Population, Family and Reproductive Health
PhD STUDENT HANDBOOK
2022-2023

Revised 9/20/22
THE JOHNS HOPKINS UNIVERSITY  
BLOOMBERG SCHOOL OF PUBLIC HEALTH  
2022-23 ACADEMIC YEAR CALENDAR

This calendar includes start and ends dates and add/drop deadlines for each Term. 
This calendar can be found online: [https://publichealth.jhu.edu/academics/academic-calendar/2022-2023](https://publichealth.jhu.edu/academics/academic-calendar/2022-2023)

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1ST TERM</strong></td>
<td>M Aug 29 – M Oct 24 (40 class days, M-F)</td>
<td></td>
</tr>
<tr>
<td>1st Term Registration Begins</td>
<td>M Apr 11</td>
<td></td>
</tr>
<tr>
<td>*New students can register beginning</td>
<td>F July 1</td>
<td></td>
</tr>
<tr>
<td>1st Term Registration Ends</td>
<td>F Aug 26</td>
<td></td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION</td>
<td>W Aug 24 – F Aug 26</td>
<td></td>
</tr>
<tr>
<td>Instruction Begins for 1st Term</td>
<td>M Aug 29</td>
<td></td>
</tr>
<tr>
<td>LABOR DAY</td>
<td>M Sept 5</td>
<td></td>
</tr>
<tr>
<td>Add Period</td>
<td>M Aug 29 – F Sept 2</td>
<td></td>
</tr>
<tr>
<td>Drop Period</td>
<td>M Aug 29 – F Sept 9</td>
<td></td>
</tr>
<tr>
<td>Last Class Day of 1st Term</td>
<td>M Oct 24</td>
<td></td>
</tr>
<tr>
<td><strong>2ND TERM</strong></td>
<td>W Oct 26 – F Dec 23 (40 class days, M-F)</td>
<td></td>
</tr>
<tr>
<td>2nd Term Registration Begins</td>
<td>M Apr 11</td>
<td></td>
</tr>
<tr>
<td>2nd Term Registration Ends</td>
<td>F Oct 21</td>
<td></td>
</tr>
<tr>
<td>Instruction Begins for 2nd Term</td>
<td>W Oct 26</td>
<td></td>
</tr>
<tr>
<td>Add Period</td>
<td>W Oct 26 – T Nov 1</td>
<td></td>
</tr>
<tr>
<td>Drop Period</td>
<td>W Oct 26 – T Nov 8</td>
<td></td>
</tr>
<tr>
<td>THANKSGIVING RECESS</td>
<td>W Nov 23 – Su Nov 27</td>
<td></td>
</tr>
<tr>
<td>Last Class Day of 2nd Term</td>
<td>F Dec 23</td>
<td></td>
</tr>
</tbody>
</table>

**Internet-Based/Part-Time MPH New Student Orientation**
Sun Jan 8

**WINTER INTERSESSION**
W Jan 4 – F Jan 20

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3RD TERM</td>
<td>M Jan 23 - F Mar 17 (40 class days, M-F)</td>
<td></td>
</tr>
<tr>
<td>Registration Begins for 3rd Term</td>
<td>M Nov 14</td>
<td></td>
</tr>
<tr>
<td>3rd Term Registration Ends</td>
<td>F Jan 20</td>
<td></td>
</tr>
<tr>
<td>Instruction Begins for 3rd Term</td>
<td>M Jan 23</td>
<td></td>
</tr>
<tr>
<td>Add Period</td>
<td>M Jan 23 - F Jan 27</td>
<td></td>
</tr>
<tr>
<td>Drop Period</td>
<td>M Jan 23 - F Feb 3</td>
<td></td>
</tr>
<tr>
<td>Last Class Day of 3rd Term</td>
<td>F Mar 17</td>
<td></td>
</tr>
<tr>
<td>SPRING RECESS</td>
<td>M Mar 20 - F Mar 24</td>
<td></td>
</tr>
</tbody>
</table>

**4TH TERM**
M Mar 27– F May 19 (40 class days, M-F)

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 4th Term</td>
<td>M Nov 14</td>
<td></td>
</tr>
<tr>
<td>4th Term Registration Ends</td>
<td>F Mar 24</td>
<td></td>
</tr>
<tr>
<td>Instruction Begins for 4th Term</td>
<td>M Mar 27</td>
<td></td>
</tr>
<tr>
<td>Add Period</td>
<td>M Mar 27 – F Mar 31</td>
<td></td>
</tr>
<tr>
<td>Drop Period</td>
<td>M Mar 27 – F Apr 7</td>
<td></td>
</tr>
<tr>
<td>Last Class Day of 4th Term</td>
<td>F May 19</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH CONVOCATION</td>
<td>T May 23</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY COMMENCEMENT</td>
<td>Th May 25</td>
<td></td>
</tr>
<tr>
<td>RESIDENCY PROGRAM ENDS</td>
<td>F June 30</td>
<td></td>
</tr>
</tbody>
</table>

All JHU divisions begin fall terms on Monday, August 29, 2022 and spring terms on M January 23, 2023. 
Rosh Hashanah M September 26; Yom Kippur, W October 5 
APHNA November 5 -9, Boston, MA
Table of Contents

Part I – GENERAL INFORMATION ................................................................. 4
  PFRH Information & Services .................................................................. 5
  BSPH Information & Services ................................................................ 6
  BSPH Academic Policies & Procedures ..................................................... 7
  PFRH Academic Policies & Procedures .................................................... 8
  Institutional Review Board Research Project Approval Procedures .......... 12
  BSPH & PFRH Travel Policies .................................................................. 14
  PFRH Forms for all students .................................................................. 16

PART II – PHD STUDENTS HANDBOOK ......................................................... 17
  PhD Program Overview .......................................................................... 18
  PhD Program Competencies & Course Requirements .............................. 19
  PFRH Doctoral Seminars ....................................................................... 30
  PFRH Research Apprenticeship ................................................................ 31
  Doctoral Student Annual Reviews ........................................................... 32
  Thesis Advisory Committee .................................................................... 33
  PFRH Doctoral Comprehensive Exam ...................................................... 34
  Departmental Preliminary Doctoral Oral Examination ............................ 36
  Schoolwide Preliminary Doctoral Oral Exam .......................................... 38
  Final Doctoral Oral Exam ....................................................................... 41
  PFRH Dissertation Proposal Guidelines .................................................. 43
  PFRH Dissertation Guidelines ................................................................ 45
  PFRH Doctoral Timeline ........................................................................ 48
  Monitoring Progress of PFRH doctoral students ...................................... 49
  PFRH Forms for Doctoral students ......................................................... 50

PART III – PFRH CERTIFICATE PROGRAMS ............................................. 51
  PFRH Certificate Programs .................................................................... 52
Part I –
GENERAL INFORMATION
PFRH Information & Services

A. PFRH Education Office
The Education Office is your first point of contact for most questions regarding academic student-related matters.

Sally Safi  
Director of Graduate Studies in PFRH  
sally.safi@jhu.edu  
Room E4012  
Tel: 410-955-6586

Gilbert Morgan  
Academic Program Manager  
gmorga13@jhu.edu  
Room E4005  
Tel: 410-614-6676

Kristen McCormick  
Academic Program Manager  
kmccor14@jhu.edu  
Room E4014  
Tel: 410-955-1116

B. PFRH Payroll
Teaching Assistant and Research Assistant payroll forms can be found online at 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. 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 to set up an appointment.

C. Departmental Wednesday 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 SPHeed Read.

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 Facilities
Facsimile Machine  
Students have access to send and receive local faxes from the departmental fax machine listed here:  
(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. Career Services
The Office of Career Services has virtual drop-in hours on Tuesdays through the academic year from 2:00 p.m. – 3:00 p.m. ET specific for PFRH students. PFRH students can join at any time on Tuesdays from 2:00-3:00pm ET by using the following Zoom link: https://jh.zoom.us/my/ocrossmccants

For more information on the Office of Career Services, please visit: https://publichealth.jhu.edu/offices-and-services/office-of-student-affairs/career-services
BSPH Information & Services

A. Information Technology Office & Services
The Office of Information Technology ensures that students, faculty, and staff have the technology resources and support they need to learn, communicate, work, and discover.

Technology is a vital tool for public health professionals and students at the Johns Hopkins Bloomberg School of Public Health. Students can look to the Bloomberg IT team for the computing, networking, and communications resources and support they need, including specialized analytical and productivity software.

New students are issued a Johns Hopkins Microsoft Office 365 account for access to email and the Microsoft Office software suite. Students can also gain access to the My JHSPH (SharePoint) intranet, a one-stop resource for group collaboration, academic announcements and calendars, secure document storage, and help-desk support.

Information Technology provides a secure wireless network for JHSPH faculty, staff, and students. This network provides connectivity from anywhere within most JHSPH locations. There are two forms for wireless access:
- Secured Wireless: Secured wireless access is encrypted and allows full access to the Internet and internal JHSPH resources. This also allows for wireless printing for students. A JHSPH account is required to use the secured wireless service;
- Guest Wireless: Guest wireless access is freely available to anyone with a Wi-Fi enabled device and provides restricted access to the Internet. A guest wireless connection is not encrypted, so guests should assume that all use could be monitored by unauthorized parties.

Information Technology Office
Room: W3014, Wolfe St.
Phone: 410-955-3781
Hours: Monday-Friday 8:30 am-5:00 pm (walk in and phone in)
Closed weekends and holidays.

B. Student Groups
See Bloomberg School of Public Health: http://www.jhsph.edu/offices-and-services/student-assembly/student_groups.html.

The PFRH Department Student Association (DSA) representatives can be contacted for PFRH:
Isabella Sarria isarria1@jhmi.edu, Fouzia Zahid Ali Khan fkhan44@jhmi.edu, Emily Young eyoung33@jh.edu, and Krista Woodward kwoodw12@jhu.edu

C. Health Services & Information
University Health Services (UHS): https://www.hopkinsmedicine.org/uhs/
JHU Student Assistance Program (JHSAP): https://jhsap.org/

D. COVID-19 Information
For COVID News and Information, please visit the resources listed below.
JHU COVID Information: https://covidinfo.jhu.edu/
JHSPH COVID Information: https://my.jhsph.edu/Resources/COVID-19/Pages/default.aspx
BSPH Covid Mental Health: https://my.jhsph.edu/Resources/COVID-19/COVID19MH/Forms/AllItems.aspx

E. Parking/Shuttle Service/Public Transportation
See Bloomberg School of Public Health: http://www.jhsph.edu/student-life/transportation/.
BSPH Academic Policies & Procedures

The School’s Catalog and Student Handbook can be found at: http://www.jhsph.edu/student_affairs/one_stop/.

The school’s internal website resources page (“the portal”), 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 #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 Programs #9: MHS and MSPH Programs for Doctoral Degrees
- Academic Programs #10: Master of Science Degree
- Academic Programs #11: Master of Science in Public Health Degree
- Academic Programs #13: Master of Health Administration
- Academic Programs #14: Master of Science Degree
- Academic Programs #15: Doctor of Philosophy Degree
- Academic Programs #16: Master of Health Science Degree
- Academic Programs #17: Certificate Programs
- Academic Programs #18: Master of Science Program for Doctoral Degree Candidates
- Academic Programs #19: BA/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
- PPM Students #3: Special Student Status: Limited
- PPM Students #4: Special Residency Programs
- PPM Students #5: Postdoctoral Fellows
- PPM Students #6: Student Conduct Code
PFRH Academic Policies & Procedures

A. Registration Policies

Continuous Registration
Doctoral 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 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 the 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. This requirement may be reduced to one term under special circumstances such as the COVID19 pandemic.

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 for more details if interested in taking a parental leave.
B. Satisfactory Academic Progress
PFRH has a rigorous standard for satisfactory academic progress. **Doctoral students** must adhere to the following:

- **Doctoral students must achieve a cumulative GPA of 3.0** for all formal course work. For more information on this policy, see the section on “Satisfactory Academic Performance” in the JHSPH Policy and Procedure Memorandum: Academic Programs – 1, available through https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx.
- **Doctoral students must achieve a “B” or better** in required PFRH courses
- **Doctoral students must complete program requirements within the time limits** published in the designated JHSPH Policy and Procedure Memorandum: Academic Programs – 1, available through https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx

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 **PhD program** include, but are not limited to, the following:

- Ethics violation
- Failure to pass a re-take examination (Comprehensive, Departmental Oral, Schoolwide Preliminary Oral, or Final Defense Examinations)
- Failure to maintain required GPA and to successfully complete all required courses

D. Departmental Pass/Fail Policy
The following policies are applicable to **PFRH doctoral students**:

- **PhD Program**: PFRH requires that doctoral students take all required courses, including required PFRH department PhD competency 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.

In a temporary departure from the Pass/Fail policy, every student enrolled in a course taken for academic credit during Academic Year 2022-2023 will be allowed to take the course as Pass/Fail if they wish to do so. Courses taken Pass/Fail will count towards graduation and program requirements (for degrees and certificate programs) as if they were taken under the Letter grade system, assuming that a Pass grade is earned. This policy is consistent with policies of the Council on Education for Public Health. The fee for grade system changes will also be waived for Academic Year 2022-2023.

Many of the existing rules and considerations for electing the Pass/Fail grade system remain in place; please review the [Pass/Fail policy](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx) and reach out to JHSPH.registra@jhu.edu with any questions regarding the Pass/Fail policy.

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 they may not receive academic 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 with 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).

Doctoral students may petition the Doctoral Committee, with consent from their academic advisor, to substitute a course requirement with another course not listed in the requirements. If the course fulfills a learning objective required by the Council on Education in Public Health (CEPH), then students can only substitute a course which also meets the required objective. Students should contact the Education Office (EO) with their request; the EO will forward the request to the degree program director or course instructor, as appropriate. 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. The request will then be reviewed by the Doctoral committee. The Department’s waiver form can be found under 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 Senior Academic Program Manager in the Department of Epidemiology, FranBurman@jhu.edu, at the start of the 1st term. Students may waive 340.721 Epidemiologic Inference I or 340.751 Epidemiologic Methods 1 only if they have completed a graduate level course in epidemiology with a grade of B or higher. Students will need to take the waiver exam and receive a score of 85% or better on the exam. Students who do not pass the exam must register for the course. Students who receive a waiver for Epidemiologic Inference I 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. The documentation to grant a waiver requires the title of previous courses(s), name of instructor(s), textbook(s) used, course syllabi, and grade(s) received. After review of this 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, before the start of the 1st term. Doctoral students are required to take the remainder of the Statistical Methods in Public Health sequence (140.622-624) or Methods in Biostatistics (140.651-654).

Doctoral students may petition the Doctoral Committee, with consent of their academic advisor, to waive a specific course in the PFRH list of Methods Requirements, but it must be replaced with a similar or higher-level course. Students should contact the Education Office with their request; the Education Office will forward the request to the Doctoral Committee Chair. 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. The request will then be reviewed by the Doctoral committee.
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 work.

H. Special Studies in PFRH
Special studies provide students with the opportunity for intensive exploration of substantive and methodological issues in PFRH under the supervision of a PFRH faculty member. Students are encouraged to undertake such opportunities in advance of planning their doctoral research. It is expected that doctoral students will begin more specialized studies after they have completed most course and degree requirements and are developing and implementing a research topic for the thesis.

A PFRH special-studies form including the objectives, activities and deliverables undertaken to meet the objectives, and a timeline and frequency of meetings must be completed by students and PFRH faculty with whom they are working for special studies not taken for development of a doctoral research proposal. The student should register for 380.840 Special Studies and Research in PFRH; the number of credits is determined in the PFRH Special Studies Tracking Form.
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.

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.

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 within the first month of work). 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 activity 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 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/.
Guidance to determine whether research is human subjects research and requires IRB approval

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 NHSR 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 you ultimate decision, and retain it in your files.
BSPH & PFRH Travel Policies

A. Travel Support for Conference Presentations*
If a current student does not have access to other funding, the department will provide up to 50% support for one trip throughout their 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, 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

* This policy is in effect from September 1, 2022 through August 31, 2023 and is subject to the availability of department funds.

B. International Travel
BSPH has a website (https://my.jhsph.edu/Resources/ITR/Pages/default.aspx) that provides tools and information for BSPH faculty, staff, and students who travel internationally to conduct University business in order to allow them to make informed personal decisions; to protect reasonably themselves from foreseeable harm; to increase their own level of health, safety, and security awareness; and to prepare for emergencies abroad. Those traveling to or managing projects in high-risk areas of the world should be particularly mindful of conditions in those countries. Countries listed under State Department and CDC travel advisories are considered high-risk.

All Johns Hopkins sponsored trips must be registered in the HX Global/Healix system. If travel arrangements have been booked via the Johns Hopkins managed travel program (Concur, World Travel Inc., Safe Harbors Business Travel, or Concur TripLink) the itinerary data will automatically flow into the HX Global/Healix travel tracker system and no additional action is required by the traveler. For any travel booked outside of the Johns Hopkins managed travel program, that itinerary data must be manually uploaded into the HX Global/Healix system using one of these two options:

- Email itinerary to plans@Tripit.com. To use this method the traveler MUST activate their Concur profile and TripLink. Please see the Travel Portal for instructions: https://ssc.jhmi.edu/travel/Travel_Network_Guide.pdf. More information is available here: https://ssc.jhmi.edu/travel/index.html
- Manual request to upload for groups only. To use this method please request an upload template from JHTravel@jhu.edu.

The above BSPH website includes a Student Travel Handbook (https://my.jhsph.edu/Resources/ITR/Shared%20Documents/Student%20Travel%20Handbook.pdf) with information on travel planning and preparation, personal safety and security, emergency and crisis management, and other resources.

PFRH students traveling to a foreign country must complete the PFRH International Travel Checklist and return a copy signed by their advisor to Kristen McCormick in the Education Office at kmccor14@jhu.edu. Students traveling to a country with a U.S. Department of State travel warning must also submit the PFRH Traveling to Countries with Travel Warnings form signed by their advisor.
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 Forms for all students

This section lists PFRH Department forms that you may need to access while you are a student. Students should check the links provided for the most up-to-date version of these forms.

All forms can be accessed through my.jhsph.edu. After logging in, select:
Departments >
Population, Family & Reproductive Health >
Human Resources and Payroll > Student Payroll and Hiring Process and Forms
or
PFRH Student Information & Handbooks > All Students

PFRH Teaching Assistant Policy and Hiring Form

PFRH Student Research Assistant Employment Authorization Form

PFRH Degree Requirements Waiver Request

PFRH Advisor Change Request Form
• [https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Advisor%20Change%20Request%20Form.pdf](https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Advisor%20Change%20Request%20Form.pdf)

PFRH Special Studies Tracking Form
• [https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/PFRH%20Special%20Studies%20Tracking%20Form.pdf](https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/PFRH%20Special%20Studies%20Tracking%20Form.pdf)

PFRH International Travel Checklist Form
• [https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Travel%20Checklist%202022-2023AY.pdf](https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Travel%20Checklist%202022-2023AY.pdf)

PFRH Traveling to Countries with Travel Warnings Form
• [https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Traveling%20to%20Countries%20with%20Travel%20Warnings%202022-2023AY.pdf](https://my.jhsph.edu/sites/PFHS/handbook/All%20Students/Traveling%20to%20Countries%20with%20Travel%20Warnings%202022-2023AY.pdf)
PART II –
PHD STUDENTS
HANDBOOK
PhD Program Overview

This handbook describes the program of study for PFRH PhD students. It is based on 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 PFRH PhD students should have a fundamental understanding of statistical methods and their application, epidemiology, research ethics, advanced research methods in a selected methodological area, and expertise in Population, Family and Reproductive Health including the application of life course perspectives on health, demography and population dynamics. PFRH PhD students are also required to take four terms of the first-year doctoral seminar, two terms of the second-year doctoral seminar, and the PFRH Proposal Writing Seminar until completion of the Preliminary Oral Examination.

During the program, students are required to successfully complete the following requirements:

- Epidemiologic Inference or its equivalent
- 16 units of Statistics
- Three (3) units of Research Ethics and the non-credit Academic and Research Ethics course
- Seven courses that address Population, Family and Reproductive Health including (3) core courses that examine the application of life course perspectives on health, demography and population dynamics
- Four (4) Research Methods courses
- PhD student seminars including 1st and 2nd Year Doctoral Seminars; and PFRH Proposal Writing Seminar until successful completion of the schoolwide preliminary exam
- Courses that address the 12 CEPH foundational learning objectives
- Examinations including the comprehensive exam in year two, department preliminary oral examination, schoolwide preliminary oral examination, and final defense examination
- Complete and update an individual development plan for their doctoral studies as they progress through the program and annual reviews of progress (after year two)
- Research Apprenticeship
- Complete one year of full-time residency (a minimum of 16 units per term for four consecutive terms)
- Achieve a grade point average (GPA) of 3.0 or higher in all course work
- Achieve a grade B or better in all required PFRH Core courses (life course perspectives on health, demography and population dynamics)

Students are required to take a minimum of 16 units each term to be considered full-time students. Tuition support is contingent on full-time status.

Quarterly credentialing of students

The Director of the Doctoral Program and Academic Program Manager, representing the Doctoral Committee, review and credential the academic progress of all doctoral students at the end of each term for the first eight terms and annually thereafter. A tracking form of the student’s progress is provided to the advisor and student immediately after the review. The form notes if a student is not making satisfactory progress. If the student is not making satisfactory progress, then the advisor and student are required to meet and provide a formal letter to the Director of the Doctoral Program indicating how the student will meet the required academic standard(s).

If a doctoral student cannot meet 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 Doctoral Committee in consultation with the Chair of PFRH.
PhD Program Competencies & Course Requirements

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

PFRH PhD Schoolwide Competencies
All PFRH doctoral 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.

PFRH PhD Content Area Competencies
All PFRH doctoral students must meet proficiency in the following seven content area competencies:

1. Apply a life course framework to understand population health problems, including a multiple determinants framework for the health of populations across the life course.
2. Identify and assessing the causes and consequences of population change.
3. Apply demographic methods to the health of populations.
4. Assess the principal health concerns for populations, the associated population-based risk factors, and the relative impact of each risk factor.
5. Evaluate strategies to promote population health, including the policies and programs that address health concerns and behavior.
6. Apply frameworks (beyond life course) for improving the health of the relevant populations.
7. Critique health services and systems delivery strategies used to address health concerns.

PFRH PhD Research Methods Competencies
All PFRH doctoral students must attain proficiency in the following eight PhD-specific research methods competencies:

1. Evaluate and applying study designs for addressing research and evaluation questions about the health of populations.
2. Evaluate and applying rigorous strategies for measurement and data collection across a range of study designs.
3. Analyze data using methodological tools appropriate to the study question and available data.
4. Interpret data based on the strength of evidence, recognizing study limitations, and drawing appropriate inferences.
5. Analyze primary quantitative or qualitative data and participating in the preparation of a peer-reviewed manuscript using the data.
6. Design an instrument for data collection and implementing the instrument with primary data.
7. Prepare and defending a research proposal addressing a clearly identified research question including the appropriate research methods and conceptual framework for answering the question.
8. Conduct and presenting original, independent, and publishable research about a clearly identified research question.

CEPH Learning Objectives
All PFRH PhD students must meet proficiency in the following 12 CEPH learning objectives:

Profession & Science of Public Health

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 U.S. 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

Factors Related to Human Health
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)
### PFRH PhD Schoolwide Competencies and Courses

Students must choose either 340.721 or 340.751 and either 140.621-624 or 140.651-654. Students are required to take a minimum of 3 units of Research Ethics in addition to 550.860.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Meeting Competency (term) credits</th>
</tr>
</thead>
</table>
| 1. Apply statistical methods to address the health of populations. (Choose 4 in sequence) | 140.621 (81) Statistical Methods in Public Health I (1) or 140.651 Methods in Biostatistics I (1) 4cr  
AND  
140.622 (81) Statistical Methods in Public Health II (2) or 140.652 Methods in Biostatistics II (2) 4cr  
AND  
140.623 (81) Statistical Methods in Public Health III (3) or 140.653 Methods in Biostatistics III (3) 4cr  
AND  
140.624 (81) Statistical Methods in Public Health IV (4) or 140.654 Methods in Biostatistics IV (4) 4cr |
| 2. Apply epidemiological methods to address the health of populations. (Choose 1) | 340.721.81 Epidemiologic Inference I (S,SI,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  
AND  
306.665 Research, Ethics and Integrity: US and International Issues (3) 3cr  
OR  
550.600 Responsible Conduct of Research** (1) 1cr  
**If students choose 550.600, they must also take one of the following courses:  
306.663 Legal and Ethical Issues in Health Services Management (4) 3cr  
OR  
221.616.01 (81) Ethics of Public Health Practice in Developing Countries (4) 2cr |
PFRH PhD Content Area Competencies and Courses

PhD students must take a minimum of seven courses to meet the seven PFRH PhD content area competencies required for the PhD degree. The courses fulfilling these requirements must be taken in addition to any departmental OR schoolwide course requirements. A unique course must be selected for each competency. The seven PFRH department PhD content area competencies are:

1. Apply a life course framework to understand population health problems, including a multiple determinants framework for the health of populations across the life course.
2. Identify and assessing the causes and consequences of population change.
3. Apply demographic methods to the health of populations.
4. Assess the principal health concerns populations, the associated population-based risk factors, and the relative impact of each risk factor.
5. Evaluate strategies to promote population health, including the policies and programs that address health concerns and behavior.
6. Apply frameworks (beyond life course) for improving the health of the relevant populations.
7. Critique health services and systems delivery strategies used to address health concerns.

Faculty in the PFRH Department have expertise in health throughout the life course with specific focus on certain populations and areas. To meet PFRH PhD content area competencies #4, #5, and #6, students must choose courses relevant to one of the following populations or areas of interest:

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

Courses meeting competency #7 apply to all areas of interest, but the department recommends students select a course that is closely related to the students’ chosen area of interest.

Students selecting the Population and Health area of interest must select the Demography Specialty Core to fulfill the research methods course requirements.

The department encourages students to select elective courses from those suggested in the table below to enhance their breadth and depth of understanding of public health issues relevant to a variety of populations.
<table>
<thead>
<tr>
<th>PFRH PhD content area competency</th>
<th>Adolescent Health</th>
<th>Child Health</th>
<th>Maternal, Fetal and Perinatal Health</th>
<th>Population and Health</th>
<th>Women’s, Sexual and Reproductive Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply a life course framework to understand population health problems, including a multiple determinants framework for the health of populations across the life course.</td>
<td>380.604 Life Course Perspectives on Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify and assessing the causes and consequences of population change.</td>
<td>380.600 Principals of Population Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply demographic methods to the health of populations.</td>
<td>380.603 Demographic Methods for Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assess the principal health concerns for populations, the associated population-based risk factors, and the relative impact of each risk factor. <strong>Choose 1 course</strong></td>
<td>380.623 Adolescent Health and Development</td>
<td>380.616 Child Health Epidemiology</td>
<td>380.664 Reproductive and Perinatal Epidemiology</td>
<td>380.655 Social and Economic Aspects of Human Fertility</td>
<td>380.664 Reproductive and Perinatal Epidemiology</td>
</tr>
<tr>
<td></td>
<td>380.747 International Adolescent Health</td>
<td></td>
<td></td>
<td></td>
<td>380.750 Migration and Health: Concepts, Rates and Relationships</td>
</tr>
<tr>
<td>5. Evaluate strategies to promote population health, including the policies and programs that address health concerns and behavior. <strong>Choose 1 course</strong></td>
<td>380.624 Maternal and Child Health Legislation and Programs</td>
<td>380.624 Maternal and Child Health Legislation and Programs</td>
<td>380.624 Maternal and Child Health Legislation and Programs</td>
<td>380.624 Maternal and Child Health Legislation and Programs</td>
<td>380.665 Family Planning Policies and Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380.768 Selected Topics in Women’s Health and Women’s Health Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380.750 Migration and Health: Concepts, Rates and Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380.668 International Perspectives on Women, Gender and Health</td>
</tr>
<tr>
<td>7. Critique health services and systems delivery strategies used to address health concerns. <strong>Choose 1 course</strong></td>
<td>380.661 Clinical Aspects of Maternal and Newborn Health</td>
<td>380.760 Clinical Aspects of Reproductive Health</td>
<td>221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries</td>
<td>380.665 Family Planning Policies and Programs</td>
<td>380.624 Maternal and Child Health Legislation and Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380.721 Schools and Health</td>
</tr>
<tr>
<td>Suggested elective courses</td>
<td>Adolescent Health</td>
<td>Child Health</td>
<td>Maternal, Fetal and Perinatal Health</td>
<td>Population and Health</td>
<td>Women’s, Sexual and Reproductive Health</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>-------------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>These courses are recommended electives.</td>
<td>380.720 Masculinity, Sexual Behavior and Health: Adolescence and Beyond</td>
<td>223.663 Infectious Diseases and Child Survival</td>
<td>380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health</td>
<td>380.664 Reproductive and Perinatal Epidemiology</td>
<td>380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health</td>
</tr>
<tr>
<td>380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being</td>
<td>380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children</td>
<td>120.620 Fundamentals of Reproductive Biology</td>
<td></td>
<td>380.762.81 HIV infection in Women, Children and Adolescents</td>
<td></td>
</tr>
<tr>
<td>380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth</td>
<td>380.762 HIV Infection in Women, Children &amp; Adolescents</td>
<td></td>
<td></td>
<td>410.683 Global Perspectives on LGBT Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>380.742 Family Health, Public Health and Policy</td>
<td>380.623 Adolescent Health and Development</td>
<td></td>
<td>380.628.01 Public Health Perspectives on Abortion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>410.752 Children, Media and Health</td>
<td></td>
<td></td>
<td>380.624.01 Maternal and Child Health Legislation and Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380.620 A Coalition-Based SMART Approach to Public Health Advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>120.620 Fundamentals of Reproductive Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>380.761 Sexually Transmitted Infections in Public Health Practice</td>
<td></td>
</tr>
</tbody>
</table>
PFRH PhD Research Methods Competencies and Courses

PhD students are required to take four research methods courses in a specific methodological area in addition to Epidemiologic Inference OR Epidemiologic Methods I. These requirements must be completed before taking the PFRH comprehensive examination. See the tables on the following pages for course options in the methodological areas.

PhD students must also complete doctoral seminars, which partially fulfill the PhD Research Methods Competencies, throughout their program as outlined in the following table.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>380.817</td>
<td>PFRH First Year Doctoral Seminar Part 1</td>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>380.822</td>
<td>PFRH First Year Doctoral Seminar Part 2</td>
<td>1</td>
<td>3, 4</td>
</tr>
<tr>
<td>380.823</td>
<td>Research Seminar in Population, Family and Reproductive Health I</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>380.824</td>
<td>Research Seminar in Population, Family and Reproductive Health II*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>380.821</td>
<td>PFRH Proposal Writing Seminar**</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>380.821</td>
<td>PFRH Proposal Writing Seminar (until completion of Preliminary Oral Examination)***</td>
<td>2</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

*Doctoral students also register for 1 credit Special Studies (380.840.01) under Cynthia Minkovitz for mock exam credit
**Second year doctoral students also register for 1 credit Special Studies (380.840.01) in 3rd Term for PFRH Proposal Writing Seminar
***After the completion of the comprehensive exam doctoral students are encouraged to register for Special Studies (380.840.01) to make up the rest of the 16 credits required for full-time status.
<table>
<thead>
<tr>
<th>PFRH PhD research methods competency</th>
<th>SOCIAL SCIENCE</th>
<th>DEMOGRAPHY</th>
<th>EPIDEMIOLOGY: Professional track</th>
<th>EPIDEMIOLOGY: Research Methods</th>
<th>HEALTH ECONOMICS</th>
<th>HEALTH SERVICES RESEARCH AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Evaluate and apply study designs for addressing research and evaluation questions about the health of populations.</strong></td>
<td><strong>Choose 1 course (or 1 set of courses if marked with &quot;AND&quot;):</strong></td>
<td><strong>Choose 1 course:</strong></td>
<td><strong>Must take 1 course:</strong></td>
<td><strong>Choose 1 course:</strong></td>
<td><strong>Choose 2 courses:</strong></td>
<td><strong>Choose 1 course (or 1 set of courses if marked with &quot;AND&quot;):</strong></td>
</tr>
<tr>
<td>For Demography &amp; Epidemiology research methods track, choose 1 course</td>
<td>309.616 Introduction to Methods for Health Services Research and Evaluation I <strong>AND</strong> 410.635 Applications of Innovative Methods in Health Equity Research</td>
<td>340.722 Epidemiologic Inference in Public Health II</td>
<td></td>
<td>223.664 Design and Conduct of Community Trials</td>
<td>313.653 Advanced Health Economics I</td>
<td>309.616 Introduction to Methods for Health Services Research and Evaluation I <strong>AND</strong> 410.635 Applications of Innovative Methods in Health Equity Research</td>
</tr>
<tr>
<td></td>
<td>410.710 Concepts in Qualitative Research for Social and Behavioral Sciences</td>
<td>223.664 Design and Conduct of Community Trials</td>
<td></td>
<td>313.655 Advanced Health Economics III</td>
<td>313.656 Advanced Health Economics IV</td>
<td>300.713 Research and Evaluation Methods for Health Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>313.790 Introduction to Economic Evaluation</td>
<td></td>
<td>300.715 Advanced Research and Evaluation Methods in Health Policy <strong>NOTE: 300.713 is a prerequisite for 300.715</strong></td>
<td>312.693 Introduction to Comparative Effectiveness and Outcome Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>390.675 Outcome and Effectiveness Research</td>
<td></td>
<td>410.710 Concepts in Qualitative Research for Social &amp; Behavioral Sciences</td>
<td>390.675 Outcome and Effectiveness Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>410.631 Introduction to Community-Based Participatory Research: Principles and Methods</td>
<td></td>
<td>180.602 Microeconomic Theory</td>
<td>380.612 Applications in Program Monitoring and Evaluation</td>
<td></td>
</tr>
<tr>
<td>PFRH PhD research methods competency</td>
<td>SOCIAL SCIENCE</td>
<td>DEMOGRAPHY</td>
<td>EPIDEMIOLOGY: Professional track</td>
<td>EPIDEMIOLOGY: Research Methods track</td>
<td>HEALTH ECONOMICS</td>
<td>HEALTH SERVICES RESEARCH AND EVALUATION</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------</td>
<td>------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Choose 1 course:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>224.690 Qualitative Research Theory and Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>410.690 Ethnographic Fieldwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 1 course (or 1 set of courses if marked with &quot;AND&quot;):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>380.712 Methods in Analysis of Large Population Surveys</td>
<td></td>
<td>140.630 Introduction to Data Management</td>
<td></td>
<td>309.616 Introduction to Methods for Health Services Research and Evaluation AND 309.617 Introduction to Methods for Health Services Research and Evaluation II</td>
<td>224.691 Qualitative Data Analysis NOTE: 224.690 is a prerequisite for 224.691</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>140.658 Statistics for Psychosocial Research: Structural Models</td>
<td></td>
<td></td>
<td></td>
<td>221.645 Large Scale Effectiveness Evaluations of Health Programs (2,4)</td>
<td>221.644 Econometric Methods for Evaluation of Health Programs</td>
</tr>
<tr>
<td></td>
<td>224.691 Qualitative Data Analysis NOTE: 224.690 is a prerequisite for 224.691</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PFRH PhD research methods competency</td>
<td>SOCIAL SCIENCE</td>
<td>DEMOGRAPHY</td>
<td>EPIDEMIOLOGY: Professional track</td>
<td>EPIDEMIOLOGY: Research Methods track</td>
<td>HEALTH ECONOMICS</td>
<td>HEALTH SERVICES RESEARCH AND EVALUATION</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------</td>
<td>------------</td>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>4. Interpret data based on the strength of evidence, recognize study limitations, and draw appropriate inferences.</td>
<td>2nd year PhD seminars &amp; comprehensive exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation research and defense</td>
</tr>
<tr>
<td>5. Analyze primary quantitative or qualitative data and participate in the preparation of a peer-reviewed manuscript using the data.</td>
<td></td>
<td>Research Apprenticeship components #5 (Data Analysis) and #6 (Manuscript Preparation)</td>
<td></td>
<td></td>
<td></td>
<td>Dissertation research and defense</td>
</tr>
<tr>
<td>6. Design an instrument for data collection and implement the instrument with primary data.</td>
<td></td>
<td></td>
<td>Research Apprenticeship components #3 (Instrument Development) and #4 (Data Collection)</td>
<td></td>
<td></td>
<td>Dissertation research and defense</td>
</tr>
<tr>
<td>7. Prepare and defend a research proposal addressing a clearly identified research question including the appropriate research methods and conceptual framework for answering the question.</td>
<td></td>
<td></td>
<td>Research Apprenticeship components #1 (Critical Review of the Literature) and #2 (Framing a Research Question)</td>
<td>Proposal writing seminar, proposal development, and proposal defense (departmental and schoolwide preliminary exams)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Conduct and present original, independent, and publishable research about a clearly identified research question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation research and final defense</td>
</tr>
</tbody>
</table>
## CEPH Learning Objectives and Courses

Students must take courses to achieve the CEPH Learning Objectives outlined below. Students must complete all courses meeting the CEPH Learning Objectives prior to completing the School-wide Preliminary exam.

<table>
<thead>
<tr>
<th>CEPH LEARNING OBJECTIVES</th>
<th>Course (credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain public health history, philosophy and values</td>
<td>380.624 Maternal and Child Health Legislation and Programs (4) OR 552.601 Foundational Principles of Public Health (0.5)</td>
</tr>
<tr>
<td>2. Identify the core functions of public health and the 10 Essential Services</td>
<td>380.624.01 Maternal and Child Health Legislation and Programs (4) OR 552.601.81 Foundational Principles of Public Health (0.5)</td>
</tr>
<tr>
<td>3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</td>
<td>380.603 Demographic Methods for Public Health (4) OR 552.602 The Role of Quantitative Methods in Public Health (0.5) AND 224.690 Qualitative Research Theory and Methods (3) OR 552.603 The Role of Qualitative Methods and Science in Describing and Assessing a Population’s Health (0.5)</td>
</tr>
<tr>
<td>4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
<td>380.600 Principles of Population Change (4) OR 380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants and Children (3) OR 552.604.81 Causes and Trends in Morbidity and Mortality (0.5)</td>
</tr>
<tr>
<td>5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.</td>
<td>340.721.60 Epidemiologic Inference in Public Health I (5) OR 340.751 Epidemiologic Methods I (5) OR 552.605 The Science of Primary, Secondary and Tertiary Prevention in Population Health (0.5)</td>
</tr>
<tr>
<td>6. Explain the critical importance of evidence in advancing public health knowledge</td>
<td>380.664 Reproductive and Perinatal Epidemiology (4) OR 552.606 The Critical Importance of Evidence in Advancing Public Health Knowledge (0.5)</td>
</tr>
<tr>
<td>7. Explain effects of environmental factors on a population’s health</td>
<td>380.616 Child Health Epidemiology (3) OR 552.607 Essentials of Environmental Health (0.5)</td>
</tr>
<tr>
<td>8. Explain biological and genetic factors that affect a population’s health</td>
<td>380.604 Life Course Perspectives on Health (4) OR 552.608 Biologic, Genetic and Infectious Bases of Human Disease (0.5)</td>
</tr>
<tr>
<td>9. Explain behavioral and psychological factors that affect a population’s health</td>
<td>380.604 Life Course Perspectives on Health (4) OR 552.609 Psychological and Behavioral Factors that Affect a Population’s Health (0.5)</td>
</tr>
<tr>
<td>10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities</td>
<td>380.604 Life Course Perspectives on Health (4) OR 552.610 The Social Determinants of Health (0.5)</td>
</tr>
<tr>
<td>11. Explain how globalization affects global burdens of disease</td>
<td>380.600 Principles of Population Change (4) OR 552.611 Globalization and Health: A Framework for Analysis (0.5)</td>
</tr>
<tr>
<td>12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)</td>
<td>552.612 Essentials of One Health (0.5)</td>
</tr>
</tbody>
</table>
PFRH Doctoral Seminars

Formal seminars are required for all PFRH doctoral students from the first year until students successfully complete their preliminary oral exam. They are described below. The seminar in the first and second term of the first year is planned based on students’ interests.

First-year Doctoral Seminars in PFRH: First and Second Term Course Objectives:
These seminars are designed to facilitate students’ transitions into the PFRH doctoral program, introduce skills to help students succeed in the program, and develop students’ ability to formulate scientific questions.

At the end of the seminar, students will be able to:
- Describe the requirements, timeline, and benchmarks of the PFRH doctoral program
- Locate opportunities and resources for doctoral students within PFRH, JHBSHPH, and JHU
- Read scientific articles effectively and efficiently
- Describe the nature of scientific questions and how they are identified
- Explain the role of the scientific community in the research process
- Articulate their area of specialization orally and in writing

First-year Doctoral Seminars in PFRH: Third and Fourth Term Course Objectives:
At the end of these courses, students will be able to:
- Develop a research concept based on their individual interests;
- Link scientific questions with appropriate research designs;
- Discuss strategies for obtaining and managing research funding;
- Evaluate different approaches used to communicate research findings; and
- Create a plan for their research career both as a student and later as a professional.

Second-year Doctoral Seminars in PFRH: First and Second Term Course Objectives:
At the end of these courses, students will be able to:
- Apply diverse conceptual frameworks to public health issues pertinent to PFRH;
- Critically evaluate empirical articles addressing public health issues related to PFRH;
- Compare and contrast the approaches of various academic disciplines to public health issues of relevance to PFRH;
- Recognize and critically evaluate common study designs and methods used in research relevant to PFRH;
- Compose and discuss written responses to analytic and conceptual questions about two studies presented as a practice comprehensive exam (second term only)

The first term focuses on integrating life course and demographic methods and approaches across the population area of interests in the department. The second term builds on the first term experience and is specific to the student’s chosen area of interest. It also includes a practice written exam for the comprehensive exam.

PFRH Proposal Writing Seminar Course Objectives:
Upon successfully completing this course, students will be able to:
- Develop a research question, study aims, and hypotheses to be used in a dissertation proposal;
- Conduct a literature review which identifies current research and gaps as they relate to the study and research questions and aims;
- Identify an appropriate study design including study population and methodology, both quantitative and qualitative;
- Identify data sources or settings for data collection;
- Examine frameworks and find appropriate frameworks for the proposed research;
- Review analytic methods; develop a feasible timeline for the study; consider ethical issues and IRB approval; and
- Identify potential funding sources, as appropriate.
PFRH Research Apprenticeship

PFRH requires that PhD students undertake one or more research apprenticeship activities with one or more faculty members during their program of study at JHSPH. The goal of this requirement is to ensure that PhD students have a structured opportunity to master a specific set of competencies which: a) ensure their competence as public health professionals after graduation and b) represent skills best learned outside a conventional classroom setting in the context of an ongoing research program or project.

PhD students may begin activities aimed at fulfilling these competencies as early in their program of study as they wish. Typically, PhD students begin to plan for this requirement during the second half of their first year and begin the activities after their first year of studies.

PhD students may proceed to their departmental oral exam without completing the research apprenticeship. PhD students who have not completed the research apprenticeship at the time of their departmental oral exam will be expected at that time to: a) have demonstrated substantial progress toward their completion; and b) have a concrete plan for completion soon thereafter.

Progress towards completing this requirement should be a major component of the discussion at the PhD students’ annual reviews (see next section). PhD students master each of the following six competencies by means of one or several research apprenticeships. The competencies are:

1. **Critical Review of the Literature**: PhD students must demonstrate the ability to synthesize and critically review a body of literature that is more comprehensive than expected for a standard, course term paper.

2. **Framing a Research Question**: PhD students must demonstrate the ability to identify a “researchable” question.

3. **Instrument Development**: PhD students must demonstrate the ability to design an instrument for collecting data. This ability may include identification and evaluation of existing instruments, the ability to adapt existing instruments for new modalities (e.g. self-administered questionnaire converted to use in a telephone interview) or creating a new instrument.

4. **Data Collection**: PhD students must document experience with primary data collection including activities related to data coding and data entry.

5. **Data Analysis**: PhD students must document experience with analyzing either primary data they collected as part of a supervised research project or data from a secondary source.

6. **Manuscript Preparation**: PhD students must have substantially participated in the preparation of a published or publishable manuscript prepared in the form of an original peer-reviewed journal article; this requirement does not include papers from thesis research.

PhD students may demonstrate several or even all competencies by means of one research apprenticeship if the activities involved in the apprenticeship are comprehensive. Alternatively, PhD students may undertake several research activities over their program of study, each of which results in mastery of one or more competencies.

When a PhD student masters one or more competencies, s/he must indicate on the apprenticeship form the faculty member who was preceptor for the apprenticeship and the student’s advisor, including the signature of each. The original form should be submitted to the Academic Program Manager who will place it in the student’s file and note completion of each competency on the student’s tracking sheet. Students who master the competencies one-by-one will typically turn in one form per apprenticeship. It is possible to use previous work to meet one or more of the above competencies, but at least one must be completed during doctoral studies. Supporting documents must be provided to validate the competency when completed in previous work.

PhD students may petition the PFRH Doctoral Committee to certify that they have mastered a competency before they began the program. In such cases, students should attach to their petition documentation of their mastery (e.g. a senior authored journal article or letter testifying to the student’s work as project manager of a data collection effort) and a letter from their advisor indicating support for the request. PhD student may arrange their research apprenticeships with any faculty of JHU or, with the approval of their advisor, with a qualified researcher outside JHU. The Research Apprenticeship form may be found at: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx or in the “PhD Forms” section of this handbook.

2022-2023 PFRH PhD Student Handbook 31
Doctoral Student Annual Reviews

JHSPH requires that all doctoral students have a yearly meeting with their academic advisor and other faculty members from PFRH or when appropriate from other JHSPH departments. This process must begin after the second year of study and occurs annually by mid-November.

Faculty who attend the review may change during a student’s program. The purpose of the meeting is twofold, serving as an opportunity: 1) for students and faculty to discuss the student’s progress and identify resources and potential problems as they progress through the program and 2) ensure that PFRH records on student progress are correct and up-to-date.

Until students complete their schoolwide preliminary exam, the annual meeting is generally held with the academic advisor and one other PFRH faculty member, usually someone the student and advisor select together. Faculty members from other JHSPH departments are welcome to attend these early meetings if the student and advisor think it would be helpful. After a student has passed the Schoolwide Preliminary Exam, it is expected that the meeting will include the thesis advisor and faculty with whom the student is working, including faculty from outside PFRH, if desired. The meeting may include members of the Schoolwide Preliminary Oral Exam Committee who have agreed to help guide the student’s thesis research on an ongoing basis. Other people (e.g. the Academic Program Manager) may attend if the student and advisor think it would be helpful. A least one other faculty besides the students’ advisors (including co-advisors) must participate in the annual review of doctoral students, preferably from PFRH is only one other faculty is in attendance.

Both students and faculty are responsible for insuring that the annual meetings take place, but students are expected to initiate the meeting.

Students are required to provide a brief written progress report (no more than 1 or 2 pages) no later than one day in advance of the meeting. If the report is not submitted a day before the meeting and the report is incomplete, then the meeting will need to be rescheduled. This report should list progress toward graduation since the last meeting and include fulfillment of course requirements and other milestones during the student’s course of study. A transcript should also be included as part of the review. Students should bring copies of the report for each faculty member attending the meeting as well as a copy of their transcript.

Students who are working outside the country are encouraged, but not required, to return for advisory meetings. These students must submit a written progress report by an appointed time, determined by their advisor, for the year(s) not in residence. The progress and planning report should be longer and more detailed than those submitted by students who attend in person meetings. The advisor should share this report with other faculty (as in the case of in person meetings) and then proceed in the same way as above by scheduling a meeting for the advisor and other faculty to review progress with the student.

The annual review form can be found at: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Forms/AllItems.aspx or in the “PhD Forms” section of this handbook.

Students are welcome to reach out to the director of the doctoral program, Dr. Caroline Moreau, if they would like to confidentially raise an issue about advising needs.
Thesis Advisory Committee

The School’s policy calls for the formation of a Thesis Advisory Committee:
The progress of each PhD student is followed regularly after completing the PFRH comprehensive examination but usually after the preliminary oral exam at least once a year by a Thesis Advisory Committee consisting of the advisor and two to four other faculty, from inside and/or outside the student’s Department. The objective of the Thesis Advisory Committee is to provide continuity in the evaluation of the progress and development of the student’s research. Committee membership can change during the research phase.

Procedure
1. The student and her/his advisor, with the consent of the Department Chair, decide on the composition of this committee.
2. The first meeting of the full Thesis Advisory Committee may occur when the student is developing his/her thesis proposal but most frequently is formed shortly after the student completes the departmental oral examination (when the thesis proposal is presented) or the preliminary oral examination. PFRH faculty for the committee are best identified before the departmental oral to provide students with feedback on their proposed research by someone in addition to their advisor.
3. Students who are working outside of the country or at distant sites within the country are not required to return for an in-person Thesis Advisory Committee meeting but can hold it virtually.
4. All students will submit yearly written progress reports or present progress on their research to their Thesis Advisory Committees. A written evaluation based on this document or presentation will be provided to the student and placed in the student’s departmental file. It is the responsibility of the Department to provide the administrative oversight of these committees, to ensure that the committee meets and submits reports. A departmental template for the yearly progress report will be shared.
5. A brief written progress report should be submitted by the student at the time each committee meeting along with feedback on the student’s progress; a copy of the evaluation will be placed in the student’s departmental file. A departmental template for the TAC meeting report will be shared.

The PFRH Thesis Advisory Committee form can be found here: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Thesis%20Advisory%20Committee%20Departmental%20Form.pdf
PFRH Doctoral Comprehensive Exam

Objectives
The objectives of the exam are to assess whether students are:

- Prepared to move from course work to developing a dissertation proposal
- Able to demonstrate mastery of core knowledge in their chosen area of interest
- Able to critically analyze and synthesize empirical and theoretical research

Components
The two-part exam includes:

1. **Area of interest Written Examination**
   A written take-home exam will be given that tests the students’ ability to critically analyze research in their area of interest and to synthesize and integrate both concepts and required methods learned in course work (including doctoral seminars).

2. **Oral Examination**
   The oral exam focuses on content and synthesis of core area of interest and public health knowledge, basic research methods, and follow-up questions on the written examination, providing students an opportunity to clarify written responses. It also covers readings from the first and second term doctoral seminars.

Comprehensive Exam and Second Year Doctoral Seminars
The first and second term doctoral seminars in the second year of the doctoral program of study contribute to preparation for the comprehensive exams. During the first term, all second-year doctoral students participate in an integrated seminar in which they review and critique literature based on readings that span the areas of interest in the department and integrate the core demography courses and life course perspectives in health.

In the second term, students work with faculty members in their area of interest to critically review and evaluate literature specific to the area. The readings address the specific area of interest competencies and methods competencies related to measurement and study design. When appropriate (as determined by seminar leaders), some areas of interest may choose to meet together to critically review and discuss a subset of readings. A practice take-home exam also is reviewed with all second-year students at the end of the second term. All second term, second year doctoral seminars meet on the same pre-determined date and time to provide the opportunity for cross area of interest collaboration. Readings from the first and second term second year doctoral seminars are used as the basis for some oral exam questions.

Note: Students are strongly recommended to take 380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health prior to sitting for comps.

Oral examination
The in-person oral examination focuses on content and synthesis of knowledge regarding core area of interest courses and research methods and provides students an opportunity to clarify written responses in the take-home written exam. The oral exam committee includes the advisor and two faculty from the area of interest or a closely related area.

The most senior faculty member, other than the student’s advisor, chairs the exam.

The committee membership will be revealed once the student submits his/her completed take-home exam. Student will learn whether they passed the written and oral portion of the examination at the conclusion of the oral examination. If a student receives a conditional pass or fails the exam, the requirements for meeting the conditions or retaking the exam need to be clear prior to the student leaving the room and noted on the exam report form.
Grading
Faculty participants are provided with general guidance and a rubric for the scope of responses to help assist in grading the written and oral exam. Point distribution is as follows:

- 100 points for written exam (50% of total grade)
- 100 pts for oral exam (50% of total grade)

A passing grade is 70 points for the written and for the oral exam.

Timing
The written take-home comprehensive exam will be made available on a CoursePlus website at a predetermined time and date. Students will have 4 days to complete the take-home exam (e.g., distributed on a Monday at 10am and returned on a Friday at 4 pm via a drop box).

The oral comprehensive exam is up to two hours in duration and includes: a review of the student’s PFRH academic file by faculty prior to starting the exam; questions related to the written exam, doctoral seminar readings and area of interest content; faculty assessment; and time for final discussion with the student regarding overall performance on the oral exam. The oral exam will take place within 2 weeks of students submitting the completed written portion of the comprehensive exam and no earlier than 5 calendar days after submitting the written exam.

Student Eligibility
Students must meet the following criteria to be eligible for the second-year comps:

- Completed all departmental, area of interest, and methods specialization requirements, and have fulfilled any incomplete grades in all coursework. Waivers will be considered on an individual basis for up to one course to be taken following the exam (see PFRH policy for waivers); the waived course must be taken within the next two terms after the comprehensive exam.
- Completed four terms of a biostatistics course series (either 140.621-624 or 140.651-654)
- Earned a grade of B or better in required PFRH Core Department courses and have an overall grade point average of 3.0 or better in all coursework.
Departmental Preliminary Doctoral Oral Examination

This exam is intended to review the student’s proposed research plan and determine that the student is academically prepared to undertake the schoolwide preliminary oral exam and to carry out thesis research. The examination provides the student with experience in discussing a research proposal in a formal setting that resembles the School's preliminary oral. It also is a mechanism to review the rigor of the proposed research, independent of the oral performance, and to provide the student with constructive commentary on the strengths and weaknesses of the proposed research, as well as strengths and weaknesses in PFRH content and research design and methods in general. Students are expected to begin with a 10-minute PowerPoint presentation summarizing their proposed research.

In order to sit for the departmental oral examination a student must have completed all required coursework and passed the written and oral components of the Department Comprehensive Examination. Students are also expected to complete a thesis proposal in preparation for the exam. This proposal is completed while working closely with their advisor, co-advisor, if there is one, and department faculty, as appropriate, to determine if the thesis proposal is of adequate rigor before proceeding to the oral exam. The faculty advisor (and co-advisor) is expected to have thoroughly reviewed the proposal and have approved its quality prior to scheduling the examination. Other examiners or department faculty are not responsible for approving the proposal prior to the examination, but consultation from faculty other than the advisor is recommended, as appropriate.

In addition to working with their advisor(s), students are expected to take advantage of the proposal writing seminar. It provides an opportunity to receive feedback from fellow students and the seminar instructor about their proposed research and proposal. Examples of proposals are available for student review in the proposal writing course website and provide models of the expected rigor. Sample proposals are also available for faculty review (see Education Office). Students are expected to discuss feedback received during the proposal writing seminar with their advisor (and co-advisor).

The Departmental Oral Examination is typically scheduled at least one month before the Schoolwide Preliminary Oral Examination. It may be wise to begin contacting faculty about service on the schoolwide oral exam committee before the departmental oral so that paperwork for the schoolwide exam can be submitted shortly after the departmental oral exam is successfully concluded with an unconditional pass. On the other hand, time between the two exams may be advised for students whose proposal may need additional refinement or for students who may need additional preparation in answering questions in an oral exam.

The Departmental Oral Committee should include four members of the PFRH faculty including the student’s thesis advisor (and co-advisor). In the rare exception, a student may request to have a committee of three members; this request will not be granted for students with co-advisors. It is important that not all members of the committee have been involved in the student’s proposal, so that the student has the opportunity for the proposal to be evaluated by a faculty member not involved in the project and or research. If a PFRH faculty member (not including the student’s advisor) has agreed to serve on the Schoolwide Oral Committee, then that person must also serve as a member of the Departmental Oral Committee. Faculty with joint appointments in PFRH whose primary appointment is in another University department may serve on the Departmental Oral Committee, but only if they are not serving as outside members of the Schoolwide Oral Committee. Students cannot have more than three members from the Department Preliminary Oral Examination on the Schoolwide Preliminary Oral Examination; co-advisors are two of the three department faculty.

The student and his/her advisor select the committee members for this exam.

The student is responsible for scheduling the exam and a room, reserving multimedia equipment (e.g. laptop, computer) and filing appropriate administrative forms provided by the Academic Program Manager at least one month prior to date of exam. Department room reservations can be scheduled through the Academic Program Manager. Multimedia equipment can be reserved through the Department Chair’s Office.
Students may find the Departmental Preliminary Oral Examination Form at: https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Forms/Forms/AllItems.aspx or in the “PhD Forms” section of this handbook.

Students should send an email to all committee members 24 hours before the exam reminding them of the time and place. The student is expected to give each member of the committee a copy of the thesis proposal for their review no less than two weeks, preferably three weeks, before the exam. A committee member who does not receive a copy in time may refuse to serve on the exam.

Staging “mock” oral exams with other students prior to the exam may be helpful. It is particularly helpful to include students who have completed the process. It also is a good opportunity to get feedback on the PowerPoint presentation.

Possible outcomes of the Departmental Oral Exam are “pass,” “conditional pass,” and “fail.” Students who pass may proceed to the Schoolwide Oral Examination, although some time delays for proposal revisions may be recommended even for students who passed the exam. Students who receive a conditional pass must fulfill the specified conditions before scheduling the Schoolwide Preliminary Oral. The thesis advisor is responsible for ensuring conditions are fulfilled before the Schoolwide Oral is scheduled unless the conditions specify otherwise. A student who fails must schedule a second Departmental Oral Examination before proceeding to a Schoolwide Oral.
Schoolwide Preliminary Doctoral Oral Exam

Purpose
The purpose of this examination is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student's: (1) capacity for logical thinking; (2) breadth of knowledge in relevant areas; and (3) ability to develop and conduct research leading to a completed thesis. Discussion of a specific research proposal, if available, may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

Policy
This exam is a University examination under the jurisdiction of the Graduate Board and is required of all PhD students. The full-time residency requirement must be successfully fulfilled before the Preliminary Oral Examination is requested.

The Examining Committee must:
1. Include five voting members. Two members MUST be from the sponsoring department; one of these is the advisor. A third member from the sponsoring department is optional. (LIMIT of 3 members from sponsoring department; co-advisors are 2 of the 3 members.)
   a. The student's advisor of record must serve as a member of the Committee. If a student is in a department where the advisor serves on the committee, the advisor must be among the members present; an alternate may not serve for the advisor. The senior faculty member without a primary appointment in the student's Department will serve as Chair of the Committee and MUST hold the rank of Associate or Full Professor.
   b. All faculty members must serve on the Committee representing the department of their primary faculty appointment. The exception when faculty member can serve in his/her joint appointment capacity is as the student’s advisor.
   c. Most often, the committee includes duly appointed faculty members of a University department and must hold, at the time of selection, an appointment of Assistant Professor or higher. Occasionally, an adjunct or one scientist faculty member, but not both, may serve on the Committee. Neither may serve as the Chair.
   d. Access to the most current faculty can be found on the school’s website at www.jhsph.edu/faculty/directory/list. Contact Isis Conroy-Tabrizi at itabriz1@jhu.edu with any issues with this directory.
   e. All Committee members must be present at the scheduled exam location; but teleconference participation is permitted 2020-21.
2. Be comprised of three Departments of the University, TWO from the Bloomberg School of Public Health.
3. Must have appropriate alternate members to serve on the committee. Selection of alternates is very important for ensuring the exam take place at the originally scheduled date/time. If two members on your committee are from your sponsoring department, one alternate should come from the sponsoring department and one from a non-sponsoring department. If you three committee members are from your sponsoring department, then two alternates should be from a non-sponsoring department, at least one of which should be of the rank of Associate Professor or higher and from a department other than the chair.

The examination should be taken at the earliest feasible time, not later than the end of the student's third year in residence, and before significant engagement in dissertation research. If the student fails the Preliminary Oral Examination and is permitted a re-examination, she/he/they must be re-examined within one year.

Room Scheduling and multimedia/audio/visual equipment requests are the responsibility of the student. Room and multimedia requests must be submitted to https://my.jhsph.edu/Offices/InformationTechnology/forms/SETForm.aspx
Students who schedule their exam during the summer term are not required to pay tuition for this term if they are registered during the fourth term before the exam or the first term after the exam.

**Conduct of Examination and Report of Results**

Before presenting the request for the examination, the student shall contact prospective examiners to ensure they are available to serve on the committee. Alternates from both PFRH and other departments need to be identified. If an officially appointed member of the committee fails to appear on the date fixed for the examination, one previously approved alternate must be prepared to discharge the responsibility of the absent individual. A preliminary oral examination may not be held with fewer than five officially approved faculty members in the room. The advisor must be among the members present; an alternate may not serve for the advisor.

The student is responsible for scheduling the exam and a room and filing appropriate administrative forms provided by the Academic Program Manager at least one month prior to date of exam. Students should send an email to all committee members 24 hours before the exam reminding them of the time and place.

The Schoolwide Preliminary Oral form may be found at:
https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

The conduct of the examination should follow guidelines stated in the Graduate Board document entitled, "Suggestions for the Chair of Graduate Board Oral Examinations." Copies of this document are on file in the Office of Records and Registration.

Immediately following the examination, the committee must evaluate the success or failure of the student by a closed ballot prior to any discussion of the candidate’s performance.

One of the following results must be reported to the Office of Records and Registration by the committee chair:

**Unconditional Pass:** If the members each vote "unconditional pass" on the first ballot, this result is reported with no further discussion. If one or more members vote "conditional pass" or "fail," then the committee should discuss the specific concerns of those members as discussed in conditional pass below.

**Conditional Pass:** The committee may decide that further evidence of qualifications is necessary and impose a specified condition that the candidate must fulfill within a given time period. If at least one member votes for fail or conditional pass on the immediate closed ballot, then the committee must discuss and subsequently vote (with an open ballot) on possible conditions. Members who feel the need for a condition or failure must convince the others, or vice-versa. The committee should make a concerted effort to reach a consensus. If it is not possible to reach a consensus, then the majority will determine if the outcome is unconditional or conditional pass, and the nature of any required condition. In the case of a conditional pass, the committee will remain appointed until the condition is removed. Terms of the condition and its removal including the date by which fulfillment of the condition will be completed must be reported by the committee chair in writing to the Office of Records and Registration.

**Failure:** If a majority of the committee decides that the candidate has failed the examination, the committee must recommend a future course of action. The recommendation may be one of the following:

1) No reexamination.
2) Reexamination by the same committee.
3) Reexamination in written form and conducted by the same committee.
4) Reexamination by a new committee. If the recommendation is for a new committee, then at least one outside member of the original committee shall be appointed to the new committee and must be approved by the University Graduate Board.
Report of Examiners
The result of the examination must be recorded on the appropriate line at the bottom of the scheduling form for the examination. Each member of the committee must sign the form and it must be returned by the chair to the Office of Records and Registration at the Bloomberg School of Public Health immediately after the examination.

Submission of Thesis Research Documentation Form
The Thesis Research Documentation Form must be submitted no later than six months after the completion of the Schoolwide Preliminary Exam. The purpose of this form is to verify that students have received the appropriate research approval for their dissertation.

Students should contact the Office of Graduate Education and Research (mjcooke@jhu.edu) for a copy of the Thesis Research Documentation form.
Final Doctoral Oral Exam

Policy
The oral defense of the thesis shall be conducted by the Committee of Thesis Readers after the advisor agrees that the candidate is ready for the formal defense. The advisor must certify in writing that the thesis is in a form that is ready for defense before the student may distribute the final written document to the thesis readers. During the defense the committee shall evaluate: (a) the originality and publication potential of the research; (b) the candidate's understanding of the details of the methodological and analytic work; and (c) the final quality of the written thesis document.

Conduct of Examination
If one of the officially appointed members of the committee fails to appear on the date fixed for the defense, a previously approved alternate must be prepared to discharge the responsibility of the absent individual. A final oral examination may not be held with fewer than four officially approved faculty members present in the room. The advisor must be among the members present; an alternate may not serve for the advisor. The examination will be open to the public. It is the prerogative of the Examining Committee to decide on the details of conducting the examination. At the conclusion of the formal presentation by the student, the student, public, and unofficial members of the Faculty Examining Committee will be excused. At the conclusion of the examination with only the committee present, the members will then vote with a closed ballot on the candidate's performance and written thesis, selecting one of the following outcomes:

Acceptable: This choice requires a unanimous vote of the committee indicating an acceptable thesis with only minor corrections. Minor corrections are those that can be comfortably completed within two weeks following the exam.

Conditionally Acceptable: If one or more members require substantive changes to the thesis, these changes must be discussed by the committee. Immediately following this discussion, each member who still requires changes will write down the specific nature of the changes and the time expected for the student to complete them. The appropriately revised thesis must be submitted to each member for final approval; the committee shall remain appointed until the chair writes a letter to the associate dean responsible for student academic affairs indicating that all conditions have been met.

Unacceptable: If one or more members feel that the candidate's understanding of the written thesis is inadequate, or that the thesis in its present form is not acceptable for a doctoral dissertation, then the candidate has FAILED. Re-examination would be in order unless there is a unanimous recommendation to the contrary. The re-examination will normally be by the same committee, but a new committee may be selected by the Chair of the Committee on Academic Standards if petitioned by the student.

Public Seminar
As a culminating experience, the doctoral student will present a formal, public seminar. This requirement provides experience for the student in preparing a formal seminar; provides the faculty and department with an opportunity to share in the student’s accomplishment; and gives a sense of finality to the doctoral experience on behalf of the student. The presentation is expected to not exceed 25 minutes. Students who choose to give a longer presentation should consult their defense committee about the acceptability of longer presentation.

Report of Examiners
Immediately following the defense, the Examining Committee Chair shall submit a report to the Office of Records and Registration of the outcome of the examination and any conditions which have been set for additional work or revisions of the thesis. The written report must include the written statements by individual committee members detailing the specific changes in the thesis that each requires. An associate dean responsible for student academic affairs shall inform the student by letter (with copies to the department chair and all readers) of the conclusions of the committee.
It is the responsibility of the thesis advisor to ascertain that all suggested revisions are incorporated into the final copy of the thesis. It is the individual responsibility of the readers to verify that any revisions suggested by them have been appropriately incorporated into the final copy. When the thesis is deemed acceptable, the committee chair and thesis advisor shall each submit a letter to this effect to the Office of Records and Registration for the attention of the associate dean responsible for student academic affairs.

The student is not considered to have passed the exam until all specific changes have been made and all letters have been received. The student should submit a PDF/A copy of the final thesis/dissertation to the Johns Hopkins ETD Submission Tool http://etd.library.jhu.edu. Instructions for formatting and submitting may be found at http://guides.library.jhu.edu/etd. The student’s thesis needs approval from Eisenhower Library before a final PDF copy is sent to the department.

Students should refer to the “After the Final Defense” document on the Records and Registration site for details about the final steps that must be taken in order to complete all school requirements. https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx
PFRH Dissertation Proposal Guidelines

This section provides guidelines and standards for the PFRH Dissertation Proposal, which also serves as an opportunity to build grant writing skills. The PFRH proposal format is an extended adaptation of the proposal format required by the U.S. National Institutes of Health.

Proposals must include the following sections:

- Title page (1 page)
- Abstract (1 page)
- Specific Aims (1 page)
- Background
- Conceptual Framework
- Approach
- Research Ethics (1/2 page)
- Timeline (1/2 page)
- Student Involvement and Faculty Expertise (1 page)
- References
- Appendices (no more than 5, total must not exceed 10 pages)

The core of the proposal (Abstract, Specific Aims, Background, Conceptual Framework, Approach, and Research Ethics) must not exceed 22 pages. Proposals should be single spaced with 0.5-inch margins and use a font no smaller than 11-point. Separate the sections of the proposal with headings and use headings within sections as needed. The sections are detailed below.

Title Page (1 page). Include the title of the project, student name, department, date, advisor’s name, and names of the examining committee.

Abstract (1 page). The abstract should include the study rationale and objectives, a brief description of methods including study design, study sample, measures and analytical methods, and a statement about how the project will impact the field. The abstract should be 400 to 500 words and be written in plain language that is accessible for a non-scientist audience.

Specific Aims (1 page). The specific aims page should start with an introductory paragraph, followed by the project’s objectives, specific aims, and anticipated impact. The introductory paragraph should introduce the research subject, summarize what is known and the knowledge gaps, and describe why the proposed project is the next logical step. The following paragraph describes the proposal’s objectives. Each aim should then be described in 4-5 sentences, including the hypothesis being tested (if relevant) and the proposed approach for accomplishing the aim. The section should end with a 1-sentence explanation of the project’s anticipated impact on the field.

Background (5-5.5 pages). This section should explain the importance of the public health problem the research will address, describe major prior research findings about the problem, and identify the major gaps in knowledge about the problem and how they impede scientific understanding and/or public health practice. Lastly, the section should explain how the research will extend conceptual and/or empirical evidence and how it may be used to support policy or programs to improve population health outcomes.

Conceptual Framework (1-2 pages). This section should describe relevant theories and/or models used to develop the research and include a figure to visually show how study concepts relate to one another.

Approach (9-11.5 pages). This section should describe the research strategy that will be used to accomplish the proposal’s aims. It should describe the data to be used and how it was or will be collected, the study sample, the measures to be used and how they will be operationalized, and the analytic methods that will be applied. The approach can be described separately for each aim if needed. The section should end with a discussion of the strengths and limitations of the approach as well as potential challenges and possible solutions.
Research Ethics (1/2 page). This section should describe ethical considerations relevant to the conduct of the proposed research and the plan for obtaining IRB approval (if needed).

Timeline (1/2 page). This section should list the activities necessary to complete the proposed research mapped onto time. The timeline can be presented in the form of a table or Gantt chart. The Timeline section is not included in the proposal page length.

Student Involvement and Faculty Expertise (1 page). The first part of this section, Student Involvement, should be included when the proposed dissertation research is a part of a larger study conducted by a BSPH faculty member or an outside researcher or agency. The student’s past and future involvement in the parent study should be described and the distinction between the parent project and the student’s independent dissertation research should be clearly explained. The second part of the section should identify expertise that will be needed on a Thesis Advisory Committee (TAC) and the names of potential TAC members. The Student Involvement and Faculty Expertise section is not included in the proposal page length.

References. All references should be formatted using AMA citation style and compiled at the end of the proposal. This format is required because other formats increase the length of the proposal. The Reference Section is not included in the proposal page length.

Appendices. Up to five appendices can be submitted with the proposal. Appendices should include material that is too detailed to include in the proposal, such as statistical equations, sample size calculations, detailed tables of measures, or preliminary data. Appendix content should be summarized at the appropriate point in the body of the proposal and referred to the Appendix for details. Appendices are not included in the proposal page length and should total no more than 10 pages.

For further information, consult the documents available in the Online Library of the proposal seminar (380.721) CoursePlus site.
PFRH Dissertation Guidelines

Abstract
Each dissertation or thesis must contain an abstract immediately following the title page. It should present a succinct account of the work. The abstract should contain (1) a statement of the problem or theory, (2) procedure or methods, (3) results and (4) conclusions.

The abstract must be double-spaced and should not be more than 350 words. Unione Matematica Italiana (UMI) editors for Dissertation Abstracts International will edit any abstract over this limit. Illustrations, graphs, charts or tables are not permitted in the abstract because they are not permitted by UMI for publication in Dissertation Abstracts International.
The abstract must provide the name of the readers/advisors at the bottom and conform to all requirements for the printing of the dissertation.

All abstracts must be in English, even if permission has been granted for a dissertation to be written in a language other than English.

Acknowledgments and Curriculum Vita
If the student desires to make acknowledgments, they should be printed on a separate page. The final page of the dissertation should contain a brief biographical sketch. This "scholarly life" or "curriculum vita" should record the date and location of the author’s birth and the salient facts of his or her academic training and experience in teaching and research.

Order and Content
1. Front Matter
   a. Title page
   b. Abstract
   c. Preface, including acknowledgments
   d. Table of Contents, with titles and page references
   e. List of Tables, with titles and page references
   f. List of Figures, titles and page references
   g. List of Plates, with titles and page references

2. Text
   a. Introduction
   b. Main body, with the larger divisions and more important minor division indicated by suitable, consistent headings

3. References
   a. Appendices
   b. Bibliography

4. Curriculum Vitae

Fair Use of Copyrighted Work
If any material copyrighted by others is used in a dissertation/thesis (beyond fair use as legally defined below), the author must obtain written permission for such use from the copyright holders and must include permission letters when submitting the dissertation or thesis to the Milton S. Eisenhower Library. Please refer to section on previously published/co-authored work. Quotations from the works of others must abide by fair use standards. The following statement is from Section 107 of the Copyright Act of 1976. Limitations on exclusive rights: Fair use:

Notwithstanding the provisions of sections 106 and 106A [17 USCS Sects. 106, 106A], the fair use of a copyrighted work, including such use by reproduction in copies or phone records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom
use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include--

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Previously Published or Coauthored Material
Students in the sciences and engineering, and sometimes other fields, may wish to use work they have previously published or coauthored in the dissertation or thesis when the majority of the work and its conceptualization are the student’s. In approving the dissertation, the first reader/advisor certifies that the student has made a significant contribution of original research to the field as part of the course of study at Hopkins. Request to use work accomplished prior to graduate enrollment at Johns Hopkins will be denied.

Previously published material must be incorporated into a larger argument that unites the whole work. A common thread linking the various parts must be identified and made explicit as the papers are joined into a coherent unit. Introductory, transitional, concluding sections, and a bibliography must be included. Proper credit must be given to co-authors and to the publisher. Written evidence that permission has been granted by the publisher must accompany the dissertation.

Discrete, unlinked papers are not acceptable.

Student’s Right of Copyright
The dissertation /thesis is the intellectual property of the student. Copyright is automatic, but registration with the Copyright Office establishes a public record of the copyright claim. Please see below how to register your copyright with the Copyright Office under “Doctoral Dissertations”. Appropriate copyright notice should be printed on the title page. It should include 1) the symbol © or the letter c in a circle, or the word “Copyright,” or the abbreviation “Copr.;” 2) year of first publication of the work; and 3) the name of the owner of the copyright. An example is shown below.

© 1998 John Doe
All Rights Reserved

Embargos and Restrictions
A student may embargo the publication of their dissertation at Proquest/UMI for 6 months, 1 or 2 years and/or restrict the publication by selecting one or more of the restriction options when filling out the PrQuest/UMI Publishing Agreement form. If the author selects an embargo for the publication of the dissertation at ProQuest/UMI, the Library will honor this request by placing the same embargo time on the Library’s copy. The embargo will prevent the work from being viewed by anyone, even in the Hopkins Community, without the author’s written permission until the specified time period has elapsed. Or, the author may release the embargo at any time with a written notice to ProQuest/UMI and the Library.

A student may extend an embargo, if there is a legitimate need, by adjusting the ProQuest/ UMI Publishing Agreement form to reflect the duration needed. Again, the Library will honor this request with the same stipulations regarding written permission for viewing and release.
Copyright Registration
While copyright registration is not generally required for protection, the copyright law provides advantages to copyright owners who do register. Among these advantages are the following:

- Registration establishes a public record of the copyright claim;
- Before an infringement suit may be filed in court, registration is necessary for works of U.S. origin and for foreign works not originating in a Berne Union country. (For information on when a work is of U.S. origin, request Circular 93 from the Library of Congress);
- If made before or within five (5) years of publication, registration will establish prima facie evidence in court of the validity of the copyright and of the facts stated in the certificate; and
- If registration is made within three (3) months after publication of the work or prior to an infringement of the work, statutory damages and attorney's fees will be available to the copyright owner in court actions. Otherwise, only an award of actual damages and profits is available to the copyright owner.

Copyright registration allows the owner of the copyright to record the registration with the U.S. Customs Service for protection against the importation of infringing copies.

Doctoral Dissertations
It is the student’s decision whether or not to register a copyright for the dissertation. If registration of copyright is sought, this can be done in two ways: (1) the student can apply directly for the registration to the Library of Congress by filing the necessary application and fee (2) the student can authorize UMI to submit an application for the copyright registration in the student’s name. The UMI form is found inside the Publishing Your Doctoral Dissertation with UMI Dissertation Publishing pamphlet available through the CBO website https://www.library.jhu.edu/library-services/electronic-theses-dissertations/. There is a fee for this service which is paid when the dissertation is submitted to the Milton S. Eisenhower Library. Appropriate copyright notice should be printed on the title page. For example:

© 1998 John Doe
All Rights Reserved
PFRH Doctoral Timeline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Life course Bioskats Epi Required/Elective courses</td>
<td>Pop. change Bioskats Required/Elective courses</td>
<td>Dem. methods Bioskats Required/Elective courses</td>
<td>Bioskats Required/Elective courses</td>
<td>Research with faculty</td>
</tr>
<tr>
<td></td>
<td>First year PhD seminar</td>
<td></td>
<td></td>
<td></td>
<td>Read to choose a dissertation topic</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>Required/Elective courses</td>
<td></td>
<td>Required/Elective courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second year PhD seminar</td>
<td></td>
<td>Proposal writing seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Define dissertation aims + data source</td>
<td>CompX</td>
<td></td>
<td>Write dissertation proposal</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>Elective courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Departmental exam</td>
<td>Schoolwide exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proposal writing seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write dissertation proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>Elective courses</td>
<td></td>
<td>Dissertation work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final defense</td>
</tr>
</tbody>
</table>

**This timeline is structured over four years** to align with a four-year tuition funding package. Students should consider the specifics of their individual funding package, in addition to other factors, to determine the appropriate length of their program timeline.

**PFRH MSPH graduates** who enter the PhD program should identify a dissertation topic toward the end of their first year in the program, define their dissertation aims and identify a data source in the beginning of their second year, and schedule their departmental and schoolwide exams in the first half of their third year.
Monitoring Progress of PFRH doctoral students

The University Doctoral Board requires that each doctoral student, and Postdoctoral Fellow, should receive an annual review during every year in their program. This review is expected to have 3 components:

1. Student self-assessment and Individual Development Plan (IDP)
2. Monitoring of progress in the program
3. Written feedback to the student/Fellow

For PFRH doctoral students, the IDP self-assessment and Annual Review process embody these three components. First and second-year doctoral students will complete the IDP, which is described in detail below and are reviewed as part of meetings with students with their advisors. PFRH encourages doctoral students to meet regularly and frequently with their advisors.

Annual Review. JHSPH, and thus PFRH, requires that all doctoral students have a yearly meeting with their academic advisor and other faculty members from PFRH or other JHSPH departments. A formal annual review meeting and report is required after the second year of study and takes place annually by mid-November.

Faculty who attend the review may change during a student’s program. The purpose of the meeting is twofold, serving as an opportunity: 1) for students and faculty to discuss the student’s progress and identify resources and potential problems as they progress through the program and 2) ensure that PFRH records on student progress are correct and up-to-date.

Individual Development Plan. The IDP is intended to help PhD students assess their goals, strengths, weaknesses, values, and plans for their future careers. Students are expected to complete the IDP at the beginning of their doctoral studies and update it at then end of each academic year, usually during the summer. As noted earlier, the IDP is not meant to track progress towards specific degree requirements. These are accomplished by the PFRH department’s Annual Review and credentialing process. Rather, the IDP is designed to assist students in considering future career goals and how to best ensure activities during their doctoral studies prepare them appropriately for these goals.

If students would like to complete more self-assessment focused IDPs here are a few:
- American Association for the Advancement of Science (AAAS): http://myidp.sciencecareers.org/
- University of Michigan: http://faculty.medicine.umich.edu/sites/default/files/downloads/individual_development_plan0.pdf
- Stanford University: https://biosciences.stanford.edu/current/idp/forms.html

An Individual Development Plan helps with self-assessment, planning, and communication:

- An IDP can help students communicate professional development and career planning needs and intentions to others including their advisor, which can lead to helpful advice and resources.
- They can use the IDP to make sure their expectations and those of their advisor are clearly outlined and in agreement so that there are no big surprises, particularly at the end of training.
- The current job market is challenging, and research has shown that individuals who perform structured career planning achieve greater career success and satisfaction.
- Some students, especially those early in their studies, may not yet have a firm understanding of where they hope to take your career. The IDP can also help think about strengths and weaknesses as they evolve towards career planning.
- The IDP is meant as a living document, to be modified as students move through the program and solidify their goals and plan.
- The IDP helps to reflect on successes and challenges from the previous year and anticipate any successes and challenges in the coming year(s).
- The questions listed below help as a starting place for thinking; students do not need to respond to all, if some are less relevant, and aspects not included can also be considered.

We hope that you find this opportunity for reflection helpful and welcome feedback on the process.
PFRH Forms for Doctoral students

This section lists PFRH forms that Doctoral students will need to access throughout the PhD program. Students should check the links provided for the most up-to-date version of these forms.

All forms can be accessed through my.jhsph.edu. After logging in, select:
Departments
  Population, Family & Reproductive Health
  PFRH Student Information & Handbooks > Doctoral Students

PFRH PhD Research Apprenticeship Form
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/PhD_Apprenticeship_Form.doc

PFRH PhD Individual Development Plan Form
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/PFRH%20PhD%20Individual%20Development%20Plan%20Form.docx

PFRH PhD Annual Review Form & Progress Report
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/PFRH%20PhD%20Annual%20Review%20Form.docx

PFRH Thesis Advisory Committee Form
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Thesis%20Advisory%20Committee%20Departmental%20Form.pdf

PFRH Departmental Oral Exam Form
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Departmental%20Oral%20Examination%20Form.doc

Preparing for the Department & Schoolwide Preliminary Exams
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Preparing%20for%20the%20Department%20%26%20Schoolwide%20Preliminary%20Exams.docx

Preparing for and Scheduling the Final Defense
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Preparing%20for%20the%20Department%20%26%20Schoolwide%20Preliminary%20Exams.docx

Finalizing the Dissertation and Preparing for Graduation
  • https://my.jhsph.edu/sites/PFHS/handbook/Doctoral%20Student%20Forms/Preparing%20for%20the%20Department%20%26%20Schoolwide%20Preliminary%20Exams.docx

Additional forms for Doctoral Candidates, including doctoral information and exams, can be found here:
  • https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx
PART III –
PFRH CERTIFICATE
PROGRAMS
PFRH Certificate Programs

Adolescent Health
Demographic Methods
Maternal and Child Health
Population and Health
Public Health Advocacy*

*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 Gilbert Morgan, gmorga13@jhu.edu.

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