTICUM COMPONENT

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

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

Please use the following link to view the most current listing of approved practicum courses: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html>

### CUSTOMIZED PRACTICUM EXPERIENCES

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

Projects with a JHSPH faculty member: Projects are developed and coordinated by the JHSPH faculty member who may or may not serve as the Preceptor (e.g. in conjunction with a course, research study, grant, etc.). Some potential practicum projects with faculty may be established

projects and are listed on the Practicum Opportunity Site. Students can also arrange other experiences with a faculty member.

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

Examples of customized projects include but are not limited to:

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

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

## Finding Practicum Opportunities

Students may utilize the resources below to identify practicum experiences.

### **Practicum Opportunity Site – Office of Public Health Practice and Training**

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

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

### **SOURCE**

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

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

### **Office of Public Health Practice and Training**

<https://www.jhsph.edu/offices-and-services/practice-and-training/>

The Office of Public Health Practice and Training (Practice Office) is a schoolwide office dedicated to promoting excellence in public health practice at the Johns Hopkins Bloomberg School of Public Health. It works in partnership with students, staff, faculty, academic departments,

centers, programs, community partners and alumni. The Practice Office also coordinates the MPH practicum. Any questions pertaining to the MPH practicum should be directed to the MPH Practicum Coordinator in the Practice Office. The MPH Practicum Coordinator can provide feedback/guidance on project ideas and also holds regular office hours throughout the year, during which students can drop by for advice.

### **Certificate Programs**

<https://www.jhsph.edu/academics/certificate-programs/>

There are a few certificate programs that include their own practicum requirement in the curriculum (e.g. *Community-based Public Health*, and *Quality, Patient Safety, and Outcomes Research*). The certificate practicum may fulfill the MPH practicum requirement, upon approval from the practicum team. Please note: Some certificates may have separate practicum paperwork that will need to be completed in addition what you must submit for the MPH practicum.

### **Key Contact for Practicum**

Paulani Mui, MPH Practicum Coordinator

Ph: (410) 502-8952 | Email: [practice@jhu.edu](mailto:practice@jhu.edu)

## MPH Capstone Project Overview

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

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

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

## Requirements

### 1. **PH.260.720 Communications Primer for the Public Health Sciences**

Students must complete the course, PH.260.720 Communications Primer for the Public Health Sciences as part of the MPH Capstone requirement. Students can complete this course at any time during their MPH program, but it **must be completed no later than the term prior to their capstone presentation**. For example, if you plan to present your capstone project in December (Term 2), you must complete PH.260.720 Communications Primer for the Public Health Sciences no later than Term 1, prior to your capstone presentation.

**Please note:** As part of this course, you will be required to present in a LiveTalk session. It will be your responsibility to choose the date and time of your presentation and participate as scheduled.

This course also requires that your computer have a camera and microphone.

### 2. MPH Capstone – Course Number and Registration

Students are required to register for the 2-credit MPH Capstone in the term that the project will be completed – this includes both the written and oral components. For most students this will be 4th term. More information can be found in the “Registering for MPH Capstone” section.

### 3. MPH Capstone - Paper

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

- An executive summary or structured abstract (limited to 300 words) and references
- A summary of how the capstone project addresses the areas that you wanted to strengthen, as identified in your MPH Goals Analysis
- While there are no formal guidelines on the length of the paper, it is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages) not including references, tables and figures.

Students who have been approved to pursue an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration.

### 4. MPH Capstone - Oral Presentation

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

## Possible Forms That the Capstone Project May Take

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

#### Literature Review

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

#### Program Plan

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

#### Program Evaluation

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

#### Policy Analysis

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

#### Research Proposal

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

#### Research Report

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

#### Secondary data analysis

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

#### Primary data analysis

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

#### Using a course project as an MPH capstone project

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

## Capstone Project Timeline

### Timeline for online presentations, August session

Event	Date
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 4th Term
Submit online Capstone Information Form	By early May
Submit final outline to capstone advisor	By late May

Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By 3rd week of June
Submit final draft of project to capstone advisor	By 3rd week of July
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	August (see website for current year's date)

#### Timeline for online presentations, December sessions

Event	Date
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 1st Term
Submit online Capstone Information Form	By late August
Submit final outline to capstone advisor	By 3rd week of September
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By 3rd week of October
Submit final draft of project to capstone advisor	By mid-November
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	December (see website for current year's date)

#### Timeline for online presentations, May sessions

Event	Date
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 3rd Term
Submit online Capstone Information Form	By early December
Submit final outline to capstone advisor	By early February
Register for capstone course for Summer Term	See academic calendar
Submit first draft of project to capstone advisor	By mid-March
Submit final draft of project to capstone advisor	By mid-April
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's date)

#### Timeline for in-person presentation at May Capstone Symposium

Event	Date
Complete PH.260.720: Communications Primer for the Public Health Sciences	No later than 3rd Term
Submit online Capstone Information Form	By early December
Submit final outline to capstone advisor	By early February
Register for capstone course for Summer Term	By mid-March
Submit first draft of project to capstone advisor	By late March
Submit final draft of project to capstone advisor	By 3rd week of April
Upload only the <b>capstone advisor approved final paper and slides</b> to drop box. Unapproved papers will not be accepted.	By one week before presentation date
Give oral presentation	May (see website for current year's date)

#### Timeline for presentation at alternate venue

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

### Capstone Honors and Awards

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

## Learning Outcomes

### Foundational Public Health Knowledge

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

#### Profession & Science of Public Health

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

### **Factors Related to Human Health**

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

### **Foundational Public Health Competencies**

All MPH students will demonstrate achievement of the following competencies:

#### **Evidence-based Approaches to Public Health**

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

#### **Public Health & Health Care Systems**

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

#### **Planning & Management to Promote Health**

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

### **Leadership**

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

### **Communication**

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

### **Interprofessional Practice**

- Perform effectively on interprofessional teams

### **Systems Thinking**

- Apply systems thinking tools to a public health issue