

# MASTER OF APPLIED SCIENCE IN GLOBAL HEALTH PLANNING AND MANAGEMENT, MAS

## Program Overview

**Please note:** The Master of Applied Science (MAS) program in Global Health Planning and Management is not open to new matriculants in AY23-24. Students previously admitted to the program should consult the prior catalogue/guidebook under which they were admitted or review the OPAL Student Resources site in CoursePlus. For additional information, please follow up directly with OPAL Office to verify program requirements; OPAL-Office@jhu.edu.

The Master of Applied Science (MAS) is a fully online, part-time degree designed for working professionals, delivered through the Online Programs for Applied Learning (OPAL). Programs focus on emergent industry sectors in public health and health care that have a need for highly skilled professionals. By building on the strengths of the School, they provide unmatched opportunities for advanced training and focus on both local and global health issues. Students are prepared to create innovative solutions through multidisciplinary approaches that apply the latest scientific knowledge. All MAS programs will culminate in a final Integrative Activity. The goal of this activity is for students to synthesize knowledge and skills obtained through coursework in a final project that demonstrates mastery of program competencies, as applied to real-world public health and healthcare questions. Students can complete their degree program in as little as two years but are allowed up to four years.

The MAS program in Global Health Planning and Management builds on the Health Systems Strengthening expertise of the Bloomberg School and the Department of International Health, which provides unmatched opportunities for advanced training, focuses on both local and global issues, and prepares students to address public health problems through multidisciplinary approaches that apply the latest scientific knowledge.

The program will provide students with the skills to plan, implement, and evaluate public health programs and services in countries throughout the world. We take a systems approach to understanding how to meet the health needs of communities and local governments/districts. We hope that as a result of this course, students will build skills to plan and manage health programs in non-governmental and governmental agencies serving people in underserved areas and low and middle-income countries.

## LinkedIn Group

We have established a LinkedIn group for each of the OPAL program areas in order to strengthen connections between current students, faculty, and alumni of OPAL programs, as well as to facilitate student-to-student peer networking.

Participation is voluntary, but we encourage students to join this professional networking community.

BSPH OPAL Programs in Global Health ([https://www.linkedin.com/uas/login/?session\\_redirect=https%3A%2F%2Fwww.linkedin.com%2Fgroups%2F8676619%2F](https://www.linkedin.com/uas/login/?session_redirect=https%3A%2F%2Fwww.linkedin.com%2Fgroups%2F8676619%2F))

## Additional Public Health Learning Resources

The Mid-Atlantic Regional Public Health Training Center provides links to many of its online learning resources, as well as external resources, databases, and public health organizations. These can be used to supplement learning on a particular topic or provide background material. Many of these resources are available for free via their website ([https://www.jhsph.edu/research/centers-and-institutes/mid-atlantic-public-health-training-center/training\\_events/online\\_training.html](https://www.jhsph.edu/research/centers-and-institutes/mid-atlantic-public-health-training-center/training_events/online_training.html)).

The Welch Medical Library at Johns Hopkins has many resources related to research, writing, and documentation on its YouTube channel (<https://www.youtube.com/c/WelchMedicalLibrary/>).

The School has a number of research and practice-related seminar series (<https://publichealth.jhu.edu/academics/lecture-series/>) that occur throughout the year and contribute to the intellectual community of the School, for students, staff, and faculty. The Bloomberg School has a website (<https://publichealth.jhu.edu/practice/resources-for-practitioners/>) that provides some additional resources for practitioners as well.

Practitioners can also access dozens of courses from Bloomberg School faculty on Coursera (<https://www.coursera.org/jhu/>). Practice-focused offerings include courses on topics such as gun violence, food systems, health equity, biostatistics, and epidemiology, among others.

## MAS in Community-based Primary Health Care Programs in Global Health Contact Information

### MAS Program Adviser

**William Brieger, DrPH, MPH**

Professor and Program Director, MAS and Certificate programs in Global Health

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### For Program-wide Issues

**Elizabeth F. Topper, PhD, MEd, MPH**

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## Program Requirements

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

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The Master of Applied Science in Global Health Planning and Management is an interdisciplinary program. Faculty at the Bloomberg School of Public Health contribute to the program via course development, teaching, and advising students. Courses equip students with the necessary skills to develop sustainable solutions to advance health initiatives throughout the world. Students are trained in epidemiology and statistics, form practical skills derived from workshops in professional development, and learn to understand critical issues facing the global health field.

Students will complete 51.5 credits to graduate. The program is designed to be completed in 8 academic terms - two academic years (Sept-May). In addition to the coursework, students must complete an Integrative Activity, where newly acquired knowledge and skills are used to create an applicable activity, with a final paper that describes the methodology used and the final assessment. Students can complete their degree program in as little as two years but are allowed up to four years.

If the 2-credit Professional Development Workshop courses are not included in the required curriculum, students are still welcome to take them, in addition to the required degree courses outlined below. Current offerings include Effective Online Searching and Writing for Results. OPAL scholarship funds will apply towards these credits. Students should refer to the online course directory ([www.jhsph.edu/courses](http://www.jhsph.edu/courses) (<http://www.jhsph.edu/courses/>)) for additional details.

### Satisfactory Academic Progress (SAP)

The Bloomberg School of Public Health requires students to maintain satisfactory academic progress for the duration of the degree program. For the MAS program, satisfactory academic progress is defined as follows:

Maintaining a minimum cumulative grade point average of 2.75 and grades of C or better in all required courses. Grades of P are sufficient in courses that are graded as Pass/Fail. Students falling below this minimum should consult with the OPAL Program Office and their Academic Adviser in order to develop a course plan to allow them to raise their GPA above 2.75 as soon as possible, in order to return to good academic standing.

Failure to maintain satisfactory academic progress as defined by any of the criteria above may be grounds for dismissal from the program, and financial aid status will be affected. Full details of the School's Satisfactory Academic Policy can be found here (<https://publichealth.jhu.edu/offices-and-services/office-of-student-affairs/financial-aid/federal-aid-policies/>).

### Program Plan of Study

Students should follow the plan outlined below if they wish to complete the MAS program in two years. This plan will also allow students to maintain minimum credits needed for financial aid eligibility each term, and to follow any prerequisite sequencing. Courses can be taken at a slower pace if needed, so long as course prerequisites are met.

Course	Title	Credits
<b>First Year</b>		
<b>First Term</b>		
PH.550.860	Academic & Research Ethics at BSPH	
PH.600.601	Seminars in Public Health	2
PH.606.601	Fundamentals in Global Health Practice	4
PH.552.603	The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health <small>May be taken during any term offered</small>	0.5
<b>Credits</b>		<b>6.5</b>
<b>Second Term</b>		
PH.604.621	Design and Planning of Primary Health Care Projects	4
PH.600.602	Seminars in Public Health: Advanced Topics	2

or PH.604.731 Humanitarian Management & Leadership (2 credits)		
or PH.604.641 Disaster Preparedness (2 credits)		
<b>Credits</b>		<b>6</b>
<b>Third Term</b>		
PH.600.701	Introduction to Epidemiology	4
PH.604.604	Global Epidemiology Policies and Programs	3
<b>Credits</b>		<b>7</b>
<b>Fourth Term</b>		
PH.600.709	Statistical Concepts in Public Health 1	3
PH.604.771	Social & Cultural Basis for Community and Primary Health Programs	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>First Term</b>		
PH.607.701	Health and Safety Preparation for Global Health Assignments	1
PH.608.705	Emerging Trends in Pharmaceutical Systems Strengthening	3
PH.608.712	Frameworks and Tools for Health Systems in Global Settings	3
<b>Credits</b>		<b>7</b>
<b>Second Term</b>		
PH.608.725	Quality Management Concepts and Tools for Healthcare in Low and Middle income Countries	4
PH.602.721	Organizing for Public Health: A Systems Approach	2
<b>Credits</b>		<b>6</b>
<b>Third Term</b>		
PH.600.612	Professional Development: Writing for Results	2
PH.602.731	Population and Consumer Health Informatics	3
PH.606.651	Seminars in Health Management Information Systems for Low- and Middle-Income Countries	1
<b>Credits</b>		<b>6</b>
<b>Fourth Term</b>		
PH.608.771	Non-Governmental Organizations and the Administration of Global Health Programs	3
PH.608.880	Integrative Activity in Global Health Planning and Management	4
<b>Credits</b>		<b>7</b>
<b>Total Credits</b>		<b>51.5</b>

### Integrative Activity

#### Online Programs for Applied Learning (OPAL) Integrative Activity: Human Subjects Research and Other Activities

This culminating experience will provide Master of Applied Science students with the opportunity to synthesize lessons learned via the application of concepts and techniques. Please note that individual degree programs may have specific guidelines related to their particular Integrative Activity course including, but not limited to the format, presentation, and composition of the final course deliverables.

As you begin planning the research for your Integrative Activity within the MAS program, please review the information below and proceed accordingly. Regardless of whether IRB review is required, all OPAL students should apply ethical principles in their interactions with humans and/or their data. Please follow the BSPH Ethical Code for Student Activities that Involve Human Interactions.

1. As long as the project is limited to the context of the course or courses if components of the Integrative Activity are spread among more than one course, there is no need for IRB approval, even if the project involves human subjects research. These types of student projects are considered learning exercises when there is no plan to disseminate beyond the class, School, or affiliated agency.
2. If you do wish to publish your project while you are a student, you will need to test to see if you are conducting Human Subjects Research (HSR) which would necessitate IRB approval. You can test your project for HSR by using the IRB worksheet or consulting the IRB guidance flowchart. You will need to go to IRB for official/final determination **before** beginning your research in order to be approved for publication. All student-initiated research projects which you intend to publish must have a preliminary review by the IRB Office to determine whether they are human subjects research requiring IRB oversight, unless: (1) the student is working with a Principal Investigator (PI) from another institution, or (2) the PI is adding you as a student investigator to an existing, IRB-approved study. If you are using human subjects data, you must obtain a determination from the BSPH IRB. If you are collecting primary new data, complete the IRB Office Determination Request Form for Primary Data Collection, or if you are using existing data, complete the IRB Office Determination Request Form for Secondary Data Analysis in collaboration with your adviser and submit it to the BSPH IRB Office e-mail address [jhsph.irboffice@jhu.edu](mailto:jhsph.irboffice@jhu.edu). Be sure to include your adviser in your e-mail submission.
3. If you do not intend to publish the project while you are a student, IRB approval will not be required. However, if you would be interested in publishing it after graduating from JHU, you should note that the project *must meet the ethical standards of your institution and that many institutions will not allow you to present/publish human subjects research without having prior IRB approval*. For this reason, we strongly recommend that you consult your organization now if you think that you may wish to publish in the future.

## Program Policies

For a full list of program policies, please visit the OPAL page (<https://publichealth.jhu.edu/academics/academic-program-finder/applied-learning-programs/>) where students can find our handbook.

## PROGRAM COMPETENCIES

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The Master of Applied Science (MAS) in Global Health Planning and Management curriculum is delivered entirely online and designed for working students. Courses equip students with the necessary skills to develop sustainable solutions to advance health initiatives throughout the world. Online students are trained in epidemiology and statistics,

form practical skills derived from workshops in professional development, and learn to understand critical issues facing the global health field.

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

By the end of the program, students should be able to:

### A. Core Global Health Practice Competencies

1. Apply capacity-building processes to global health programming in low and middle-income countries.
2. Identify and collaborate with a wide range of stakeholders whose active participation is required for successful global health programming at community, sub-national, national and regional levels.
3. Apply ethical reasoning to the policy and programming decisions needed for designing and implementing global health programs in low and middle-income countries.
4. Exhibit a health equity and social justice lens in the design and conduct of global health programs.
5. Apply appropriate management processes in the design, implementation and evaluation of global health programs.
6. Demonstrate social, cultural and political awareness of the context in which global health programming takes place.
7. Conduct strategic analysis of factors that influence the success of global health programming.

### B. Global Health Planning and Management Competencies

1. Apply frameworks, tools, strategies and models to improve the planning and management of global health programs and organizations in low- and middle-income countries.
2. Identify and apply principles and practices of total quality management methods for health systems in developing countries.
3. Utilize systems thinking to determine how societies organize themselves to achieve collective health goals and contribute to policy outcomes in global settings.
4. Demonstrate skills for managing non-governmental organizations in the health sector in LMICs.
5. Utilize appropriate evaluation designs and approaches for public health programs in LMICs and advocate the uptake of program results by policymakers.
6. Conduct a detailed analysis of the demographic, epidemiological and social aspects of a major health need in a low- or middle-income country.