



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

**Population, Family and Reproductive Health
MASTER OF HEALTH SCIENCE - ONLINE
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,
-----------------	--

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-
-----------------	---

2 nd Term Registration Begins	M Apr 11
2 nd Term Registration Ends	F Oct 1
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-
-----------------	---

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-
-----------------	--

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

Table of Contents

Part I – GENERAL INFORMATION.....	4
PFRH Information & Services	5
BSPH Information & Services	6
BSPH Academic Policies & Procedures.....	7
PFRH Academic Policies & Procedures.....	8
Institutional Review Board Research Project Approval Procedures	11
BSPH & PFRH Travel Policies	13
PFRH Forms for all students	15
PART II – MASTER’S STUDENTS HANDBOOK.....	16
MHS Online Program Overview.....	17
MHS Online Program Competencies & Course Requirements	18
Master’s Essay and Presentation Guidelines.....	24
PFRH Forms for Master’s students	31
PART III – PFRH CERTIFICATE PROGRAMS.....	32

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

The online program is designed to be completed in 1-3 years on a part-time basis. While students are not required to be registered full-time or to enroll in courses every term, students must make a request to their advisor if they do not plan enroll in courses for more than two consecutive terms including the reason for the request. Please note that the Student Accounts office will impose a \$100 fee for late registration. Students may register online at <https://sis.jhu.edu/sswf/>.

Students who find that they cannot complete the program in 3 years must petition the PFRH Masters Committee for an extension in the program. This request must include support of the advisor, the reason for the need to extend beyond 3 years, and a plan for completing the program on a timely basis.

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 **MHS 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 MHS 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 courses(s), name of instructor(s), textbook(s) used, course syllabi, and grade(s) received. After review of this documentation, one or more written waiver examinations may be required. Students wishing to request a waiver should contact the Academic Coordinator in the Department of Biostatistics, margo1@jhu.edu, before the start of the 1st term.

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.

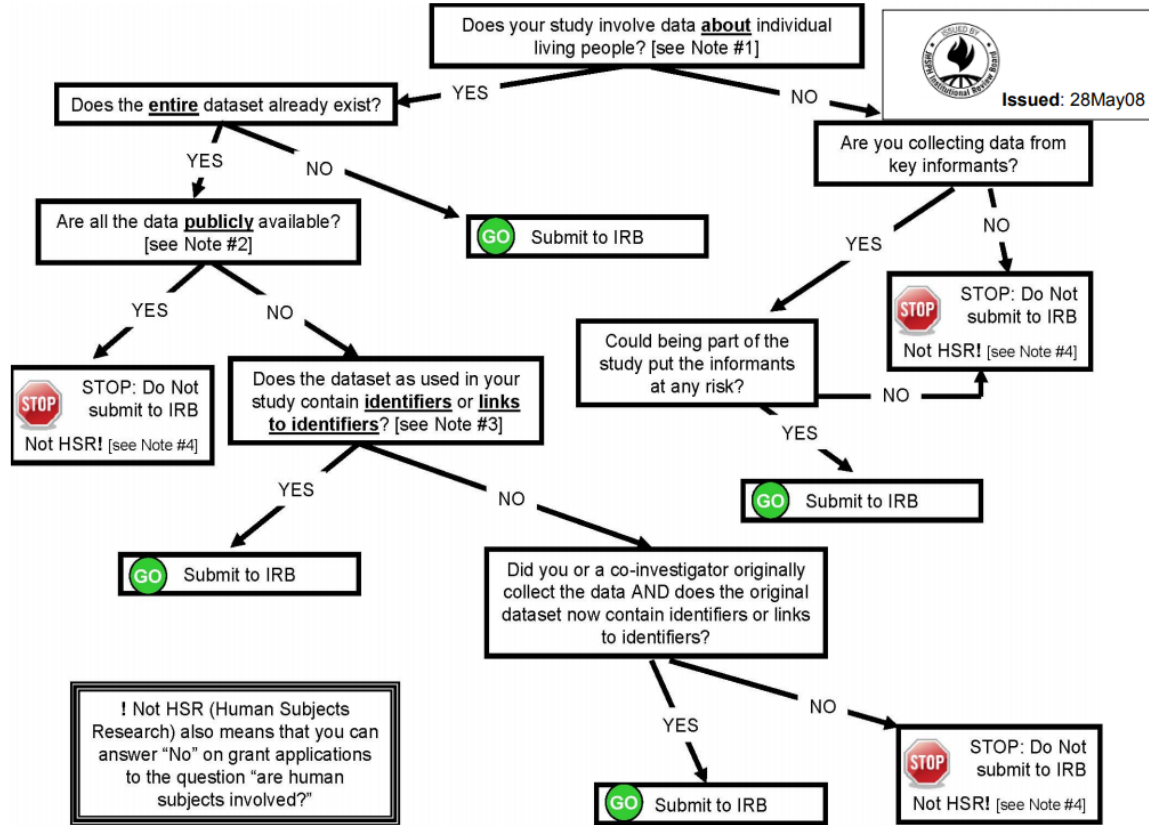
When students are using data and other information that was developed by a previously approved JHMI or IRB research project, a copy of the previous IRB approval must be forwarded to the IRB in addition to a plan of how the data are to be used in secondary data analysis. If the student will be conducting 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 STUDENTS
HANDBOOK**

MHS Online Program Overview

This handbook describes the program of study for PFRH MHS online students specializing in Maternal and Child Health (MCH). It describes the competencies for the program shown below and the 12 foundational learning objectives required for all programs in schools of public health by the Council on Education in Public Health (CEPH).

All PFRH MHS students should have a fundamental understanding of statistical methods and their application, epidemiology, research ethics, research methods in a selected methodological area, and expertise in Population, Family and Reproductive Health including the application of life course perspectives on health, demography and population dynamics.

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

- Epidemiologic Inference or its equivalent
- 12 credits of Statistics
- Two (2) credits of Research Ethics and the non-credit Academic and Research Ethics course
- Five (5) MCH courses fulfilling the PFRH MHS competencies including (2) core courses that examine the application of life course perspectives on health and demography and population dynamics
- Two (2) Research Methods courses
- Courses that address the 12 foundational learning objectives
- Complete an individual development plan for their studies
- Complete the required final culminating MHS essay and presentation
- Achieve a grade point average (GPA) of 2.75 or higher in all course work in order to be in good academic standing
- Complete a minimum of 64 academic credits, (4 full-terms equivalents of coursework) in 1-3 years

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

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.

MHS Online Program Competencies & Course Requirements

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

PFRH MHS Schoolwide Competencies

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

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

PFRH MHS Content Area Competencies

All **PFRH MHS students** must attain proficiency in in the following five content area competencies:

1. Apply a life course framework to understand population health problems, including multiple determinants framework for the health of populations across the life course.
2. Identify and assess the causes and consequences of population change using demographic methods.
3. Assess the principal health concerns for 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.

PFRH MHS Research Methods Competencies

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

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

CEPH Learning Objectives

All **PFRH MHS students** must meet proficiency in the following 12 CEPH learning objectives:

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities

11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)

PFRH MHS Online Schoolwide Competencies

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

Competency	Course/Activity Meeting Competency (term) credits
1. Applying statistical methods to address the health of populations.	140.621 Statistical Methods in Public Health I 4cr AND 140.622 Statistical Methods in Public Health II 4cr AND 140.623 Statistical Methods in Public Health III 4cr
2. Applying epidemiological methods to address the health of populations.	340.721 Epidemiologic Inference 5cr
3. Applying ethical concepts and tools to population health research and practice.	550.860.82 Academic and Research Ethics (1,2,3,4) 0cr AND 221.616 Ethics of Public Health Practice in Developing Countries 2cr

PFRH MHS Online Content Area Competencies

Students must take a minimum of five courses in Maternal and Child Health to meet the five PFRH MHS content area competencies required for the MHS degree. **A unique course** must be selected for each competency. The five PFRH MHS content area competencies are:

1. Apply a life course framework to understand population health problems, including a multiple determinants framework for the health of populations across the life course;
2. Identify and assess the causes and consequences of population change using demographic methods;
3. Assess the principal health concerns for the 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.

PFRH MHS content area competency	Maternal and Child 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
2. Identify and assess the causes and consequences of population change using demographic methods <i>Choose 1 course</i>	380.603 Demographic Methods for Public Health
3. Assess the principal health concerns for populations, the associated population-based risk factors, and the relative impact of each risk factor <i>Choose 1 course</i>	380.765 Preventing Infant Mortality and Promoting the Health of Women, Infants, and Children
	380.623 Adolescent Health and Development
	380.616 Child Health Epidemiology
	380.664 Reproductive and Perinatal Epidemiology
4. Evaluate strategies to promote population health, including health services and systems delivery strategies used to address health concerns in populations <i>Choose 1 course</i>	380.624 Maternal and Child Health Legislation and Programs
5. Apply frameworks (beyond life course) for improving the health of populations <i>Choose 1 course</i>	380.642 Child Health and Development
	380.744 Nutrition and Growth in Maternal and Child Health
	380.623 Adolescent Health and Development
	380.747 International Adolescent Health
Electives	
380.740 Nutrition Programs, Policies, and Politics in the United States: The Impact on Maternal, Child and Family Health	
380.762 HIV Infection in Women, Children & Adolescents	
380.633 Promoting Equity for Adolescents and Emerging Adults: Problem solving seminar (3)	

PFRH MHS Online Research Methods Competencies

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

MHS research methods competency	BEHAVIORAL/SOCIAL SCIENCE	EPIDEMIOLOGY: Professional track	HEALTH SERVICES RESEARCH AND EVALUATION
Study Design (Choose 1)	380.611 Fundamentals of Program Evaluation	340.722 Epidemiologic Inference in Public Health II	380.611 Fundamentals of Program Evaluation
	224.690 Qualitative Research Theory and Methods		221.645 Large-Scale Effectiveness Evaluations of Health Programs
	410.615 Research Design in the Social and Behavioral Sciences**		
	224.692 Methods in Formative Research and Human Centered Design for Intervention Development		
Or Choose 2	309.616 Introduction to Methods for Health Services Research and Evaluation, I and II		309.616 Introduction to Methods for Health Services Research and Evaluation, I and II
	410.635 Applications of Innovative Methods in Health Equity Research		410.635 Applications of Innovative Methods in Health Equity Research
	550.604 Qualitative Reasoning in Public Health		
	330.621 Mixed Methods for Research in Public Health		
Data Collection and Analysis (Choose 1)	340.727 Introduction to Health Survey Research Methods AND 309.616 Introduction to Methods for Health Services Research and Evaluation, I and II	607.724 Applying Household Surveys to Primary Health Care Programs	340.727 Introduction to Health Survey Research Methods AND 550.604 Qualitative Reasoning in Public Health
	330.657 Statistics for Psychosocial Research: Measurement		330.657 Statistics for Psychosocial Research: Measurement
	224.690 Qualitative Research Theory and Methods	340.770 Public Health Surveillance	224.690 Qualitative Research Theory and Methods
	224.691 Qualitative Data Analysis*	340.727 Introduction to Health Survey Research Methods AND 340.701 Epidemiologic Applications of GIS	
Electives		340.645 Introduction to Clinical Trials	312.693 Introduction to Comparative Effectiveness and Outcomes Research
		340.861 Clinical Trials: Procedures, Design, and Interpretation of Results	410.605 Fundamental Tools for Promoting Health Equity
		340.726 Implementation Research Methods to Address Real World Epidemiological Questions	330.650 Methods in Implementation Science
			224.692 Methods in Formative Research and Human Centered Design for Intervention Development
			224.691 Qualitative Data Analysis

*Multi-term course. Students must take both 224.690 and 224.691 in order to receive a grade for the course.

**Virtual offering in 2022-23

CEPH Learning Objectives

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

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 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	380.765 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 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	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	552.607 Essentials of Environmental Health (0.5)
8. Explain biological and genetic factors that affect a population's health	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	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)

Master's Essay and Presentation Guidelines

The Master's Essay is a requirement for graduation from the **MHS** 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 by the time they have accumulated 20 credits in the program. During the last terms of their studies, students will register for PFRH Master's Essay (380.850), designating their faculty essay reader as the instructor. Students need to take a minimum of 2 credits of special studies each term during which they are completing the essay.

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 PRFH 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). Students must submit outline and essay drafts to their reader starting after completing at least 40 credits in the program for the outline and during the last two terms of their academic programs for the essay drafts.

Choosing a Topic and Format for the Essay

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

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

Given the research/academic focus of **MHS degree**, the essay should include data to support the topic even if it is not a research report. Students must focus on a public health concern or problem, which may or may not be in their area of interest.

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 JHSPH 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 MHS 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 2 to 3 credits of 380.850 with their reader in the term (s) in which the essay is completed. The number of credits is dependent on the amount of time students think they will spend on data collection, analysis, and writing during each term. Each credit is equivalent to approximately 3 hours of work per week.

Step 6: Submit Outline of Essay to 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 e 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 term in which the essay is completed. The student's essay reader 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 the MHS essay and presentation, students should contact their reader to discuss the essay topic and format no later than 3 terms before they plan to complete the essay. MHS Essays are due early in the term in which it is to be completed, the 2nd term for a December completion, 4th term for May completion and the summer term for August completion. Students should begin work on their essay no later than the start of term before they plan to complete the essay, preferably before the term begins, and complete it early in the term in which it is due (see deadlines below). Students should begin to consider essay topics and format as early as feasible in the program. Essays will be presented at a public seminar in May, December, or August. The estimated dates are not guidelines, they are deadlines. Failure to meet the deadlines will result in postponement of the essay presentation and could have consequences for graduation.

TASKS/ASSIGNMENTS	DUE DATE
Register for 380.850 SS/R in PFRH with reader for two terms	1st and 2nd Term for December completion; 3rd and 4th Term for May completion; 4th and Summer Term for August completion
Receipt of master's essay topic form to reader for approval	Term before work is planned for the essay; e.g. 2nd Term for May completion
Receipt of student's final essay outline to reader for approval	Beginning of Term when essay work is started, e.g. January for May completion
Receipt of student's first draft to reader	End of Term before essay is to be completed, e.g. February for May completion
Receipt of student's final draft for final edits to reader	Third week of the Term essay is to be completed, e.g. March for May completion
Receipt of student's final essay with incorporated edits to reader	No later than the end of the 6th week of the term in which essay is to be completed, e.g. No later than the end of the 6th week of the term in which essay is to be completed; April for May completion
Reader approval forms signed by reader	No later than the end of the 6th week of the term in which essay is to be completed, e.g. April for May completion
PowerPoint presentation approved by reader	One week prior to master's essay presentation
Master's Essay presentation	Early May, August, or December

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)

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 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

PFRH Master's Essay- Topic Form

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

PFRH Master's Essay- Title Page Template

- <https://my.jhsph.edu/sites/PFHS/handbook/Masters%20Students/PFRH%20Master%E2%80%99s%20Essay-%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%20Essay-%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%20Essay-%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://www.jhsph.edu/academics/certificate-programs/> or contact Kristen McCormick, kmccor14@jhu.edu.

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