



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

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

Revised 9/20/2022



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

**THE JOHNS HOPKINS UNIVERSITY
BLOOMBERG SCHOOL OF PUBLIC HEALTH
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>

1ST TERM	M Aug 29 – M Oct 24 (40 class days, M-F)
1 st Term Registration Begins	M Apr 11
*New students can register beginning	F July 1
1 st Term Registration Ends	F Aug 26
NEW STUDENT ORIENTATION	W Aug 24 – F Aug 26
Instruction Begins for 1 st Term	M Aug 29
LABOR DAY	M Sept 5
Add Period	M Aug 29 – F Sept 2
Drop Period	M Aug 29 – F Sept 9
Last Class Day of 1 st Term	M Oct 24
2ND TERM	W Oct 26 – F Dec 23 (40 class days, M-F)
2 nd Term Registration Begins	M Apr 11
2 nd Term Registration Ends	F Oct 21
Instruction Begins for 2 nd Term	W Oct 26
Add Period	W Oct 26 – T Nov 1
Drop Period	W Oct 26 – T Nov 8
THANKSGIVING RECESS	W Nov 23 – Su Nov 27
Last Class Day of 2 nd Term	F Dec 23
Internet-Based/Part-Time MPH New Student Orientation..... Sun Jan 8 WINTER INTERSESSION W Jan 4 – F Jan 20	
Winter Intersession Registration Begins	M Oct 3
Winter Intersession Registration Ends	F Dec 30
MARTIN LUTHER KING, JR. HOLIDAY RECESS	M Jan 16
3RD TERM	M Jan 23 - F Mar 17 (40 class days, M-F)
Registration Begins for 3 rd Term	M Nov 14
3 rd Term Registration Ends	F Jan 20
Instruction Begins for 3 rd Term	M Jan 23
Add Period	M Jan 23 - F Jan 27
Drop Period	M Jan 23 – F Feb 3
Last Class Day of 3 rd Term	F Mar 17
SPRING RECESS	M Mar 20 - F Mar 24
4TH TERM	M Mar 27– F May 19 (40 class days, M-F)
Registration Begins for 4 th Term	M Nov 14
4 th Term Registration Ends	F Mar 24
Instruction Begins for 4 th Term	M Mar 27
Add Period	M Mar 27 – F Mar 31
Drop Period	M Mar 27 – F Apr 7
Last Class Day of 4 th Term	F May 19
PUBLIC HEALTH CONVOCATION	T May 23
UNIVERSITY COMMENCEMENT	Th May 25
RESIDENCY PROGRAM ENDS	F June 30

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
APHA November 5 -9, Boston, MA

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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

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. Student 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; and 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

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

Leave of Absence

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

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

Parental Leave – New child Accommodations

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

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

Students are encouraged to contact Dean Michael Ward mward@jhu.edu for more details if interested in taking a parental leave.

B. Satisfactory Academic Progress

PFRH has a rigorous standard for satisfactory academic progress. **Master's students** must adhere to the following:

- **Master's students** must achieve a **cumulative GPA of 2.75** 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>.
- **Master's students** who earn a **"D" or "F" grade in a course that meets a core requirement** must, at the next opportunity, make a second attempt to successfully complete the core requirement by repeating the same course or completing another course that meets the same core requirement (if available). If a student earns a "D" or "F" in a required course during the last term before graduation, the student will need to delay graduation. If a master's student cannot meet the above academic standards, a formal request will be submitted by the student and advisor to the Director of the Masters' Programs. Judgment concerning dismissal from the program for students demonstrating substandard academic performance will be made by the Masters' Committee in consultation with the Chair of PFRH.
- **Master's 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 **MSPH program** include, but are not limited to, the following:

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

D. Departmental Pass/Fail Policy

~~The following policies are applicable to PFRH Master's students:~~

- ~~• **Master's Programs:** PFRH requires Master's students to take all required courses, including required PFRH department MSPH 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](#) 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 may not receive credit for the course to meet the minimum credit requirement for their current degree program.

F. Course Waiver Policy

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

Required PFRH Courses

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

Students wishing to waive **Principles of Population Change (380.600) or Demographic Methods for Public Health (380.603)** may do so with the consent of the instructor and 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).

Master's students may petition the Master's Committee, with consent from their academic advisor, to **substitute a course requirement with another course not listed in the requirements**. Students should contact the Education Office with their request; the Education Office 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 degree Master's program 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 Academic Coordinator in the Department of Epidemiology, FranBurman@jhu.edu, at the beginning of the 1st term. Students may waive Epidemiologic Inference or Epidemiologic Methods only if they have completed a graduate level course in epidemiology with a grade of B or higher. Students 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 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 course(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.

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/his/their 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 master's essay. A PFRH special-studies form must be completed by the student and PFRH faculty with whom they are working for special studies that are not taken for development of the required master's essay. The form shown below includes the objectives for the special studies and the activities and deliverables undertaken to meet the objectives along with a timeline and frequency of meetings. 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.

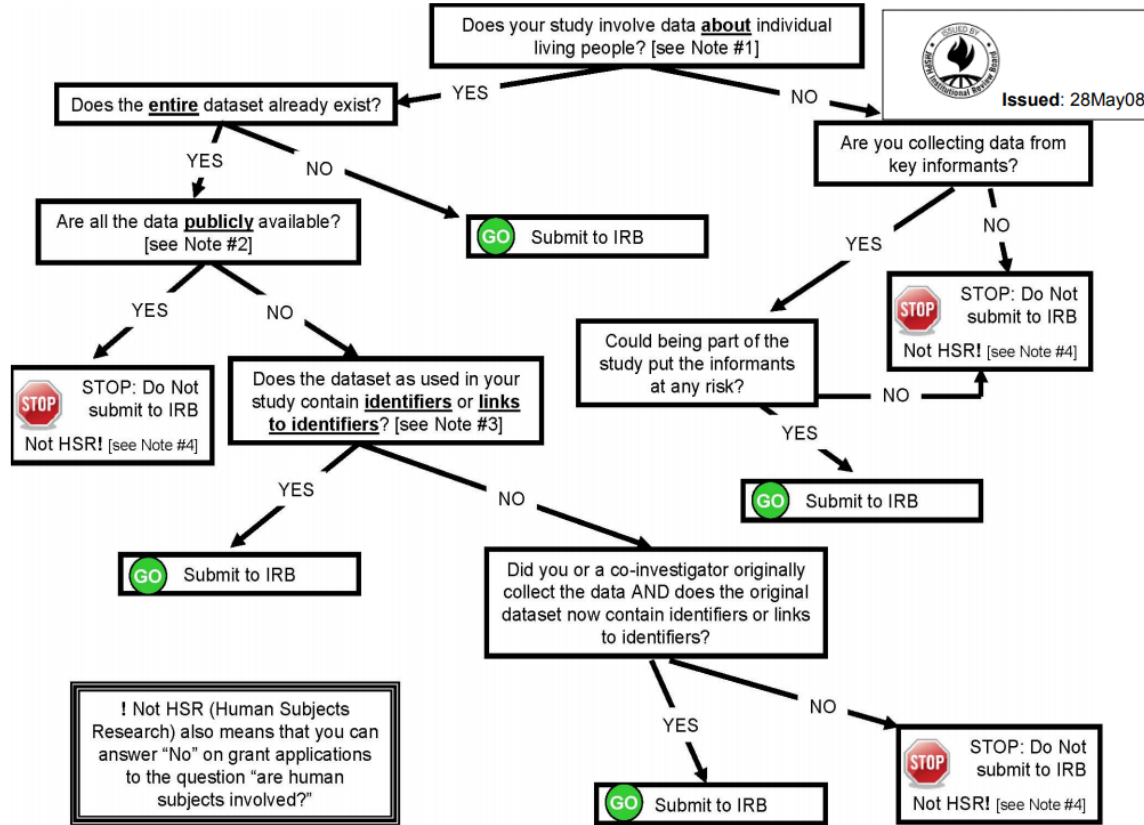
When students are using data and other information that was developed by a previously approved JHMI or IRB research project, a copy of the previous IRB approval must be forwarded to the IRB in addition to a plan of how the data are to be used in secondary data analysis. If the student will be conducting 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 before the placement starts or within the first month of work to assure that approval is granted before research begins). If it is difficult to distinguish whether the activities are "practice" or "research", the student should consult the IRB website about the activities. If necessary, after review of the website, a memo describing the proposed activities should be submitted to the IRB by the student and advisor for an expedited review. The IRB review process should be completed within two weeks and a decision made as to whether the proposed activity is "professional practice" or "research project".

The IRB will advise the student and advisor of their decision and if the scope of the project requires a full IRB application. In the circumstance that the IRB determines that an 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 NHR to the IRB for review? Yes! There is some element of risk in making this determination yourself, should you ever be challenged on the decision not to submit by a journal editor or other source. You are welcome to submit any research protocol to the IRB and you will receive a statement with a determination following review. We urge you to do so to protect yourself if the topic is particularly socially or politically sensitive. If you elect to use the flow chart with attached clarifications, then we recommend printing it out, with notations regarding how you made your ultimate decision, and retain it in your files.

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 Poyout, 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 Poyout 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.hopkinglobalhealth.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 access 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

<https://my.jhsph.edu/sites/PFHS/PFRH%20HR/DocumentLibrary/Student%20Payroll%20and%20%20Hiring%20Process%20and%20Forms/Teaching%20Assistants/TA%20Hire%20Forms%20and%20Policy%200822.pdf>

PFRH Student Research Assistant Employment Authorization Form

<https://my.jhsph.edu/sites/PFHS/PFRH%20HR/DocumentLibrary/Student%20Payroll%20and%20%20Hiring%20Process%20and%20Forms/Research%20Assistants/Student%20Research%20Asst%20Authorization%20Form%2007%202022.pdf>

PFRH Degree Requirements Waiver Request

https://my.jhsph.edu/sites/PFHS/handbook/_layouts/15/WopiFrame.aspx?sourcedoc=%7B44466B60-05E0-4550-B0D1-056BD4C5982C%7D&action=view&source=https%3A%2F%2Fmy%2Ejhsph%2Eedu%2Fsites%2FPFHS%2Fhandbook%2FAll%2520Students%2FForms%2FAllItems%2Easpx

PFRH Advisor Change Request Form

<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>

PFRH International Travel Checklist Form

<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>

**PART II –
MASTER’S STUDENT
HANDBOOK**

MSPH Program Overview

This handbook describes the program of study for PFRH MSPH students. It includes schoolwide requirements, department requirements, and learning objectives and competencies required by the Council on Education for Public Health (CEPH).

During the program, PFRH MSPH students are required to successfully complete the following requirements. Requirements with an asterisk (*) must be completed in the first year of the program:

- *Epidemiologic Inference I (340.721)
- *Statistical Reasoning (140.611 & 140.612) or Statistic Methods in Public Health (140.621, 140.622, & 140.623)
- *550.860.82 Academic and Research Ethics: should be completed in Term 1 before significant coursework has been undertaken
- *Five courses fulfilling the five PFRH department MSPH competencies including: Life Course Perspectives on Health (380.604); either Principles of Population Change (380.600) or Demographic Methods (380.603); and three courses related to primary health concerns, strategies to promote population health, and frameworks
- *PFRH Master's Seminar (380.816) during Terms 1-4
- Three (3) units of Research or Public Health Ethics (306.663 or 306.665)
- CEPH Learning Objectives and Foundational Competencies
- PFRH MSPH field placement (380.810) during Terms 1-2 of year two
- PFRH MSPH master's essay (380.850) and presentation during Terms 3-4 of year two
- Achieve a grade point average (GPA) of 2.75 or higher in all course work to be in good academic standing
- Complete a minimum of 128 academic units, including 16 units minimum each term to be considered a full-time students

Details about course requirements and guidelines for the field placement and the essay and presentation are described in the next sections of this handbook. All required courses must be taken for a letter grade.

Quarterly credentialing of students

The Director of the Masters' Programs and Academic Program Manager review and credential the academic progress of all Masters' students at the end of each term. A Course Selection and Tracking Form summarizing the student's progress is provided to the advisor and student immediately after the review. The form notes if a student is making satisfactory progress. It also includes the courses a student has taken to fulfill schoolwide, department, and CEPH competencies, and those that still need to be taken for fulfill the requirements.

If a student is not making satisfactory progress, the student and advisor are required to meet and provide a formal letter to the Director of the Masters' Programs indicating how the student will meet the necessary academic standards. For more information on satisfactory academic progress, see the above section, "PFRH Academic Policies & Procedures." This section includes information on minimum GPA requirements and the necessary course of action if a student earns a D or F in a required course.

Waivers

Details regarding course waiver are shown above in the section, "PFRH Academic Policies & Procedures." The total number of credits required for completion of the degree remains the same regardless of a course waiver.

MSPH Program Competencies & Course Requirements

MSPH students are required to take courses to meet schoolwide requirements, department requirements, and learning objectives and foundational competencies required by CEPH.

The tables shown below indicate schoolwide requirements, department requirements, CEPH learning objectives and foundational competencies, and the courses that fulfill these requirements.

Though not required, students are encouraged to consider the following courses if of interest:

- **410.638 & 410.639 Scientific Writing in Health Sciences: Developing a Manuscript for Publication I & II:** This is two 3-credit courses offered in Terms 3 and 4. Students who would like to publish their Master’s Essay and/or pursue a PhD may be interested.
- **120.607 Premedical Seminar: Planning and Preparing for Medical School Application:** This is 1-credit course offered in Terms 1-4. Students considering going to medical school may be interested. Although the course description is the same for each term, the actual content is not repeated. Students are encouraged enroll in all four terms.

Schoolwide requirements: Academic, Research and Public Health Ethics

These courses should be taken in the first year of the program. The course 550.860 should be taken in Term 1 of the first year.

Requirement	Course (credits)
Academic Ethics	550.860.82 Academic and Research Ethics (0)
Apply ethical concepts and tools to population health research and practice	306.663 Legal and Ethical issues in Health Services Management (3) OR 306.665 Research, Ethics, and Integrity: US and International Issues (3)

Department requirements: master’s seminar, field placement, master’s essay

The Master’s seminar must be taken in the first year of the program. The field placement and master’s essay should be completed in the second year of the program.

Requirement	Course (credits)
Master’s seminar	380.816 SS/R: Population, Family and Reproductive Health Seminar MSPH (1; Term 1) 380.816 SS/R: Population, Family and Reproductive Health Seminar MSPH (1; Term 2) 380.816 SS/R: Population, Family and Reproductive Health Seminar MSPH (1; Term 3) 380.816 SS/R: Population, Family and Reproductive Health Seminar MSPH (1; Term 4)
Field placement	380.810 Field Placement Population, Family and Reproductive Health (16) (taken 1 st term of second year) AND 380.810 Field Placement Population, Family and Reproductive Health (16) (taken 2 nd term of second year)
Master’s Essay	380.850 PFRH Master’s Essay (variable credit) (taken 3 rd term of second year) AND 380.850 PFRH Master’s Essay (variable credit) (taken 4 th term of second year)

Department requirements: PFRH Department MSPH Competencies

Students must take a minimum of five courses to meet the five PFRH department MSPH competencies required for the MSPH degree. **These courses must be taken in the first year of the program. A unique course must be selected for each competency.** The five PFRH department MSPH 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 assess the causes and consequences of population change using demographic methods;
3. Assess the principal health concerns for populations, the associated population-based risk factors, and the relative impact of each risk factor;
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations;
5. Apply frameworks (beyond life course) for improving the health of populations.

Faculty in the PFRH Department have expertise in health throughout the life course with specific focus on certain populations and areas. **To meet PFRH department MSPH competencies #3, #4, and #5, 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

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.

The courses fulfilling PFRH requirements must be taken ***in addition to*** core, schoolwide, departmental, and CEPH requirements. One course 380.604 Life Course Perspectives on Health may be taken to also meet some of the 22 CEPH competencies. The course 380.665 Family Planning Policies and Programs may be taken to meet competency 4 if both 380.624 Maternal and Child Health Legislation and Programs and 380.665 Family Planning Policies and Programs have both been taken to meet the CEPH requirements.

PFRH Department MSPH Competency	Adolescent Health	Child Health	Maternal, Fetal and Perinatal Health	Population and Health**	Women's, Sexual and Reproductive Health
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	380.604 Life Course Perspectives on Health (4)				
2. Identify and assess the causes and consequences of population change using demographic methods Choose 1 course	380.600 Principals of Population Change (4)				
	380.603 Demographic Methods for Public Health (4)				
3. Assess the principal health concerns for populations, the associated population-based risk factors, and the relative impact of each risk factor Choose 1 course	380.623 Adolescent Health and Development (3)	380.616 Child Health Epidemiology (3)	380.664 Reproductive and Perinatal Epidemiology (4)	380.655 Social and Economic Aspects of Human Fertility (3)	380.664 Reproductive and Perinatal Epidemiology (4)
	380.747 International Adolescent Health (3)			380.750 Migration and Health: Concepts, Rates and Relationships (3)	380.666 Women's Health (3)
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations Choose 1 course	380.624 Maternal and Child Health Legislation and Programs* (4)	380.624 Maternal and Child Health Legislation and Programs* (4)	380.624 Maternal and Child Health Legislation and Programs* (4)	380.624 Maternal and Child Health Legislation and Programs* (4)	380.665 Family Planning Policies and Programs (4)
	380.665 Family Planning Policies and Programs (4)	380.661 Clinical Aspects of Maternal and Newborn Health (3)	221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)	380.665 Family Planning Policies and Programs (4)	380.667 Women's Health Policy (3)
			380.661 Clinical Aspects of Maternal and Newborn Health (3)	221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)	380.768 Selected Topics in Women's Health and Women's Health Policy (4)
					380.760 Clinical Aspects of Reproductive Health (3)
5. Apply frameworks (beyond life course) for improving the health of populations Choose 1 course	380.725 The Social Context of Adolescent Health and Development (3)	380.642 Child Health and Development (3)	380.655 Social and Economic Aspects of Human Fertility (3)	380.655 Social and Economic Aspects of Human Fertility (3)	380.655 Social and Economic Aspects of Human Fertility (3)
		380.744 Nutrition and Growth in Maternal and Child Health (3)	380.744 Nutrition and Growth in Maternal and Child Health (3)	380.750 Migration and Health: Concepts, Rates and Relationships (3)	380.668 International Perspectives on Women, Gender and Health (3)

*The course 380.624 Maternal and Child Health Legislation and Programs cannot be used to fulfill both the CEPH Requirements and the PFRH Department MSPH Competencies.

**Both 380.655 Social and Economic Aspects of Human Fertility and 380.750 Migration and Health: Concepts, Rates and Relationships must be taken to fulfill competencies #3 and #5 for Population and Health.

Suggested elective courses	Adolescent Health	Child Health	Maternal, Fetal and Perinatal Health	Population and Health	Women's, Sexual and Reproductive Health
These courses are recommended electives.	380.720 Masculinity, Sexual Behavior and Health: Adolescence and Beyond (3)	223.663 Infectious Diseases and Child Survival (3)	380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)	380.664 Reproductive and Perinatal Epidemiology (4)	380.662 Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health (4)
	380.721 Schools and Health (3)	380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)	380.720 Masculinity, Sexual Behavior & Health: Adolescence & Beyond (3)
	380.762 HIV Infection in Women, Children and Adolescents (4)	330.640 Childhood Victimization: A Public Health Perspective (3)	380.740 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)	380.760 Clinical Aspects of Reproductive Health (3)	380.749 Adolescent Sexual and Reproductive Health (3)
	380.761 Sexually Transmitted Infections in Public Health Practice (4)	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children (3)	120.620 Fundamentals of Reproductive Biology (3)		380.762.81 HIV infection in Women, Children and) Adolescents (4)
	380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)	380.762 HIV Infection in Women, Children & Adolescents (4)			380.623.81 Adolescent Health and Development (3)
	380.640 Children in Crisis: An Asset Based Approach to Working with Vulnerable Youth (3)	221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)			340.629 The Epidemiology of LGBT Health (3)
	380.749 Adolescent, Sexual and Reproductive Health (3)	380.625 Evidence and Opportunities to Mitigate Childhood Adversity and Promote Well-being (3)	380.740 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health (3)		410.683 Global Perspectives on LGBT Health (3)
		380.721 Schools and Health (3)	380.721 Schools and Health (3)		221.627 Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries (4)
		380.623 Adolescent Health and Development (3)	380.623 Adolescent Health and Development (3)		380.663 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3)
		410.752 Children, Media and Health (3)	410.752 Children, Media and Health (3)		

CEPH requirements

Students must take courses to achieve the CEPH Learning Objectives and Foundational Competencies outlined below. These courses can be taken in the first or second year of the program. Some courses fulfill multiple Learning Objectives and Competencies. Students do **not** need to take a unique course to meet each requirement.

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)

CEPH Foundational Competencies

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

- 12.** Discuss the policy-making process, including the roles of ethics and evidence
- 13.** Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- 14.** Advocate for political, social, or economic policies and programs that will improve health in diverse populations
- 15.** Evaluate policies for their impact on public health and health equity

Leadership

- 16.** Apply leadership and/or management principles to address a relevant issue
- 17.** Apply negotiation and mediation skills to address organizational or community challenges

Communication

- 18.** Select communication strategies for different audiences and sectors
- 19.** Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
- 20.** Describe the importance of cultural competence in communicating public health content

Interprofessional and/or Intersectoral Practice

- 21.** Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

- 22.** Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

12 CEPH Learning Objectives

CEPH LEARNING OBJECTIVES	Course (credits)
1. Explain public health history, philosophy and values	380.624 Maternal and Child Health Legislation and Programs (4) OR 552.601 Foundational Principles of Public Health (0.5)
2. Identify the core functions of public health and the 10 Essential Services	380.624.01 Maternal and Child Health Legislation and Programs (4) OR 552.601.81 Foundational Principles of Public Health (0.5)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	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)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	380.600 Principles of Population Change (4) 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)
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	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)
6. Explain the critical importance of evidence in advancing public health knowledge	380.664 Reproductive and Perinatal Epidemiology (4) OR 552.606 The Critical Importance of Evidence in Advancing Public Health Knowledge (0.5)
7. Explain effects of environmental factors on a population's health	380.616 Child Health Epidemiology (3) OR 552.607 Essentials of Environmental Health (0.5)
8. Explain biological and genetic factors that affect a population's health	380.604 Life Course Perspectives on Health (4) OR 552.608 Biologic, Genetic and Infectious Bases of Human Disease (0.5)
9. Explain behavioral and psychological factors that affect a population's health	380.604 Life Course Perspectives on Health (4) OR 552.609 Psychological and Behavioral Factors that Affect a Population's Health (0.5)
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	380.604 Life Course Perspectives on Health (4) OR 552.610 The Social Determinants of Health (0.5)
11. Explain how globalization affects global burdens of disease	380.600 Principles of Population Change (4) OR 552.611 Globalization and Health: A Framework for Analysis (0.5)
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	552.612 Essentials of One Health (0.5)

22 CEPH Foundational Competencies

CEPH Competencies	Course (credits)
1. Apply epidemiological methods to settings and situations in public health practice	340.721 Epidemiologic Inference in Public Health I (5)
2a. Select quantitative data collection methods appropriate for a given public health context	340.721 Epidemiologic Inference in Public Health I (5) OR 380.611 Fundamentals of Program Evaluation (4)
2b. Select qualitative data collection methods appropriate for a given public health context	380.611 Fundamentals of Program Evaluation (4) OR 224.690 Qualitative Research Theory and Methods (3) OR 550.604 Qualitative Reasoning in Public Health (2) OR 552.603 The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health (0.5)
3a. Analyze quantitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	140.611 and 140.612 Statistical Reasoning in Public Health (must take both courses in series) (3) OR 140.621, 140.622 and 140.623 Statistical Methods in Public Health (must take all three courses in series) (4)
3. Analyze qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	224.691 Qualitative Data Analysis (3) OR 550.604 Qualitative Reasoning in Public Health (2) OR 552.603 The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health (0.5)
4. Interpret results of data analysis for public health research, policy, or practice	140.611 and 140.612 Statistical Reasoning in Public Health (must take both courses in series) (3) OR 140.621, 140.622 and 140.623 Statistical Methods in Public Health (must take all three courses in series) (4)
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	380.624 Maternal and Child Health Legislation and Programs (4)
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	380.604 Life Course Perspectives on Health (4)
7. Assess population needs, assets, and capacities that affect communities' health	410.654 Health Communication Programs I: Planning OR 222.642 Assessment of Nutritional Status (3) OR 410.620 Program Planning for Health Behavior Change (3)
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	380.640 Children in Crisis (3) OR 380.665 Family Planning Policies and Programs (4)
9. Design a population-based policy, program, project, or intervention	380.640 Children in Crisis (3) OR 380.665 Family Planning Policies and Programs (4)
10. Explain basic principles and tools of budget and resource management	552.622 Creating, Implementing and Monitoring Budgets for Projects and Programs (1)
11. Select methods to evaluate public health programs	380.611 Fundamentals of Program Evaluation (4) OR 410.655 Health Communication Programs II: Implementation and Evaluation (multiterm course)

12. Discuss the policy-making process, including the roles of ethics and evidence	380.624 Maternal and Child Health Legislation and Programs (4) OR 380.667 Women’s Health Policy OR 380.740 Nutrition Programs, Policy and Politics in the US: The Impact on Maternal, Child and Family Health (3) OR 380.665 Family Planning Policies and Programs
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	380.624 Maternal and Child Health Legislation and Programs (4) OR 380.665 Family Planning Policies and Programs (4)
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	380.740 Nutrition Programs, Policy and Politics in the US: The Impact on Maternal, Child and Family Health (3) OR 380.620 A Coalition-Based Smart Approach to Public Health Advocacy (3)
15. Evaluate policies for their impact on public health and health equity	380.667 Women’s Health Policy (3)
16. Apply leadership and/or management principles to address a relevant issue	380.883 Lessons in Leadership: Applications for PFRH (3) OR 380.708.79 Strategic Leadership Principles and Tools for Health System Transformation in PFRH
17. Apply negotiation and mediation skills to address organizational or community challenges	552.623 Principles of Negotiation and Mediation for Public Health Professionals (3) AND 552.624 Applications of Negotiation and Mediation for Public Health Professionals (4)
18. Select communication strategies for different audiences and sectors	410.650 Intro to Persuasive Communications: Theories and Practice OR 410.651 Health Literacy: Challenges and Strategies for Effective Health Communication OR 410.654 Health Communication Programs I: Planning and Strategic Design AND 410.655 Health Communication Programs II: Implementation and Evaluation (multiterm course) OR 301.645 Health Advocacy OR 224.692 Methods in Formative Research and Human Centered Design for Intervention Development
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	301.645 Health Advocacy (3) OR 260.720 Communications Primer for the Public Health Sciences (1)
20. Describe the importance of cultural competence in communicating public health content	301.645 Health Advocacy (3) OR 260.720 Communications Primer for the Public Health Sciences (1)
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	552.625 Building Collaborations Across Sectors to Improve Population Health (0.5) AND Interprofessional Education Event
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	221.654 Systems Thinking in Public Health: Applications of Key Methods and Approaches (3) OR 552.626 Systems Thinking: Concepts and Methods (0.5) OR 410.654 Health Communication Programs I: Planning and Strategic Design AND 410.655 Health Communication Programs II: Implementation and Evaluation (multiterm course)

MSPH Field Placement Guidelines

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

MSPH students are required to complete a two-term field placement for a minimum of 4 months full-time, or no less than 680 full time work hours. **Students must be in good academic standing, have completed 64 credits, and have completed the following course work: PFRH department MSPH competency courses (5 courses), Quantitative Methods: Biostatistics (2-3 courses), and Quantitative Methods: Epidemiology (1 course) to proceed to the field placement portion of the program.**

During terms 5 and 6 of the program, students register for PFRH Field Placement (380.810) for 16 credits each term. Students are expected to be on campus in the 7th and 8th terms of their academic program when they take courses and complete their culminating Master's Essay and Presentation. Students who wish to extend their field placement and receive academic credit in 3rd term must petition the Master's Committee for approval.

Details about the field placement are described below. The Work Agreement for the Field Placement must be submitted before the field placement begins.

Structure of the Field Placement

Timing and Hours

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

A student may complete two field placements if they would like. The duration of the two field placements should be 680 hours combined. A student can complete one field placement in the summer and another in the fall, or complete the field placements simultaneously as long as the 680 hour requirement is met and the dates and hours per week for each field placement are agreed upon in the Field Placement Work Agreement.

Compensation

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

International Placements

If the field placement is outside the U.S., students must follow the requirements outlined in the above section of this handbook on International Travel.

Arranging the Placement

The process by which students arrange the field placement will vary; however, arrangements are considered formalized when:

- A Work Agreement has been completed and signed by the student, faculty advisor, and preceptor.

- All arrangements associated with compensation have been agreed on by all principals involved, and contracts pursuant thereto have been completed and filed with the proper financial offices and office.

Selection of the Field Placement Site

Students can seek a field placement in many different types of health and/or welfare organizations. These may include national and state program offices, nonprofit voluntary organizations, or public as well as private agencies with a public health or population focus. The field placement can be domestic, international, or both. Field placement must consider the needs of the agencies or organizations involved. Activities meeting the applied practice experience should be mutually beneficial to both the site and the student.

A list of organizations where past MSPH students completed their field placements can be found on the my.jhsph website under the PFRH Department and the MSPH Internships page (<https://my.jhsph.edu/sites/PFHS/mhsinternships/default.aspx>). Field placements on the my.jhsph website are organized by domestic and international locations. If a student has a clear sense of where they would like to do the field placement, they can click on the location and see the various organizations associated with the location. The information provided may contain information about the organization, website, and contact information.

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

The School provides listings of opportunities for students through the following website: <https://publichealth.jhu.edu/careers>. The website includes links for the following services:

- Handshake is the university-wide service for students and alumni to access job and internship postings from tens of thousands of employers, connect with career services, and learn about recruiting events and job fairs.
- SMILE is the University platform for faculty and staff from all JHU schools and divisions to post paid campus internships as well as traditional student employment opportunities.

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

1. Must have a public health or population focus related to PFRH;
2. Must allow the student to demonstrate attainment of at least five CEPH and PFRH department MSPH competencies, of which at least three must be CEPH foundational competencies;
3. Must allow the student to produce at least two practical, non-academic work products that demonstrate the student's attainment of the competencies referenced above.
 - Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.
4. The preceptor has the time and inclination to supervise the student to facilitate a meaningful learning and work experience; adequate support, supplies, and space must be provided for the student;
5. The field placement objectives, activities to meet objectives, and final product(s) are clearly defined;
6. A Work Agreement is signed by preceptor, student and faculty advisor and submitted to the Academic Program Manager prior to the start of the field placement.

Student Responsibilities

Students are expected to identify their own field placement opportunities. This approach is important, as it also prepares students for acquiring skills needed to obtain a job after graduation. Students should ensure that their resume or curriculum vitae is updated. Students may be required to write a cover letter to the organization(s) of interest describing the skills they can offer to the organization. Students are expected to show a high level of professionalism when communicating with potential preceptors and discussing the potential scope of work for the field placement. During the process of securing and working on the field placement, students should be in regular contact with their faculty advisor. The Academic Program Manager also should be informed about plans a student has for securing a field placement.

To receive credit for the field placement, students must complete a Work Agreement with their preceptor with approval from their Academic Advisor and submit the Work Agreement to the Academic Program Manager. Upon conclusion of the field placement, an evaluation form also must be completed by the student as well as the preceptor. **Evaluation forms must be submitted prior to the end of term two or the student will receive an Incomplete for course 3810.810. Students are responsible for assuring that all forms are completed.**

If students plan to either analyze or collect data as part of the field placement, they should consult the [IRB Website](#) and discuss related matters with their advisors, as approval is required for this work.

Field Placement Preceptor

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

Faculty Advisor

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

Forms for Field Placement

All of the forms that are required to undertake the field placement can be found under PFRH MSPH Field Placement CoursePlus site and my.jhsph.edu. These include:

Student Forms

- Work Agreement (needs a signature from preceptor and faculty advisor)
- Student Field Placement Evaluation Report (this needs to be completed after field placement)

Preceptor Form

- Preceptor Evaluation of Student (this needs to be completed by preceptor after field placement)

Field Placement Work Agreement

The Work Agreement form is needed to confirm a field placement; it must be submitted before the field placement begins. It contains important information, including the student's contact information, contact information of the preceptor, and a list of tasks (referred to as 'work objectives') that the student is expected to

perform as part of the field placement. It is important that students carefully define the work objectives, keeping in mind feasible and realistic expectations. The following table illustrates examples of “well specified” work objectives and work objectives that are vague or poorly specified and need to be rephrased:

“Well specified” work objectives	“Vague or poorly specified” work objectives
Assist in the development of field guides for data collection for program evaluation (20%)	Complete data collection activities (30%)
Contribute to writing of the baseline report (15%)	Write manuscripts based on data analysis (30%)
Assist in data analysis by entering and cleaning data (25%) and performing univariate and bivariate analyses (40%)	Conduct all data analyses for the project (40%)

“Well specified” work objectives describe realistic and feasible objectives that can be undertaken within the timeframe of a typical field placement. They also do not over-commit students to a certain task, unlike those found under the above ‘vague or poorly specified’ work objectives. Avoid using terms and phrases such as ‘complete all’ or ‘conduct all’- these phrases may create unrealistic expectations, which if not met, may result in poor evaluations. The percentage of time for a given objective also should be realistic; for example, the tasks listed as vague or poorly specified can be very time-consuming; time spent on the task should be clearly in line with the feasibility to complete them.

To ensure the work agreement is realistic and feasible, students are expected to discuss their work agreement with their faculty advisor.

Confirming the Field Placement

- Students considering more than one opportunity should inform the contact person at each site about when to let them know of their decision; **there may be others waiting for the same opportunity.**
- **After students have informed an organization that they have decided not to work with them, they should send a letter thanking them for their time.** If students’ first choice falls through for some reason, they still may have another option by sending a courteous response.
- **For the selected placement, students should send a letter** to the individuals with whom they will be working thanking them for their time, conveying enthusiasm for their field placement offer, and indicating that they will speak with their advisor and be in touch with them about the next steps in setting up the field placement.
- **After speaking with their advisor, students should send a letter to their preceptor reviewing the steps in finalizing the field placement. The next step is the preceptors.** It is helpful to include a sample Work Agreement form, so the preceptor knows the general guidelines and parameters. The objective is to assure that both students and preceptors have the same understanding of the scope of work. This up-front negotiation with written confirmation avoids later problems. This approach also demonstrates that students are well organized, focused, and follow through on tasks.
- The letter can include a **draft of your objectives for the field placement.** Sharing the objectives avoid misunderstanding of the proposed contribution; and indicate how a student expects to benefit from the experience.
- The letter should include a writing sample, if applicable, if a student has not yet provided one along with detailed **description of the MSPH Field placement**, including Preceptor Evaluation Guidelines for the field placement. As noted above, students are required to submit a signed Work Agreement Form before beginning the field placement (sometimes called a “contract”).
When the work objectives have been completed and agreed on, students should prepare and sign 2 copies of the Work Agreement for the preceptor (and advisor) to also sign. The preceptor should retain one copy and the other copy must be uploaded to Field Placement CoursePlus or sent to the Academic Program Manager via email.

- **If a student signs a contract with an organization**, it represents the official documentation that he/she/they have agreed on the scope of work with the organization, and, therefore, must abide with the terms of the contract. If they are not sure about signing such a document, it is critical that they speak to either their academic advisor, or Director of the MSPH program.

During the Field Placement

- Maintain regular contact with your faculty advisor. The faculty advisor is a valuable resource for information and guidance throughout your degree program;
- If a student is having difficulties with their field placement it is important for them to express their concerns to their faculty advisor or Director of the MSPH program to assure that their field placement is a successful and positive experience;
- If students are offered an extension for their field placement that would extend past winter break they must petition the MSPH Committee for an extension (see the Petition to Extend Field Placement Policy) if they wish to receive academic credit for the field placement in 3rd term.

After the Field Placement

Upon completion of the field placement, each student must prepare a concise evaluation of the field placement. This brief narrative (no more than 2 pages) should describe the field placement dates and hours, objectives, deliverables produced, and competencies covered. It should also describe the student's growth, learning, and skill development. Finally, the narrative should include recommendations on whether the field placement should be recommended to future MSPH students, improvements to the field placement, and changes to curriculum to better prepare students for a field placement.

The Field Placement preceptor must also complete an evaluation form.

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

Petition to Extend the Field Placement for academic credit

Under special circumstances, an extension may be granted by the Master's Committee to a student for an existing field placement as a special studies course (380.870 PFRH Special Studies in Public Health Practice). Students must write a formal petition for an extension to the Master's Committee before the end of 2nd term (term 6) of the second year. The petition must include:

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

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

For More Information

For more information about the MSPH field placement degree program requirement, please contact: Kristen McCormick, Academic Program Manager kmccor14@jhu.edu

Field Placement Deadlines

TASKS/ASSIGNMENTS	DUE DATE*
Submit work agreement for each field placement	May 2023
Register for 380.810 Field Placement PFRH (16 credits for 1 st and 2 nd terms of second year)	May 2023
Submit Student Field Placement Evaluation Form, Preceptor Evaluation of Student Form, and Student Evaluation of Preceptor Form for each field placement	December 2023

**Exact dates to be determined*

Master's Essay & Presentation Guidelines

The Master's Essay is a requirement for graduation from the **MSPH** program in PFRH. The goal of the essay is for students to apply the skills and knowledge they have acquired during their academic program to a public health problem or concern of interest to them. In addition to the written essay, students must give a 10-minute public presentation about the content of their essay.

Students should begin thinking about essay topics and format **at the end of the first academic year** and should have identified a topic before completing their field placement. **During Terms 7 and 8**, students must register for PFRH Master's Essay (380.850), designating their faculty essay reader as the instructor. Guidelines for credit hours are as follows:

- Term 7: 3-6 units
- Term 8: 3-5 units
- Students need to take a minimum of 3 units of course 380.850 each term
- The number of credits allotted to the essay will be dependent on the format and level of complexity needed for the essay; students should therefore discuss this with the essay reader before registering for the course.

The following sections provide detailed guidelines about the essay and presentation.

Faculty Essay Reader

Students must identify one faculty reader for their essay. The following guidelines must be followed:

- The students' reader must be PFRH faculty; faculty with a joint appointment in PFRH can be a reader.
- Approval is required if a student wishes to select a reader who is not PFRH faculty; a rationale must be given for the choice of the reader.

The essay reader is responsible for working with the student on the essay from the outline to final draft, and on preparation for the presentation. The reader must be identified as the instructor for the PFRH Master's Essay courses (380.850) in **Terms 7 and 8**. Students must submit the outline and essay drafts to their reader on key dates starting in November through April; these dates must be followed to assure timely completion of the essay.

Choosing a Topic and Format for the Essay

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

1. Research Report
2. Analysis of a Public Health Problem or Legislation Position Paper
3. Structured Literature Review
4. Evaluation of a Program/Project
5. Research Proposal

Many students link the essay topic with their Field Placement experience, although it is not a requirement that they do so. For example, work on a literature review or a research project as part of their Field Placement may serve as a basis for developing the essay. The essay must represent work completed, for example on a research project, in addition to that completed during the Field Placement. Regardless of whether the topic is based on their Field Placement, students must focus on a public health concern or problem. Details on the expectations of the essay are given during the PFRH MSPH seminar.

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

Steps to Complete the Essay

Step 1: Identify topic, format, and reader

Students should identify a reader whose research interests and expertise are in a topic area or methodology that aligns with their essay. Advisors serve as a useful resource for discussing potential topics of interest and providing referrals to other faculty members in the department whose expertise better matches the proposed topic of the essay. Other resources for identifying potential readers are the Director of the Master's Program, Department website, and school faculty directory.

Step 2: Discuss roles and responsibilities with reader

Once a reader has been identified, students should have a conversation with their reader so that the reader knows their responsibility for the essay. Students should provide a timeline to their reader so they are aware of when feedback should be provided. In general, readers should be given a minimum of one week to provide feedback to students. Additionally, while not required, the student and reader should discuss plans to publish the essay and the order of authors for the publication.

Step 3: Determine Whether Essay Involves 'Human Subjects Research'

What is 'human subjects research'? "Human subjects research" is broadly defined to include any activity involving humans that seeks to test a hypothesis or answer a scientific question. This activity can include secondary data analysis and research involving direct contact with subjects. All students who plan to undertake human subjects' research must have IRB approval before working with human subjects' data or samples and before contacting human subjects. The JHBSPH IRB Office (<https://publichealth.jhu.edu/offices-and-services/institutional-review-board-irb>) is charged with assuring that human subjects research studies conducted in the School comply with internal school policies and external regulations designed to protect human subjects.

For the purposes of the essay, after students have identified the data source(s) for their research, they should complete the online [IRB Worksheet](#) to determine the additional steps (if any) needed for securing IRB approval for the essay, or documenting existing approval.

For additional questions about the IRB process, please visit: <https://publichealth.jhu.edu/offices-and-services/institutional-review-board-irb/policies-and-guidance>

Step 4: Submit the Essay Topic Form

After students have selected an essay topic and format, the Master's Essay Topic form must be completed and signed by the student and reader. This form ensures that a student has the needed skills and knowledge to complete the essay. For example, if a student decides to conduct an evaluation of a project or a program for the essay, the student must have either taken the 'Fundamentals of Program Evaluation' course or had prior experience conducting an evaluation. Additionally, students must ensure that the essay meets two competencies: one of the CEPH competencies and one of the PFRH department MSPH competencies. Students also must indicate whether IRB approval is needed for the essay.

Step 5: Register for 380.850 in PFRH

Students should register for 3 to 6 units of special studies with their reader using course number 380.850 in **Term 7** and 3 to 5 units in **Term 8**. Students need to take a minimum of 3 units of course 380.850 each term. The number of credits allotted to the essay will be dependent on the format and level of complexity needed for the essay; students should therefore discuss this with the essay reader before registering for the course.

Step 6: Submit Outline of Essay to Primary Reader

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

Failure to meet the outline deadline often results in delay in meeting later deadlines.

Step 7: Submit First Draft of Essay to Reader

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

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

Step 8: Submit Second Draft of Essay to Reader

Second drafts must be reviewed by their reader, for final edits and recommendations. Reader should provide feedback to the student within 2 weeks of receiving the second draft. Students should submit a second draft in a timely manner and of reasonable quality for faculty to complete their review and provide comments to them in a timely manner. Students must incorporate comments from a reader(s) in their final draft.

Step 9: Submit Final Draft of Paper to Reader for Approval

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

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

Step 10: Oral Presentation of Essay

Each student is required to present their essay in a 10-minute PowerPoint presentation at a public seminar before the end of the 8th term. The student's advisor is expected to review draft presentations prior to a practice session. A practice session should be scheduled approximately one week prior to the public seminar with the student and their reader. No video clips are allowed in the presentation.

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

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

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

Master's Essay Deadlines

In preparation for completion of the Master's essay and presentation, students should contact their reader no later than the 6th term to discuss the essay topic and format. Master's Essays are due early in the 8th Term. Students should begin work on their paper no later than the start of 7th term, preferably before the term begins, and complete it early in the 8th term (see deadlines below). Students should begin to consider essay topics and format during their field placement. Essays will be presented at a seminar in May, prior to graduation.

TASKS/ASSIGNMENTS	DUE DATE
Receipt of master's essay topic form to reader for approval	November 2023
Receipt of student's final essay outline to reader for approval	January 2024
Receipt of student's first draft to reader	February 2024
Receipt of student's final draft for final edits to reader and second reader if needed	March 2024
Receipt of student's final essay with incorporated edits to reader(s)	April 2024
Reader approval forms signed by reader(s)	April 2024
PowerPoint presentation approved by reader	One week prior to master's essay presentation
Master's Essay presentation	May 2024

**Exact dates to be determined*

The dates are not guidelines; they are deadlines. Failure to meet the deadlines will result in postponement of the presentation of the essay and delay a student's graduation from the program.

General Guidelines for All Essay Formats

The essay should be between 18-22 pages in length, excluding the title page, acknowledgements, tables, references/bibliography, and appendices.

All essays should have a title page with: the title of the essay, student's name, reader (identifying the advisor), and the date. Please see the template included in the *Appendices* section at the end of the handbook. You may include an acknowledgments page (does not count toward the total).

Typing guidelines:

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

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

Essay Formats

The following are the specific guidelines for each essay format. If a student prefers a format that differs from those specified below, the student will need approval by advisor and the Director of the Master's Program.

Research Report

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

- Structured abstract (1-page maximum)
 - Should include the following headings: Background, Objective (s) of study, Methods, Results, Conclusions
- Introduction (1 to 3 pages)
 - Importance of public health concern/problem
 - The magnitude of problem and population affected
 - Knowledge gaps and how the current study fills the gaps
- Methods (2 to 4 pages) *See Methods Section below*
 - Study design
 - Sample/participants
 - Data Sources
 - Measures/Topics [for quantitative analyses, include variable tables that specifies variables and how they are operationalized (e.g., categorical, ordinal, interval); for qualitative analyses, include table with domains and sample questions]
 - Data analysis
- Results
- Discussion with Limitations and Implications for public health practice
- References
- Tables/figures

Analysis of a Public Health Problem or Legislation Position Paper

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

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

Structured Literature Review

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

- Structured abstract (1 page maximum)
 - Should include the following headings: Background, Objective (s) of review, Methods, Results, Conclusions
- Introduction (1 to 3 pages)
 - Why the topic is an important public health problem
 - The magnitude of problem and population affected
 - Knowledge gaps and how the current literature review contributes to field or fills the gaps
- Methods (1 to 3 pages) *See Methods Section below*

- Databases used
- Search criteria
- Analytic tables describing literature cited
- Results (3 to 6 pages)
- Discussion (3 to 5 pages)
- References
- Tables/figures

Evaluation of a Program/Project

This format involves evaluating/monitoring an existing public health program/project and could include a process, outcome, or impact evaluation. The sections in this essay format are as follows:

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

Research Proposal

This essay format simulates a grant proposal for a research project. The sections in this essay format are as follows:

- Introduction (1 page)
- Statement of research question (1/2 page)
- Specific aims (1 page)
- Background and significance (2-3 pages)
- Methods (6-8 pages) *See Methods Section below*
 - Study design
 - Sampling/participants/sample size
 - Data Sources and variables
 - Methods of Analysis
- Strengths and Limitations (1 page)
- Budget and budget justification (1-2 pages)

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

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

Evaluation Criteria for Master's Essay Readers

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

Honors

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

Resources/Support for Essays

Students who are conducting quantitative analyses for their essays may contact the Biostatistics Lab for assistance. Students who are conducting literature reviews for their essays may contact Lori Rosman, Public Health Informationist (lrosman1@jhmi.edu) or Claire Twose, Associate Director, Public Health and Basic Science Information Services (ctwose1@jhmi.edu). Additional resources for essay writing and preparing oral presentations may be found on the Welch Medical Library web site.

PFRH Forms for Master's students

This section lists PFRH forms that Master's students will need to access for the Field Placement and Master's Essay. Students should check the links provided for the most up-to-date version of these forms.

All forms can be access through my.jhsph.edu. After logging in, select:

Departments

Population, Family & Reproductive Health

PFRH Student Information & Handbooks > Master's Students

PFRH MSPH Field Placement- Work Agreement Form

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20MSPH%20Field%20Placemen-t-%20Work%20Agreement%20Form.docx>

PFRH MSPH Field Placement- Student Evaluation Report

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20MSPH%20Field%20Placemen-t-%20Student%20Evaluation%20Report.docx>

PFRH MSPH Field Placement- Preceptor Evaluation of Student Form

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20MSPH%20Field%20Placemen-t-%20Preceptor%20Evaluation%20of%20Student%20Form.docx>

PFRH Master's Essay- Topic Form

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20Master%E2%80%99s%20Essa-y-%20Topic%20Form.docx>

PFRH Master's Essay- Title Page Template

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20Master%E2%80%99s%20Essa-y-%20Title%20Page%20Template.docx>

PFRH Master's Essay- Reader Approval Form

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20Master%E2%80%99s%20Essa-y-%20Reader%20Approval%20Form.docx>

PFRH Master's Essay- Distinction Award Nomination Form

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20Master%E2%80%99s%20Essa-y-%20Distinction%20Award%20Nomination%20Form.docx>

PART III – PFRH CERTIFICATE PROGRAMS

PFRH Certificate Programs

[Adolescent Health](#)

[Demographic Methods](#)

[Maternal and Child Health](#)

[Population and Health](#)

[Public Health Advocacy*](#)

[Public Health Economics*](#)

*Jointly offered.

For information on the Educational Objectives, Requirements and Course of Study for each Certificate, please visit <https://publichealth.jhu.edu/academics/academic-programs/certificate-programs> or contact Kristen McCormick, kmccor14@jhu.edu.

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