

# POPULATION, FAMILY AND REPRODUCTIVE HEALTH, MSPH

## MSPH Program Overview

The professional MSPH program in Population, Family and Reproductive Health is intended for individuals with a baccalaureate degree who are interested in issues related to the Department's areas of interest. Details regarding the areas of interest can be found in the student handbook. The department's current areas of interest include:

- Adolescent Health (<https://www.jhsph.edu/departments/population-family-and-reproductive-health/areas-of-interest/adolescent-health/>)
- Child Health (<https://www.jhsph.edu/departments/population-family-and-reproductive-health/areas-of-interest/child-health/>)
- Maternal, Fetal, and Perinatal Health (<https://www.jhsph.edu/departments/population-family-and-reproductive-health/areas-of-interest/maternal-fetal-perinatal-health/>)
- Population and Health (<https://www.jhsph.edu/departments/population-family-and-reproductive-health/areas-of-interest/population-and-health/>)
- Women's, Sexual and Reproductive Health (<https://www.jhsph.edu/departments/population-family-and-reproductive-health/areas-of-interest/women-sexual-and-reproductive-health/>)

The two-year curriculum allows students to integrate coursework in life course, population, program management, quantitative methods and core areas with practical knowledge and skills. Additional courses may include program design and evaluation, advocacy, policy, and qualitative methods among others. The two-year curriculum is intended for students with less than 2 years of public health work experience.

MSPH students participate in a four- to six- month supervised field placement in domestic and/or international settings during the first half of the second year. The field placement provides the opportunity to integrate formal classroom teaching with practical experience in the student's chosen field. There is no part-time option available for the two-year MSPH program.

Components of the MSPH program include a set of core departmental courses that provide a common theoretical foundation for the work of the entire department. These courses cover biological/developmental, demographic and social science foundations. MSPH students in Population, Family and Reproductive Health also complete a core set of courses determined by the area of study they have selected. All professional MSPH students within the department complete an MSPH Essay and Presentation. The Essay and Presentation are culminating experiences for which students apply newly honed skills and put their academic and experiences in perspective within the broader context of public health.

Graduates of the MSPH program in PFRH go on to careers in organizations such as the Census Bureau, government ministries, nongovernmental health organizations, state and local MCH agencies, managed health care organizations, research institutions, health care delivery organizations, advocacy groups and academic institutions.

## BA/MSPH

The Johns Hopkins University Krieger School of Arts and Sciences, in conjunction with the Johns Hopkins Bloomberg School of Public Health, offers a major in Public Health Studies for undergraduates interested in careers in public health. The program focuses on the prevention of illness, disease, and health care inequalities, drawing on fundamental knowledge from biology and the social and behavioral sciences.

To build on the existing partnerships of BSPH with KSAS for dual bachelors/master's degree programs, the Department of Population, Family, and Reproductive Health proposes offering early graduate school admission to JHU juniors/seniors majoring in Public Health Studies. Admission will serve as entry to the two-year professional MSPH degree program in the Department.

The MSPH degree provides students with a broad foundation in public health as well as coursework concentrated in the six areas of interest listed above; the program also includes real-world experience in the form of a field placement. The two-year MSPH degree program includes a full year of coursework, a minimum of 680 hours of a full-time field placement, and completion of an original essay and a public presentation of the essay content. The essay can take many forms, including that of a research report, literature review, policy analysis, or grant proposal. Students must begin their field placement during the summer term following the first year of coursework. Up to 16 credits of public health coursework completed inter-divisionally at JHSPH toward their BA may also apply toward their 128 credits required for an MSPH degree.

Applications for the MSPH dual degree programs are accepted any time until July 1st between a student's junior and senior years. Students must be accepted prior to the start of their senior year classes. Applications are submitted through SOPHAS. Standardized test scores are not required for the application; however, students need to achieve a GPA of 3.3 or higher at the time of their application. Admission is contingent on students maintaining the same or higher GPA during their senior year. All students, regardless of their GPA, must provide a transcript for the first semester of junior-year coursework.

Once students complete the BA degree and meet all conditions to enter the MSPH degree program, admitted students will be automatically enrolled in JHSPH starting the fall after completing the BA. Students admitted into the dual degree program will receive co-advising from both Schools during their senior year as part of this unique experience.

## MSPH Course Requirements

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

MSPH students are required to meet schoolwide requirements and learning objectives and competencies required by the Council on Education in Public Health (CEPH). During the first year of the MSPH degree program, students will be required to take courses in their area of interest:

### Schoolwide Requirements

Students must take PH.550.860, and either PH.306.663 or PH.306.665

| Code       | Title   | Credits |
|------------|---|---------|
| PH.550.860 | Academic & Research Ethics at JHSPH (Terms 1,2,3,4) | 0       |

AND

PH.306.663 Legal and Ethical Issues in Health Services Management 3

OR

PH.306.665 Research Ethics and integrity: U.S. and International Issues 3

## CEPH Learning Objectives

Many 0.5 and 1.0 credit 552 courses are listed for only one term but may be available in another term, but are not yet listed in the course catalog as such.

1. Explain public health history, philosophy, and values.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.380.624 | Maternal and Child Health Legislation and Programs (Term 2) | 4 |
|------------|---|---|

|            |   |     |
|------------|---|-----|
| PH.552.601 | Foundational Principles of Public Health (Term 1) | 0.5 |
|------------|---|-----|

2. Identify the core functions of Public Health and the 10 Essential Services.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.380.624 | Maternal and Child Health Legislation and Programs (Term 2) | 4 |
|------------|---|---|

|            |   |     |
|------------|---|-----|
| PH.552.601 | Foundational Principles of Public Health (Term 1) | 0.5 |
|------------|---|-----|

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Must take 380.603 or 552.602; and 552.603 or 224.690

|            |   |   |
|------------|---|---|
| PH.380.603 | Demographic Methods for Public Health (Terms 2,3) | 4 |
|------------|---|---|

Or

|            |  |     |
|------------|--|-----|
| PH.552.602 | The Role of Quantitative Methods in Public Health (Term 2) | 0.5 |
|------------|--|-----|

AND

|            |   |    |
|------------|---|----|
| PH.552.603 | The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health | .5 |
|------------|---|----|

OR

|            |   |   |
|------------|---|---|
| PH.224.690 | Qualitative Research Theory and Methods | 3 |
|------------|---|---|

4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.600 | Principles of Population Change (Term 2) | 4 |
|------------|--|---|

OR

|            |  |     |
|------------|--|-----|
| PH.552.604 | Causes and Trends in Morbidity and Mortality | 0.5 |
|------------|--|-----|

5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.340.721 | Epidemiologic Inference in Public Health I (Terms 1,3) | 5 |
|------------|--|---|

OR

|            |                         |   |
|------------|-------------------------|---|
| PH.340.751 | Epidemiologic Methods 1 | 5 |
|------------|-------------------------|---|

6. Explain the critical importance of evidence in advancing public health knowledge.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.664 | Reproductive and Perinatal Epidemiology (Term 4) | 4 |
|------------|--|---|

OR

|            |  |     |
|------------|--|-----|
| PH.552.606 | The Critical Importance of Evidence in Advancing Public Health Knowledge | 0.5 |
|------------|--|-----|

7. Explain effects of environmental factors on a population's health.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |                                    |   |
|------------|------------------------------------|---|
| PH.380.616 | Child Health Epidemiology (Term 4) | 3 |
|------------|------------------------------------|---|

OR

|            |                                    |     |
|------------|------------------------------------|-----|
| PH.552.607 | Essentials of Environmental Health | 0.5 |
|------------|------------------------------------|-----|

8. Explain biological and genetic factors that affect a population's health.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.552.608 | Biologic, Genetic and Infectious Bases of Human Disease (Term 2) | 4 |
|------------|--|---|

9. Explain behavioral and psychological factors that affect a population's health.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4 |
|------------|--|---|

10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4 |
|------------|--|---|

11. Explain how globalization affects global burdens of disease.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.600 | Principles of Population Change (Term 2) | 4 |
|------------|--|---|

OR

|            |                                     |     |
|------------|-------------------------------------|-----|
| PH.552.611 | Globalization and Population Health | 0.5 |
|------------|-------------------------------------|-----|

12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |                          |     |
|------------|--------------------------|-----|
| PH.552.612 | Essentials of One Health | 0.5 |
|------------|--------------------------|-----|

## CEPH Requirements

- C1. Apply epidemiological methods to the breadth of settings and situations in public health practice.

| Code       | Title                                      | Credits |
|------------|--|---------|
| PH.340.721 | Epidemiologic Inference in Public Health I | 5       |

- C2a. Select quantitative data collection methods appropriate for a given public health context.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.340.721 | Epidemiologic Inference in Public Health I | 5 |
|------------|--|---|

OR

|            |                                    |   |
|------------|------------------------------------|---|
| PH.380.611 | Fundamentals of Program Evaluation | 4 |
|------------|------------------------------------|---|

C2b. Select qualitative data collection methods appropriate for a given public health context.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.224.690 | Qualitative Research Theory and Methods (Terms 1,3) | 3 |
|------------|---|---|

|            |  |   |
|------------|--|---|
| PH.550.604 | Qualitative Reasoning in Public Health (Terms 1,2) | 2 |
|------------|--|---|

|            |  |     |
|------------|--|-----|
| PH.552.603 | The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health (Term 1) | 0.5 |
|------------|--|-----|

|            |                                    |   |
|------------|------------------------------------|---|
| PH.380.611 | Fundamentals of Program Evaluation | 4 |
|------------|------------------------------------|---|

C3a. Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Must take either both courses in the 140.611 series, or all three courses in the 140.621 series

|            |  |   |
|------------|--|---|
| PH.140.611 | Statistical Reasoning in Public Health I | 3 |
|------------|--|---|

AND

|            |   |   |
|------------|---|---|
| PH.140.612 | Statistical Reasoning in Public Health II | 3 |
|------------|---|---|

OR

|            |  |   |
|------------|--|---|
| PH.140.621 | Statistical Methods in Public Health I | 4 |
|------------|--|---|

AND

|            |   |   |
|------------|---|---|
| PH.140.622 | Statistical Methods in Public Health II | 4 |
|------------|---|---|

AND

|            |  |   |
|------------|--|---|
| PH.140.623 | Statistical Methods in Public Health III | 4 |
|------------|--|---|

C3b. Analyze qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.224.690 | Qualitative Research Theory and Methods | 3 |
|------------|---|---|

|            |  |   |
|------------|--|---|
| PH.550.604 | Qualitative Reasoning in Public Health | 2 |
|------------|--|---|

|            |   |    |
|------------|---|----|
| PH.552.603 | The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health | .5 |
|------------|---|----|

C4. Interpret results of data analysis for public health research, policy, or practice.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Must take either both courses in the 140.611 series, or all three courses in the 140.621 series:

|            |  |   |
|------------|--|---|
| PH.140.611 | Statistical Reasoning in Public Health I | 3 |
|------------|--|---|

AND

|            |   |   |
|------------|---|---|
| PH.140.612 | Statistical Reasoning in Public Health II | 3 |
|------------|---|---|

OR

|            |  |   |
|------------|--|---|
| PH.140.621 | Statistical Methods in Public Health I | 4 |
|------------|--|---|

AND

|            |   |   |
|------------|---|---|
| PH.140.622 | Statistical Methods in Public Health II | 4 |
|------------|---|---|

AND

|            |  |   |
|------------|--|---|
| PH.140.623 | Statistical Methods in Public Health III | 4 |
|------------|--|---|

C5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.624 | Maternal and Child Health Legislation and Programs | 4 |
|------------|--|---|

C6. Discuss the means by which structural bias, social inequalities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |                                    |   |
|------------|------------------------------------|---|
| PH.380.604 | Life Course Perspectives on Health | 4 |
|------------|------------------------------------|---|

C7. Assess population needs, assets and capacities that affect communities' health.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.640 | Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth | 3 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.224.689 | Health Behavior Change At the Individual, Household and Community Levels | 4 |
|------------|--|---|

|            |                                  |   |
|------------|----------------------------------|---|
| PH.222.642 | Assessment of Nutritional Status | 3 |
|------------|----------------------------------|---|

|            |   |   |
|------------|---|---|
| PH.410.620 | Program Planning for Health Behavior Change | 3 |
|------------|---|---|

C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.640 | Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth | 3 |
|------------|--|---|

|            |                                       |   |
|------------|---------------------------------------|---|
| PH.380.665 | Family Planning Policies and Programs | 4 |
|------------|---------------------------------------|---|

|            |   |   |
|------------|---|---|
| PH.380.771 | Understanding and Changing International Reproductive Health Policy | 3 |
|------------|---|---|

C9. Design a population-based policy, program, project, or intervention.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.640 | Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth | 3 |
|------------|--|---|

|            |                                       |   |
|------------|---------------------------------------|---|
| PH.380.665 | Family Planning Policies and Programs | 4 |
|------------|---------------------------------------|---|

C10. Explain basic principles and tools of budget and resource management.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |   |   |
|------------|---|---|
| PH.552.622 | Creating, Implementing and Monitoring Budgets for Projects and Programs | 1 |
|------------|---|---|

C11. Select methods to evaluate public health programs

| Code       | Title                              | Credits |
|------------|------------------------------------|---------|
| PH.380.611 | Fundamentals of Program Evaluation | 4       |

C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence.

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.771                   | Understanding and Changing International Reproductive Health Policy | 3       |
| PH.380.624                   | Maternal and Child Health Legislation and Programs                  | 4       |

C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.380.624                   | Maternal and Child Health Legislation and Programs | 4       |
| PH.380.665                   | Family Planning Policies and Programs              | 4       |

C14. Evaluate policies for their impact on public health and health equity.

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.740                   | Nutrition Programs, Policy and Politics in the United States: the Impact on Maternal, Child and Family Health | 3       |
| PH.300.615                   | The Tools of Public Health Practice   | 1       |
| PH.380.771                   | Understanding and Changing International Reproductive Health Policy   | 3       |

C15. Evaluate policies for their impact on public health and health equity.

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.771                   | Understanding and Changing International Reproductive Health Policy | 3       |
| PH.380.667                   | Women's Health Policy   | 3       |

C16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.880                   | Lessons in Leadership: Applications for Population, Family and Reproductive Health I (must take all 4 courses in the series that include 380.880, 380.881, 380.882, and 380.883)  | 1       |
| PH.380.681                   | Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries (This course also includes a 5 day Seminar with full day sessions in January. Participation in all sessions is required for this course) | 4       |

C17. Apply negotiation and mediation skills to address organizational and community challenges.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Must take both courses:

|            |   |     |
|------------|---|-----|
| PH.552.623 | Principles of Negotiation and Mediation for Public Health Professionals | 0.5 |
|------------|---|-----|

AND

|            |   |     |
|------------|---|-----|
| PH.552.624 | Applications of Negotiation and Mediation for Public Health Professionals | 0.5 |
|------------|---|-----|

C18. Select communication strategies for different audiences and sectors.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.410.650                   | Introduction to Persuasive Communications: Theories and Practice       | 4       |
| PH.410.651                   | Health Literacy: Challenges and Strategies for Effective Communication | 3       |
| PH.410.657                   | Communication Strategies For Sexual Risk Reduction                     | 3       |

C19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.301.645                   | Health Advocacy                                      | 3       |
| OR                           |  |         |
| PH.260.720                   | Communications Primer for the Public Health Sciences | 1       |

C20. Describe the importance of cultural competence in communicating public health content.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.301.645                   | Health Advocacy                                      | 3       |
| OR                           |  |         |
| PH.260.720                   | Communications Primer for the Public Health Sciences | 1       |

C21. Perform effectively in interprofessional teams

| Code       | Title   | Credits |
|------------|---|---------|
| PH.552.625 | Building Collaborations Across Sectors to Improve Population Health | 0.5     |

AND Must Participate in an Interprofessional Education Event

C22. Apply systems thinking tools to a public health issue.

| Code       | Title   | Credits |
|------------|---|---------|
| PH.221.654 | Systems Thinking in Public Health: Applications of Key Methods and Approaches | 3       |
| OR         |   |         |
| PH.552.626 | Systems Thinking: Concepts and Methods  | 0.5     |

Departmental Requirements

Field Placement

| Code       | Title  | Credits |
|------------|--|---------|
| PH.380.810 | Field Placement in Population, Family and Reproductive Health (Term 1, 2nd year) | 16      |

## AND

|            |  |    |
|------------|--|----|
| PH.380.810 | Field Placement in Population, Family and Reproductive Health (Term 2, 2nd year) | 16 |
|------------|--|----|

## Master's Essay

| Code       | Title                                      | Credits         |
|------------|--|-----------------|
| PH.380.840 | Special Studies in PFRH (Term 3, 2nd year) | variable credit |

## AND

|            |  |                 |
|------------|--|-----------------|
| PH.380.840 | Special Studies in PFRH (Term 4, 2nd year) | variable credit |
|------------|--|-----------------|

## PFRH Areas of Interest Requirements for MSPH

Students must take a minimum of five required courses from one of the department's areas of interest. The courses fulfilling these requirements must be taken *in addition to* core, schoolwide, departmental, CEPH requirements, and learning objectives. The current areas of interest include the following:

- Adolescent Health (p. 5)
- Child Health (p. 6)
- Maternal, Fetal and Perinatal Health (p. 6)
- Population and Health (p. 7)
- Women's, Sexual and Reproductive Health (p. 7)

Within a given area of interest, *a unique course* must be selected for each of the following competencies:

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course;
2. Identifying and assessing the causes and consequences of population change using demographic methods;
3. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor;
4. Evaluating strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations relevant to the area of interest;
5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of relevant populations.

Courses taken to meet the 12 CEPH objectives can also be used to meet the area of interest competencies and CEPH competencies.

If a student chooses to complete a second area of interest, courses may be double counted across their primary and secondary areas of interest; students must, however, complete the course requirements for at least one area of interest. The department encourages students to select electives from other areas of interest to enhance their breadth and depth

of understanding in their chosen and other areas of interest. Areas of interest and their eligible courses are listed in the following tables.

## Adolescent Health

*Competency*

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course.

| Code       | Title  | Credits |
|------------|--|---------|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4       |

2. Identifying and assessing the causes and consequences of population change using demographic methods;

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.380.600 | Principles of Population Change (Term 2)          | 4 |
| PH.380.603 | Demographic Methods for Public Health (Terms 2,3) | 4 |

3. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.623 | Adolescent Health and Development (Term 3) | 3 |
| PH.380.747 | International Adolescent Health (Term 4)   | 3 |

4. Evaluating strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant populations.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.624 | Maternal and Child Health Legislation and Programs (Term 2) <sup>1</sup> | 4 |
| PH.380.665 | Family Planning Policies and Programs (Term 3)                           | 4 |

<sup>1</sup> This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement.

5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.725 | The Social Context of Adolescent Health and Development (Term 4) | 3 |
|------------|--|---|

## Electives

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.720 | Masculinity, Sexual Behavior & Health: Adolescence & Beyond (Term 2) | 3 |
|------------|--|---|

|            |                             |   |
|------------|-----------------------------|---|
| PH.380.721 | Schools and Health (Term 2) | 3 |
|------------|-----------------------------|---|

|            |  |   |
|------------|--|---|
| PH.380.762 | HIV Infection in Women, Children, and Adolescents (Term 4) | 4 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.380.761 | Sexually Transmitted Infections in Public Health Practice (Term 4) | 4 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.380.625 | Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-Being (Term 3) | 3 |
|------------|--|---|

|            |   |   |
|------------|---|---|
| PH.380.640 | Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth (Term 3) | 3 |
| PH.380.771 | Understanding and Changing International Reproductive Health Policy (Term 4)          | 3 |
| PH.380.749 | Adolescent Sexual and Reproductive Health (Term 4)                                    | 3 |

## Child Health

## Competency

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course.

| Code       | Title  | Credits |
|------------|--|---------|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4       |

2. Identifying and assessing the causes and consequences of population change using demographic methods;

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.600                   | Principles of Population Change (Term 2)          | 4       |
| PH.380.603                   | Demographic Methods for Public Health (Terms 2,3) | 4       |

3. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.

| Code       | Title   | Credits |
|------------|---|---------|
| PH.380.616 | Child Health Epidemiology (Terms 3,4)   | 3       |
| OR         |   |         |
| PH.380.765 | Preventing Infant Mortality and Promoting the Health of Women, Infants and Children | 3       |
| OR         |   |         |
| PH.380.623 | Adolescent Health and Development   | 3       |

4. Evaluating strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant populations.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.380.624                   | Maternal and Child Health Legislation and Programs (Term 2) <sup>1</sup> | 4       |
| PH.380.661                   | Clinical Aspects of Maternal and Newborn Health (Terms 2,3)              | 3       |

<sup>1</sup> This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement.

5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.380.642                   | Child Health and Development (Term 2)                      | 3       |
| PH.380.744                   | Nutrition and Growth in Maternal and Child Health (Term 1) | 3       |

## Electives

| Code       | Title  | Credits |
|------------|--|---------|
| PH.223.663 | Infectious Diseases and Child Survival (Term 3)  | 3       |
| PH.380.640 | Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth (Term 3)                                  | 3       |
| PH.330.640 | Childhood Victimization: A Public Health Perspective (Term 4)  | 3       |
| PH.380.765 | Preventing Infant Mortality and Promoting the Health of Women, Infants and Children (Term 4)                           | 3       |
| PH.380.762 | HIV Infection in Women, Children, and Adolescents (Term 4)   | 4       |
| PH.221.627 | Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries (Term 2)                            | 4       |
| PH.380.625 | Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-Being (Term 3)                             | 3       |
| PH.380.740 | Nutrition Programs, Policy and Politics in the United States: the Impact on Maternal, Child and Family Health (Term 2) | 3       |
| PH.380.721 | Schools and Health (Term 2)  | 3       |
| PH.380.742 | Family - Health, Public Health and Policy (Term 3)   | 3       |
| PH.380.623 | Adolescent Health and Development (Term 2)   | 3       |
| PH.410.752 | Children, Media, and Health (Term 3)   | 3       |

## Maternal, Fetal and Perinatal Health

## Competency

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course;

| Code       | Title  | Credits |
|------------|--|---------|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4       |

2. Identifying and assessing the causes and consequences of population change using demographic methods;

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.600                   | Principles of Population Change (Term 2)          | 4       |
| PH.380.603                   | Demographic Methods for Public Health (Terms 2,3) | 4       |

3. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.

| Code       | Title  | Credits |
|------------|--|---------|
| PH.380.664 | Reproductive and Perinatal Epidemiology (Term 4) | 4       |

4. Evaluating strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant.

| Code                         | Title   | Credits |
|------------------------------|---|---------|
| Select one of the following: |   |         |
| PH.380.624                   | Maternal and Child Health Legislation and Programs (Term 2) <sup>1</sup>                    | 4       |
| PH.221.627                   | Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries (Term 2) | 4       |

|            |  |   |
|------------|--|---|
| PH.380.661 | Clinical Aspects of Maternal and Newborn Health (Term 3) | 3 |
|------------|--|---|

<sup>1</sup> This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement.

5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.380.655 | SOCIAL and ECONOMIC ASPECTS of HUMAN FERTILITY (Term 1) | 3 |
|------------|---|---|

|            |   |   |
|------------|---|---|
| PH.380.744 | Nutrition and Growth in Maternal and Child Health (Terms 1,2) | 3 |
|------------|---|---|

Electives

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.662 | Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (Term 2) | 4 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.380.765 | Preventing Infant Mortality and Promoting the Health of Women, Infants and Children (Term 4) | 3 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.380.740 | Nutrition Programs, Policy and Politics in the United States: the Impact on Maternal, Child and Family Health (Term 2,3) | 3 |
|------------|--|---|

|            |   |   |
|------------|---|---|
| PH.120.620 | Fundamentals of Reproductive Biology (Term 1) | 3 |
|------------|---|---|

|            |   |   |
|------------|---|---|
| PH.120.620 | Fundamentals of Reproductive Biology (Term 2) | 3 |
|------------|---|---|

Population and Health

Competency

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course;

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4 |
|------------|--|---|

2. Identifying and assessing the causes and consequences of population change using demographic methods;

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.600 | Principles of Population Change (Term 2) | 4 |
|------------|--|---|

|            |   |   |
|------------|---|---|
| PH.380.603 | Demographic Methods for Public Health (Terms 2,3) | 4 |
|------------|---|---|

3. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.380.655 | SOCIAL and ECONOMIC ASPECTS of HUMAN FERTILITY (Term 2) | 3 |
|------------|---|---|

|            |   |   |
|------------|---|---|
| PH.380.750 | Migration and Health: Concepts, Rates, and Relationships (Term 3) | 3 |
|------------|---|---|

4. Evaluating strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant;

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.665 | Family Planning Policies and Programs (Term 3) | 4 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.380.624 | Maternal and Child Health Legislation and Programs (Term 2) <sup>1</sup> | 4 |
|------------|--|---|

|            |   |   |
|------------|---|---|
| PH.221.627 | Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries (Term 2) | 4 |
|------------|---|---|

<sup>1</sup> This course cannot be used to fulfill both the CEPH Requirements and Area of Interest Requirement.

5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |   |   |
|------------|---|---|
| PH.380.655 | SOCIAL and ECONOMIC ASPECTS of HUMAN FERTILITY (Term 2) | 3 |
|------------|---|---|

|            |   |   |
|------------|---|---|
| PH.380.750 | Migration and Health: Concepts, Rates, and Relationships (Term 3) | 3 |
|------------|---|---|

|            |   |   |
|------------|---|---|
| PH.380.756 | Poverty, Economic Development, and Health (Term 2) <sup>1</sup> | 4 |
|------------|---|---|

<sup>1</sup> This course is offered every other year.

Electives

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |   |   |
|------------|---|---|
| PH.380.635 | Urban Health in Contemporary America (Term 4) | 4 |
|------------|---|---|

|            |  |   |
|------------|--|---|
| PH.380.664 | Reproductive and Perinatal Epidemiology (Term 4) | 4 |
|------------|--|---|

|            |  |   |
|------------|--|---|
| PH.380.765 | Preventing Infant Mortality and Promoting the Health of Women, Infants and Children (Term 4) | 3 |
|------------|--|---|

|            |   |   |
|------------|---|---|
| PH.380.767 | Couples and Reproductive Health (variable credit, Term 1) | 3 |
|------------|---|---|

|            |   |   |
|------------|---|---|
| PH.380.670 | Religion, Spirituality and Public Health (Term 3) | 3 |
|------------|---|---|

Women's, Sexual and Reproductive Health

Competency

1. Applying a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course.

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

|            |  |   |
|------------|--|---|
| PH.380.604 | Life Course Perspectives on Health (Terms 1,2) | 4 |
|------------|--|---|

2. Identifying and assessing the causes and consequences of population change using demographic methods;

| Code | Title | Credits |
|------|-------|---------|
|------|-------|---------|

Select one of the following:

|            |  |   |
|------------|--|---|
| PH.380.600 | Principles of Population Change (Term 2) | 4 |
|------------|--|---|

|            |   |   |
|------------|---|---|
| PH.380.603 | Demographic Methods for Public Health (Terms 2,3) | 4 |
|------------|---|---|

3. Assessing the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.380.664                   | Reproductive and Perinatal Epidemiology (Term 4) | 4       |
| PH.380.666                   | Women's Health (Term 3)                          | 3       |

4. Evaluating strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.380.665                   | Family Planning Policies and Programs (Term 3)                               | 4       |
| PH.380.771                   | Understanding and Changing International Reproductive Health Policy (Term 4) | 3       |
| PH.380.667                   | Women's Health Policy (Term 4)   | 3       |
| PH.380.768                   | Selected Topics in Women's Health and Women's Health Policy (Term 1)         | 4       |
| PH.380.760                   | Clinical Aspects of Reproductive Health (Term 3)                             | 3       |

5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.

| Code                         | Title  | Credits |
|------------------------------|--|---------|
| Select one of the following: |  |         |
| PH.380.655                   | SOCIAL and ECONOMIC ASPECTS of HUMAN FERTILITY (Term 2)          | 3       |
| PH.380.668                   | International Perspectives on Women, Gender, and Health (Term 4) | 3       |

- PH.380.655 SOCIAL and ECONOMIC ASPECTS of HUMAN FERTILITY (Term 2) 3
- PH.380.668 International Perspectives on Women, Gender, and Health (Term 4) 3

#### Electives

| Code       | Title  | Credits |
|------------|--|---------|
| PH.380.662 | Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (Term 2)     | 4       |
| PH.380.720 | Masculinity, Sexual Behavior & Health: Adolescence & Beyond (Term 2)                           | 3       |
| PH.380.749 | Adolescent Sexual and Reproductive Health (Term 4)   | 3       |
| PH.380.762 | HIV Infection in Women, Children, and Adolescents (Term 4)                                     | 4       |
| PH.380.623 | Adolescent Health and Development (Term 3)   | 3       |
| PH.410.683 | Global Perspectives on LGBT Health (Term 3)  | 3       |
| PH.340.629 | The Epidemiology of LGBTQ Health   | 3       |
| PH.221.627 | Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries (Term 2)    | 4       |
| PH.380.663 | Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (Term 4) | 3       |
| PH.380.628 | Public Health Perspectives On Abortion (Term 4)  | 3       |
| PH.380.624 | Maternal and Child Health Legislation and Programs (Term 2)                                    | 4       |
| PH.410.657 | Communication Strategies For Sexual Risk Reduction (Term 4)                                    | 3       |
| PH.221.627 | Issues in the Reduction of Maternal and Neonatal Mortality in Low income Countries (Term 2)    | 4       |
| PH.380.767 | Couples and Reproductive Health (variable credit, Term 1)                                      | 3       |
| PH.120.620 | Fundamentals of Reproductive Biology (Term 2)  | 3       |

|            |  |   |
|------------|--|---|
| PH.380.761 | Sexually Transmitted Infections in Public Health Practice (Term 4) | 4 |
|------------|--|---|

## MSPH Field Placement Guidelines

The field placement is an integral part of the MSPH Program in the Department of Population, Family and Reproductive Health. It provides an opportunity for the student to enhance his/her educational experience by integrating basic understanding of concepts, methods, and skills developed during the first year of the MSPH academic program with the experience of full-time work in an appropriate practice setting. It also provides the opportunity to successfully complete a specified activity and/or product as stated in the field placement objectives.

MSPH students are required to complete a two-term field placement for a minimum of 4 months full-time, or no less than 680 full time work hours. Students must be in good academic standing and have completed the following course work: PFRH Area of Interest courses (5 courses), Quantitative Methods: Biostatistics (2-4 courses), Quantitative Methods: Epidemiology (1 course), Public Health and Health Care Systems Interpersonal Practice (2-3 courses), and Negotiation/Mediation (1 course) -as listed in the CEPH requirements to proceed to the field placement portion of the program.

During terms 5 and 6 of the program, students will register for PFRH Field Placement (380.810) for 16 credits each term. Students are expected to be on campus in the 7th and 8th terms of their academic program when they take courses and complete their culminating Master's Essay and Presentation. Students who wish to extend their field placement must petition the Masters Committee for approval.

Details about the field placement are described in the following pages as well as on the MSPH CoursePlus site. The Work Agreement for the Field Placement must be submitted before the field placement begins.

## Structure of the Field Placement

### Timing and Hours

The field placement may begin right after the end of the first program year and is usually completed on or before the end of Term 2 of the second year. The duration of the placement should be a minimum of four (4) months or 680 full time work hours. This time includes any holidays which are normally observed by the field placement sponsor. To comply with the School's academic calendar, a four-month field placement should begin no later than August 1<sup>st</sup>.

### Compensation

The student is expected to function as a productive staff member throughout the field placement. While it is considered to be equitable for the student to be properly compensated for his/her contribution in the form of a salary, stipend, or other such financial support, not all field placements are paid positions.

If the field placement is outside the U.S., a Graduate Student Study Release ([http://www.jhsph.edu/student\\_affairs/TravelAbroad.html](http://www.jhsph.edu/student_affairs/TravelAbroad.html)) form must be completed and submitted to the Academic Coordinator. Students should also consult the section on International Travel in Part I of this handbook for further requirements about international travel.

### Arranging the Placement

The process of arranging the field placement will vary; however, arrangements will be considered formalized when:



- A Work Agreement has been completed and signed by the student, academic advisor and preceptor.
- All arrangements associated with compensation have been agreed on by all principals involved, and contracts pursuant thereto have been completed and filed with the proper financial offices and office.

## Selection of the Field Placement Site

Students can seek a field placement in many different types of health and/or welfare organizations. These may include national and state program offices, nonprofit voluntary organizations, or public as well as private agencies with a public health or population focus. The field placement can be domestic, international, or both. Field placement opportunities can be found by searching the PFRH MSPH 1st Year Cohort site on CoursePlus, which includes several possible and available field placement opportunities as well as on the my.jhsph website.

Field placements on the my.jhsph website are organized by domestic and international locations, and by specific location. If a student has a clear sense of where s/he would like to do the field placement, s/he can click on the location and see the various field placements associated with the location. If students are less clear about location for their field placement(s), another starting point is the Popular Field Placements list of previous field placements that have received positive feedback from students.

Another way of finding a field placement is to speak with faculty who share common interests. Some former students have found field placements by working on research projects with a faculty member from the School of Public Health or School of Medicine. Getting advice and assistance from an academic advisor is another useful way of finding opportunities for field placements.

Regardless of how you find your field placement, the following minimum criteria should be followed:

- The preceptor has the time and inclination to supervise the student to facilitate a meaningful learning and work experience;
- The activities and final product are clearly defined;
- Adequate support, supplies, and space are provided for the student; and
- A Work Agreement is signed by preceptor and submitted to the MSPH CoursePlus site.

## Student Responsibilities

Students are expected to take an active role in identifying potential field placement opportunities. This approach is important, as it also prepares students for acquiring skills needed to obtain a job after graduation. Students should ensure that their resumes or curriculum vitae is updated and may also be required to write a cover letter to the organization describing the skills they can offer to the organization. Students are expected to show a high level of professionalism when communicating with potential preceptors and discussing the potential scope of work for the field placement. During the course of securing and working on the field placement, students need to be in regular contact with their faculty advisor. The Field Placement Coordinator and the MSPH Academic Program Coordinator also need to be informed about plans a student has for securing a field placement. Students must complete a Work Agreement with their preceptor and approval from their Academic Advisor before the beginning of the Field Placement. To receive credit for the field placement, students must submit a Work Agreement to the MSPH CoursePlus website, and an evaluation form must be completed by the

student as well as the preceptor. Students are responsible for assuring that all forms are completed.

If a student plans to either analyze or collect data as part of the field placement, please consult the IRB Website (<https://www.jhsph.edu/offices-and-services/institutional-review-board/>) and discuss related matters with their advisors.

## Field Placement Preceptor

The preceptor supervises the student's progress in completing all goals, objectives, and associated activities throughout the field placement. In addition, the preceptor needs to be available to meet with the student on a regular basis and, when necessary, advise the MSPH Program Director, Dr. Kristin Mmari (kmmari1@jhu.edu), of any problems that may arise. The preceptor is required to submit a performance form at the completion of the field placement.

## Faculty Advisor

The faculty advisor may be the primary contact to help identify potential field placement sites. Other faculty and the MSPH Academic Program Coordinator are also available to consult on additional recommendations. The faculty advisor approves the decision about the most appropriate field placement experiences for his/her advisee. The advisor confers as needed with both the student and the preceptor during the field placement.

## PFRH Field Placement Coordinator

The PFRH Field Placement Coordinator is available to discuss the type of field placement of interest to students and to help locate appropriate field placement opportunities. Meeting with the field placement coordinator is particularly important if the faculty advisor does not have contacts in the student's area of interest. In addition, the field placement coordinator can assist students in completing the necessary paperwork and advise them of outside funding sources and deadlines.

## Forms for Field Placement

The forms that are required for the field placement include:

- Work Agreement (this is the agreement between the student and the preceptor). The work agreement describes the learning objective of the field placement experience and the deliverables. This is completed prior to the start of the field placement
- Student Evaluation of Preceptor. This is completed by the student at the conclusion of the field placement.
- Preceptor Evaluation of Student. This is completed by the preceptor at the conclusion of the field placement.
- Student evaluation of field placement. This is a written report completed by the student at the conclusion of the field placement.

## The Work Agreement

The Work Agreement is the form needed to confirm a field placement; it must be submitted before the field placement begins. It contains important information, including the student's contact information, the contact information of the preceptor, and a list of tasks (referred to as 'work objectives') that the student is expected to perform as part of the field placement. It is important that students carefully define the work objectives, keeping in mind feasibility and realistic expectations.

"Well specified" work objectives describe realistic objectives that are feasible within the time frame of a typical field placement. They also do

not over-commit students to a certain task, unlike those found under above the 'vague or poorly specified' work objectives. Avoid using terms and phrases such as 'complete all' or 'conduct all' – as these phrases may create unrealistic expectations, which if not met, may result in poor evaluations. The percentage of time for a given objective also should be realistic; for example, the tasks listed as vague or poorly specified can be very time-consuming; time spent on the task should be clearly in line with the ability to complete them.

To ensure the work agreement is realistic and feasible, students are expected to discuss their work agreements with their advisors and/or the academic coordinator as well as the Field Placement Coordinator.

## Confirming the Field Placement

- If you are considering more than one opportunity, inform the contact person at each site about when you will let them know of your decision; **there may be others waiting for the same opportunity.**
- **After you have informed an organization that you have decided not to work with them, send a letter thanking them for their time.** If your first choice falls through for some reason, you may have another option.
- **For the placement you select, send a letter** to the individuals with whom you will be working thanking them for their time, conveying your enthusiasm for their field placement offer, and indicating that you will speak with your advisor and be in touch with them about the next steps in setting up the field placement.
- **After speaking with your advisor, send a letter to your preceptor reviewing the steps in finalizing the field placement. The next step is theirs.** It is helpful to include a sample Work Agreement form so the preceptor knows the general guidelines and parameters. The objective is to assure that both students and preceptors have the same understanding of the scope of work. This up-front negotiation with written confirmation avoids later problems. This approach also demonstrates that you are well organized, focused, and follow through on tasks.
- The letter can include a **draft of your objectives for the field placement.** Sharing the objectives will avoid misunderstanding of your proposed contribution, and how you expect to benefit from the experience.
- The letter should include a writing sample, if applicable and if you have not yet provided one, and a **detailed description of the MSPH Field placement**, including Preceptor Evaluation Guidelines for the MSPH field placement. As noted above, students are required to submit a signed Work Agreement Form before beginning the field placement (sometimes called a "contract").  
**When the work objectives have been completed and agreed on, prepare and sign 2 copies of the Work Agreement for the preceptor to also sig. The preceptor should retain one copy and the other copy must be uploaded to CoursePlus or sent to the Academic Program Coordinator, via email, or fax (410)-955-2303 for your file.**
- **If you sign a contract with an organization**, it represents the official documentation that you have agreed on the scope of work with the organization, and, therefore, must abide with the terms of the contract. If you are not sure about signing such a document, it is critical that you speak to either your academic advisor, the Director of the MSPH program, the MSPH Academic Program Coordinator, or the Field Placement Coordinator for further assistance.

## During the Field Placement

- **Maintain regular contact with your faculty advisor. The faculty advisor is a valuable resource for information and guidance throughout your degree program;**
- If you are having difficulties with your field placement it is important to express your concerns to your faculty advisor or field placement coordinator, Dr. Susan Gross (sgross@jhu.edu), to assure that your field placement is a successful and positive experience;
- If you are offered an extension for your field placement that would extend past winter break you must petition the MSPH Committee for an extension (see the Petition to Extend Field Placement Policy).

## After the Field Placement

Upon completion of the field placement, each student must prepare a brief, but concise, evaluation of the field placement. The student evaluation form can be found on the PFRH MSPH 2nd Year Cohort site on CoursePlus. This brief narrative (no more than 2 pages) should describe: 1) key strengths of the field placement; 2) weaknesses or challenges encountered; and 3) whether the field placement should be recommended to future MSPH students. Students can submit this report in the Dropbox labeled "Field Placement Evaluation" in the CoursePlus site labeled PFRH MSPH 2019 Cohort.

The Field Placement proctor must also complete an evaluation form.

Returning second-year MSPH students are invited to share their experiences about their field placements in informal small group discussions during the 3rd term quarterly lunch for first-year MSPH students. This valuable information can help first-year MSPH students navigate the process for identifying field placements.

### Petition to Extend Field Placement

Under special circumstances, an extension may be granted by the Masters Committee to a student for an existing field placement as a special studies course (380.810). Students must write a formal petition for an extension to the Masters Committee before the end of 2<sup>nd</sup> term (term 6) of the second year. The petition must include:

- A description about how the extension will enable the student to attain his/her academic objectives beyond coursework already completed or additional coursework in the 7<sup>th</sup> and 8<sup>th</sup> terms of study; students often use the last two terms as an opportunity to take courses to further enhance skills they found lacking during their field placement
- The specific objectives of the extension and the additional skills that will be gained;
- Confirmation of advisor support; and
- A statement indicating the intention to return to campus for MSPH Presentation and to complete MSPH Essay in adherence with MSPH program guidelines

Students can email the petition to the Academic Program Coordinator with the student's academic advisor copied on the email. No petition will be approved if it is submitted after the end of the 2nd term.

## MSPH Essay and Presentation Guidelines

The Master's Essay is a requirement for graduation from the MSPH program in the Department of Population, Family, and Reproductive Health. The goal of the essay is for students to apply the skills and knowledge they have acquired during their academic program to a public

health problem or concern of interest to them. In addition to the written essay, students must give a 10-minute public presentation about the content of their essay.

Students should begin thinking about essay topics and format at the end of the first academic year and should have identified a topic before completing their field placement. During Terms 7 and 8 of the program, students register for Special Studies and Research in PFRH: Master's Essay/Presentation (380.840), designating their First Reader as the instructor. Guidelines for credit hours are as follows:

- Term 7: 3-6 units
- Term 8: 3-5 units
- Students need to take a minimum of 3 units of special studies
- If taking more than 3 units student must meet weekly with their 1st reader

The following sections provide detailed guidelines about the essay and presentation. The MSPH CoursePlus website has further details about the process.

## Essay Readers

Students must have a minimum of two readers for their essay. The following guidelines must be applied:

- The students' primary reader must be PRFH faculty;
- The students' advisor must be one of the readers;
- The students' second reader, if not their advisor, must have a primary or joint appointment at JHSPH; and
- A third reader at the agency or organization where the field placement took place is required if the student is using project data or if the essay is used for project purposes.

## Responsibilities of Students and Readers

### Primary Reader

The primary reader has the overall responsibility of working with the student on the essay from the outline to the final draft, and on preparation for the presentation. He/she must be identified as the instructor for the special studies course for the Masters Essay (380.840) in the 7<sup>th</sup> and 8<sup>th</sup> terms. The primary reader also may nominate the student's essay for a distinction award if the quality of the essay is deemed to be excellent. Students must ensure that they submit outline and essay drafts to the primary reader by key dates to obtain timely feedback.

### Second Reader

The second reader provides additional comments to the student about essay drafts. Typically, second readers provide their feedback on the second draft of the essay, once students have incorporated comments by the primary reader on the first draft. The student is expected to incorporate feedback from both the primary and second reader in the final essay. Second readers must also provide approval for the final essay. Key dates for a second reader are the following:

- April 2021 (receipt of student's final draft for final edits)
- April 2021 (receipt of student's final essay with incorporated edits)
- April 2020 (reader approval form signed)

## Third Reader

The third reader may also provide comments on the essay at any stage. If the third reader is outside the department, students are strongly advised to discuss the roles and responsibilities of the third reader with their first reader. Third readers do not need to provide final approval for the essay.

The essay must meet the standards required by faculty of the school. However, if the student is using data collected by the third reader or the third reader's agency, students should provide drafts of the essay to the third reader and discuss when feedback will be given to the student from the reader. Students should also discuss potential publications with this reader.

## Choosing a Topic and Format for the Essay

In addition to selecting a topic, students may select one of five formats for the essay:

- Research Report
- Analysis of a Public Health Problem or Legislation Position Paper
- Structured Literature Review
- Evaluation of a Program/Project
- Research Proposal

Many students link the essay topic to their Field Placement experience, although it is not a requirement that they do so. For example, students' work on a literature review or a research project as part of their Field Placement may serve as a basis for developing the essay. The essay must represent work completed, for example on a research project, in addition to that completed during the Field Placement. Regardless of whether the topic is based on their Field Placement, students must focus on a public health concern or problem, which may or may not be in their area of interest. Details on the expectations of the essay are given during the 3<sup>rd</sup> MSPH quarterly luncheon.

The student and his/her advisor must verify the knowledge and skills required for the selected essay format (see Essay Topic Form (<https://courseplus.jhu.edu/core/index.cfm/go/ol:library.downloadItem/coid/6709/libItemID/376959/>)); for example, students conducting a systematic literature review for their essay must have taken a related course or work with a primary reader with methodological expertise in systematic reviews.

## Steps to Complete the Essay

### Step 1: Identify topic, format, and readers

Students should identify a primary reader whose research interests and expertise are in the topic area or methodology for the essay. Academic advisors must serve as a reader, but do not need to be the primary reader. Advisors can serve as a useful resource for discussing potential topics of interest and providing referrals to other faculty members in the department whose expertise better matches the proposed topic of the essay. Other resources for identifying potential primary readers are the Masters Program Director and Associate Director, academic coordinators, Department website, and school faculty directory.

### Step 2: Discuss roles and responsibilities with readers

Once readers have been identified, all students should have a conversation with their readers so that each knows his/her responsibility for the essay. This discussion is especially important for readers who are outside PFRH and especially for third readers. A timeline should also be

provided to the readers so that each is aware of when feedback should be provided. In general, readers should be given at least a minimum of one week to provide feedback to students. Additionally, while not required, the student and readers should discuss plans to publish the essay and the order of authors for the publication. Separate guidelines regarding authorship will be provided to the students.

### Step 3: Determine Whether Essay Involves ‘Human Subjects Research’

What is ‘human subjects research’?

“Human subjects research” is broadly defined to include any activity involving humans that seeks to test a hypothesis or answer a scientific question. This activity can include secondary data analysis and research involving direct contact with subjects. All students who plan to undertake human subjects’ research must have IRB approval before working with human subjects’ data or samples and before contacting human subjects. The JHSPH IRB Office (<http://www.jhsph.edu/irb> (<http://www.jhsph.edu/irb/>)) is charged with assuring that human subjects research studies conducted in the School comply with internal school policies and external regulations designed to protect human subjects.

For the purposes of the essay, after students have identified the data source(s) for their research, they should complete the online IRB Worksheet ([http://jhsph.us2.qualtrics.com/SE/?SID=SV\\_1GrF6WBUcNFZCV6](http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6)) to determine the additional steps (if any) needed for securing IRB approval for the essay, or documenting existing approval.

For additional questions about the IRB process, please visit: <https://www.jhsph.edu/offices-and-services/institutional-review-board/faqs-by-topic/>

### Step 4: Submit the Essay Topic Form

After students have selected an essay topic and format, the Essay Topic Form (<https://courseplus.jhu.edu/core/index.cfm/go/ol:library.viewAll/coid/7100/>) must be completed and signed by the student, academic advisor, and primary reader (if different from the advisor). This form will ensure that a student has the needed skills and knowledge to complete the essay. For example, if a student decides to conduct an evaluation of a project or a program for the essay, he/she must have either taken the ‘Fundamentals of Program Evaluation’ course or had prior experience conducting an evaluation (formats listed under “MSPH Essay and Presentation Guidelines” section). Students also must indicate whether IRB approval is needed for the essay.

### Step 5: Register for 380.840 in PFRH

Students should register for 3 to 6 units of special studies with their **primary reader** using course number 380.840 in the 7<sup>th</sup> term and 3 to 5 units in the 8<sup>th</sup> term.

### Step 6: Submit Outline of Essay to Primary Reader

Students must submit an outline of the essay to their primary reader by the required deadline listed above. The outline should contain all major headings and sub-headings of the particular essay format, with bulleted text on the content of each section. Primary readers must be given at least 1 week to provide feedback to the student on the outline. **Failure to meet the outline deadline often results in delay in meeting later deadlines.**

### Step 7: Submit First Draft of Essay to Primary Reader

Students must submit a complete draft of their essay to the primary reader by the required deadline. The primary reader should ensure that the draft contains all necessary elements of the essay in the standardized format. Primary readers should provide feedback to the student within 2 weeks of receiving the draft essay. **Failure to meet this deadline often results in delay in completing the essay on time.**

**Note:** Students partnering with an organization that is expecting a report may need to write two separate documents in order to meet the expectations of the department’s essay.

### Step 8: Submit Second Draft of Essay to Primary and Secondary Readers

Second drafts must be reviewed by both the primary and second readers for final edits and recommendations. Both readers should provide feedback to the student within 2 weeks of receiving the second draft. Students should submit a second draft in a timely manner and of reasonable quality in order for faculty to complete their review and provide comments to them in a timely manner. Students must incorporate comments from each reader in their final draft.

### Step 9: Submit Final Draft of Paper to Primary and Secondary Readers for Approval

Students must submit the final draft of their essay to both primary and secondary readers for approval and submission to the Academic Office. Both readers must also submit the Reader Approval Form (<https://courseplus.jhu.edu/core/index.cfm/go/ol:library.viewAll/coid/7100/>) for the essay directly to the Academic Office. ***If the essay is not approved by both readers by the deadline, students may not participate in the oral presentation and may be in jeopardy of not graduating. They also will not be eligible for a distinction award.***

### Step 10: Oral Presentation of Essay

Each student is required to present his/her essay in a 10-minute PowerPoint presentation at a public seminar before the end of the 8<sup>th</sup> term. The student’s advisor is expected to review draft presentations prior to a practice session. A practice session will be scheduled approximately one week prior to the public seminar with input from doctoral students in the department. No video clips are allowed in the presentation.

Before students can present their Masters Essay, they must meet these conditions:

- Any existing incompletes in coursework must be rectified, with confirmation by the student’s advisor and academic coordinator,
- The essay has received final approval from first and second readers,
- PowerPoint presentation has approved by the primary reader.

Failure to meet any of these conditions before the time of presentation will result in postponement of graduation.

## Master’s Essay Deadlines

In preparation for completion of the Master’s essay and presentation, students should contact their advisor and/or their primary reader no later than the 6<sup>th</sup> term to discuss the essay topic and format. Master’s Essays are due early in the 8<sup>th</sup> Term. Students should begin work on their paper no later than the start of 7<sup>th</sup> term, preferably before the term begins, and complete it early in the 8<sup>th</sup> term (see deadlines below). Students should begin to consider essay topics and format during their field placement.

Essays will be presented at a seminar in late April/ early May, prior to graduation.

## CEPH (Council on Education for Public Health) Competencies

- C1. Apply epidemiological methods to the breadth of settings and situations in public health practice
- C2a. Select quantitative data collection methods appropriate for a given public health context
- C2b. Select qualitative data collection methods appropriate for a given public health context
- C3a. Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- C3b. Analyze qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- C4. Interpret results of data analysis for public health research, policy, or practice
- C5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
- C6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels
- C7. Assess population needs, assets and capacities that affect communities' health
- C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- C9. Design a population-based policy, program, project, or intervention
- C10. Explain basic principles and tools of budget and resource management
- C11. Select methods to evaluate public health programs
- C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence
- C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
- C15. Evaluate policies for their impact on public health and health equity
- C16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making
- C17. Apply negotiation and mediation skills to address organizational and community challenges
- C18. Select communication strategies for different audiences and sectors

- C19. Communicate audience-appropriate public health content, both in writing and through oral presentation
- C20. Describe the importance of cultural competence in communicating public health content
- C21. Perform effectively in interprofessional teams
- C22. Apply systems thinking tools to a public health issue

## CEPH (Council on Education for Public Health) Learning Objectives

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

## Areas of Interest Competencies

All **PFRH master's students** must attain proficiency in five competencies in their selected PFRH area of interest:

1. Apply a life course framework to understand population health problems related to their area of interest, including a multiple determinants framework for the health of populations across the life course;
2. Identify and assess the causes and consequences of population change using demographic methods;
3. Assess the principal health concerns for the populations relevant to the area of interest, the associated population-based risk factors, and the relative impact of each risk factor;
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations relevant to the area of interest;
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of relevant populations