



**JOHNS HOPKINS**  
BLOOMBERG SCHOOL  
*of* PUBLIC HEALTH

**Population, Family and Reproductive Health**  
**MASTER HEALTH SCIENCE**  
**STUDENT HANDBOOK**

**2021-2022**

**9/1/2021**



Johns Hopkins Bloomberg School of Public Health  
Department of Population, Family and Reproductive Health  
615 N. Wolfe Street | Baltimore, MD 21205

**THE JOHNS HOPKINS UNIVERSITY  
BLOOMBERG SCHOOL OF PUBLIC HEALTH  
2021-22 ACADEMIC YEAR CALENDAR**

<b>MEMORIAL DAY HOLIDAY</b>	<b>M May 31</b>
<b>SUMMER INSTITUTES</b>	<b>M May 24</b>

Registration Begins for Summer Institute Terms.....	W Feb 10
Registration Begins for Regular Summer Term .....	Th April 1
Internet-Based/Part-Time MPH New Student Orientation.....	Sun June 6
Summer Institutes Begin .....	Begin M May 24
Regular Summer Term Registration Ends.....	F June 25
<b>NEW STUDENT ORIENTATION</b> .....	M June 28 – T June 29
Instruction Begins for Summer Term .....	W June 30
<b>INDEPENDENCE DAY HOLIDAY</b> .....	M July 5
Regular Summer Add Period.....	W June 30– T July 6 (full term courses)
Regular Summer Drop Period.....	W June 30– T July 13 (full term courses)
Last Class Day of Regular Summer Term .....	W Aug 25
Last Class Day of Summer Institutes .....	F Aug 27

<b>1ST TERM</b>	<b>M Aug 30 – M Oct 25 (40 class days, M-F)</b>
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1 <sup>st</sup> Term Registration Begins .....	M Apr 26
*New students can register beginning.....	Th July 1
1 <sup>st</sup> Term Registration Ends .....	F Aug 27
<b>NEW STUDENT ORIENTATION</b> .....	W Aug 25 – F Aug 27
Instruction Begins for 1 <sup>st</sup> Term .....	M Aug 30
<b>LABOR DAY</b> .....	M Sept 6
Add Period.....	M Aug 30 – F Sept 3
Drop Period .....	M Aug 30 – F Sept 10
Last Class Day of 1 <sup>st</sup> Term.....	M Oct 25

<b>2ND TERM</b>	<b>T Oct 26 – W Dec 22 (40 class days, M-F)</b>
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2 <sup>nd</sup> Term Registration Begins.....	M Apr 26
2 <sup>nd</sup> Term Registration Ends.....	F Oct 22
Instruction Begins for 2 <sup>nd</sup> Term .....	T Oct 26
Add Period.....	T Oct 26 – M Nov 1
Drop Period .....	T Oct 26 – M Nov 8
<b>THANKSGIVING RECESS</b> .....	Th Nov 25 – Su Nov 28
Last Class Day of 2 <sup>nd</sup> Term.....	W Dec 22

<b>Internet-Based/Part-Time MPH New Student Orientation</b> .....	<b>M Jan 3</b>
<b>WINTER INTERSESSION</b> .....	<b>T Jan 4 – F Jan 21</b>

Winter Intercession Registration Begins.....	F Oct 1
Winter Intercession Registration Ends.....	W Dec 29
<b>MARTIN LUTHER KING, JR. HOLIDAY RECESS</b> .....	M Jan 17

<b>3RD TERM</b>	<b>M Jan 24 - F Mar 18 (40 class days, M-F)</b>
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Registration Begins for 3 <sup>rd</sup> Term.....	M Nov 15
3 <sup>rd</sup> Term Registration Ends .....	F Jan 21
Instruction Begins for 3rd Term.....	M Jan 24
Add Period.....	M Jan 24 - F Jan 28
Drop Period .....	M Jan 24 – F Feb 4
Last Class Day of 3 <sup>rd</sup> Term .....	F Mar 18
<b>SPRING RECESS</b> .....	M Mar 21 - F Mar 25

<b>4TH TERM</b>	<b>M Mar 28– F May 20 (40 class days, M-F)</b>
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Registration Begins for 4 <sup>th</sup> Term.....	M Nov 15
4 <sup>th</sup> Term Registration Ends.....	F Mar 25
Instruction Begins for 4 <sup>th</sup> Term .....	M Mar 28
Add Period.....	M Mar 28 – F Apr 1
Drop Period .....	M Mar 28 – F Apr 8
Last Class Day of 4 <sup>th</sup> Term.....	F May 20
<b>PUBLIC HEALTH CONVOCATION</b> .....	T May 24
<b>UNIVERSITY COMMENCEMENT</b> .....	Th May 26
<b>RESIDENCY PROGRAM ENDS</b> .....	Th June 30

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**Part I -  
GENERAL INFORMATION**

## PFRH General Information

### A. Education Office

The education office is your first point of contact for most questions regarding academic student-related matters.

#### **Donna Strobino, PhD**

Vice Chair of Education

[dstrobi1@jhu.edu](mailto:dstrobi1@jhu.edu)

Room E4650

Tel: 410-502-5451

#### **Gilbert Morgan**

Academic Program Manager

[gmorga13@jhu.edu](mailto:gmorga13@jhu.edu)

Room E4005

Tel: 410-614-6676

#### **Kristen McCormick**

Academic Program Administrator

[kmccor14@jhu.edu](mailto:kmccor14@jhu.edu)

Room E4014

Tel: 410-955-1116

### B. Information Technology

The Information Technology Team provides leading edge technology and systems support at JHSPH. Our Anytime-Anywhere strategy means that the School's information resources are available to the faculty, students, and staff of JHSPH from anywhere in the world, any time they need them.

High quality support is an integral factor in the success of today's public health professional. The JHSPH Information Technology team deploys technology to enhance the productivity, learning and research experience of the School's faculty, staff, and students.

In deploying our Anytime-Anywhere strategy, we make the computing, networking, and communications resources of the School available 24 hours a day, 7 days a week, 365 days a year both on-campus and off. The Information Technology team also provides comprehensive and customized services to faculty and administrators that streamline and secure survey data collection, project management, computer purchasing, and networking.

All new students will be issued a Johns Hopkins Office 365 email account, which is based on your Johns Hopkins Enterprise Directory (JHED) ID. Step-by-step instructions to activate your JHED ID are available [here](#).

After your JHED ID is activated, you can set up your Office 365 email account by following the instructions located [here](#).

You will be given a JHSPH ID to access JHSPH resources such as the my.JHSPH portal, printing, and the secure wireless network.

#### **Information Technology Office**

Room: W3014, Wolfe St.

Phone: 410-955-3781 (5-3781)

Hours: Monday-Friday 8:30 am-5:00 pm (walk in and phone in)

Closed weekends and holidays.

## C. Departmental Seminars

PFRH holds a [noon seminar series](#) every Wednesday 1st through 4th term. **PFRH students are required to attend.** The schedule of seminars will be sent in advance via email to all PFRH students and listed in the JHSPH Weekly Calendar. All graduating students are **required** to make a presentation of their thesis results in a formal academic setting, which may include the departmental noon seminar or a professional meeting.

## D. Departmental Special Seminars

The department offers special seminars throughout the year (e.g. the Masters' presentation seminar). Students may be required to attend additional seminars throughout the year.

## E. Departmental Services

### Payroll

Teaching and research assistant payroll forms can be found online at [my.jhsph.edu](http://my.jhsph.edu) under the department in the section called Human Resources and Payroll. All questions regarding payroll including stipends should be directed to [pfrh-payroll@jhu.edu](mailto:pfrh-payroll@jhu.edu). Completed paperwork that cannot be sent electronically should be delivered to the front office – E4527. Students who need to be set up on payroll for stipends payments should email [pfrh-payroll@jhu.edu](mailto:pfrh-payroll@jhu.edu) to set up an appointment.

### Facsimile Machine

Students have access to send and receive local faxes from the departmental fax machine listed below.

(410) 955-2303 (Bloomberg School of Public Health building E4527 PFRH Main Office).

### Kitchens

The department has three kitchens available for your use. Refrigerators are cleaned on Fridays at 4:30pm and everything not marked with a name and date is thrown away. Please be advised that the refrigerators (and microwaves) are maintained by our department staff and not housekeeping so please clean up your spills. Also staff, faculty and students share the three refrigerators so please be mindful of space when storing large items.

## F. Parking

See Bloomberg School of Public Health: <http://www.jhsph.edu/student-life/transportation/>.

## G. Student Groups

See Bloomberg School of Public Health: [http://www.jhsph.edu/offices-and-services/student-assembly/student\\_groups.html](http://www.jhsph.edu/offices-and-services/student-assembly/student_groups.html).

## H. COVID-19 Information

For academic year 2021-22, many on-site services may not be available during the 1<sup>st</sup> and 2<sup>nd</sup> term and possibly extended through the 3<sup>rd</sup> and 4<sup>th</sup> term. All such services, however, will be able to be accessed remotely. Information about these services and answers to additional resources are listed below.

COVID-19 News & Information: <https://my.jhsph.edu/Resources/COVID-19/Pages/default.aspx>

FAQs: <https://my.jhsph.edu/Resources/COVID-19/Lists/FAQStudent/By%20Topic.aspx>

Mental Health: <https://my.jhsph.edu/Resources/COVID-19/COVID19MH/Forms/AllItems.aspx>

## JHSPH Academic Policies and Procedures

The School's Catalog and Student Handbook can be found at: [http://www.jhsph.edu/student\\_affairs/one\\_stop/](http://www.jhsph.edu/student_affairs/one_stop/).

The school's internal website ("the portal") resources page, <https://my.jhsph.edu/Resources/>, houses commonly-needed links, including Computer Related Policies, HIPAA Intellectual Property Guidelines, and Office of Communications Policies and Procedures, as well as information specifically for students.

Students should be familiar with the School's Policy and Procedure Memos (PPMs) for Academic Programs and Students. The PPMs are located on the School's internal website ("the portal") at <https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx>.

Topics addressed in the School's Academic Programs:

- Academic Programs #1 General Policies
- Academic Programs #2 School of Advanced International Studies (SAIS)/Bloomberg School of Public Health Dual Degree Program
- Academic Programs #3 Doctor of Philosophy Degree
- Academic Programs #4 Doctor of Public Health Degree
- Academic Programs #5 Doctor of Science Degree
- Academic Programs #6 Continuing Education Courses
- Academic Programs #7 Master of Public Health Degree
- Academic Programs #8 Master of Health Science Degree - Academic
- Academic Programs #9 Master of Health Science Program for Doctoral Degree Candidates
- Academic Programs #10 Master of Science Degree
- Academic Programs #11 Master of Science in Public Health Degree
- Academic Programs #12 Registration and Acquisition of Course Credits
- Academic Programs #13 Master of Health Administration
- Academic Programs #14 Master of Science Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #15 Doctor of Philosophy (Ph.D.) Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #16 Master of Health Science Degree - Interdivisional Program in Clinical Investigation
- Academic Programs #17 Certificate Programs
- Academic Programs #18 Master of Science Program for Doctoral Degree Candidates
- Academic Programs #19 Bachelor of Arts/Master Degree Programs
- Academic Programs #20 Master of Public Policy Degree
- Academic Programs #21 Master of Bioethics Degree
- Academic Programs #22 OPAL Degree
- Academic Programs #23 MAPHB Online Degree

Topics addressed in the School's Students PPMs include:

- PPM Students #1 Academic Ethics
- PPM Students #2 Special Student Status: Regular Special Student
- PPM Students #3 Special Student Status: Limited Special Students
- PPM Students #4 Special Student Status: General Preventive Medicine and Occupational Medicine Residents
- PPM Students #5 Postdoctoral Fellows - Policy Guidelines and Procedures
- PPM Students #6 Student Conduct Code
- PPM Students #7 Student Grievance Procedure

## Regulations for PFRH Students

### A. Registration Policies

#### Continuous Registration

**Master students** are required to be registered full-time (16 units) each term throughout their program. Students may register online at <https://sis.jhu.edu/sswf/>. Please note that the Student Accounts office will impose a \$100 fee for late registration. A student who fails to register for a term or longer will be treated by the Registrar's Office as withdrawn from the School. A student may return to the School only upon formal reinstatement by the Department of PFRH, which may include the need to reapply for the degree program.

#### Leave of Absence

In the event a student needs to take time from her/his/their studies due to circumstances beyond their control, a leave of absence may be requested. Leaves of absence are typically limited to one year except for military service. Students requiring additional terms of leave beyond one year must apply for additional leave. Students who have had federal financial aid may be subject to additional restrictions and should check with the Financial Aid Office before extending a leave of absence beyond two terms. No more than two years of leave may be granted. The department requires that students requesting an official Leave of Absence (LOA) submit documentation explaining the reason for their LOA along with their LOA form to the department. The completed form must be submitted to the Registrar's Office. A fee of \$50 per term is imposed. Students are responsible for payment of this fee. Students needing to file for a LOA should do so prior to the end of add/drop of the term in which they wish to begin the LOA, although sooner is highly recommended. Failure to officially file for a LOA or failure to pay the LOA fee is considered a withdrawal from the School.

Students who return from an approved LOA must notify the Associate Registrar and the department chair during the term prior to resuming graduate study. PFRH also requires that prior to their return students contact their advisor so that the advisor is aware of the return and can help them resume their course of study. Students must contact their advisor at least a month before their expected return to ensure that plans for their course of study are fully discussed with their advisor and all needed paper work is submitted to the registrar on a timely basis. Upon return from leave of absence status, students must register for a minimum of two successive terms before completing their degree program.

#### Parental Leave – New child Accommodations

Full-time graduate students and postdoctoral trainees may request from their school a "new child accommodation" for 8 weeks. A new child accommodation is designed to make it possible to maintain the parent's existing status, and to facilitate their return to full participation in classwork, research, teaching, and clinical training in a seamless manner. Individuals who have teaching or research duties should work collaboratively to support the program's responsibility in identifying a substitute for any duties or recurring responsibilities for the duration of the accommodation period. Those requesting an accommodation will not be expected to assume sole responsibility for finding their own temporary replacement, but they must work with their program and supervisor(s) to delineate the responsibilities to be addressed.

The Policy applies equally to birth and non-birth parents of any gender. Accommodations begin on the day the student or trainee indicates they are no longer fully engaged in their professional and academic activities due to a new child and, to the extent possible, should be requested in advance of the beginning of the accommodation. Retroactive requests (more than one week after the new child accommodation has begun) will not automatically be granted but handled on a case-by-case basis. An accommodation is to be taken continuously and not intermittently and is not to continue beyond the end date of any appointment.

Students are encouraged to contact Dean Michael Ward [mward@jhu.edu](mailto:mward@jhu.edu) for more details if interested in taking a parental leave.

## B. Satisfactory Academic Progress

PFRH has a rigorous standard for satisfactory academic progress. Students must adhere to the following:

- Master students must achieve a cumulative GPA of 2.75 for all formal course work.
- Master students must complete program requirements within the time limits published in the designated Academic Program Policy and Procedure Memorandum (PPM).

## C. Unsatisfactory Academic Progress/Cause for Dismissal

A failing grade (F) in two or more courses will be cause for dismissal from the PFRH graduate program. The department will permit a student to remediate one course failure (F). Any student who fails a course will be monitored closely regarding academic progress.

Other causes for dismissal from the program include, but are not limited to, the following:

- Ethics violation
- Failure to maintain required GPA and to successfully complete all required courses

## D. Departmental Pass/Fail Policy

The following policies are applicable to PFRH students:

- **Master's Programs:** PFRH requires Master's students to take all required courses, including required PFRH area of interest courses, for a letter grade. Only elective courses may be taken as Pass/Fail option unless otherwise waived for the academic term or year by the school. Students should have a discussion with the faculty advisor for taking courses Pass/Fail.

## E. JHSPH Courses Taken Prior to Enrollment in Current Degree Program

Students who previously took a course at the School of Public Health who wish to use the course to fulfill a current requirement must have received a "B" or better and taken the course within the last three years of matriculating into their current degree program. Students who took these courses as an undergraduate may use the courses to fulfill course requirements but may not receive credit for the course to meet the minimum credit requirement for their current degree program.

## F. Course Waiver Policy

Students requesting course waivers must present evidence of prior coursework in the same subject, including, but not limited to, a syllabus and transcript. No waivers will be granted for courses in which the student received less than a B or did not receive a letter grade. If a waiver is granted, another course in the same subject must be taken as a substitute.

## Required PFRH Courses

Students wishing to waive **380.604, Life Course Perspectives on Health**, must petition the instructors and show that they have taken a similar course, demonstrate knowledge of the foundations of a multilevel life course perspective on health, and demonstrate (e.g. through a past course paper) that they understand how to develop a conceptual framework.

Students wishing to waive **Principles of Population Change (380.600) or Demographic Methods for Public Health (380.603)** may do so with the consent of the instructor and the understanding that they are required to take a higher level course in the same subject area (e.g., Social and Economic Aspects of Human Fertility (380.655) instead of Principles of Population Change or Methods & Measures in Population Studies (380.651) instead of Demographic Methods for Public Health).

Master's or doctoral students may petition the Master's Committee, with their academic advisor's consent, to **substitute a course requirement with another not listed in the requirements**. Students should make a request to the Education Office (EO); the EO will forward the request to the degree program director or course instructor, as appropriate. Evidence of completing a similar course in a prior graduate program or rationale for substituting a course must be provided. The request will be reviewed by the Master's committee. **See the PFRH waiver form in the PFRH Policies & Forms section.**

## Required Courses in Other Departments

Students wishing to waive **Epidemiologic Inference (340.721)** or **Epidemiologic Methods (340.751)** may do so by contacting the Academic Coordinator in the Department of Epidemiology, [FranBurman@jhu.edu](mailto:FranBurman@jhu.edu), at the beginning of the 1st term. Students may waive Epidemiologic Inference or Epidemiologic Methods only if they have completed a graduate level course in epidemiology with a grade of B or higher. Students must take the waiver exam and receive a score of 85% or better. Students who receive a waiver for Epidemiologic Inference must take a higher-level course in epidemiologic methods.

The only Biostatistics course that can be waived is **Statistical Methods in Public Health (140.621)**. Students may petition the Department of Biostatistics for a waiver if they can document and demonstrate that they have previously acquired the course competencies. Documentation to grant a waiver requires the title of previous course(s), name of instructor(s), textbook(s) used, course syllabi, and grade(s) received. After review of the documentation, one or more written waiver examinations may be required. Students wishing to request a waiver should contact the Academic Coordinator in the Department of Biostatistics, [margo1@jhu.edu](mailto:margo1@jhu.edu), before the start of the 1<sup>st</sup> term.

## G. Student's Responsibilities Regarding Deadlines

If a student needs to postpone taking an examination or submitting a paper for a PFRH course, the student must make the request in writing in advance to the course instructor explaining the reason for the request. The ruling made by the individual faculty member is final about such requests, and there is no appeal process. Original copies of work should be turned in for assignments. **The use of e-mail for turning in work is at the discretion of the instructor. It is the student's responsibility to ensure that the appropriate faculty member receives her/is/their work.**

## H. Special Studies

Special studies provide students with the opportunity for intensive exploration of substantive and methodological issues in their area of interest under the supervision of a faculty member. Students are encouraged to undertake such opportunities in advance of planning their master's essay or research. A special-studies form must be completed by students and faculty with whom they are working for special studies that are not taken for development of a doctoral research proposal or to complete the required MSPH/MHS essay. The form shown below includes the objectives for the special studies and the activities and deliverables undertaken to meet the objectives along with a timeline and frequency of meetings.

## Institutional Review Board Research Project Approval Procedures

The Institutional Review board (IRB) of the Bloomberg School of Public Health requires review of all faculty and student research involving the use of human subjects.

Before beginning contact with either human or animal subjects for research, students, as all researchers, must obtain the appropriate approval for their projects from either an institutional review board (e.g., the Institutional Review board, IRB) or the Institutional Animal Care and Use Committee (IACUC). In both cases, the faculty mentor must be involved in this process in that the protocol for the research project is submitted under the faculty's name with the student listed as a student investigator. NO contact can be made with humans, human tissue, human samples or human records without prior approval of the protocol by the IRB. NO animals can be purchased for the experimentation without an IACUC protocol approval.

It is important for students to make sure that they are either listed on their mentor's approved protocol or have obtained approval for their research protocol, in collaboration with their mentor before starting their research.

Information about the IRB committee can be obtained at the Office for Research Subjects in Suite W1100 in Bloomberg School of Public Health building. Students who are conducting original and independent research - under the direction of JHMI faculty advisers - that involves human subjects must have their proposed project approved by this committee.

When students are using data and other information that was developed by a previously approved JHMI or IRB research project, a copy of the previous IRB approval must be forwarded to the IRB in addition to a plan of how the data are to be used in secondary data analysis. If the student will be conducting secondary analysis of data from an existing approved study (refer to IRB list), the student and advisor will complete the IRB short form for approval of a secondary data analysis of the approved data set. The IRB still needs to review and approve how the student plans to use the data and report the findings from the analysis of the data.

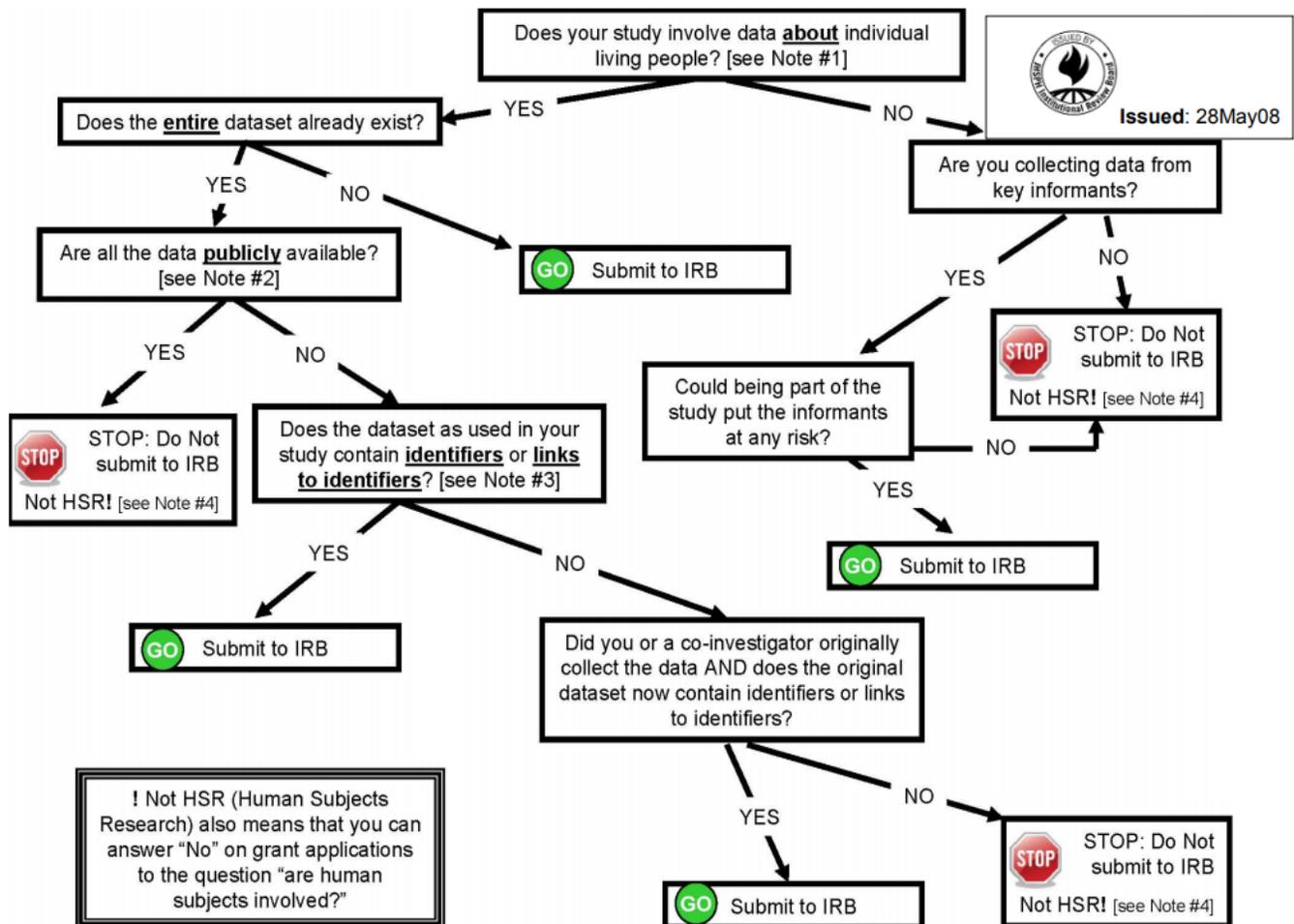
# Institutional Review Board Research Project Approval Procedures

2021-22

For field placement activities outside of JHU, the student’s advisor will review the proposed set of activities to be conducted during the field placement experience (usually before the placement starts or within the first month of work to assure that approval is granted before research begins). If it is difficult to distinguish whether the activities are “practice” or “research”, the student should consult the IRB website about the activities. If necessary, after review of the website, a memo describing the proposed activities should be submitted to the IRB by the student and advisor for an expedited review. The IRB review process should be completed within two weeks and a decision made as to whether the proposed activity is “professional practice” or “research project”.

The IRB will advise the student and advisor of their decision and if the scope of the project requires a full IRB application. In the circumstance that the IRB determines that an MSPH or MHS student is planning to conduct an activity that meets the criteria for a research project, the IRB will request completion of a full application for submission to the Institutional Review board. The letter from the IRB and any subsequent communication will be kept in the student’s departmental record.

Authorization must also be obtained from the agency/department sponsoring a field placement for the use and dissemination of the data and information in question. If the student plans to publish his/her/their work and/or the work is conducted as “research”, a full IRB application must be submitted. Guidelines for preparing an application to the Committee on Human Research are available in Room W1100 and on the IRB website, <http://www.jhsph.edu/offices-and-services/institutional-review-board/>.



Notes: Is it human subjects?

1. “About” means the data provide information about individual living people, not simply collected from individual living people. Key informant data about agencies or other entities (e.g., asking a hospital administrator about wait times in the ER, asking a drug manufacturer about dispensing patterns) or from experts or opinion leaders about their areas of expertise does not constitute data about individual living people.
2. “Publicly available” means the information is available to anyone, without prior clearance or qualification. Examples of publicly available data include census data, state court records, openly available national household surveys, or data available on the web. If you need a Data Use Agreement, it is not publicly available.
3. Identifiers provide the possibility of linkage to specific individuals. Examples include names, social security numbers, addresses, hospital IDs, or any HIPAA-defined identifiers. Identifiable can also mean that you can reasonably link to a specific individual based on an ensemble of variables. If you retain records that link an individual to a study ID, even if those records are kept in a separate location, then those individuals remain identifiable as long as you keep those records.
4. Can I still submit something I think is NHR to the IRB for review? Yes! There is some element of risk in making this determination yourself, should you ever be challenged on the decision not to submit by a journal editor or other source. You are welcome to submit any research protocol to the IRB and you will receive a statement with a determination following review. We urge you to do so to protect yourself if the topic is particularly socially or politically sensitive. If you elect to use the flow chart with attached clarifications, then we recommend printing it out, with notations regarding how you made your ultimate decision, and retain it in your files.

## JHSPH Travel Abroad Policy

### A. Travel Support\*

If a current student does not have access to other funding, the department will provide up to 50% support for **one trip** throughout her/his academic program in PFRH (this policy does not apply to presentations after students graduate, even if the work was completed during their studies) under the following circumstances:

- If a student has a platform presentation at a professional meeting or conference, the department will provide 50% support up to \$500.00.
- If a student has a poster presentation at a professional meeting or conference, the department will provide 50% support up to \$300.00.

**Prior to travel, a student should send a request via email to Jennifer Poynot, [jpoynot@jhu.edu](mailto:jpoynot@jhu.edu), including the travel dates, destination, and nature of the trip. Travel that is not pre-approved will not be reimbursed.**

The funds are matching and will only be reimbursed after travel. No advances will be made. Receipts must be provided for reimbursement within *15 days of return from travel*, and submitted to Jennifer Poynot at [jpoynot1@jhu.edu](mailto:jpoynot1@jhu.edu)

*\* This policy is in effect from September 1, 2020 through August 31, 2021 and is subject to the availability of department funds.*

### B. International Travel

The Department and the School require all students who are traveling abroad for academic and/or research purposes to create a travel registry profile. The School collects this information on an ongoing basis, so that in case of an emergency the University knows where individual students are located and how she/he/they can be reached. To create a Travel Registry Profile, please visit <https://my.jhsph.edu/sites/itr/default.aspx>.

To begin preparing for international travel, visit <https://my.jhsph.edu/sites/itr/default.aspx>. Students with questions should contact Edna Koimur, Student Accounts Office, at 410-955-5725 or [ekoimur@jhu.edu](mailto:ekoimur@jhu.edu).

Johns Hopkins University has a 24/7 resource on call, online and even on the ground to help with any medical, security and logistical questions, concerns and situations that may arise. If you need a medical referral, lose your medication, seek pre-travel advice or experience a medical or security crisis, Johns Hopkins University has a fully integrated program in place so you receive the care and expertise that you need, whenever and wherever you need it.

Johns Hopkins University partners with International SOS, the leading medical assistance, international healthcare and security assistance company. Travel security services are provided by a joint venture of International SOS and Control Risks, the world's leading security risk management firm. SOS card information can be found at [http://www.jhu.edu/purchasing/travel/intl\\_sos.pdf](http://www.jhu.edu/purchasing/travel/intl_sos.pdf).

To obtain a travel insurance card please contact the Risk Management Department at 443-997-8258.

As a graduate student at the Johns Hopkins Bloomberg School of Public Health, you may have an opportunity to supplement your education or conduct research in another country. These opportunities often enrich the academic curriculum, contribute to dissertation research, and allow students to apply the knowledge obtained in the classroom to the world's communities. While the School encourages participation in these experiences, international tensions can be high. Therefore, students should seek information on conditions abroad before traveling.

Any plans for international travel should be carefully considered. Before undertaking any travel, please consult the Department of State Website at <http://travel.state.gov>. Information on US embassies, travel advisories, and the availability of transportation should the situation in a country deteriorate may be found on this site.

If you are traveling to a less developed part of the world, you should be certain to contact your health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard your health. Located on the East Baltimore campus, you can reach the International Travel Clinic by telephone at 410-955-8931. Further information about recommended immunizations and prophylaxis is available at the CDC Website, <http://www.cdc.gov/travel>.

Students who travel must complete a Graduate Student Study Release and must leave contact information with the PFRH Education Office. Copies of the Graduate Student Study Release ([https://my.jhsph.edu/sites/itr/Documents/Graduate\\_Student\\_Study\\_Release\\_Form\\_9\\_Apr\\_2013.pdf](https://my.jhsph.edu/sites/itr/Documents/Graduate_Student_Study_Release_Form_9_Apr_2013.pdf)) form may be obtained online or Student Affairs in suite E1002 of the Wolfe Street Building. In addition, PFRH students must complete the department's travel form. A copy of the form can be found at <https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Traveling%20to%20Countries%20with%20Travel%20Warnings%20Form%202013.doc>.

In addition, when going to and returning from countries that are considered State Department Warning Areas (listed here: <http://travel.state.gov/content/passports/english/alertswarnings.html>), travelers must notify department chairs or their designees. Travelers must notify Associate Dean Ward ([mward@jhu.edu](mailto:mward@jhu.edu)) before going to CDC Warning Level 3 areas (i.e., avoid nonessential travel) and upon their return. Current Level 3 areas are Guinea, Liberia and Sierra Leone. Check <http://wwwnc.cdc.gov/travel/notices> for an up-to-date list. Students should contact Michael Ward for additional questions or information.

International students must contact the Office of International Services (OIS) well in advance of any travel to avoid compliance issues with their visa status. OIS may be contacted at 410-955-3371, or at <http://www.hopkinsmedicine.org/intlsvcs>.

The Global Field Research Award supports hands-on public health research and practice related travel costs. All full-time students in good standing are eligible to apply. Details and application available at <http://www.hopkinsglobalhealth.org/news-events/news/center-for-global-health-awards-85-student-travel-grants/>.

## PFRH Teaching Assistant Policy

The Department of Population, Family and Reproductive Health supports **full-time graduate students** serving in the role of teaching assistants (TA). The department values the educational and learning experience that students gain through participating as a TA in addition to providing monetary compensation to them. The department classifies TA positions into 2 levels: 1.0 FTE TA and 0.5 FTE TA. The expectation for time commitment as well as monetary compensation differs for the two levels. Part-time students are not eligible for TA positions due to FLSA rules.

Information about current TA positions will be sent to students throughout the year. Typically, students should have already taken the course in order to be a TA. Students wishing to serve as a TA in a course should meet with the course instructor prior to agreeing to serve as a TA and discuss the nature of the course as well as the faculty member’s expectations. Both should discuss the responsibilities of the TA as well as the tasks the department deems beyond the scope of the TA to be sure there are no misunderstandings about roles. The expected number of hours/week as well as preparation needs should also be addressed. Once a student and faculty member have agreed, they both must sign the TA agreement form; students submit it to the department’s payroll office.

The number of hours that a TA actually works may vary substantially from course to course, but it is generally expected that a TA will begin work approximately two weeks prior to the start of the course and continue to work at least 10 days beyond the last class session or until grades are submitted. 1.0 FTE TA is expected to attend each class session. 0.5 FTE TAs may or may not be required to attend class sessions.

### TA Payment Scale

(Rate determined at the end of add/drop)

Class Size	1.0 FTE 3 Credit Courses	1.0 FTE 4 Credit Courses	.50 FTE 3 Credit Course	.50 FTE 4 Credit Course
<16	594			
16-24	1,188	1,332	594	666
25-40	1,476	1,620	738	810
41-54	1,764	1,908	882	954
>54	Determined on course by course basis			

Students will NOT turn in timesheets for TA work. Payment will be processed on the pay period following the last day of add/drop. (If that date occurs too late to meet the next pay period due to processing cut off dates, it may be the following pay.)

Please email Gilbert Morgan, [gmorga13@jhu.edu](mailto:gmorga13@jhu.edu) at least a week prior to the start of the term for TA form. All TA forms must be completed and sent to [pfrh-payroll@jhu.edu](mailto:pfrh-payroll@jhu.edu) prior to the first day of class.

**PFRH Policies & Forms**

**PFRH Degree Requirements Waiver Request**

Student Name\_\_\_\_\_ Degree Program\_\_\_\_\_

Advisor Name\_\_\_\_\_

Date of Request \_\_\_\_\_ (MM/DD/YY)

Course name and number

Reason for waiver request\*

\*Please state the reason for the request and provide documentation supporting the waiver request (e.g. syllabus for course you would like to take instead of required course, reason you need to take course later in program) Identify if alternate course is proposed, and specify as appropriate.

I understand that this waiver must be approved by my advisor, the program director and Doctoral or Masters Committee.

\_\_\_\_\_  
Signature of Student                      Date

\_\_\_\_\_  
Signature of Advisor                      Date

**PFRH Degree Requirements Waiver Procedure:**

All waiver requests must be submitted on this form to the Education Office. Once approved, documentation of the waiver will be maintained in the student’s file.

PFRH students may petition the PFRH Doctoral or Masters Committee, with consent of their academic advisor, to waive a particular course in the PFRH list of requirements, but it must be replaced with a similar or higher level course. Students should first contact the Education Office with their request once she/he/they has consent from her or his advisor. The Academic Program Administrator will forward the request onto the degree program director. Evidence of having taken a similar course in a previous graduate program or a rationale for substituting a course must be provided with the petition.

Students requesting waivers must present evidence of prior coursework in the same subject, including a syllabus and transcript. No waivers will be granted for courses in which the student received less than a B. If a waiver is granted, another course must be taken as substitute.

**Please submit this request to the Academic Program Administrator, Gilbert Morgan (E4005)**  
Office Use Only

Date request received\_\_\_\_\_ Departmental or Area of Interest requirement\_\_\_\_\_

Approval Date \_\_\_\_\_ Student Record updated   
Alternate Course \_\_\_\_\_



**Advisor Change Request Form**

Date of Request

Student Name

Degree Program      Area of Interest

Effective Date: Academic Year      Term

Student Signature

Primary Advisor (Please Print Name)

Signature

New Advisor (Please Print Name)

\*New Co-Advisor (Please Print Name)

Signature

**Approval of Change:**

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Donna Strobino, PhD Vice Chair of Education

\*If applicable

*Please return completed (printed) form to Gilbert Morgan, Academic Program Manager  
CC: Advisor and Student File*

**PFRH Special Studies Tracking Form**

Student Name \_\_\_\_\_ Academic Year \_\_\_\_\_

Faculty Name \_\_\_\_\_ Term \_\_\_\_\_

Learning objectives

Activities

Deliverables

Timeline

Frequency of faculty-student meetings (e.g., 1 hour every other week) \_\_\_\_\_

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Hours/week of student's independent effort (beyond faculty-student meetings) \_\_\_\_\_

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Number of academic credits in specified term

- 1 credit = 3 hours/week (combined faculty-student meeting and student's independent effort)
- 2 credits = 6 hours/week (combined faculty-student meeting and student's independent effort)
- 3 credits = 9 hours/week (combined faculty-student meeting and student's independent effort)
- Other \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Advisor \_\_\_\_\_ Date \_\_\_\_\_  
**COMPLETED FORM TO BE SUBMITTED TO ACADEMIC OFFICE (GILBERT MORGAN) AND HOUSED IN STUDENT FILE.**

**Traveling to Countries with Travel Warnings Form**

Student must submit this form if question 3 in the Travel Checklist was marked Yes.

This form must be submitted to Kristen McCormick (master's students) or Gilbert Morgan (doctoral students) along with the International Travel Checklist, the Safety or Evacuation Plan, and photocopies of your passport, health insurance and student ID, at least 2 months before the proposed travel date.

Student's Full Name: Program Area: Degree:

1. Country of Citizenship:
2. Country and city of Travel:
3. Length of Stay:
4. Address of the nearest U.S. consulate and your country's consulate, while in this country:
  
5. Will this trip satisfy a degree requirement (MHS internship, Doctoral Thesis, Doctoral Non-Thesis Related Research)?  
  
 MSPH Internship     Other   
 Doctoral Thesis     No  
 Doctoral Non-Thesis related Research
6. Please name the organization and/or faculty member you will be working in this country:
  
7. List all the cities, towns, and rural areas you will be working in:
  
8. Does the organization/faculty member have a safety or evacuation plan in place in case of emergencies?  
Yes  No

If Yes, please include a copy of the safety plan in this form

- 9. What project will you be working on?
  
- 10. What will be your specific duties?
  
- 11. Who will be your direct supervisor?
  
- 12. What is the address and telephone number of the main office you will be working in?
  
- 13. What is your lodging plan while traveling abroad?
  
- 14. Provide justification for working in this specific country

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Advisor or Faculty member responsible only:**

I have no issues or concerns with this student's travel

I have concerns regarding this student's travel

Please comment on any aspects of the project you would like the committee to consider when reviewing this form

Advisor/Faculty's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PART II -  
MASTERS STUDENTS  
HANDBOOK**

## MHS Program Overview

This handbook describes the program of study for PFRH MHS students. It describes the competencies for the program shown below and the 12 foundational learning objectives required for all programs in schools of public health by the Council on Education in Public Health (CEPH). All MHS students should have a fundamental understanding of statistical methods and their application, epidemiology, research ethics, research methods in a selected methodological area, and expertise in an area of interest, as listed below, and the application of life course perspectives on health, demography and population dynamics to this area of interest.

During the program, students are required to:

- Successfully complete: Epidemiologic Inference or its equivalent; 12-16 credits of Statistics; three (3) credits of Research Ethics; Academic and Research Ethics; two (2) Research Methods courses; five area of interest courses including (2) core courses which examine the application of life course perspectives on health, demography and population dynamics to this area and three (3) specific courses in their area of interest;
- Successfully complete courses that address the 12 foundational learning objectives required for all degree programs in schools of public health by CEPH;
- Complete an individual development plan for their studies;
- Complete a minimum of 64 academic credits, including 16 credits minimum each term to be considered full-time students;
- Achieve a grade point average (GPA) of 2.75 or higher in all course work in order to be in good academic standing;
- Successfully complete the required final culminating MHS essay and presentation.

Details about course requirements and guidelines for the essay and presentation are described in the next sections of this handbook.

## PFRH Policies Regarding Academic Requirements

The Director of the Masters Programs and Academic Program Administrator review and credential the academic progress of all Masters students at the end of each term. A Course Selection and Tracking Form summarizing progress is provided to the advisor and each student immediately after the review. The form notes if a student is making satisfactory progress. It also includes the courses a student has taken to fulfill the CEPH learning objectives and area of interest competencies, and those which still need to be taken to fulfill the requirements. If a student is not showing satisfactory progress, then the student and advisor are required to meet and provide a formal letter to the Director of the Masters Programs indicating how the student will meet the necessary academic standards. For a description of satisfactory academic progress, see the section of this handbook called "Regulations for PFRH Students."

A student who earns a "D" or "F" grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).

If an MHS student cannot meet the above academic standards, a formal letter requesting remediation may be submitted by the PFRH Education Office to the student and advisor. Judgment concerning dismissal from the program for students demonstrating substandard academic performance will be made by the Masters' Committee in consultation with the Vice Chair of Education and Chair of PFRH.

## MHS Program Competencies

This section lists all learning objectives and competencies with a set of tables showing courses fulfilling each.

### CEPH 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).

All **PFRH MHS students** must attain proficiency in the following three (3) competencies:

1. Apply statistical methods to address the health of populations.
2. Apply epidemiological methods to address the health of populations.
3. Apply ethical concepts and tools to population health research and practice.

### Degree Program Competencies

All **PFRH MHS students** must attain proficiency in three MHS-specific research competencies:

1. Evaluate and apply study designs to address research and evaluation questions about the health of populations.
2. Evaluate and apply rigorous strategies for measurement and data collection across a range of study designs.
3. Translate and communicate research findings to researchers, policy makers, and the public.

### Area of Interest Competencies

All **PFRH MHS 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 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 the relevant populations.
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of populations.

**School-wide Requirements:**

All **PFRH MHS students** must attain proficiency in the three (3) competencies listed below. They must choose either 340.721 or 340.751 for the epidemiology competency and either 140.621-624 or 140.651-654 to meet the statistical methods competency. Students also are required to take a minimum of 3 credits of Research Ethics in addition to 550.860.

Competency	Course/Activity Meeting Competency (term) credits
1. Applying statistical methods to address the health of populations. <b>(Choose at least 3 in sequence)</b>	140.621 Statistical Methods in Public Health I (1) or 140.651 Methods in Biostatistics I (1) 4cr <b>AND</b> 140.622 Statistical Methods in Public Health II (2) or 140.652 Methods in Biostatistics II (2) 4cr <b>AND</b> 140.623 Statistical Methods in Public Health III (3) or 140.653 Methods in Biostatistics III (3) 4cr <b>AND</b> 140.624 Statistical Methods in Public Health IV (4) or 140.654 Methods in Biostatistics IV (4) 4cr
2. Applying epidemiological methods to address the health of populations. <b>(Choose 1)</b>	340.721.60 (81) Epidemiologic Inference I (1,3) 5cr 340.751 Epidemiologic Methods I (1) 5cr
3. Applying ethical concepts and tools to population health research and practice.	550.860.82 Academic and Research Ethics (1,2,3,4) 0cr <b>AND</b> 306.665 Research, Ethics and Integrity: US and International Issues (3) 3cr <b>OR</b> 550.600 Responsible Conduct of Research** (1) 1cr <b>**If students choose 550.600, they must also take one of the following courses:</b> 306.663 Legal and Ethical Issues in Health Services Management (4) 3cr <b>OR</b> 221.616.01 (81) Ethics of Public Health Practice in Developing Countries (4) 2cr

Students must complete courses that address the 12 foundational learning objectives required by CEPH

CEPH LEARNING OBJECTIVES		
<i>Learning Objectives</i>	<i>Course/(Credits)</i>	<i>Term</i>
1. Explain public health history, philosophy and values	380.624.01 (81) Maternal and Child Health Legislation and Programs (4) <b>OR</b> 552.601.81 Foundational Principles of Public Health (0.5)	2  1, 2, 3
2. Identify the core functions of public health and the 10 Essential Services	380.624.01 (81) Maternal and Child Health Legislation and Programs (4) <b>OR</b> 552.601.81 Foundational Principles of Public Health (0.5)	2  1, 2, 3
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	380.603 (81) Demographic Methods for Public Health (4) <b>OR</b> 552.602.81 The Role of Quantitative Methods in Public Health (0.5) <b>AND</b> 552.603.81 The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health (0.5) <b>OR</b> 224.690 Research Theory and Methods (2)	2, 3  1,3,4  1,2,3  1,3
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	380.600 Principles of Population Change (4) <b>OR</b> 552.604.81 Causes and Trends in Morbidity and Mortality (0.5)	2  1,3
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	340.721.60 (81) Epidemiologic Inference in Public Health I (5) <b>OR</b> 340.751 Epidemiologic Methods I (5)	1, 3  1
6. Explain the critical importance of evidence in advancing public health knowledge	380.664 Reproductive and Perinatal Epidemiology (4) <b>OR</b> 552.606.81 The Critical Importance of Evidence in Advancing Public Health Knowledge (0.5)	4  1,3
7. Explain effects of environmental factors on a population's health	380.616 Child Health Epidemiology (3) <b>OR</b> 552.607.81 Essentials of Environmental Health (0.5)	4  1,2,3
8. Explain biological and genetic factors that affect a population's health	552.608.81 Biologic, Genetic and Infectious Bases of Human Disease (0.5)	1,2,3
9. Explain behavioral and psychological factors that affect a population's health	380.604 (81) Life Course Perspectives on Health (4)	1, 2
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	380.604 (81) Life Course Perspectives on Health (4)	1, 2

CEPH LEARNING OBJECTIVES		
11. Explain how globalization affects global burdens of disease	380.600 Principles of Population Change (4) <b>OR</b> 552.611.81 Globalization and Health: A Framework for Analysis (0.5)	2  1,2,3
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	552.612.81 Essentials of One Health (0.5)	1,4

Students must select a minimum of 2 research methods courses in a methodological area of their choice listed in alphabetical order below: behavioral/social science; epidemiology; or health services research and evaluation.

BEHAVIORAL/SOCIAL SCIENCE SPECIALTY CORE REQUIREMENTS			
Course Number	Course Name	Credits	Term
<b>Study Design (Choose 1)</b>			
<a href="#">380.611</a>	Fundamentals of Program Evaluation	4	3
224.690.81	Qualitative Research Theory and Methods	3	1
410.615	Research Design in the Social and Behavioral Sciences	3	2
<b>224.692.81</b>	Methods in Formative Research and Human Centered Design for Intervention Development	4	3
<b>Or Choose 2 of 3</b>			
309.616.81	Introduction to Methods for Health Services Research and Evaluation, I and II	2	3
410.635.81	Applications of Innovative Methods in Health Equity Research	2	3
550.604.81	Qualitative Reasoning in Public Health	2	2
<b>Data Collection and Analysis (Choose 1)</b>			
<a href="#">340.717</a>	Health Survey Research Methods	4	2
<a href="#">380.711</a>	Issues in Survey Research Design	3	3
410.690	Ethnographic Fieldwork	3	1
<a href="#">224.691</a>	Qualitative Data Analysis <sup>1</sup>	3	4
<sup>1</sup> Multi-term course. Students must take both 224.690 and 224.691 in order to receive a grade for the course.			

Students may select from one of two Epidemiology methods options, Epidemiologic Inference and Epidemiology Research Methods; Course electives are the same for each.

<b>EPIDEMIOLOGY SPECIALTY CORE REQUIREMENTS</b>			
<b><i>Option 1 (340.601 Principles of Epidemiology) Professional Track</i></b>			
Course Number	Course Name	Credits	Term
<b><i>Study Design (Choose 1)</i></b>			
<a href="#">340.722</a> OR	Epidemiologic Inference in Public Health II	4	2
<a href="#">340.722.81</a>	Epidemiologic Inference in Public Health II	4	3
<b><i>Data Collection and Analysis (Choose 1)</i></b>			
<a href="#">340.717</a>	Health Survey Research Methods	4	2
<a href="#">380.711</a>	Issues in Survey Research Design	3	3
607.724.86	Applying Household Surveys to Primary Health Care Programs	3	2
<b><i>Option 2 (340.751 Epidemiology Research Methods)</i></b>			
<b><i>Study Design and Data Analysis (take both)</i></b>			
<a href="#">340.752</a>	Epidemiologic Methods 2	5	2
<a href="#">340.753</a>	Epidemiologic Methods 3	5	3
<b><i>Data Collection and Analysis (Choose 1)</i></b>			
<a href="#">340.717</a>	Health Survey Research Methods	4	2
<a href="#">380.711</a>	Issues in Survey Research Design	3	3
<b><i>Electives</i></b>			
<a href="#">340.645.81</a>	Introduction to Clinical Trials	3	2
<a href="#">223.664</a>	Design and Conduct of Community Trials	4	3
340.726.81	Implementation Research Methods to Address Real World Epidemiological Questions	3	4

HEALTH SERVICES RESEARCH AND EVALUATION SPECIALTY CORE REQUIREMENTS			
Course Number	Course Name	Credits	Term
<b>Study Design (Choose 1)</b>			
<a href="#">380.611</a>	Fundamentals of Program Evaluation	4	3
<a href="#">380.611.81</a>	Fundamentals of Program Evaluation	4	1
221.645.81	Large-Scale Effectiveness Evaluations of Health Programs	4	4
<a href="#">223.632</a>	Methods for Planning and Implementing Evaluations of Large-Scale Health Programs in Low and Middle Income Countries	4	4
<b>OR Choose 2</b>			
309.616.81	Introduction to Methods for Health Services Research and Evaluation, I and II	2	3
410.635.81	Applications of Innovative Methods in Health Equity Research	2	3
<b>Data Collection and Analysis (Choose 1)</b>			
<a href="#">380.612</a>	Applications in Program Monitoring and Evaluation	4	4
<a href="#">340.717</a>	Health Survey Research Methods	4	2
<a href="#">380.711</a>	Issues in Survey Research Design	3	3
<b>Electives</b>			
Course Number	Course Name	Credits	Term
<a href="#">300.713</a>	Research and Evaluation Methods for Health Policy	3	3
<b>224.692.81</b>	Methods in Formative Research and Human Centered Design for Intervention Development	4	3
<a href="#">309.715</a>	Advanced Methods in Health Services Research: Research Design	4	2
<a href="#">410.710</a>	Concepts in Qualitative Research for Social & Behavioral Sciences	3	2
<a href="#">221.644</a>	Econometric Methods for Evaluation of Health Programs	4	4
<a href="#">224.690</a>	Qualitative Research Theory and Methods <sup>2</sup>	3	3
<a href="#">224.691</a>	Qualitative Data Analysis <sup>2</sup>	3	4
<p><sup>2</sup>Multi-term course. Students must take both 224.690 and 224.691 in order to receive a grade for the course. 220.689 is a prerequisite for the course.</p>			

## PFRH Areas of Interest Requirements for MHS

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 and departmental requirements and CEPH learning objectives. The current areas of interest include the following:

- Adolescent Health
- Child Health
- Maternal, Fetal and Perinatal Health
- Maternal and Child Health
- Population and Health
- Women's, Sexual and Reproductive Health

Master's students must take five courses to meet the requirements for the areas of interest component of their degree program. 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 vice versa.

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 wing tables.

<b>Adolescent Health</b>		
<i>Competency</i>	<i>Course/Activity Meeting Competency /(Credits)</i>	<i>Term</i>
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	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principals of Population Change (4) <b>OR</b> 380.603 (81) Demographic Methods for Public Health (4)	2 2,3
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.	380.623.81 Adolescent Health and Development (3) <b>OR</b> 380.747.81 International Adolescent Health (3)	3 4
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant populations.	380.624.01 (81) Maternal and Child Health Legislation and Programs* (4) <b>OR</b> 380.665 Family Planning Policies and Programs (4)	2 3
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.725 The Social Context of Adolescent Health and Development (3)	4
<b>Electives</b>		
380.720 Masculinity, Sexual Behavior and Health: Adolescence and Beyond (3)		2
380.721 Schools and Health (3)		2
380.762.81 HIV Infection in Women, Children and Adolescents (4)		4
380.761.81 Sexually Transmitted Infections in Public Health Practice (4)		4
380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)		3
380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)		3
380.771 Understanding and Changing International Reproductive Health Policy (3)		4
380.749 Adolescent, Sexual and Reproductive Health (3)		4

<b>CHILD HEALTH</b>		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
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	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principles of Population Change (4) <b>OR</b> 380.603 Demographic Methods for Public Health (4)	2  2,3
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.	380.616 Child Health Epidemiology (3)	4
4 Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant populations.	380.624 Maternal and Child Health Legislation and Programs (4)	2
5. Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.642 Child Health and Development (3) <b>OR</b> 380.744 Nutrition and Growth in Maternal and Child Health (3)	2  1
<b>Electives</b>		
223.663 Infectious Diseases and Child Survival (3)		3
380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)		3
330.640 Childhood Victimization: A Public Health Perspective (3)		4
380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)		4
380.762 HIV Infection in Women, Children & Adolescents (4)		4
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)		3
380.740 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)		2
380.721 Schools and Health (3)		2
380.623 Adolescent Health and Development (3)		2
410.752 Children, Media and Health (3)		3

<b>Maternal and Child Health</b>		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
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	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principals of Population Change (4) <b>OR</b> 380.603 (81) Demographic Methods for Public Health (4)	2  2,3
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.	380.664 Reproductive and Perinatal Epidemiology (4) <b>OR</b> 380.616 Child Health Epidemiology (3) <b>OR</b> 380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)	4  4  4
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.624.01 (81) Maternal and Child Health Legislation and Programs (4)	2
5 Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.642.81 Child Health and Development (3) <b>OR</b> 380.744.81 Nutrition and Growth in Maternal and Child Health (3)@ <b>OR</b> 380.623.81 Adolescent Health and Development (3) <b>OR</b> 380.747.81 International Adolescent Health (3) <b>OR</b> 380.725 The Social Context of Adolescent Health and Development (3)	1  1, 2  3  4  4
<b>Electives</b>		
380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)		2
380.740.81 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)		4 3
223.663 Infectious Diseases and Child Survival (3)		2
380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)		3
330.640 Childhood Victimization: A Public Health Perspective (3)		3
380.762.81 HIV Infection in Women, Children & Adolescents (4)		4
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)		3
410.752 Children, Media and Health (3)		1

@ Another course must be taken if Child Health Epidemiology was not taken to meet competency 3 to assure coursework in child or adolescent health in addition to maternal and newborn health.

<b>Maternal, Fetal and Perinatal Health</b>		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
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	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principals of Population Change (4) <b>OR</b> 380.603 (81) Demographic Methods for Public Health (4)	2 2,3
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.	380.664 Reproductive and Perinatal Epidemiology (4) <b>OR</b> 380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)	4
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.624.01 (81) Maternal and Child Health Legislation and Programs (4) <b>OR</b> 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4) <b>OR</b> 380.661 Clinical Aspects of Maternal and Newborn Health (3)	2 2 3
5 Apply frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.655 Social and Economic Aspects of Human Fertility (3) <b>OR</b> 380.744.81 Nutrition and Growth in Maternal and Child Health (3)	1 1, 2
<b>Electives</b>		
380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)		2
380.740.81 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)		4 3
120.620.01 Fundamentals of Reproductive Biology (3)		2
120.620.81 Fundamentals of Reproductive Biology (3)		1 2

<b>Population and Health</b>		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
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	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principals of Population Change (4) <b>OR</b> 380.603 (81) Demographic Methods for Public Health (4)	2 2,3
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.	380.655 Social and Economic Aspects of Human Fertility (3) <b>OR</b> 380.750 Migration & Health: Concepts, Rates, and Relationships (3)	2 3
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.665 Family Planning Policies and Programs (4) <b>OR</b> 380.624.01 (81) Maternal and Child Health Legislation and Programs (4) <b>OR</b> 221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)	3 2 2
5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.655 Social and Economic Aspects of Human Fertility (3) <b>OR</b> 380.750 Migration & Health: Concepts, Rates, and Relationships (3)	2 3
<b>Electives</b>		
380.635 Urban Health in Contemporary America (4)		4
380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)		2
380.664 Reproductive and Perinatal Epidemiology (4)		4
380.765.81 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)		4
380.767 Couples and Reproductive Health (variable credit)		1
380.670 Clinical Aspects of Reproductive Health (3)		3

\*\* This course is offered every other year

<b>Women's, Sexual and Reproductive Health</b>		
<i>Competency</i>	<i>Course/Activity Meeting Competency/(Credits)</i>	<i>Term</i>
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.	380.604 (81) Life Course Perspectives on Health (4)	1, 2
2 Identify and assess the causes and consequences of population change using demographic methods;	380.600 Principals of Population Change (4) <b>OR</b> 380.603 (81) Demographic Methods for Public Health (4)	2 2,3
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.	380.664 Reproductive and Perinatal Epidemiology (4) <b>OR</b> 380.666 Women's Health (3)	4 3
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in the relevant	380.665 Family Planning Policies and Programs (4) <b>OR</b> 380.771 Understanding and Changing International Reproductive Health Policy (3) <b>OR</b> 380.667 Women's Health Policy (3) <b>OR</b> 380.768 Selected Topics in Women's Health and Women's Health Policy (4) <b>OR</b> 380.760 Clinical Aspects of Reproductive Health (3)	3 4 4 1 3
5. Applying frameworks specific to the area of interest (beyond life course) for improving the health of the relevant populations.	380.655 Social and Economic Aspects of Human Fertility (3) <b>OR</b> 380.668 International Perspectives on Women, Gender and Health (3)	2 4
<b>Electives</b>		
380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)		2
380.720 Masculinity, Sexual Behavior & Health: Adolescence & Beyond (3)		2
380.749 Adolescent Sexual and Reproductive Health (3)		4
380.762.81 HIV infection in Women, Children and) Adolescents (4)		4
380.623.81 Adolescent Health and Development (3)		3
550.629 The Epidemiology of LGBT Health (3)		2
410.683.60 Global Perspectives on LGBT Health (3)		3
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
380.663 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3)		4
380.628.01 Public Health Perspectives on Abortion (3)		4
380.624.01 (81) Maternal and Child Health Legislation and Programs (4)		2
410.657 Community Strategies for Sexual Risk Reduction (3)		4
221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)		2
380.767 Couples and Reproductive Health (variable credit)		1
120.620 (81) Fundamentals of Reproductive Biology (3)		2
380.761.81 Sexually Transmitted Infections in Public Health Practice (4)		4

## MHS Essay and Presentation Guidelines

The Master's Essay is a requirement for graduation from the MHS 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; a priority for the essay is that it has a research focus even if it does not involve data analysis. In addition to the written essay, students must give a 10-minute public presentation of their essay.

Students should begin thinking about essay topics and format by the end of the first term.

During Terms 3 and 4 of their studies, 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 3: 3-6 credits
- Term 4: 3-5 credits
- Students need to take a minimum of 3 credits of special studies each term for the essay
- If taking more than 3 credits student must meet weekly with 1st reader

The following sections provide detailed guidelines about the essay and presentation. The Master's Essay CoursePlus website has further details about the process.

### Essay Readers

Students must have at least one reader for their essay. The following guidelines must be applied:

- The students' reader must be PRFH faculty; faculty with a joint appointment in PFRH can be a reader.
- If a student wishes to select a reader who is not PFRH faculty, then a second reader from PFRH must also be selected.

### Responsibilities of Students and Readers

#### Reader

The essay reader has the overall responsibility of working with the student on the essay from the outline to final draft, and on preparation for the presentation. The reader must be identified as the instructor for the special studies course for the MHS Essay (380.840) in the 3<sup>rd</sup> and 4<sup>th</sup> terms. Students must submit outline and essay drafts to their reader on key dates starting in November through April; these dates are indicated to assure timely completion of the essay.

#### Second Reader

A second reader may also provide comments on the essay at any stage. A second reader will seldom be needed but may be asked if a student is using data from a study conducted by the reader or at the agency of the reader. If a second reader is external to the department, students are strongly advised to discuss the roles and responsibilities of this reader with their primary reader. Second readers do not give approval for the essay, unless the first reader is external to PFRH.

The essay must meet the standards required by faculty of the School. However, student who are using data affiliated with the second reader or the second reader's agency should provide drafts of the essay to this reader and discuss when feedback will be given to the student from the reader.

## Choosing a Topic and Format for the Essay

In addition to selecting a topic and readers, students select one of four formats for the essay:

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

Given the research/academic focus of MHS degree, the essay should include data to support the topic even if it is not a research report.

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> term second MSPH and MHS meeting.

The student and reader must verify the knowledge and skills required for the selected essay format (see [Essay Topic Form](#)); for example, students conducting a systematic literature review for their essay must have taken a related course or worked with a reader with methodological expertise in systematic reviews.

## Steps to Complete the Essay

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

Students should identify a reader whose research interests and expertise are in the topic area or methodology for the essay. Academic advisors serve as a useful resource for discussing potential topics of interest and providing referrals to other faculty members in the department whose expertise matches the proposed topic of the essay. Other resources for identifying potential readers are the Masters Director and Associate Director, academic coordinators, and the PFRH website.

### Step 2: Discuss roles and responsibilities with reader(s)

Once a reader has been identified, all students should have a conversation with the reader about their responsibility for the essay. This discussion is especially important in the unlikely event that a reader is from outside PFRH and a second reader from PFRH is identified. A timeline should be provided to the reader to assure they are aware when feedback should be provided. In general, readers should be given at least a minimum of one week to provide feedback to students. While not required, the student and reader also should discuss if they plan to publish the results of the essay and the order of authors for the publication. Separate guidelines regarding authorship will be provided to 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 participants. 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 if undertaking primary data collection. The JHBSPH IRB Office (<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.

After students have identified the data source(s) for research for their essay, they should complete the online [IRB Worksheet](#) to determine 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](#) must be completed and signed by the student, and reader. 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 or propose an evaluation of a project or program for the essay, she/he/they must have either taken the 'Fundamentals of Program Evaluation' course or an equivalent or had prior experience conducting an evaluation (see *Evaluation of a Program/Project* on page 42). Students also must indicate whether IRB approval is needed for the essay.

## Step 5: Register for 380.840 in PFRH

Students should register for 2 to 3 credits of special studies with their **reader** using course number 380.840 in the 3<sup>th</sup> term and 2 to 3 credits in the 4<sup>th</sup> term. The number of credits is dependent on the amount of time students think they will spend on data collection, analysis, and writing during each term. Each credit is equivalent to approximately 3 hours of work per week.

## Step 6: Submit Outline of Essay to Reader

Students must submit an outline of the essay to their reader by the required deadline. The outline should contain all major headings and sub-headings of the specific essay format, with bulleted text on the content of each section. Readers must be given at least 1 week for feedback.

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

Students must submit a complete draft of their essay to the reader by the required deadline. The reader should ensure that the draft contains all necessary elements of the essay in the standardized format and provide feedback to the student no more than 2 weeks of receiving the draft essay.

## Step 8: Submit Second Draft of Essay to Reader

Second drafts must be submitted to the primary reader and the second reader from PFRH (if needed) for final edits and recommendations by the required deadline. The reader(s) should provide feedback to the student within 2 weeks of receiving the second draft. Students should submit a second draft that is of reasonable quality so that faculty can complete the review and provide comments in a timely manner. These comments must be incorporated in the final draft of the essay.

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

Students must submit the final draft of their essay to their reader for approval and submission to the Academic Office. The reader must also submit the [Reader Approval Form](#) for the essay directly to the Academic Office. If the reader is not from PFRH, then the second reader from PFRH must also sign the form. ***If the essay is not approved by the reader by the deadline, students may not be able to participate in the oral presentation and may be in jeopardy of not graduating on time.***

The reader may nominate the student's essay for a distinction award if the quality of the essay is deemed to be excellent. The essay must be completed by the required deadline to be nominated.

## Step 10: Oral Presentation of the Essay

Students are required to present their essay in a 10-minute PowerPoint presentation at a public seminar before the end of the 4<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 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 the reader(s),
- All slides have been approved by the 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 MHS essay and presentation, students should contact their reader no later than beginning of the 2<sup>th</sup> term to discuss the essay topic and format of interest to them. MHS Essays are due early in the 4<sup>th</sup> Term. Students should begin work on their paper no later than the start of 3<sup>rd</sup> term, preferably before the term begins, and complete it early in the 4<sup>th</sup> term (see deadlines below). Students should begin to consider essay topics and format early in the 2<sup>nd</sup> term. Essays will be presented at a public seminar in May, prior to graduation.

TASKS/ASSIGNMENTS	DUE DATE
Register for 380.840 SS/R in PFRH with Advisor for 3rd and 4th terms	November 2021
Submit one-page form to identify essay topic, format and readers If essay is a research report, work with JHBSPH faculty to submit IRB application	November 2021
Submit essay outline to reader	December 2021
Submit completed final outline of essay	January 2022
Submit 1st draft of essay to reader	February 2022
Submit copy of completed essay to reader for final edits	March 2022
Submit final copy (with reader’s revisions incorporated) to the reader	April 2022
Submit reader approval forms from reader	April 2022
Submit PowerPoint presentation approved by reader	One week prior to presentation
Presentation of essay	Late April to Early May

**The above dates are not guidelines, they are deadlines; specific dates will be provided in an updated table. Failure to meet these deadlines will result in postponement of the essay presentation, which could have consequences for graduation.**

## General Guidelines for All Essay Formats

The essay should be between 15-20 pages in length, excluding the title page, acknowledgements, tables, references/bibliography, and appendices.

All essays should have a title page including: the title, student's name, reader, and date. An acknowledgments page may be included (does not count toward the total).

Typing guidelines:

- Standard letter size paper 8 ½ by 11
- Double spaced/single sided (can single space block quotations)
- Type size no smaller than 11 pt.
- 1-inch margins all around
- Page numbering: title page, acknowledgments, etc., usually not numbered. Others numbered consecutively to the end of the paper
- Consistent format for all tables, figures, headings, and endnotes and/or bibliography materials

Use APA or AMA format for references; see <http://www.apastyle.org/> and <http://www.amamanualofstyle.com/>.

## Essay Formats

The following are specific guidelines for each essay format. If a student prefers a format different from those specified below, she/he/they will need approval by his/her/their advisor and the Director of the Master's Program.

### Research Report

This format may be based on a secondary data analysis (more typical) or primary data collection and analysis. IRB approval is needed for research work using data regardless of whether it involves primary or secondary data. The sections in this format essay are as follows:

- Structured abstract (1 page maximum): Should include the following headings: Background, Objective (s) of study, Methods, Results, Conclusions
- Introduction:
  - Importance of public health concern/problem
  - The magnitude of problem and population affected and Knowledge gaps
  - How the current study fills the gaps
  - Study Objectives
- Methods: See Methods Section below
  - Study design
  - Sample/participants
  - Data Sources
  - Measures/Topics [for quantitative analyses, include variable tables that specifies variables and how they are operationalized (e.g., categorical, ordinal, interval); for qualitative analyses, include table with domains and sample questions]
  - Data analysis
- Results
- Discussion with Limitations and Implications for public health practice
- References
- Tables/figures

## Analysis of a Public Health Problem or Legislation Position Paper

Both formats examine a public health problem and recommend either a specific intervention strategy or policy/policies for addressing the problem. The analysis of a public health problem format offers solutions and recommendations related to intervention strategies, while a legislation position paper offers solutions and recommendations related to a policy or a set of policies. Both formats also identify concerns of key stakeholders. Both require presentation of data to support each section. The sections in this essay format are as follows, although the structure is more flexible for a policy analysis:

- Executive summary (2-3 pages) [Should include an Introduction and overview of public health problem and a brief discussion about how the problem could be addressed.]
- Statement of the problem (1 page)
- Magnitude of problem (1-2 pages)
- Causes/determinants of the problem (3-5 pages)
- Alternative policy strategies; and may also include an evaluation of a current policy and its impact along with the discussion of alternative policy strategies (4-6 pages)
- Specific recommendations (2-4 pages)

## Structured Literature Review

This format analyzes an important public health problem by examining the empirical literature published on the problem. The sections in this essay format are as follows:

- Structured abstract (1 page maximum)
  - Should include the following headings: Background, Objective (s) of review, Methods, Results, Conclusions
- Introduction (1 to 3 pages)
  - Why is the topic an important public health problem?
  - What is the magnitude of problem and population affected?
  - What are the knowledge gaps and how does the current literature review contribute to field or fill the gaps?
- Methods (1 to 3 pages) *See Methods Section for Research Report, Structured Literature Review and Evaluation Formats page 43*
  - Databases used
  - Search criteria
  - Analytic tables describing literature cited
- Results (3 to 6 pages)
- Discussion (3 to 5 pages)
- References
- Tables/figures

## Evaluation of a Program/Project

This format involves evaluating/monitoring an existing public health program/project and could include a process, outcome, or impact evaluation. It may also be a proposed evaluation with additional details on the planned design and hypotheses to substitute for results. The sections in this essay format are as follows:

- Introduction (1 to 2 pages)
- Description of program/project (1 to 3 pages)
  - Need (what is the public health problem the program/project is trying to address?)
  - Target audiences (what are the groups/individuals who are targeted for the program/project?)
  - Activities of program/project
- Objectives of program/project (1 page)
- Logic Model of program/project (1 page)
- Evaluation Methodology (3 to 6 pages) *See Methods Section for Research Report, Structured Literature Review and Evaluation Formats page 43*
  - Type of evaluation
  - Indicators
  - Data collection methods
  - Sampling strategy and sample size
  - Data analysis
- Anticipated use of results (2 to 5 pages)
- Timetable of proposed project (1 page)

## Methods Section for Research Report, Structured Literature Review and Evaluation Formats

The information included in the Methods section should provide enough detail to the reader so that the quality of the study design, sampling methods, data sources, and measures can be clearly evaluated, even if the methods have been reported elsewhere. If the maximum essay length of 20 pages does not permit this level of detail, then students are encouraged to include an appendix describing additional details about the study methods. This appendix should be a supplement and not duplicate material already found in the body of the essay. Referring the reader to previous publications about the methods is not adequate.

## Evaluation Criteria for MHS Essay Readers

The following criteria are used to evaluate the essay.

- The student demonstrates the ability to successfully complete a cohesive and acceptable essay in the timeframe provided applying public health knowledge and skills.
- The student demonstrates the ability to make appropriate inference(s) and draw logical conclusion(s) to inform the field of public health.
- The essay is suitable for publication as a peer-reviewed journal or an organization/government report or is deemed of publishable quality.

## Honors

Student essays that demonstrate excellence, as indicated by both the primary and secondary readers, can be nominated for an honorary 'distinction' award if the essay submission deadline is met. Nominations will be accepted from the primary reader. Student essays that receive a distinction award will be selected by the masters committee.

## Resources/Support for Essays

Students who are conducting quantitative analyses for their essays may wish to contact the biostatistics lab for assistance. Students conducting literature reviews may wish to contact Lori Rosman, Public Health Informationist ([lrosman1@jhmi.edu](mailto:lrosman1@jhmi.edu)) or Claire Twose, Associate Director, Public Health and Basic Science Information Services ([ctwose1@jhmi.edu](mailto:ctwose1@jhmi.edu)). Donna Hesson ([dhesson@jhmi.edu](mailto:dhesson@jhmi.edu)) also is available for students as a resource. Additional resources for essay writing and preparing oral presentations may be found on the Welch Medical Library web site.

**PART III -  
PFRH CERTIFICATE  
PROGRAMS**

## PFRH Certificate Programs

[Adolescent Health](#)

[Demographic Methods](#)

[Maternal and Child Health](#)

[Population and Health](#)

[Public Health Advocacy\\*](#)

[Public Health Economics\\*](#)

\*Jointly offered.

For information on the Educational Objectives, Requirements and Course of Study for each Certificate, please visit <https://www.jhsph.edu/academics/certificate-programs/> or contact Kristen McCormick, [kmccor14@jhu.edu](mailto:kmccor14@jhu.edu).

Please discuss your interest in pursuing a Certificate with your academic advisor!

**Part IV -  
APPENDICES**

## Appendix - Essay Template

The following pages show the template for the Essay.

Typing guidelines:

Standard letter size paper 8 ½ by 11

Double spaced/single sided (can single space block quotations)

Type size no smaller than 11 pt.

1-inch margins all around

Page numbering: title page, acknowledgments, etc., usually not numbered. Others numbered consecutively through the end of the paper

Consistent format for all tables, figures, headings, and endnotes and/or bibliography materials.

# **[Essay Title]**

[Student Full Name]

First Reader [and advisor]: [Name and Credentials]

Second Reader [and advisor]: [Name and Credentials]

Third Reader: [Name, Credentials and Organization, if applicable]

[Date]

In partial fulfillment of degree requirements for the [Master of Science in Public Health/  
Master of Health Science], Department of Population, Family and Reproductive Health

## Appendix - Masters Essay Topic Form

### MASTERS ESSAY TOPIC FORM

Student name	
Advisor	
1 <sup>st</sup> reader	
2 <sup>nd</sup> reader	
Title of Essay	

Essay format (check one):

- Research report
- Analysis of a public health problem or Legislation position paper
- Systematic literature review
- Evaluation of a program/project

IRB approval needed? Yes  No

Checklist of skills needed for essay:

- Literature search & review
- Program monitoring/evaluation
- Qualitative data analysis
- Secondary data analysis
- Grant writing
- Policy brief writing

Qualifications of students to complete essay:

Student Signature:	Date:
SPH Advisor Signature*:	Date:
Primary reader (if different from Advisor)*:	Date:

\*By signing you are approving this essay topic and format

## Appendix - Reader Approval Form

### Reader Approval

TO: Cynthia Minkovitz  
William H. Gates Sr. Professor and  
Chair  
PFRH  
c/o Kristin Mmari (kmmari1@jhu.edu )

DATE: \_\_\_\_\_

FROM: \_\_\_\_\_  
Masters Essay Reader

1<sup>st</sup> Reader \_\_\_\_\_

2<sup>nd</sup> Reader \_\_\_\_\_

I have read the Masters Essay for \_\_\_\_\_, and I

APPROVE \_\_\_\_\_

DO NOT APPROVE \_\_\_\_\_

\_\_\_\_\_  
Signature Date

## Department of Population Family and Reproductive Health

**Instructions:** Faculty may nominate master's students for which they were first readers on their master's essay. Students may not self-nominate and should not be aware that they have been put forward for the award. Students are not eligible if they were late in submitting their first draft and/or final essay. Nominations should be submitted to Kristin Mmari at [kmmari1@jhu.edu](mailto:kmmari1@jhu.edu)

### Master's Essay Distinction Award Nomination Form

Student name:
Name of nominator:

Compared to other PFRH Master's essays, please rate (with "X") the student's essay on the following

Top					
Criteria	1%	5%	10%	25%	50%*
Originality					
Clarity					
Public Health Impact					
Contribution to Knowledge					

\*Please consider whether nomination is appropriate

**Please describe why you are nominating the student (5 sentences of less)**

**Pease describe the level of independence demonstrated while working on his or her essay (5 sentences or less)**

**If this essay were to be submitted for publication, would the student be listed as first author?**

Yes.

No. If no, please explain (2 sentences of less)

X

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Signature of Nominator

# Appendix - PFRH Courses by Term, Areas of Interest, and Certificates

2021-22

## Appendix - PFRH Courses by Term, Areas of Interest, and Certificates

Course Title	Course Number	Term	AH	CH	MFP	P&H	WSRH	CMP	CEPH
Lessons In Leadership: Applications For Population, Family And Reproductive Health I	380.880.01	1-4							X
Life Course Perspectives On Health	380.604.01	1st						X	X
Fundamentals Of Program Evaluation	380.611.81	1st							X
Nutrition And Growth In Maternal And Child Health	380.744.81	1st		X	X				
Population Dynamics And Public Health	380.755.81	1st							
Couples And Reproductive Health	380.767.01	1st				X	X		
Selected Topics In Women's Health And Women's Health Policy	380.768.81	1st					X	X	
Principles Of Population Change	380.600.01	2nd						X	X
Demographic Methods For Public Health	380.603.01	2nd						X	X
Life Course Perspectives On Health	380.604.81	2nd						X	X
Maternal And Child Health Legislation And Programs	380.624.01	2nd	X	X	X	X	X	X	X
Maternal And Child Health Legislation And Programs	380.624.81	2nd	X	X	X	X	X	X	X
Promoting Equity for Adolescents and Emerging Adults: Problem-Solving Seminar	380.633.81	2nd							
Child Health and Development	380.642.81	2nd		X					
Social and Economic Aspects of Human Fertility	380.655.01	2nd			X	X	X		
Critiquing The Research Literature In Maternal, Neonatal, And Reproductive Health	380.662.01	2nd			X		X		
Strategic Leadership Principles And Tools For Health System Transformation In Developing Countries	380.681.01	2nd							X
Masculinity, Sexual Behavior & Health: Adolescence & Beyond	380.720.01	2nd	X				X		

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2021-22

Schools And Health	380.721.01	2nd	X	X				X	
Nutrition Programs, Policy And Politics In The United States: The Impact On Maternal, Child And Family Health	380.740.81	2nd		X	X				X
Family - Health, Public Health And Policy	380.742.01	2nd		X					
Poverty, Economic Development, And Health	380.756.01	2nd				X			
Demographic Methods For Public Health	380.603.81	3rd						X	X
Fundamentals Of Program Evaluation	380.611.01	3rd							X
Adolescent Health And Development	380.623.81	3rd	X	X			X		
Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-Being	380.625.01	3rd	X	X					
Children In Crisis: An Asset-Based Approach To Working With Vulnerable Youth	380.640.01	3rd	X	X					X
Demographic Methods for Measuring Health and Longevity	380.650.01	3rd							
Clinical Aspects Of Maternal And Newborn Health	380.661.01	3rd		X	X	X		X	
Gender-Based Violence Research, Practice And Policy: Issues And Current Controversies	380.663.01	3rd					X		
Family Planning Policies And Programs	380.665.01	3rd	X			X	X	X	
Women's Health	380.666.01	3rd					X	X	
Issues In Survey Research Design	380.711.01	3rd							
Migration And Health: Concepts, Rates, And Relationships	380.750.01	3rd				X			
Clinical Aspects Of Reproductive Health	380.760.01	3rd	X			X	X	X	
Applications In Program Monitoring And Evaluation	380.612.01	4th							
Child Health Epidemiology	380.616.01	4th		X					X
Public Health Perspectives On Abortion	380.628.01	4th					X		
Urban Health In Contemporary America	380.635.01	4th				X			

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2021-22

Methods And Measures In Population Studies	380.651.01	4th							
Reproductive And Perinatal Epidemiology	380.664.01	4th			X	X	X		X
Women's Health Policy	380.667.01	4th					X		
International Perspectives On Women, Gender, And Health	380.668.01	4th					X	X	
Methods In Analysis Of Large Population Surveys	380.712.01	4th							
The Social Context Of Adolescent Health And Development	380.725.01	4th	X						
International Adolescent Health	380.747.81	4th	X						
Adolescent Sexual And Reproductive Health	380.749.01	4th	X				X		
Demographic Estimation For Developing Countries	380.758.81	4th							
Sexually Transmitted Infections In Public Health Practice	380.761.81	4th	X				X		
HIV Infection In Women, Children, And Adolescents	380.762.81	4th	X	X			X		
Preventing Infant Mortality And Promoting The Health Of Women, Infants And Children	380.765.81	4th		X	X	X			
Understanding And Changing International Reproductive Health Policy	380.771.01	4th	X				X		X
Population Dynamics And Public Health	380.755.60	Summer							

X – Meets a requirement, elective or requirement option

## Abbreviation Definitions

AH – Adolescent Health

CH – Child Health

MFP – Maternal, Fetal & Perinatal Health

P&H- Population and Health

WSRH – Women’s, Sexual, & Reproductive Health

CMP – Area of Interest Competency